

Implementing Instructional Audio to Address Unfinished Learning

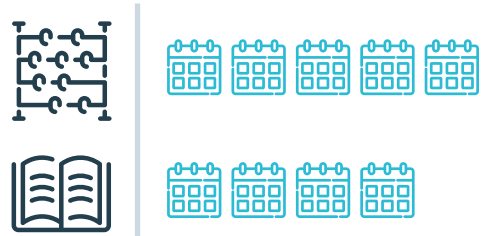
Interruptions to classroom time took a heavy toll on student learning. Virtual platforms proved a poor substitute, especially for the social-emotional learning (SEL) crucial to engaging and motivating students.

Research shows instructional audio can help teacher re-engage students as they grapple with significant unfinished learning.

School Closures Hurt Academic Gains

Without in-person connections, many students lagged behind projected academic gains and ceased participating altogether.

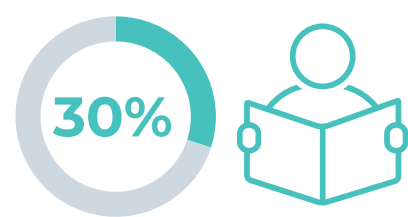
On average, students were **5 months behind in math** and **4 months behind in reading**.



Lagging Literacy has Significant Implications for Learning

Researchers warn that students who fall behind in reading may struggle to keep up with other coursework.

In fall 2020, reading fluency among second and third graders had fallen about **30% below the usual benchmark** compared with 2019.



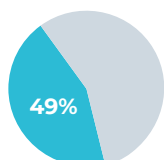
Not All Children Were Impacted the Same

Virtual learning took a greater toll on younger students. Students of color and low-income students were disproportionately affected, causing already troubling learning gaps to widen.



9% more second graders and **7% more third graders** fell **two or more grade levels** behind compared to before the pandemic.

About **half of third graders** in predominantly Black and Latino schools were **more than two grade levels behind in math and reading** during Fall 2021—11 to 17% more than pre-pandemic.



Among low-income communities – **49% of third graders** were **two or more grade levels behind in reading and math** — 10 to 12% more than pre-pandemic.

Classroom Audio Systems Are a Powerful Tool to Support Learning

Instructional audio is an important tool to supporting students as they struggle to recoup unfinished learning.

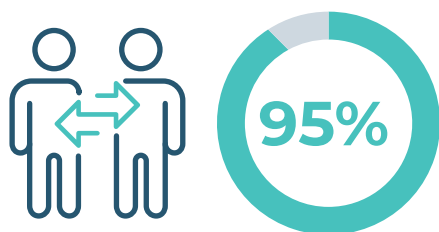
Instructional Audio Helps Educators Connect with Students

When students can hear clearly, educators can make stronger connections, which is crucial to learning.

“You can’t get anywhere in academics until you’ve built that relationship with your students.”

–Kristin Ortiz, 2nd Grade teacher, Dora L. Small Elementary School in South Portland, Maine.

95% of students said instructional audio made it easier to hear their teacher and helped them listen better.



Amplification Supports ELL Students

Classroom amplification has significant positive impact for English language learner (ELL) students – among the hardest hit populations of COVID-19.

In noisy environments, ELL students had an average decrease in performance accuracy that was four times greater than monolingual children.

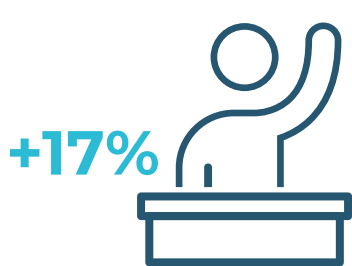
Adding instructional audio made a big difference: **Speech perception scores improved up to 30% for ELLs.**



Increasing Student Focus, Engagement

Classroom amplification can have a significant impact on engaging students and helping them focus.

Among 1st and 2nd graders, student distractibility and requests to repeat something decreased while **on-task behavior increased 17% in amplified classrooms.**



Tapping Funding Support for Instructional Audio

Funding for Lightspeed's instructional audio solutions is available under federal pandemic relief programs to support student needs at K-12 schools.

Find out more [here](#).



Sources:
 1. <https://www.mckinsey.com/industries/education/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>
 2. <https://www.mckinsey.com/industries/education/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>
 3. https://edpolicyinca.org/sites/default/files/2021-03/wp_domingue_mar21-0.pdf
 4. https://edpolicyinca.org/sites/default/files/2021-03/wp_domingue_mar21-0.pdf
 5. <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/i-ready-understanding-student-learning-paper-fall-results-2021.pdf>
 6. <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>
 7. <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/i-ready-understanding-student-learning-paper-fall-results-2021.pdf>
 8. <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/i-ready-understanding-student-learning-paper-fall-results-2021.pdf>
 9. Rosenberg, G.C., Blake-Rahter, P., Heavner, J., Allen, L., Redmond, B.M., Phillips, J., et al. (1999) Improving Classroom Acoustics (ICA): A Three-Year FM Sound Field classroom Amplification Study. Journal of Educational Audiology
 10. Nelson, P., Kohnert, K., Sabur, S., & Shaw, D. (2005). Classroom noise and children learning through a second language: Double jeopardy? Language, Speech, and Hearing Services in Schools, 36 (3), 219-229
 11. Crandell, C.C. (1996). Effects of Sound Field FM Amplification on the Speech Perception of ESL Children. Educational Audiology Monograph, 4, 1-5
 12. Allen, L. & Patton, D. (1990). Effects of sound field amplification student's on-task behavior. Paper presented at the American Speech-Language-Hearing Convention, Seattle, WA.