

# ACCUPLACER®

## Case Study

# Enhancing College Readiness Before High School Graduation

**Delaware Department of Education  
Dover, Delaware**

**Target Students:** 11th- and 12th-Graders

**Pilot Duration:** 10 weeks

**Implementation Model:**  
Independent Study and Blended Instruction

## Executive Summary

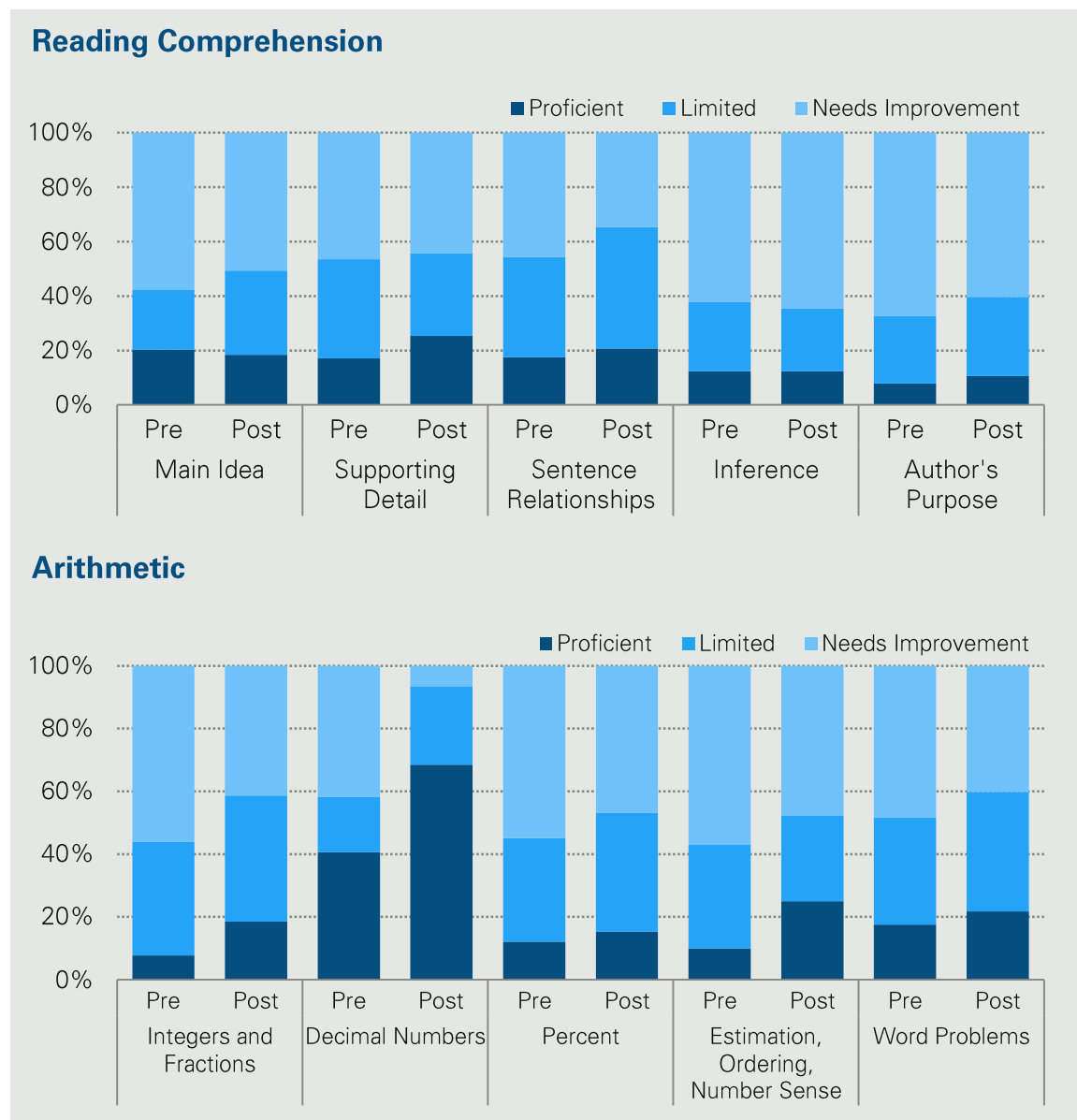
Eleventh- and 12th-grade students in five Delaware high schools used ACCUPLACER®//MyFoundationsLab® for 10 weeks to enhance their college readiness. Pretest diagnostic scores compared to posttest diagnostic scores indicate that broad academic growth occurred in just a few hours of instruction.

## Implementation Details

In spring of 2013, the Delaware Department of Education partnered with the College Board ACCUPLACER program and Pearson to pilot ACCUPLACER//MyFoundationsLab in selected high schools across the state. Informational webcasts were conducted to acquaint potential schools and districts with the opportunity and requirements of the project. Five districts from around the state were ultimately selected to participate including Caesar Rodney, Capital, Christina, Colonial, and Woodbridge. Teachers and administrators participated in professional development delivered via webcast to acquaint them with the operation of both ACCUPLACER and MyFoundationsLab. Students used MyFoundationsLab either during their assigned English and/or math class or as part of a homeroom/advisory period. At the conclusion of the intervention period of 10 weeks, students were posttested with a second set of diagnostics in order to measure progress.

Diagnostic	Number of Domains with Increases in Average Scores	Domains with Improved Proficiency Levels
Arithmetic	5	5
Elementary Algebra	3	2
Reading Comprehension	5	4
Sentence Skills	5	5

Results from pretesting to posttesting indicate that student achievement improved through the use of MyFoundationsLab combined with teacher guidance and instruction. Average scores increased in 18 out of 20 domains tested.



Students demonstrated improved proficiency with scores moving from Needs Improvement to Limited Proficient to Proficient in 16 out of 20 domains. Shown below are results from the Arithmetic and Reading Comprehension Diagnostics.

	Available Topics	Average Number of Topics Assigned	Average Number of Topics Completed	Average Time Per Student
<b>Math</b>	77	61	15.0	4:07
<b>Reading/Writing</b>	40	26	1.0	2:30
<b>All</b>	117	90	1.5	4:54

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## Lessons Learned

- Use of instructional resources and strategies aligned to the domains measured by ACCUPLACER can produce a significant improvement in student achievement.

### Implementation Models

#### Independent Study with Guidance

This instructional model allows students to work on their own in the ACCUPLACER//MyFoundationsLab online intervention curricula while also receiving some monitoring and guidance from a teacher/instructor. There is no provision for dedicated class time or access to hardware; students must provide their own computer and manage their own learning with minimal support.

#### Implementation model

- Independent Study
- Independent Study with Guidance
- Lab Class
- Blended Instruction

#### Measure of success

- Improvement in Scores
- Improvement in Placement Levels
- Improvement in Proficiency Levels
- Performance in Subsequent Courses

#### Location

- Urban
- Suburban
- Rural
- Online

#### Blended Instruction

This instructional model allows the teacher/instructor to manage the pace of the intervention program and assignment of MyFoundationsLab content so that it is integrated with ongoing instruction in a course. Access to technology can be provided in class or be required outside of class. The teacher/instructor provides ongoing guidance and monitoring of student achievement.

## Measure of Success

### Improvement in Placement Levels

Pilot program sites were able to identify the percentage of students who improved their course placement and the number of courses bypassed by comparing students' placement levels from pre- to post-assessment. Pilots used the ACCUPLACER placement test as the pre- and post-assessment measure.

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