

Case Study

Preparing for Dual Enrollment

Panola Charter School
Carthage, Texas

Target Students: Eighth-Grade Students

Pilot Duration: 16 Weeks

Implementation Model:
Independent Study with Instructor Guidance

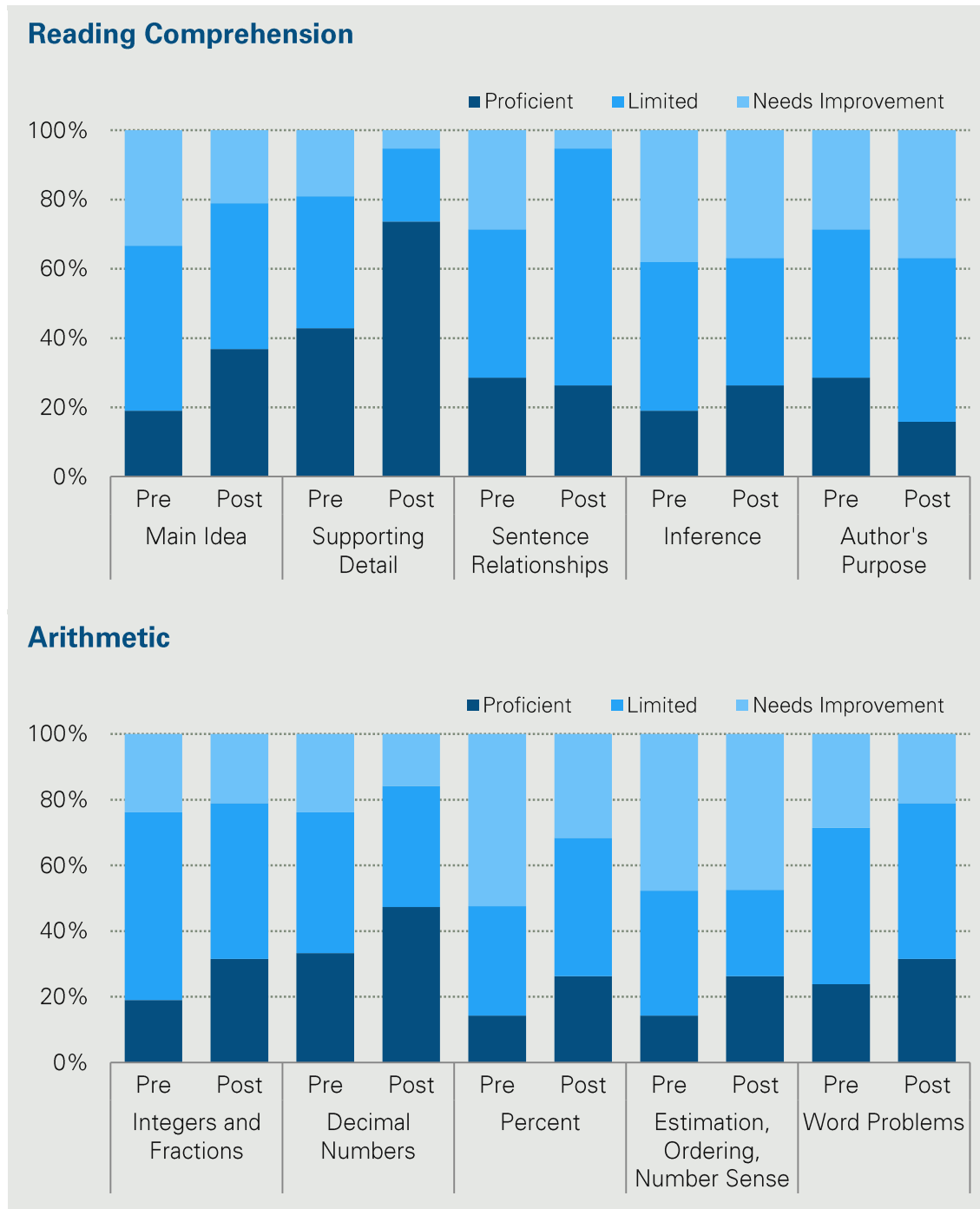
Executive Summary

Panola Charter School implemented ACCUPLACER®//MyFoundationsLab® as an instructional resource to enhance college readiness for eighth-grade students preparing for dual enrollment in college courses. Pretests to posttest scores showed impressive gains with increases in the number of students performing at higher proficiency levels in 18 out of 20 domains tested.

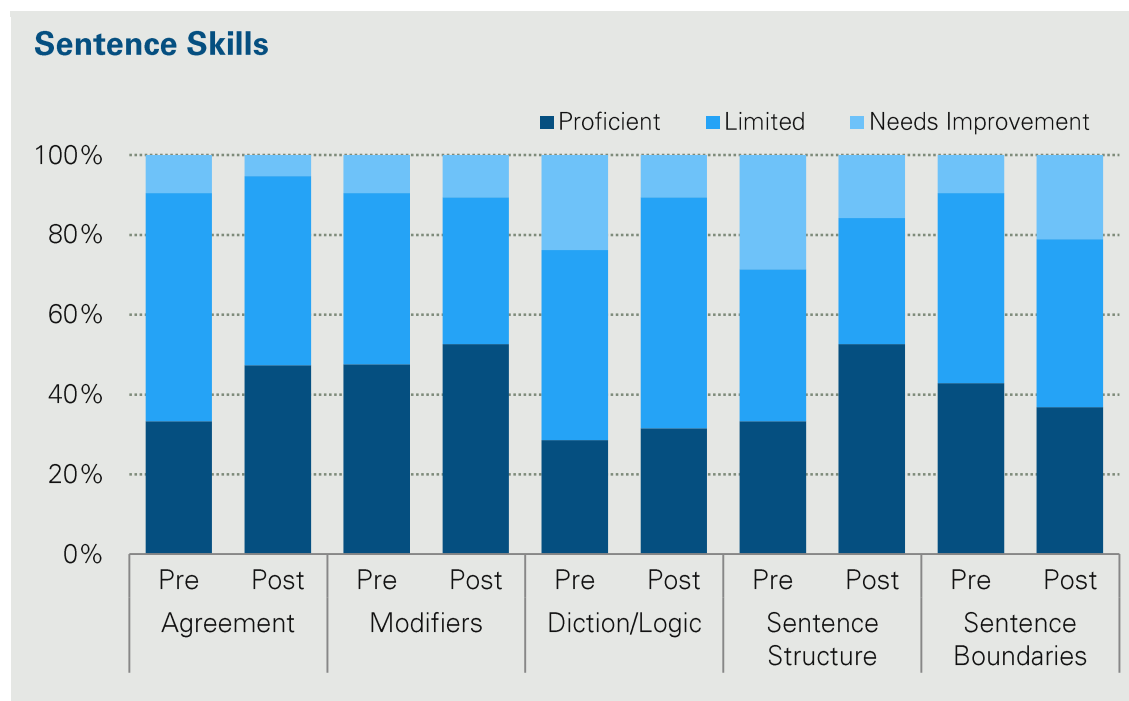
Implementation Details

As part of its mission to help students achieve college readiness while in high school and qualify for dual enrollment college courses, Panola Schools implemented ACCUPLACER//MyFoundationsLab in the online Panola Charter School. Eighth-grade students were pretested with ACCUPLACER diagnostics and then given time each afternoon to work on their assigned learning paths with teachers monitoring instruction and student achievement. At the conclusion of the four-month intervention period, students were posttested with ACCUPLACER diagnostics. Pretest to posttest scores showed impressive gains with average scores that increased in 18 out of 20 diagnostic domains. In addition, students increased overall proficiency levels by moving from Needs Improvement to Limited Proficient to Proficient in the same 18 domains.

Of particular note is that achievement on Elementary Algebra increased through independent study with MyFoundationsLab even though these students, as eighth-graders, had not taken a high school Algebra course yet.



Pre- to post-diagnostic testing in Reading Comprehension, Arithmetic and Sentence Skills shows growth in proficiency with decreases in the number of students performing at the Needs Improvement level and increases in students performing at the Limited Proficient and Proficient levels.



Pre- to post-diagnostic testing in Reading Comprehension, Arithmetic and Sentence Skills shows growth in proficiency with decreases in the number of students performing at the Needs Improvement level and increases in students performing at the Limited Proficient and Proficient levels.

Lessons Learned

- Independent study through ACCUPLACER//MyFoundationsLab monitored and guided by a teacher can make a significant difference to student achievement.
- Targeted instruction can enhance college readiness of students regardless of grade level.

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

Implementation Model

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.

Measure of Success

Improvement in Proficiency Levels

Pilot program sites were able to report improvement in performance for their cohort of students by comparing students' proficiency gains from pre- to post-assessment. Pilots used the ACCUPLACER diagnostic test as a pre- and post-assessment tool to determine the percentage of students who advance to a new proficiency level: Needs Improvement to Limited Proficiency to Proficient.

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