

ACT TEST-PREP SATURDAY TUTORIAL PROGRAM



Action Potential
learning®

ACT PREPARATION SATURDAY COURSE - SPRING 2017

PROGRAM OVERVIEW

The below data highlight a cohort of high school students enrolled in Saturday test preparation course within a charter school in Texas. Students participated in a Saturday morning ACT® preparation course through a comprehensive support tutorials program in the spring of 2017. Students were selected (on a volunteer basis) based on their identified need for improvement in math, reading, writing, and science scores on the ACT. The students were asked to complete a pre-test using an authentic released ACT test from College Board, held under simulated and timed testing conditions prior to beginning the course. The Action Potential Learning instructor for the class then analyzed the individual tests for each student and grouped students according to their ability in math, reading, writing, and science, where lower performing students or higher performing students were grouped together for each subject. Instruction each day consisted of a whole class introduction that included test preparation strategies and answer choice selection strategies for each of the four ACT test subjects. Students then worked in break-out groups to practice and refine the strategies. Monitoring of student improvement throughout the course was implemented through mastery checks of problems related to released ACT test questions, and individualized, targeted instruction was implemented as needed throughout the program. At the conclusion of the program another, different, ACT practice test assessment was administered and analyzed. The below data highlight the composite scores for the pre and post-test from the participants where both data points were obtained.

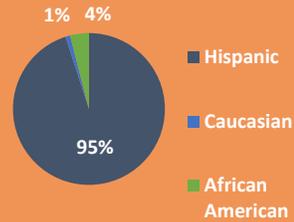


SCHOOL SUMMARY

This high school is a charter school in Texas with a total campus size of approximately 270 students serving grade levels 9 through 12. The approximate attendance rate of the school is 96%, with a mobility rate of 5%.



SCHOOL DEMOGRAPHICS



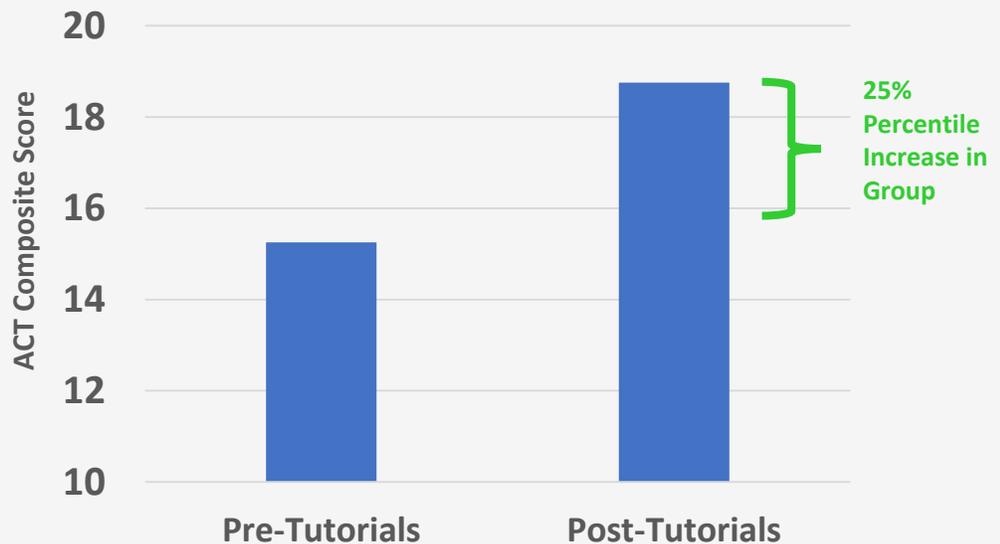
Approximately 94% of students are economically disadvantaged, and approximately 33% of students are English Language Learners.

FIGURE 1:

Summary results highlight a spring semester Saturday morning ACT prep class held in a Texas high school. The data results represent assessed scores following 10, 3-hour tutorial sessions held on Saturdays for an approximate total instructional time of 30 hours per student. Results include a 25% growth in percentile scores of students from pre and post-tests. Pre-test scores indicated an average ACT Composite score of 15, and post-test scores at the conclusion of the program indicated an average ACT Composite score of 19. Pre and post tests chosen were real released ACT tests and were given to students using simulated and timed testing conditions. Students are scheduled to take the ACT the summer of 2017. $n=8$, $p=0.01$.

*Statistics generated using a standard Student's T-test.

ACT Testing Composite Score Change (Pre & Post Tutorials) $n=8$, $p=0.01$



CONCLUSIONS

Additional support in test preparation strategies and consistent practice using released ACT tests helped improve student testing behaviors and content understanding as assessed by pre and post- course evaluations. Students showed an increase in testing performance growth as measured by the standardized released ACT tests provided by ACT.org, or by the "Official ACT Prep Guide" published by the makers of the ACT, College Board. These results indicate that the addition of an intervention classroom support program combining whole group and individual group instruction outside positively benefited their test performance.

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