Outreach Through Testing: Path Finders

A Title V Initiative

A Case Study
Guidelines address remedial instruction provided to high school students for either remedial work to prepare students to pass the TAKS test or to prepare students to pass TSI test.

The college may contract with school districts as outlined in the GUIDELINES to provide remedial courses for students enrolled in public secondary school in preparation for graduation from High School. Such courses are not eligible for state formula funding. High school students who passed all sections of the 11th grade exit-level TAKS test may be permitted to enroll in state-funded developmental courses offered by the college at the college’s discretion if a need is indicated by a student performance on a TSI-associated assessment instruments. Such courses may not be offered for Dual Course Credit. The college may not waive tuition for remedial courses unless approved by the Board.
High School Outreach Program

The Components

- Outreach / Testing
- Recruitment / Readiness
- Retention / Success

Early Intervention

Diagnostic & Placement Testing

Choices, Early Admissions & Concurrent Enrollment

Curriculum Alignment With High Schools
Path Finders
High School Outreach Program

The Operation

- Early Intervention
  Assess the data: ACT, SAT & approved TSI test scores to identify and target students for outreach. Contact to offer program benefits,

- Choices, Early Admissions & Concurrent Enrollment
  Advise and admit: Present the choices & options. (Dual Credit, Early Admissions, Concurrent Enrollment, and Certificate programs, etc.)

- Diagnostic & Placement Testing
  Contact the prospects: Recruit students who need assistance with diagnosis, interest & skills and placement testing,

- College Readiness
  Offer and provide coursework that would meet the needs of student development and graduation requirements

Curriculum Alignment w/ High Schools
- College Readiness
High School Outreach Program

Testing and Tracking

- ACT, SAT, TAKS & approved TSI test scores to identify and target
- Diagnostic Testing for TSI unmet students
  - TSI Test (My Foundations Lab) Post-testing & Choices
  - Curriculum Alignment w/ High School (Modules)
    - College Readiness
  - TSI Testing for Dual Credit TSI unmet students
  - Dual Credit Courses
High School Outreach Program

Readiness & Retention

TSI Testing for Dual Credit TSI unmet students

- TSI met: Admitted & Enrolled in Dual Credit College Coursework
- Unmet TSI Failed & Need Diagnostics & Retesting
- College Readiness Program

Diagnostic Testing for TSI unmet students

- College Readiness Program (My Foundations Lab)
- Curriculum Alignment w/ High Schools (Modules)
- Retest TSI Test Placement Testing and offer Choices

Curriculum Aligned or Coursework Testing

Diagnostic Modules

TSI Test / Retesting
High School Outreach Program

Diagnostics & Retesting Centers

<table>
<thead>
<tr>
<th>EL Centro West Campus Testing Center</th>
<th>All students may test @ West campus or follow the retest schedule at their high school home campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. – Sept. ; Dec. - Jan. ; May – June</td>
<td>Diagnostic &amp; Retest Center @ High School A</td>
</tr>
<tr>
<td>Aug. – Sept. ; Dec. - Jan. ; May – June</td>
<td>Diagnostic &amp; Retest Center @ High School B</td>
</tr>
<tr>
<td>Aug. – Sept. ; Dec. - Jan. ; May – June</td>
<td>Diagnostic &amp; Retest Center @ High School C</td>
</tr>
<tr>
<td>Aug. – Sept. ; Dec. - Jan. ; May – June</td>
<td>Diagnostic &amp; Retest Center @ High School D</td>
</tr>
</tbody>
</table>
High School Outreach Program

Discovering Deficiencies
Supplemental Instruction
My Foundations Lab
College Readiness

Pretest TSI Test
Diagnostic Testing
My Foundations
Posttest TSI Test
Retesting / TSI met College Readiness

Diagnostic Testing
Score Report
Needs Improvement
Limited Proficiency
Proficient
Dev. Ed Curriculum Alignment
My Foundations Lab
TSI MET & College Ready
High School Outreach Program

Advisor Case loads

Dual Credit Transitioning to College
- Admissions Advisor one
  - TSI met

Curriculum Aligned & awaiting retest
- Admissions Advisor two
  - College Readiness / TSI unmet

Choices: Non degree & Certificate
- Admissions Advisor three
  - TAKS passed; TSI unmet
High School Outreach Program

**Enrollment; Triple A Process**
Admissions, Advising & Assessment (not Colleague system tracking)

- **Admissions**
  - Application w/ Principal, Counselor & Parental Consent
  - Transcripts with TAKS, SAT or ACT test scores holding non-exempt status
  - 11TH Grade TAKS passed
  - TSI unmet

- **Assessment**
  - Data Entry (Database Analyst)
  - Assess Test Scores
  - Sort TAKS, SAT & ACT Data
  - Recommend Diagnostic testing
  - Assess Score reports
  - Sort & group Competencies
  - Re-evaluate new TAKS scores
  - Test; TSI met is the goal

- **Advising**
  - Develop Caseloads
  - Early Intervention
  - Recommend Tutor
  - Recommend Coursework
  - Advise TAKS retesting after Tutorial or Developmental Studies
  - TSI Testing after becoming TAKS passed
  - Dual Credit Coursework by 12th grade

**Recruitment & Outreach**

**Assess & Diagnose**

**TSI Test passed & TSI met**
High School Outreach Program

Meetings & Planning Sessions
Instruction & Course offerings

High School Principal & Counselor Day
- Meeting & Sharing of the mission, concerns and make agreements for coursework

Deans, Program Leaders & Instructor Day
- Determine Dual Credit Courses, non degree & certificate Program
- Workforce Education
- Office skills, Develop Curriculum Alignment
- Course Competencies & Content.

Admissions, Advising & Testing Personnel Day
- Plan admissions logistics
- Registration deadlines
- Assign case loads
- Schedule Test, retesting dates and deadlines

Facility & Room assignment
- West Campus
- High School Campus
- Downtown Campus
Description of ACCU/MFL: Accuplacer / My Foundations Lab software

• A web-based suite of resources for reading, writing, and math.

• Designed to help students get up to speed with the skills they need for transition to college, the remediation needed to stay in college.
Sample of Selected Diagnostic Pretest Results

Case Study Results Spring Semester 2012
A case study utilizing ACCU/MFL with a college preparatory high school in a large southwestern city was conducted in January 2012.

Seventy-six 9th and 10th grade students took the Accuplacer Diagnostic Test as a pretest.

Students then attended a lab twice a week for up to 4 hours, and received assistance based on the diagnostic results.

These students will then take a post test in January 2013 to assess whether their skill level has improved.
Scoring of Accuplacer Diagnostic Test

- Students could obtain a range of scores from 1 to 15 on each content area.
- A score of 1-4 indicated a need for improvement.
- A score of 5-9 indicated limited proficiency.
- A score of 10-15 indicated that the student was proficient or college ready.
A personalized study plan has been created for you based on your ACCUPLACER test results. Within 24 hrs you will receive an email with your log in credentials and instructions on how to access your personalized study plan. If you have not provided an accurate email address please see your proctor to update your information.

### Diagnostic Test Results

<table>
<thead>
<tr>
<th>Domain</th>
<th>Needs Improvement</th>
<th>Limited Proficiency</th>
<th>Proficient</th>
<th>Score</th>
<th>SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real Numbers</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>1.37</td>
</tr>
<tr>
<td>Your performance on Real Numbers suggests that you need to improve significantly in this area. These questions test your ability to order integers and rational numbers; add, subtract, multiply, and divide signed numbers; and work with absolute value.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linear Equations, Inequalities, and Systems</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>1.34</td>
</tr>
<tr>
<td>Your performance on Linear Equations, Inequalities, and Systems suggests that you need to improve significantly in this area. These questions test your ability to evaluate linear expressions, solve linear equations and inequalities, solve systems of linear equations, and graph linear equations and inequalities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quadratic Expressions and Equations</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>1.4</td>
</tr>
<tr>
<td>Your performance on Quadratic Expressions and Equations suggests that you need to improve significantly in this area. These questions test your ability to square a binomial, factor the difference of squares, factor a general quadratic over the integers, and solve quadratic equations by factoring.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebraic Expressions and Equations</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Your performance on Algebraic Expressions and Equations suggests that you need to improve significantly in this area. These questions test your ability to add, subtract, multiply, and divide monomials and polynomials, simplify algebraic fractions, factor polynomials, and work with expressions involving positive rational roots and exponents.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Problems and Applications</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>1.57</td>
</tr>
<tr>
<td>Your performance on Word Problems and Applications suggests that while you have some skill in this area there is room for improvement. These questions test your ability to translate written phrases or sentences into algebraic expressions or equations and to solve verbal problems with algebra.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Pretest Result for 9th Graders:
Main Idea
% of students in each category

Main Idea

- Limited Proficiency: 45%
- Needs Improvement: 37%
- Proficiency: 18%
Pretest: Supporting Detail, % Student in Each Category

Supporting Detail

- Needs Improvement
- Limited Proficiency
- Proficiency

- 26% Needs Improvement
- 25% Limited Proficiency
- 49% Proficiency
Pretest: Sentence Relationships, % Students in Each Category

Sentence Relationships
- Needs Improvement
- Limited Proficiency
- Proficiency

14% Needs Improvement
25% Limited Proficiency
61% Proficiency
Pretest: Inference, % Students in each Category

Inference

- Needs Improvement: 28%
- Limited Proficiency: 5%
- Proficiency: 67%
Pretest: Author’s Purpose, % Students in Each Category

Author

- Needs Improvement: 30%
- Limited Proficiency: 7%
- Proficiency: 63%
Pretest: Computation with Integers and Fractions, % Students in Each Category

Integers and Fractions

- Needs Improvement
- Limited Proficiency
- Proficiency

39%
61%
0%
Pretest:
Word Problems and Applications,
% Students in Each Category

Word Problems

- Needs Improvement
- Limited Proficiency
- Proficient

- 19%
- 2%
- 79%
**Pretest:**

**Linear Equations, % Students in Each Category**

- **Needs Improvement**: 35%
- **Limited Proficiency**: 7%
- **Proficient**: 58%
In May 2012, a subsample of students took a post test of the Accuplacer Diagnostic Test.

Preliminary aggregate results indicated that these students did gain in skills in knowledge.

However, as only a small subsample of the original 76 9th and 10th graders was used in the post test, no conclusions can be drawn at this point. However, the increase in scores does appear to be promising.
Preliminary Sample

SELECT POST TEST RESULTS
Post Test, Supporting Detail

Passage-Based Reading: Supporting Detail

- Needs Improvement
- Limited Proficiency
- Proficient

75%
25%
0%
Post Test Sentence Relationships

Sentence Relationships

- Needs Improvement: 13%
- Limited Proficiency: 13%
- Proficient: 74%
Post Test Inference

Passage-Based Reading: Inference

- Needs Improvement
- Limited Proficiency
- Proficient

13% Needs Improvement
38% Limited Proficiency
49% Proficient
Post Test, Author’s Purpose

Author's Purpose/Rhetorical Strategies

- Needs Improvement: 13%
- Limited Proficiency: 38%
- Proficient: 49%
Post Test Results, Linear Equations

- Needs Improvement: 92%
- Limited Proficiency: 8%
- Proficient: 0%
Conclusions

• Final Post test of students is scheduled to be conducted in January 2013.

• Conclusions can then be drawn about the effectiveness of the MFL interventions utilized to increase student diagnostic test scores.

• Further data will also be gathered from the comparison of this group of student’s pre and post test scores on the Accuplacer College Entrance Exam.
Contact Us

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