

SOUTHERN PUBLIC SCHOOLS

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October 28, 2002

Baylor Test Prep
PO Box 30792
Lincoln, NE 68503

To Whom It May Concern:

During the 2001-2002 school year a Baylor Test Prep class for taking the ACT was offered at Educational Service Unit #5 in Beatrice. Nine Southern students in grades eleven and twelve participated in that class. The district then determined that before it could recommend the expense of the class for other students it would do a comparative analysis of those who took the class to those who did not.

The study compared scores in two different modes. First the study compared the ACT scores of students who took the Baylor Test Prep class with scores from students who had not taken the Baylor Test Prep class. For students who did not take the Baylor Test Prep class we used the highest ACT score if they had taken the ACT more than once. We desegregated eleventh grade students from twelfth grade students for the comparison. In every single subcategory, as well as on the composite, the Baylor out performed the non-Baylor students significantly.

The Baylor twelfth grade student composite score was 4.34 points higher than their non-Baylor peers. For the eleventh grade the composite was 3.89 points higher for the Baylor students over their peers. For both classes the greatest difference was on the English subtest. In this area the Baylor twelfth grade students scored 7.42 points higher than their non-Baylor peers; while the eleventh grade Baylor students scored 6.12 points higher than their non-Baylor counterparts.

The second comparison was a comparative analysis of students who took the ACT more than once. It compared the average growth of the Baylor students to the non-Baylor students. The study looked at both eleventh and twelfth grade students and then a comparison of all students. The composite score for twelfth grade students showed a 3.67 increase on the retest by Baylor students, whereas the non-Baylor students scored a .63 decrease. The composite score for eleventh grade Baylor students showed a 2.43 increase, whereas their non-Baylor peers showed a .42 decrease. In every subcategory, both eleventh and twelfth grade Baylor students showed an increase between their pre and post Baylor class ACT scores. The only increase for the non-Baylor students came at the twelfth grade level where they saw some increases in English and Math. The greatest growth for Baylor students was by twelfth graders on the English subtest where they showed an increase of 8.00 compared to their non-Baylor peers who increased only one-half of a point.

As a result of our study we were pleased to recommend the Baylor Test Prep course to our parents and students. Based on this study Southern students benefited by taking the course. One final observation concerns an eleventh grade girl who took the ACT after being in the Baylor course. In reviewing her records, this young lady has always struggled with high stakes testing. Her indicator score on the ACT Plan, taken in the tenth grade, indicated that she should have scored in the nine or ten point range. Her composite score, which we believe shows a direct correlation to taking the Baylor Test Prep class, was a 17.

On behalf of the students and patrons of Southern Public Schools, I want to thank you for giving this opportunity to our students. It is allowing them to truly demonstrate their ability and knowledge on the ACT. It is well worth their investment of time and money.

Sincerely,

W. Michael Shimeall, Ed.D.
Superintendent of Schools

Southern Pride: "Makes Every Student Special!"

**ACT Results
2001-2002
Southern Public Schools
Baylor Class Analysis**

Nine Southern students completed the Baylor ACT class during 2001-2002. Of those students, seven took the ACT at least twice

Comparison of degree of improvement for those who took the Baylor and then repeated the ACT to those who did not take the Baylor and repeated the ACT. Scores are the average increase for each group.

Class of 2002	English	Math	Reading	Science	Composite
Took Baylor (N=3)	+8.00	+2.33	+1.33	+2.67	+3.67
Did Not Take (N=8)	+.50	+1.88	-1.25	-.25	-.63

Comparison of number of individuals from each group who improved (+), versus those who showed a decrease (-) on the second ACT attempt.

Took Baylor (N=3)	+3	+3	+2; -1	+3	+3
Did Not Take (N=8)	+.4; -3	+6; -1	+4; -4	+3; -4	+1; -5

Comparison of degree of improvement for those who took the Baylor and then repeated the ACT to those who did not take the Baylor and repeated the ACT. Scores are the average increase for each group.

Class of 2003	English	Math	Reading	Science	Composite
Took Baylor (N=4)	+1.50	+1.75	+2.00	-.50	+1.50
Did Not Take (N=4)	0.00	0.00	-1.25	-.25	0.00

Comparison of number of individuals from each group who improved (+), versus those who showed a decrease (-) on the second ACT attempt.

Took Baylor (N=4)	+3; -1	+3; -1	+3; -1	+2; -1	+3; -1
Did Not Take (N=4)	+.1; -1	+1; -2	+2; -2	+2; -2	+1; -1

Comparison of degree of improvement for those who took the Baylor and then repeated the ACT to those who did not take the Baylor and repeated the ACT. Scores are the average increase for each group.

Total	English	Math	Reading	Science	Composite
Took Baylor (N=7)	+4.29	+2.00	+1.71	+.86	+2.43
Did Not Take (N=12)	+.33	+1.25	-1.33	-.25	-.42

Comparison of number of individuals from each group who improved (+), versus those who showed a decrease (-) on the second ACT attempt.

Took Baylor (N=7)	+6; -1	+6; -1	+5; -2	+5; -1	+6; -1
Did Not Take (N=12)	+.5; -4	+7; -3	+6; -6	+5; -6	+2; -6