Efficacy Research

Albert Accelerates ACT® Performance at an Illinois High School

Learn By Doing, Inc.
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Targeted Practice, Measurable Gains: How Albert Accelerated ACT® English Performance in an Illinois High School

Executive Summary

This case study examines ACT® English performance in 11th-grade English 3 classrooms at a public high school in suburban Illinois during the 2025-26 school year. Students in Albert-using classrooms practiced heavily on ACT®-aligned English content throughout the year and grew more on the ACT® English section than peers in equivalent non-using classrooms - an advantage of about +1.4 ACT® English points.

About the Company

Albert, operated by Learn By Doing, Inc., offers 270,000+ practice items across core subjects and test prep for grades 3-12. All question bank items are educator-written, standards-aligned, and paired with detailed, narrative-style explanations.

Teachers and students use Albert flexibly - for independent practice, diagnostics, differentiated instruction, and summative assessment. Consistent use of Albert's rigorous content throughout the year is designed to build mastery and improve exam outcomes.

About the School

The study was conducted at a public high school in suburban Illinois, southwest of Chicago, with roughly 1,800 students. The school serves a diverse, majority-Hispanic community (about 54% Hispanic and roughly two-thirds students of color), with a substantial population of English Learners. The study focused on 11th-grade English 3 classrooms across three teachers.

Study Design

This quasi-experimental design compared ACT® English growth between students in Albert-using (treatment) classrooms and students in equivalent non-using (control) classrooms taught by the same three teachers in the same course. Each teacher used Albert in some sections and taught equivalent sections without it, creating a within-teacher comparison.

- Treatment Group: 127 students. Control Group: 62 students.
- Outcome measure: ACT® English section score, fall (October 2025) to spring (April 2026).
- The groups were comparable in their performance on the fall benchmark; the treatment group started slightly lower.

How Albert Was Used

Within the study, the 127 students in treatment classrooms were highly engaged, each averaging 300+ Albert practice questions across the school year, meeting the intended benchmark of 10 questions per week. Grammar and ACT® English preparation were the two most-used content areas, alongside reading and literature units.

Results

Students in Albert classrooms made larger ACT® English gains than their comparison peers, finishing ahead despite starting slightly behind.

Group	Fall Pre-ACT®	Spring ACT®	Growth
Albert (Treatment)	12.6	15.7	**+3.2**
Control	12.8	14.6	+1.8

The Albert group grew +1.4 ACT® English points more than the control group. 71% of Albert students improved their ACT® English score, compared with 67% of control group students.

Detailed Findings

Within ACT® English, the clearest advantage appeared in Production of Writing - the skills involved in revising and strengthening text. Albert students improved +10.3 percentage points in this area, compared with +1.7 points for the control group, an advantage of +8.6 points. This maps directly onto how students spent their time: grammar and ACT® English practice were their two most-used content areas, so students grew most in the exact skills they practiced. The pattern held across all three participating teachers.

Interpreting these Results

This is a single-school case study over one academic year, so it describes this school's experience rather than proving a generalized effect. Even so, the finding is encouraging and internally consistent: heavy, sustained practice on ACT®-aligned English content coincided with larger ACT® English growth - concentrated in exactly the skills students practiced - across every participating classroom.