

# SAT<sup>®</sup> School Day Statewide

A case study profiling one state's implementation experience

## WHAT IS SAT<sup>®</sup> SCHOOL DAY?

The College Board's SAT<sup>®</sup> School Day program enables states and districts to create a unique opportunity for all of their 11th-grade and/or 12th-grade students to take the SAT in their own schools, among their peers and in a supportive setting during a regularly scheduled school day. SAT School Day sends a powerful message about a state's or district's commitment to preparing all students for the next step. Until recently, most students accessed the SAT by registering individually and taking the test on a Saturday. Since the 2009-10 school year, the College Board has partnered with states and school districts to administer the SAT during the school day, making it possible to reach all students and particularly students who are underserved. SAT School Day generates a more reliable, measurable college readiness baseline for states and districts because the results are more inclusive of all students. State and district leaders can use SAT School Day data to more confidently address skill weaknesses and target interventions to address the needs of all students.

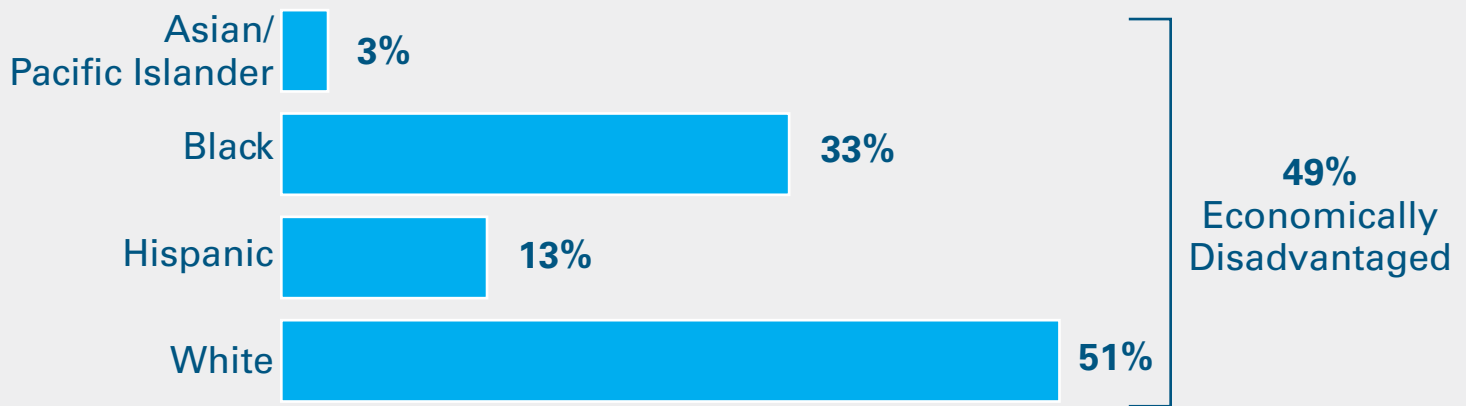
# Context

- The state described in this case study serves approximately 130,000 students in roughly 20 districts.
- The state has led the charge to **include more students in the SAT**, particularly because demographic shifts have increased the enrollment of traditionally underserved populations. The proportion of Hispanic students has risen steadily across the state, from approximately 10% in 2007-08 to roughly 13% in 2011-12, and the percentage of students qualified for free or reduced-price meals increased from 40% in 2007-08 to 50% in 2011-12.
- A plan for **statewide SAT School Day was included in the state's successful 2010 Race to the Top application to foster college-going cultures in schools and districts and to equalize access to the SAT** as a college-preparatory tool for all students.
- Given the size of a statewide program, state leaders focused on **fulfilling districts' needs for technical support: assisting districts in implementing SAT School Day by anticipating logistic challenges and providing communication tools** for districts to use in their school communities.
- The state also serves as the point of contact on all issues related to SAT School Day implementation with the College Board. SAT School Day implementation followed the precedent set by the 2004 statewide adoption of the PSAT/NMSQT® for all 10th-graders beginning in 2004.



To read more about SAT School Day in a large urban district, visit [pathway.collegeboard.org](http://pathway.collegeboard.org).  
To read more about SAT School Day in a suburban district, visit [pathway.collegeboard.org](http://pathway.collegeboard.org).

## State at a Glance



Total size of the student population  $\approx$  130,000

Total number of districts  $\approx$  20

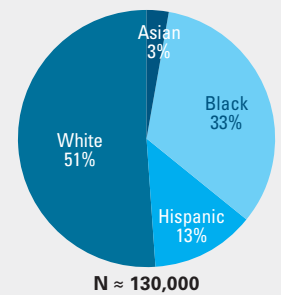
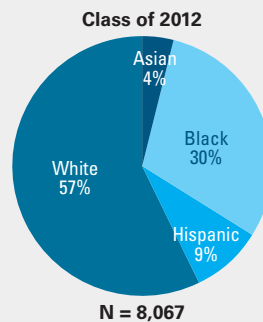
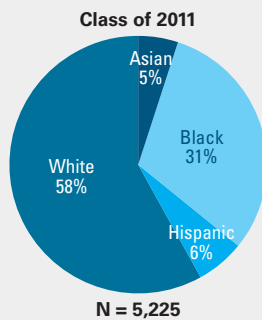
# Major Impact on Participation

- Although participation in the SAT was increasing in the state year by year prior to SAT School Day, SAT participation<sup>1</sup> grew at an unprecedented rate following the introduction of SAT School Day, from less than 40% to over 90% of 11th-grade students.<sup>2</sup>
- SAT School Day resulted in substantial increases in participation among historically underrepresented student groups. The number of Hispanic students who had taken the SAT in high school more than doubled in the state, from 296 students pre-SAT School Day to 652 students following SAT School Day (+120%), which resembles the overall demographics of the state more closely.
- Both black and white student participation increased by nearly 50%.

SAT College-Bound Seniors Pre-SAT School Day

SAT College-Bound Seniors Who Participated in SAT School Day as Juniors

Overall Student Demographics<sup>3</sup>



## Increases in Access Following SAT School Day Implementation

Class of 2012 SAT College-Bound Seniors	8,067
<b>Number of Additional Students<sup>4</sup></b>	<b>2,842 More Students:</b>
<b>More students took the SAT<sup>5</sup></b>	↑ 80 Asian                      ↑ 1,364 White ↑ 686 Black                    ↑ 356 Other <sup>6</sup> ↑ 356 Hispanic
<b>More prospective first-generation college goers took the SAT<sup>7</sup></b>	↑ 1,262 students
<b>More students achieved at least one Subject-Level Readiness Indicator<sup>8</sup></b>	↑ 624 students
<b>More students met the College Readiness Benchmark<sup>9</sup></b>	↑ 149 students

1. Unless otherwise noted, SAT results are presented for College-Bound Senior cohorts. College-Bound Seniors presents data for high school graduates in the specified year who participated in the SAT Program. Students are counted only once, no matter how often they tested, and only their latest scores and most recent SAT questionnaire responses are summarized. Data presented throughout this case study are intended to be descriptive; comparisons over time should be interpreted with caution, and data should not be used to predict achievement patterns in other states or districts implementing SAT School Day. When the pool of test-takers changes substantially, it is not appropriate to directly compare pre- and post-program results.

2. September 2011 department of education press release.

3. Most recent publicly available demographic information from state department of education website.

4. Class of 2012 College-Bound Seniors compared to class of 2011 College-Bound Seniors.

5. Race/ethnicity is self-reported by test-takers.

6. Students indicated "Other" or did not respond.

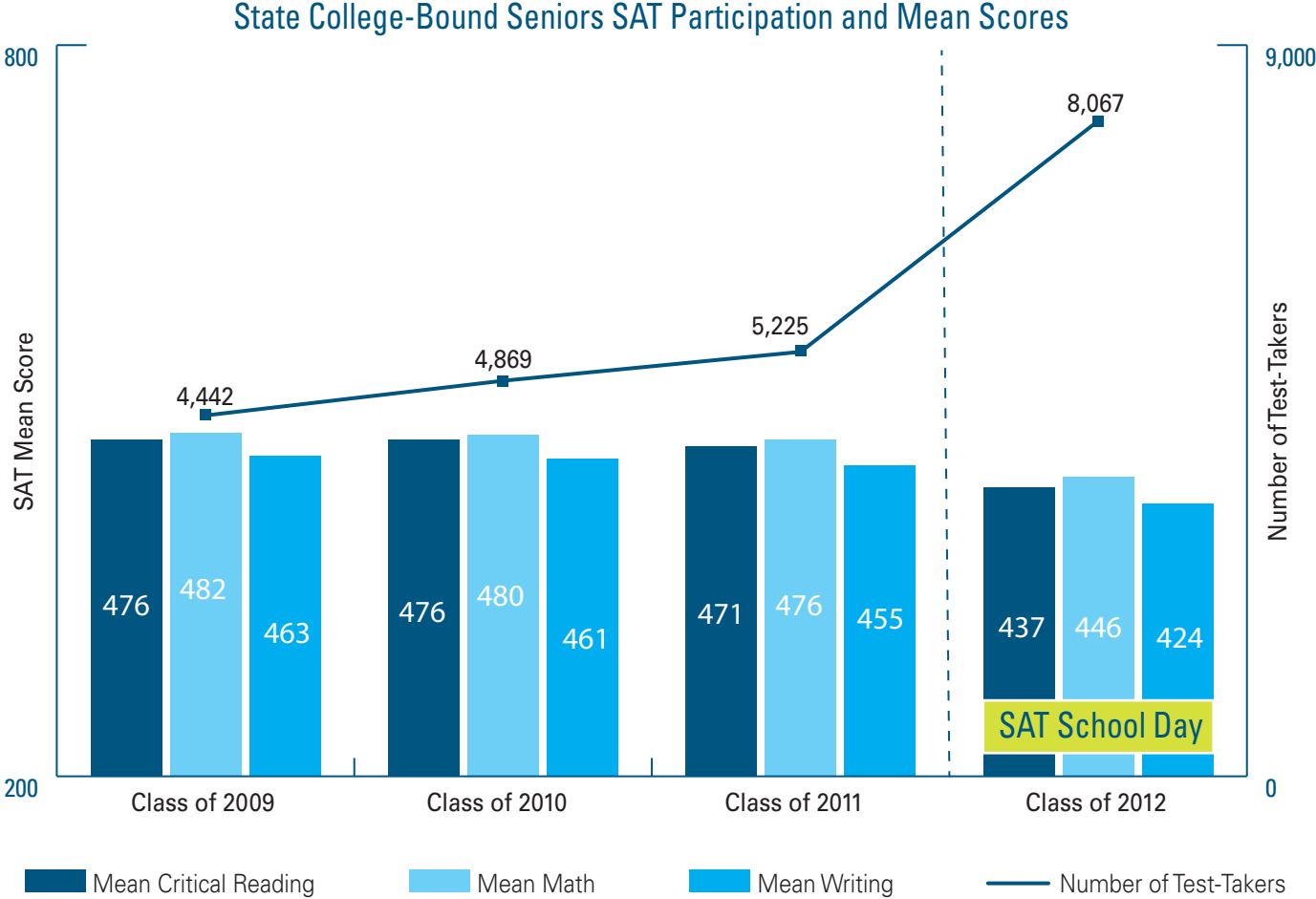
7. Test-takers are identified as first-generation college goers if they reported that neither parent holds an associate or two-year degree, a bachelor's or four-year degree, some graduate or professional schools, or a graduate or professional degree.

8. The SAT Subject-Level Readiness Indicators measure students' preparedness in critical reading, mathematics and writing. The SAT Subject-Level Readiness Indicator score is 500 for each of the SAT sections.

9. The SAT College and Career Readiness Benchmark is a score of 1550 (critical reading, mathematics and writing scores combined), which indicates a 65 percent likelihood of achieving a B or B- grade point average or higher during the first year of college.

# Changes in Student Achievement and Performance

- Data from all SAT School Day states and districts suggest that when access is more inclusive, more students participate, though mean scores tend to decline. In particular, participation tends to increase among traditionally underserved student groups — particularly Hispanic students and prospective first-generation college goers.
- Substantial changes in the test-taking population in the state resulted in changes in achievement. School and district leaders were prepared for changes in mean scores following SAT School Day implementation; mean scores dropped about 30 points in each SAT section (critical reading, math and writing) during the first year of the program.



# Taking Action

- The state supported districts and schools by providing information and technical assistance for SAT data analysis and by offering access to an online college and career planning tool to all students in the state. **State curriculum leaders used the SAT School Day data to influence the creation of professional development with their district counterparts:**
  - Analyzing SAT reading passages to determine which skills students need to sharpen; and
  - Identifying the academic vocabulary students need, which has been a historic weakness in the state's SAT results.
- State leaders reported that many educators across the state have **formed vertical teams of AP® and Pre-AP® (grades 6–8) teachers to collaborate**, using SAT and other data to improve students' AP readiness and overall academic performance.
- The state employs approximately **30 data coaches** who work directly with core content area teachers and school-based instructional coaches to facilitate professional learning communities. Every school in the state has an assigned data coach who shares data with school leaders, coaches, teachers and administrators to inform instruction. State data coaches:
  - Work with school-based instructional coaches to understand the skills gaps that are identified by multiple sources of data, including SAT, PSAT/NMSQT and state test results, and to emphasize ways middle and high school teachers can strengthen skill development across content areas.
  - Evaluate students' SAT results by score band to reference the Skills Insight™ suggestions for improvement and compare SAT results against state assessment results.
  - Review SAT results with middle and elementary school educators to demonstrate how college readiness skills map back to early grades.
  - Construct "vertical looks" of results from the PSAT/NMSQT, which is state funded for 10th-grade students, to SAT School Day to highlight the skills students need to develop most.

## COMMUNICATION MATTERS

The College Board encourages states and districts to prepare for SAT School Day by:

- Communicating the purpose of SAT School Day to all stakeholders (school leaders, teachers, counselors, families and students); and
- Focusing on supporting high academic achievement for all students, with the goal of achieving both high participation and performance over time.

The College Board supports SAT School Day partners to plan a comprehensive rollout and communication strategy addressing the three phases of SAT School Day implementation:

- **Announcement and Awareness** covers pretest communications to inform students, parents, districts and schools about the general purpose and goals of SAT School Day as well as key "what to expect" information.
- **Readiness and Preparation** covers communications that school personnel will need to prepare and deliver the actual SAT School Day experience.
- **Post-Test Activity Reminders and Updates** covers important information for school personnel, participants and parents, as well as communications to all those who contributed to the success of SAT School Day.

“ Participation in the SAT gives students valuable skills feedback, connects them with scholarship opportunities, and helps them select the best fit for college. SAT diagnostic information will enable educators to identify and compare college and career readiness of the students, schools and districts using an objective scale and benchmark. ”

—State Secretary of Education



## A Closer Look at College-Bound Seniors Changes in State SAT Mean Scores

CHANGE IN MEAN SCORE	ALL STUDENTS	ASIAN	BLACK	HISPANIC	WHITE	PROSPECTIVE FIRST-GENERATION COLLEGE GOERS
Critical Reading	-34	2	-21	-55	-37	-29
Math	-30	-15	-16	-41	-31	-23
Writing	-31	-8	-17	-54	-34	-24

### PERFORMANCE SUMMARY — COLLEGE-BOUND SENIORS

- Mean scores dropped overall and in every district after the first year of SAT School Day. These drops followed an already-established pattern of increasing SAT participation and decreasing SAT mean scores.<sup>10</sup>
- Mean scores for black and Hispanic students were similar in all three sections of the SAT in the class of 2012 College-Bound Seniors.
- Following SAT School Day, more students overall and in each subgroup achieved the College Readiness Benchmark. One in five (20%) class of 2012 College-Bound Seniors achieved the College Readiness Benchmark:
  - 47% of Asian students (154 students)
  - 6% of black students (134 students)
  - 8% of Hispanic students (51 students)
  - 29% of white students (1,222 students)<sup>11</sup>
- Over 30% of all class of 2012 College-Bound Seniors scored just below the SAT Subject-Level Readiness Indicator, 400–499 in each section:
  - 35% of test-takers in critical reading (2,791 students)
  - 36% of test-takers in math (2,921 students)
  - 36% of test-takers in writing (2,929 students)

### SAT School Day Works for States and Districts

- Increases access to and participation in the SAT — a critical step in driving college enrollment
- Sets high standards for student achievement and measures progress
- Identifies current gaps in skill level to drive knowledge-based curriculum decisions
- Opens more doors and creates more opportunities for prospective first-generation college goers

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10. Difference between mean scores of class of 2012 College-Bound Seniors and class of 2011 College-Bound Seniors.

11. Fourteen percent of students who did not indicate their race/ethnicity also achieved the College Readiness Benchmark. Fewer than 10 Native American students participated in the SAT.