SAT Suite Data Workshop

From Static Data to Responsive Systems

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CollegeBoard





Agenda

Welcome & Establishing Common Ground

1. **What do you notice?** Learning Gap Analysis
2. **What might this mean?** Standards Alignment
3. **What are the implications?**
   Leveraging Teaching & Learning Resources
4. **Reflections & Takeaways:** Building a 90-Day Plan

Conclusion

Welcome

Customer Support Phone: 866-870-3127

Customer Support Email: michiganadministratorsupport@collegeboard.org

MDE's OEAA Help Desk:

- 877.560.8378 option 1 | mde-oeaa@michigan.gov

Spotlight on Student Assessment and Accountability online newsletter.

- Subscribe here!

Other Materials

- Monthly newsletter commences end of November
- Interactive Checklist launched December 1

Common Ground:
SAT Suite Educator & Student Resources



Educator Resources

Teacher Implementation Guide:
- https://satsuite.collegeboard.org/media/pdf/redesigned-sat-k12-teacher-implementation-guide.pdf

Classroom Practice Guides:
- https://satsuite.collegeboard.org/media/pdf/sat-suite-classroom-practice-**english-language-arts-literacy**.pdf
- https://satsuite.collegeboard.org/media/pdf/sat-suite-classroom-practice-**math**.pdf

Educator Question Bank:
- https://satsuitequestionbank.collegeboard.org/



Student Resources

Practice Tests in Bluebook: https://bluebook.app.collegeboard.org/
Practice Test Scores & Insight in *MyPractice*: https://mypractice.collegeboard.org/
Student Question Bank: https://satsuite.collegeboard.org/practice/student-question-bank
Official Digital SAT® Prep on *Khan Academy*: https://www.khanacademy.org/test-prep/digital-sat
Free, Official, Online-but-Real-Human Tutoring: https://schoolhouse.world/

Common Ground: SAT Suite Data Analysis Tools



Assessment Framework for the Digital SAT Suite

https://satsuite.collegeboard.org/media/pdf/assessment-framework-for-digital-sat-suite.pdf



K-12 Assessment Reporting Portal

College Board grants access to school principals and district test coordinators who then manage access for school and district staff.

Access is through your College Board professional account dashboard (www.collegeboard.org)



Skills Insight

Online Tool: https://satsuite.collegeboard.org/k12-educators/using-skills-insight

User Guide: https://satsuite.collegeboard.org/media/pdf/skills-insight-digital-sat-suite.pdf

Common Ground: ATLAS Data Protocol

Shared Norms:

- All voices and perspectives welcome but data drives decisions
- Describe data fully before interpreting partially
- Focus on patterns
- Work with cross-departmental team to learn from each other



Shared Data: Make certain everyone on your team knows where the required data for analysis is, how to access it, and that they can access

Shared Approach: Data helps everyone tell a more complete story of opportunity. Our goal isn't comparison but rather gaining understanding.

Common Ground:
From Static Data to Responsive Systems

1 — 2 — 3 — 4

Data

- Scores
- Reports
- Numbers

Patterns

- Continuities & Gaps
- Intra- & Inter-group trends
- Standards and their degree of realization

Insight

- Focus areas
- Explicit and inferred descriptive & prescriptive instructional direction
- Inventory student & educator resources

Action Plan

- Data driven curriculum & instructional review
- 90-Day Action Plan

1. Data: What do you notice?

Accessing & Organizing Scores, Reports, and Numbers
for Gap Analysis

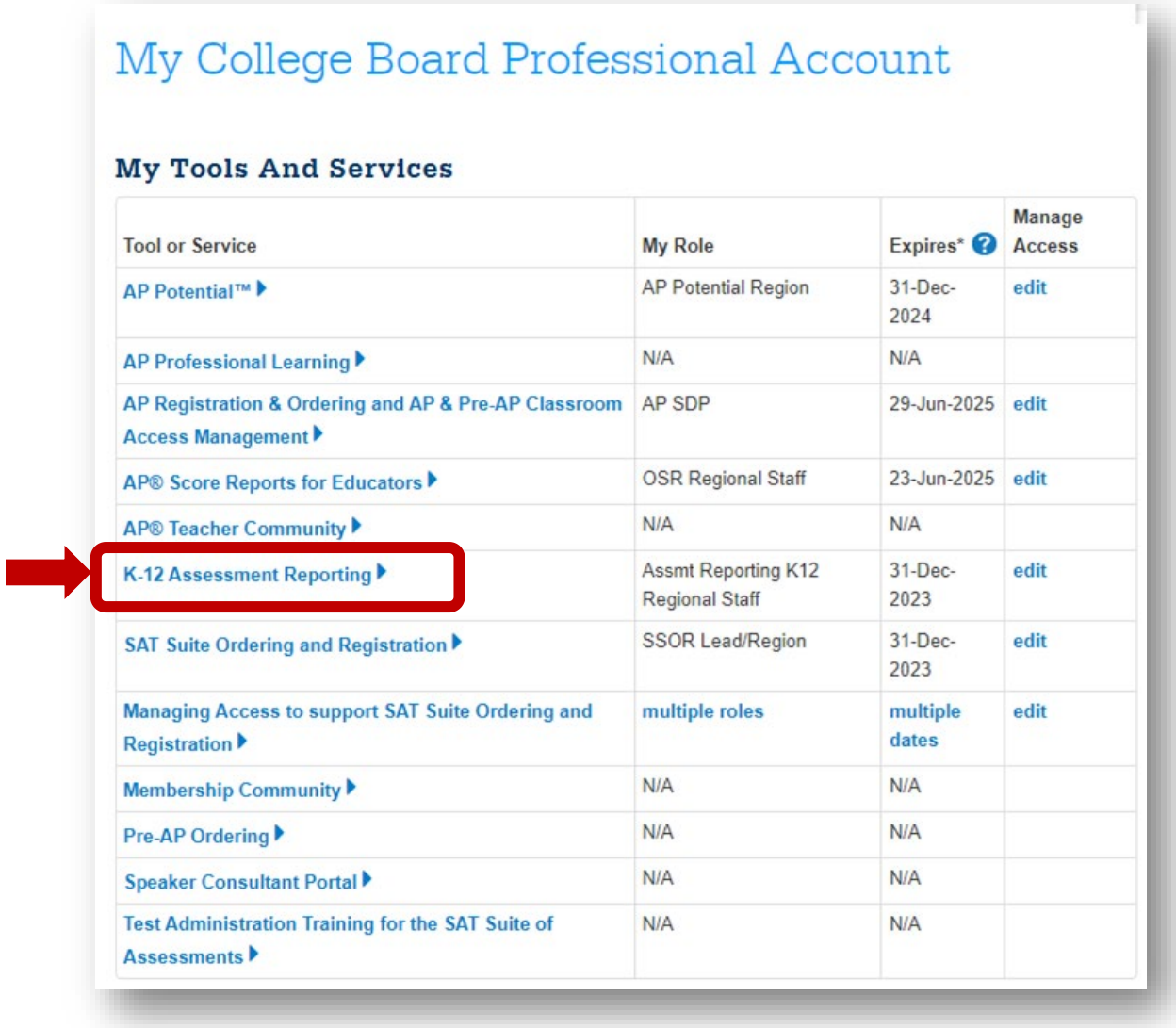
Accessing Data: K-12 Assessment Portal

College Board grants access to school principals and district test coordinators who then manage access for their school and district staff.

Access is through your College Board professional account dashboard (www.collegeboard.org), as pictured here.

If you do not have access and your principal or district test coordinator are unable to assist you (for example, when there has been a change in personnel), please contact your state-contract customer service:

[CONTACT US URL PENDING]



My College Board Professional Account

My Tools And Services

Tool or Service	My Role	Expires*	Manage Access
AP Potential™	AP Potential Region	31-Dec-2024	edit
AP Professional Learning	N/A	N/A	
AP Registration & Ordering and AP & Pre-AP Classroom Access Management	AP SDP	29-Jun-2025	edit
AP® Score Reports for Educators	OSR Regional Staff	23-Jun-2025	edit
AP® Teacher Community	N/A	N/A	
K-12 Assessment Reporting	Assmt Reporting K12 Regional Staff	31-Dec-2023	edit
SAT Suite Ordering and Registration	SSOR Lead/Region	31-Dec-2023	edit
Managing Access to support SAT Suite Ordering and Registration	multiple roles	multiple dates	edit
Membership Community	N/A	N/A	
Pre-AP Ordering	N/A	N/A	
Speaker Consultant Portal	N/A	N/A	
Test Administration Training for the SAT Suite of Assessments	N/A	N/A	

K-12 Assessment Reporting Training Module

Accessing Data: Organize to Collaborate

Eventual analysis and your school/district's consequent planning will be a team effort; it's important to start with that end in mind.



Retrieve Data: Determine the data reports you need, how you plan to use them, and download them from College Board's K-12 Reporting Portal.



Package Data: Assemble data for use. Color-code and combine with your Student Information System (SIS) data for class-level insights.



Share Data: Maintain your assembled data in a secure shared drive with resources for analysis.

Retrieve Data: What data analyses will planning require?

District & School Level Data

Purpose:
Identify system wide trends – *start here*

Reports:

- Aggregate Knowledge & Skills
- Benchmark
- Domain sub-score summaries

Classroom Level Data

Purpose:
Identify patterns across classes – *confirm, counter or complement identified system-wide trends*

Reports:

- Student Rosters with content domains
- Growth Over Time Reports
- Sync with SIS data

Student Level Data

Purpose:
Identify individual students' strengths and needs – *this is the level of supportive action*

Reports:

- Previously synced data
- Institutional Professional Learning Communities' materials (e.g., formative assessment data, curriculum and instruction materials, intervention and tiered support strategies)

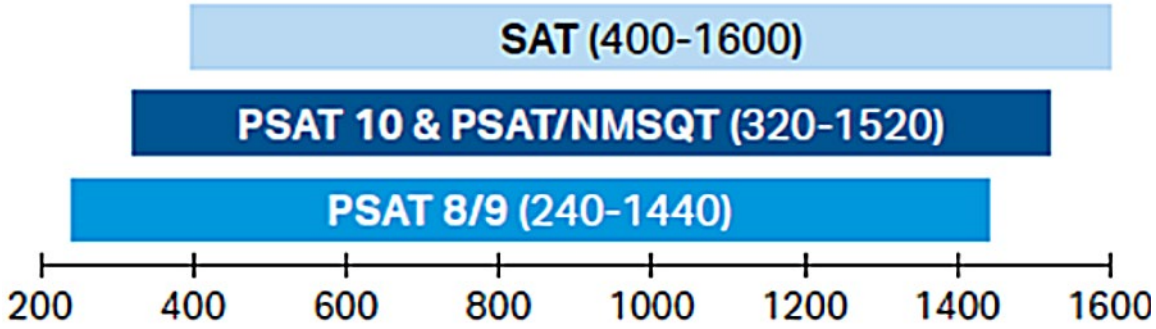
Retrieve Data: What does the SAT Suite Provide?

Aligned Assessments with College & Career Readiness (CCR)Benchmarks

Each assessment's total score range grows with your students in accord with expected growth in their content knowledge and skills.

CCR Benchmark scores are also aligned to capture this growth at each grade level.

7 Performance Bands provide students and educators specific content domain (next 3 slides) skill/knowledge mastery statements following each assessment.



CONTENT	Grade 8	Grade 9	Grade 10	Grade 11	SAT
Reading & Writing	390	410	430	460	480
Math	430	450	480	510	530

Retrieve Data: What does the SAT Suite Measure? Reading & Writing Content Domains



Information & Ideas

≈ 26% of each assessment

Comprehend, analyze, and reason to locate, interpret, evaluate and integrate information and ideas both stated and implied by a text as well as any accompanying informational graphics



Standard English Conventions

≈ 26% of each assessment

Use editing skills/knowledge to make text conform to core conventions of Standard English sentence structure, usage, and punctuation



Expression of Ideas

≈ 20% of each assessment

Use revision skills/knowledge to improve the effectiveness of written expression in accordance with specified rhetorical goals



Craft & Structure

≈ 28% of each assessment

Use comprehension, vocabulary, analysis, and reasoning to:

- Determine the meaning of high-utility academic words and phrases in context
- Evaluate texts rhetorically
- Make supportable connections between multiple topically related texts

Retrieve Data: What does the SAT Suite Measure? Math Content Domains



Algebra

SAT, PSAT 10 & NMSQT ≈ 35%; PSAT 8/9 ≈ 42.5%

- Analyze, fluently solve, and create linear equations and inequalities
- Analyze and fluently solve systems of equations using multiple techniques



Problem Solving & Data Analysis

SAT ≈ 15%; PSAT 10 & NMSQT ≈ 20%; PSAT 8/9 ≈ 25%

- Apply quantitative reasoning about ratios, rates, and proportional relationships
- Understand and apply unit rate
- Analyze and interpret one- and two-variable data



Advanced Math

SAT ≈ 35%; PSAT 10 & NMSQT ≈ 32.5%; PSAT 8/9 ≈ 20%

- Analyze, fluently solve, interpret, and create equations (e.g., absolute value, quadratic, exponential, polynomial, rational, radical, and other nonlinear equations)
- Analyze and fluently solve systems of linear and nonlinear equations in two variables



Geometry & Trigonometry

SAT ≈ 15%; PSAT 10 & NMSQT ≈ 20%; PSAT 8/9 ≈ 25%

Solve problems that focus on:

- Perimeter, area, and volume
- Angles, triangles, and trigonometry
- Circles

Retrieve Data: What does the SAT Suite Measure? Example Score Band

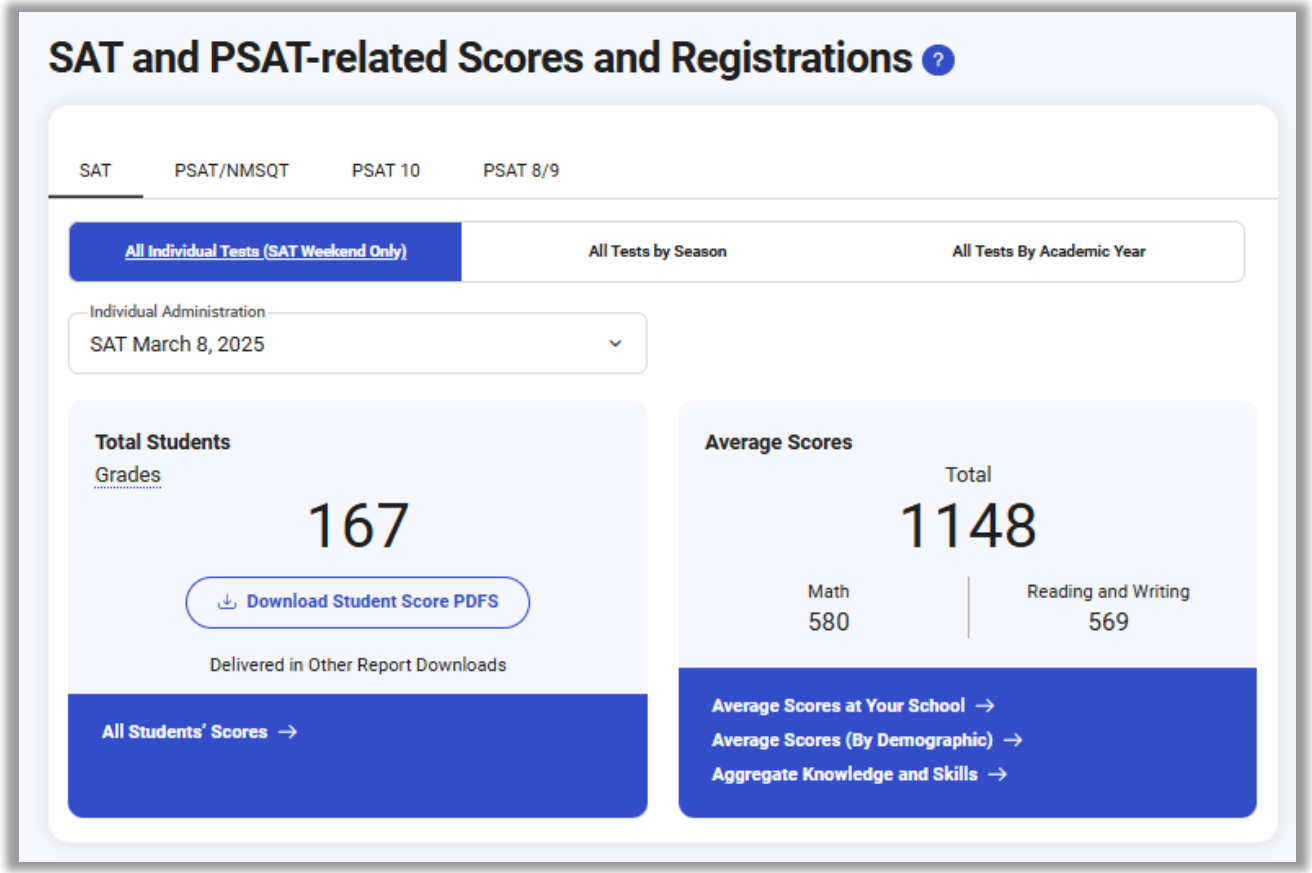
Table 10. Math Section: Skills Insight Overview

Performance Score Band	Section Score Scale Range	Content Domain	Skill/Knowledge Statements
1	<370	Algebra	• Solve a simple one-step linear equation in one variable • Within a context, create and/or solve a simple equation in one variable
		Advanced Math	• Rewrite an expression by combining like terms through addition • Identify a key feature of a nonlinear function, such as an intercept of the graph, or identify a solution to a system consisting of a linear and a nonlinear function
		Problem-Solving and Data Analysis	• Solve simple problems using percentages or probability • Answer questions about data presented in a bar graph or frequency table • Find the median of a list of values presented in ascending order
		Geometry and Trigonometry	• Know and apply theorems relevant to a simple geometric figure, such as the triangle sum theorem and (SAT, PSAT/NMSQT, and PSAT 10 only) the vertical angle theorem • Solve simple problems involving the perimeter and side lengths of rectangles

See & Search Score Band Details: https://satsuite.collegeboard.org/k12-educators/**using-skills-insight**

Package Data: K-12 Reporting Portal Visualizations and Exports

1. Select the assessment you desire
2. Select a time frame and administration
3. Click to view which grades participated
4. Download the PDFs of your test takers' score reports if you need to print and provide a copy to a student/family
5. Scroll down to "Other Report Downloads" to request Growth Over Time reports or download your Electronic Student Record ("ESR", reviewed in later slides)
6. You may "single-click" view (with export option): a simple roster of student scores; average score data with district, state, and national comparative data; **aggregate knowledge and skills report (next slide)**



Package Data: Aggregate Knowledge and Skills Report

This is the Reading & Writing view. Clicking “Math” below renders same layout.

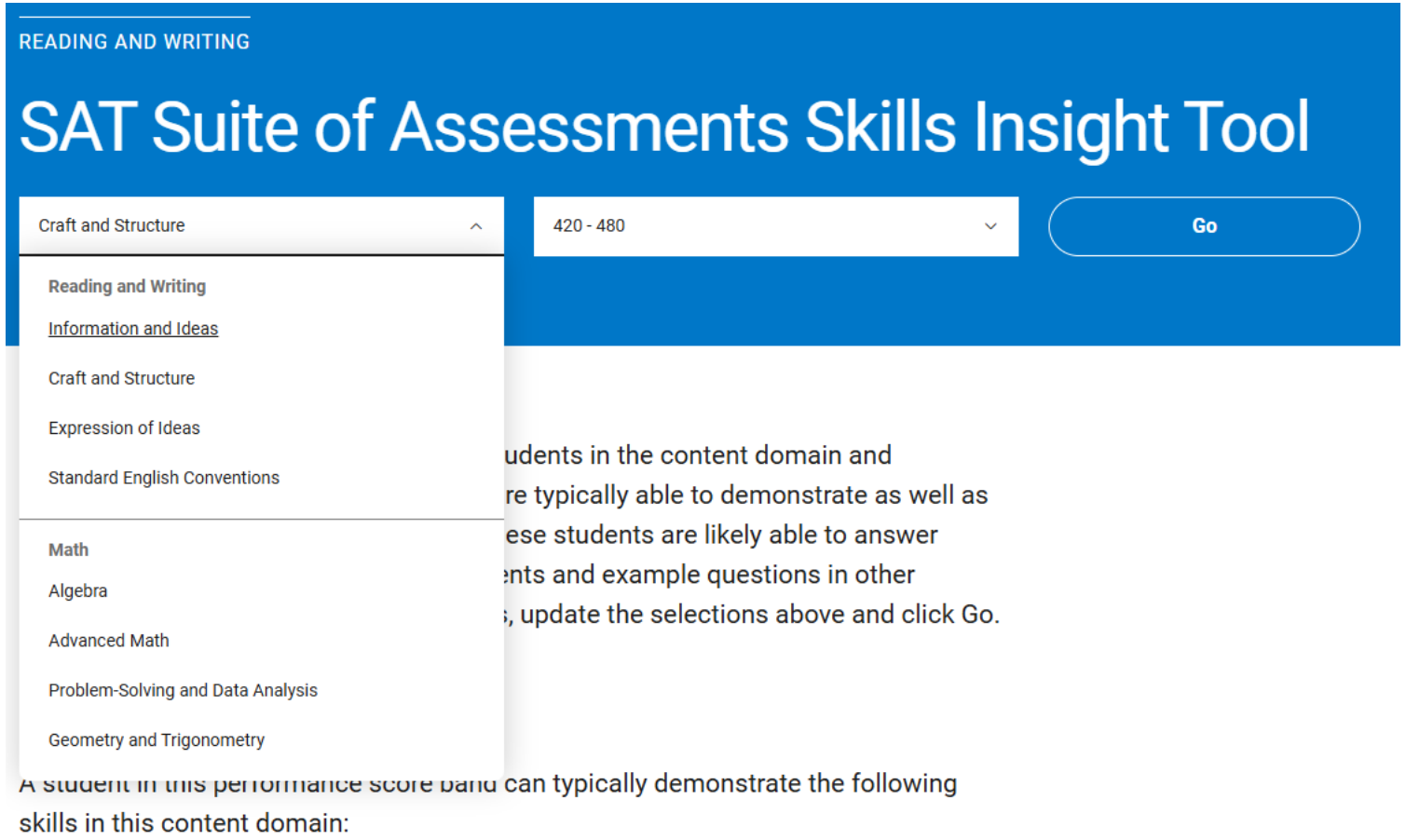
1. Select school, district or state level view
2. See the # and % of testers in each score band…
3. … across each content domain
4. Export data to share and use with your team
5. Click to access Skills Insight online tool, which includes seeing sample questions by score band and domain (next slide)



Performance Score Band	Reading and Writing # of Testers	Reading and Writing % Percentage	Information and Ideas (26% of section, 12-14 questions) # of Testers	Information and Ideas % Percentage	Craft and Structure (28% of section, 13-15 questions) # of Testers	Craft and Structure % Percentage	Expression of Ideas (20% of section, 8-12 questions) # of Testers	Expression of Ideas % Percentage	Standard English Conventions (26% of section, 11-15 questions) # of Testers	Standard English Conventions % Percentage
160-360	22	14%	37	23%	24	15%	75	47%	64	41%
370-410	35	22%	33	21%	29	18%	23	15%	25	16%
420-480	47	30%	37	23%	46	29%	27	17%	42	27%
490-540	37	23%	22	14%	33	21%	15	9%	15	9%
550-600	7	4%	16	10%	15	9%	12	8%	9	6%
610-670	8	5%	9	6%	7	4%	3	2%	2	1%
680-760	2	1%	4	3%	4	3%	3	2%	1	1%

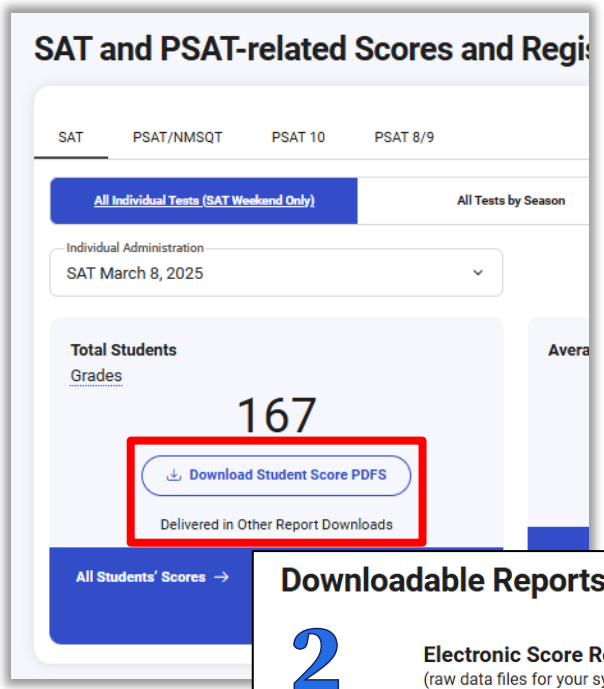
Package Data: Skills Insight Tool

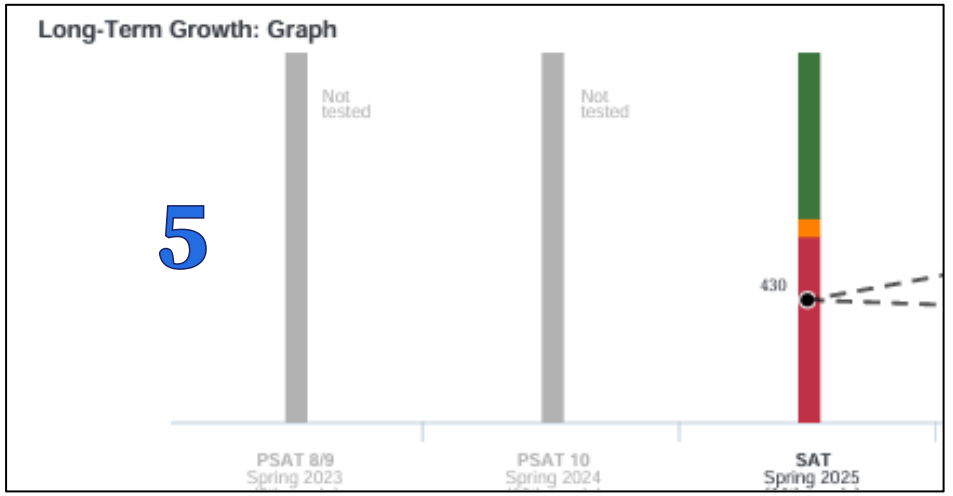
1. **From the first dropdown menu**, select which section of the test (Reading & Writing or Math) and content domain you want to review
2. **From the second dropdown menu**, specify which score band's details you want to see
3. **Click "Go"** to see what students in that score band would have demonstrated regarding that content domain, including a sample of the type of questions to which they would have correctly responded

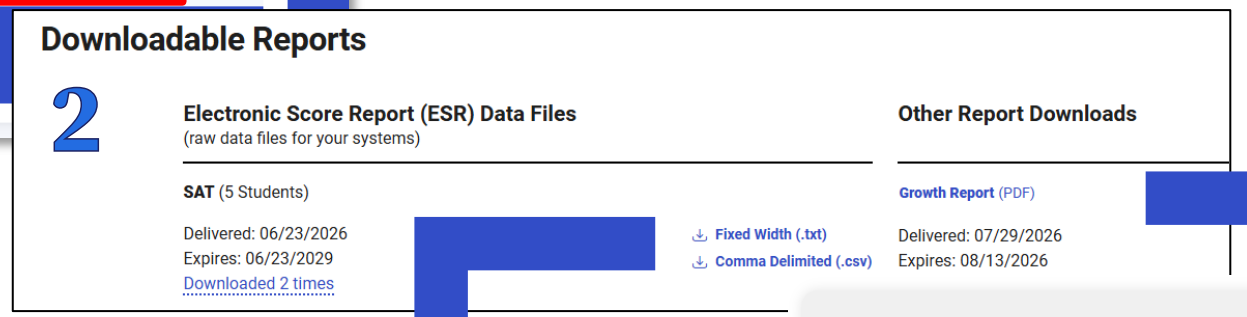


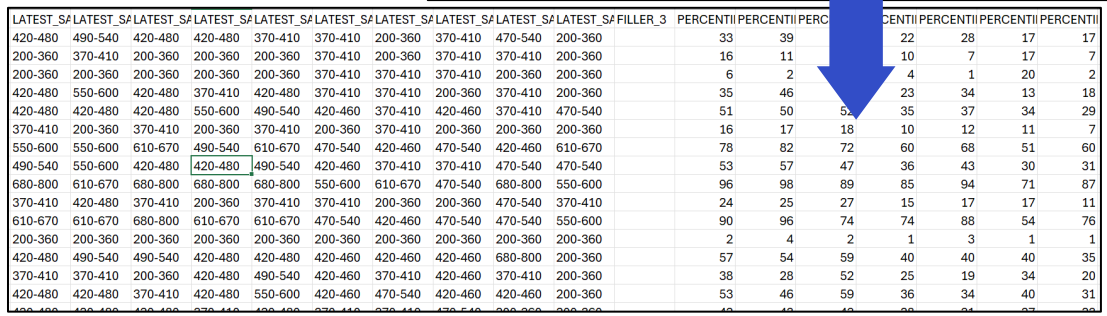
Package Data: ESR and Growth Report Download

1. **From K-12 Reporting Portal Landing page**, if you downloaded Student Score PDFs or want to retrieve your ESR file **(4)…**
2. **… scroll down and click** the appropriate hyperlink under “Downloadable Reports”…
3. **… scroll further down for other tools/reports**, including to request that Growth Over Time **(5)** be delivered to your “Downloadable Reports” **(2)**



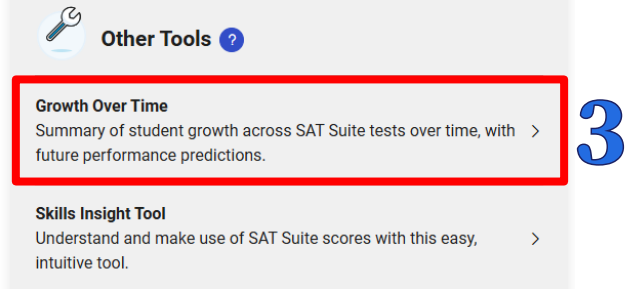






LATEST_SA	LATEST_SA	LATEST_SA	LATEST_SA	LATEST_SA	LATEST_SA	LATEST_SA	LATEST_SA	LATEST_SA	LATEST_SA	FILLER_3	PERCENTI	PERCENTI	PERC	CENTI	PERCENTI	PERCENTI	PERCENTI
420-480	490-540	420-480	420-480	370-410	370-410	200-360	370-410	470-540	200-360		33	39		22	28	17	17
200-360	370-410	200-360	200-360	200-360	370-410	200-360	370-410	370-410	200-360		16	11		10	7	17	7
200-360	200-360	200-360	200-360	200-360	370-410	370-410	370-410	200-360	200-360		6	2		4	1	20	2
420-480	550-600	420-480	370-410	420-480	370-410	370-410	200-360	370-410	200-360		35	46		23	34	13	18
420-480	420-480	420-480	550-600	490-540	420-460	370-410	420-460	370-410	470-540		51	50	5	35	37	34	29
370-410	200-360	370-410	200-360	370-410	200-360	370-410	200-360	200-360	200-360		16	17	18	10	12	11	7
550-600	550-600	610-670	490-540	610-670	470-540	420-460	470-540	420-460	610-670		78	82	72	60	68	51	60
490-540	550-600	420-480	420-480	490-540	420-460	370-410	370-410	470-540	470-540		53	57	47	36	43	30	31
680-800	610-670	680-800	680-800	680-800	550-600	610-670	470-540	680-800	550-600		96	98	89	85	94	71	87
370-410	420-480	370-410	200-360	370-410	370-410	200-360	200-360	470-540	370-410		24	25	27	15	17	17	11
610-670	610-670	680-800	610-670	610-670	470-540	420-460	470-540	470-540	550-600		90	96	74	74	88	54	76
200-360	200-360	200-360	200-360	200-360	200-360	200-360	200-360	200-360	200-360		2	4	2	1	3	1	1
420-480	490-540	490-540	420-480	420-480	420-460	420-460	420-460	680-800	200-360		57	54	59	40	40	40	35
370-410	370-410	200-360	420-480	490-540	420-460	370-410	420-460	370-410	200-360		38	28	52	25	19	34	20
420-480	420-480	370-410	420-480	550-600	420-460	470-540	420-460	420-460	200-360		53	46	59	36	34	40	31

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Package Data: Integration

1. **Download your longitudinal ESR files**; i.e., the earliest to most recent assessments in the suite that were taken by a cohort of students (e.g., graduating class of 2030)
2. **Download your SIS data** that includes school-generated grading
3. Use **State Student ID** as unique identifier to merge these three data sources

PSAT

Student ID	MSQT Tota	Test Date
S001	1080	2024-10-12
S002	980	2024-10-12
S003	1010	2024-10-12
S004	1210	2024-10-12
S005	1060	2024-10-12

SAT

Student ID	T Total Sco	T Math Sco	AT RW Scor	Test Date
S001	1200	620	580	2025-03-15
S002	1050	530	520	2025-03-15
S003	990	480	510	2025-03-15
S004	1340	700	640	2025-03-15
S005	1100	560	540	2025-03-15

SIS

Student ID	GPA	est Math Ch	Course Gr	Course Ov	AP Engl	Intervention
S001	3.5	Algebra II	B	A	TRUE	None
S002	2.8	Geometry	C	B	FALSE	Math Lab
S003	3.2	Stats	A	B	TRUE	None
S004	3.9	Pre-Calc	A	A	TRUE	None
S005	3	Algebra II	B	C	FALSE	Reading Support

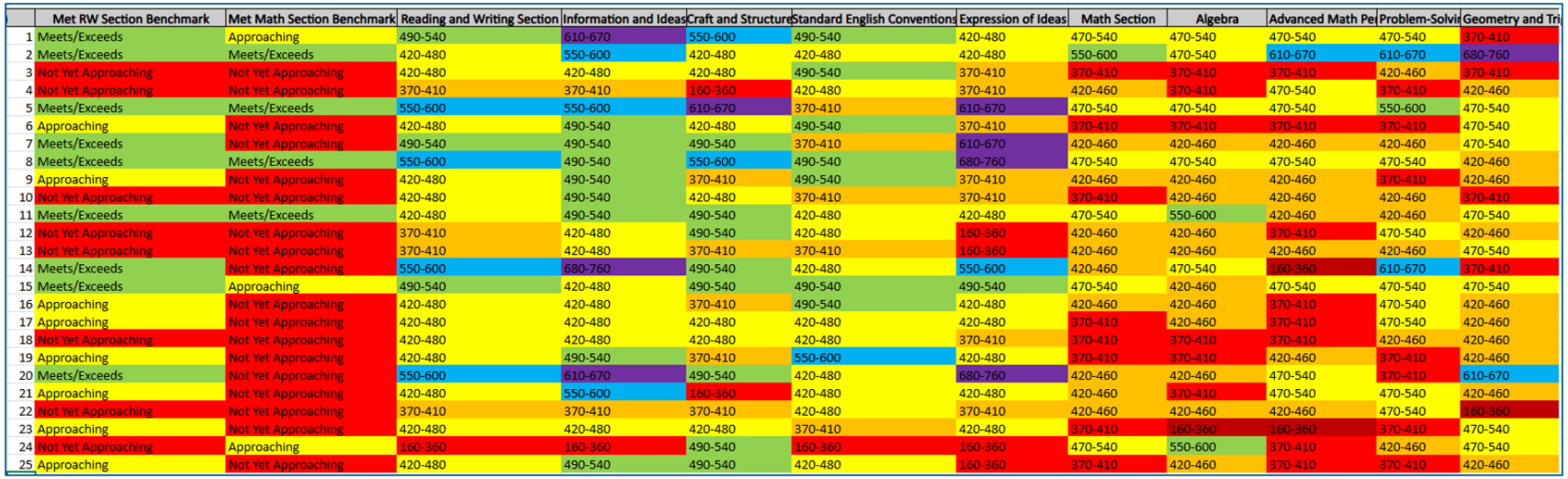
Student ID	T Total Sco	T Math Sco	AT RW Scor	Test Date_x	MSQT Tota	Test Date_y	GPA	est Math Ch	Course Gr	Course Ov	AP Engl	Intervention	Growth
S001	1200	620	580	2025-03-1	1080	2024-10-1	3.5	Algebra II	B	A	TRUE	None	120
S002	1050	530	520	2025-03-1	980	2024-10-1	2.8	Geometry	C	B	FALSE	Math Lab	70
S003	990	480	510	2025-03-1	1010	2024-10-1	3.2	Stats	A	B	TRUE	None	-20
S004	1340	700	640	2025-03-1	1210	2024-10-1	3.9	Pre-Calc	A	A	TRUE	None	130
S005	1100	560	540	2025-03-1	1060	2024-10-1	3	Algebra II	B	C	FALSE	Reading Su	40

Your merged data shows student level test and classroom performance in one file

Share Data: Organizing to Make Engagement Easy

Consider copying your original merged data across multiple tabs to provide one-click access to multiple views. For example:

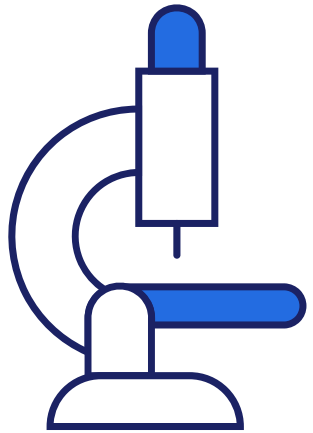
- An original all data tab
- Tabs that only include certain data columns rearranged for easy side-by-side comparisons
- Tabs that add calculating columns to generate statistics
- Tabs that add visualizations like color coding of score band performance (pictured)



	Met RW Section Benchmark	Met Math Section Benchmark	Reading and Writing Section	Information and Ideas	Craft and Structure	Standard English Conventions	Expression of Ideas	Math Section	Algebra	Advanced Math Pe	Problem-Solvi	Geometry and Tri
1	Meets/Exceeds	Approaching	490-540	610-670	550-600	490-540	420-480	470-540	470-540	470-540	470-540	370-410
2	Meets/Exceeds	Meets/Exceeds	420-480	550-600	420-480	420-480	420-480	550-600	470-540	610-670	610-670	680-760
3	Not Yet Approaching	Not Yet Approaching	420-480	420-480	420-480	490-540	370-410	370-410	370-410	370-410	420-460	370-410
4	Not Yet Approaching	Not Yet Approaching	370-410	370-410	160-360	420-480	370-410	420-460	370-410	470-540	370-410	420-460
5	Meets/Exceeds	Meets/Exceeds	550-600	550-600	610-670	370-410	610-670	470-540	470-540	470-540	550-600	470-540
6	Approaching	Not Yet Approaching	420-480	490-540	420-480	490-540	370-410	370-410	370-410	370-410	370-410	470-540
7	Meets/Exceeds	Not Yet Approaching	490-540	490-540	490-540	370-410	610-670	420-460	420-460	420-460	420-460	470-540
8	Meets/Exceeds	Meets/Exceeds	550-600	490-540	550-600	490-540	680-760	470-540	470-540	470-540	470-540	420-460
9	Approaching	Not Yet Approaching	420-480	490-540	370-410	490-540	370-410	420-460	420-460	420-460	370-410	420-460
10	Not Yet Approaching	Not Yet Approaching	420-480	490-540	420-480	370-410	370-410	370-410	420-460	420-460	420-460	370-410
11	Meets/Exceeds	Meets/Exceeds	420-480	490-540	490-540	420-480	420-480	470-540	550-600	420-460	420-460	470-540
12	Not Yet Approaching	Not Yet Approaching	370-410	420-480	490-540	420-480	160-360	420-460	420-460	370-410	470-540	420-460
13	Not Yet Approaching	Not Yet Approaching	370-410	420-480	370-410	370-410	160-360	420-460	420-460	420-460	420-460	470-540
14	Meets/Exceeds	Not Yet Approaching	550-600	680-760	490-540	420-480	550-600	420-460	470-540	160-360	610-670	370-410
15	Meets/Exceeds	Approaching	490-540	420-480	490-540	490-540	490-540	470-540	420-460	470-540	470-540	470-540
16	Approaching	Not Yet Approaching	420-480	420-480	370-410	490-540	420-480	420-460	420-460	370-410	470-540	420-460
17	Approaching	Not Yet Approaching	420-480	420-480	420-480	420-480	420-480	370-410	420-460	370-410	470-540	420-460
18	Not Yet Approaching	Not Yet Approaching	420-480	420-480	420-480	420-480	370-410	370-410	370-410	370-410	420-460	420-460
19	Approaching	Not Yet Approaching	420-480	490-540	370-410	550-600	420-480	370-410	370-410	420-460	370-410	420-460
20	Meets/Exceeds	Not Yet Approaching	550-600	610-670	490-540	420-480	680-760	420-460	420-460	470-540	370-410	610-670
21	Approaching	Not Yet Approaching	420-480	550-600	160-360	420-480	420-480	420-460	370-410	470-540	470-540	420-460
22	Not Yet Approaching	Not Yet Approaching	370-410	370-410	370-410	420-480	370-410	420-460	420-460	420-460	470-540	160-360
23	Approaching	Not Yet Approaching	420-480	420-480	420-480	370-410	420-480	370-410	160-360	160-360	370-410	470-540
24	Not Yet Approaching	Approaching	160-360	160-360	490-540	160-360	160-360	470-540	550-600	370-410	420-460	470-540
25	Approaching	Not Yet Approaching	420-480	490-540	490-540	420-480	160-360	370-410	420-460	370-410	370-410	420-460

Gap Analysis: What do you notice?

1. Progress in order from macro to micro:
   a) K-12 Reporting Portal's Aggregate Skills & Knowledge Report at State, District, and, finally, School level
   b) Growth over time report (school level)
   c) The integrated and organized SIS and ESR data you shared with your team (student level)
2. While reviewing this data, focus solely on:
   - Trends over time
   - Patterns among students
   - Patterns among content domains
   - Outliers from those trends and patterns
3. Do not yet try to explain the data, as that will distract you from seeing what is there; only analyze ***where*** there might be gaps, ***not why*** those gaps might exist



2. Patterns: What might this mean?

Standards Alignment

A Framework for Standards Alignment

Data and standards alone are insufficient for standards alignment; they are like opposite shores that require a framework to bridge the gap between them so communication, and, ultimately, meaning can be derived.



Observe Gap Analysis Data: Where are students performing well? Where are they challenged? Identify target domains for growth, with an eye toward capitalizing on strengths as well as supporting weaknesses



Leverage Skills Insight Tool: Drill down from targeted domains to identifying potential specific skills within those domains that need address. What should students be able to do?



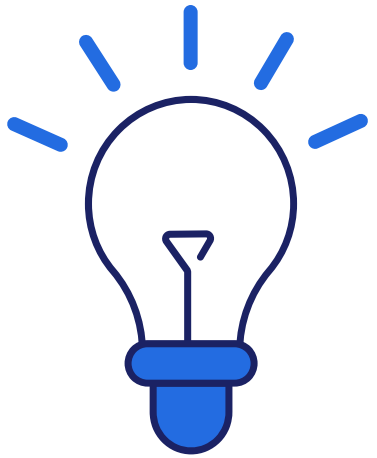
Understand Governing Architecture: What are your state-specific standards and what does the gap analysis data viewed through the lens of Skills Insight suggest for prioritization?



Have a Detailed Blueprint: Based on those priorities, adopt, adapt, or, if needed, create Performance Level Descriptors (PLDs) to guide curriculum & instruction as well as tiered intervention review/revision toward the goal of supporting school, discreet group, and individual student achievement.

Standards Alignment: What I noticed – *what does it mean?*

1. **Identify one target domain** for growth and explain why it was chosen in an explicit statement that substantively refers to data in your gap analysis and a prescriptive from your governing architecture (i.e., state standards)
2. **Identify specific skills within that domain** upon which you want to focus and explain why in an explicit statement that substantively refers inferences from Skills Insight and a prescriptive from your state standard-derived detailed blueprint (PLDs)
3. **Rinse and repeat until you are satisfied** that a sufficiently impactful but not overwhelming or unwieldy number of domain-skill combinations for prioritization have been identified.
4. **Then prioritize**, which can be done any number of ways depending on what experience suggests will be most successful for your staff and student community:
   - Easy wins first (most conducive to Reading & Writing)
   - By order of contingency (often necessary with Math)
   - What has state/district attention, is a faculty favorite/pet peeve, that education literature suggests will have the most long-term effect on a student's life, etc.



3. Insight: What are the implications?

Leveraging Teaching & Learning Resources



Your Professional Learning Communities can now review their:

- curriculum & instruction materials
- descriptive & prescriptive classroom norms
- intervention & tiered support strategies

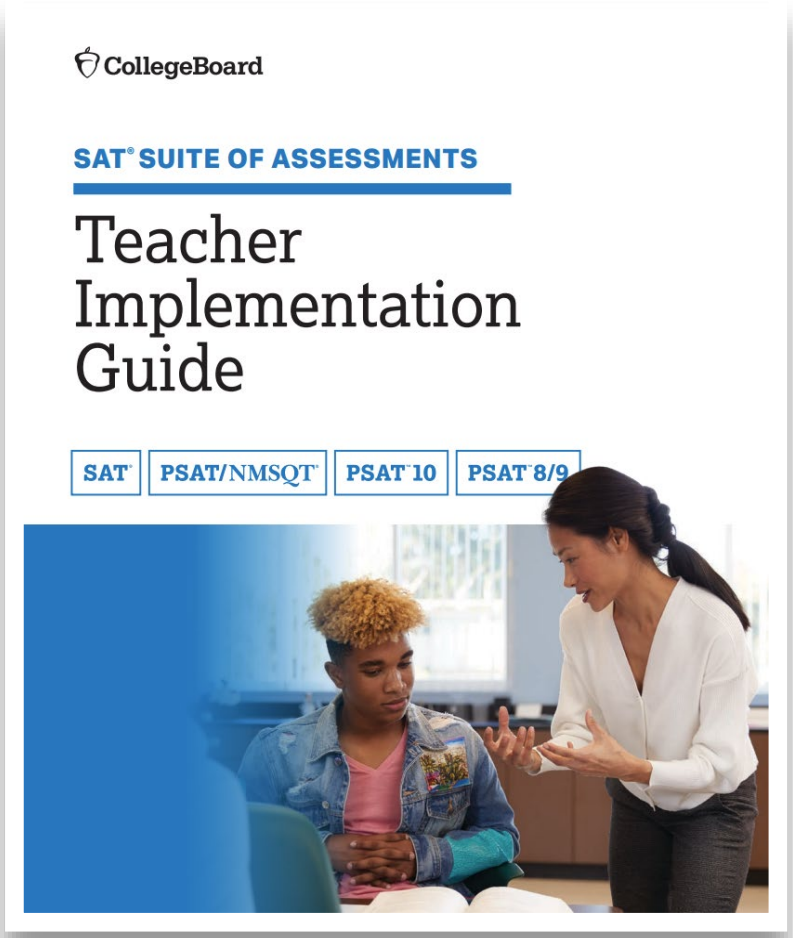
Informed by their prior Gap Analysis & Standards Alignment:

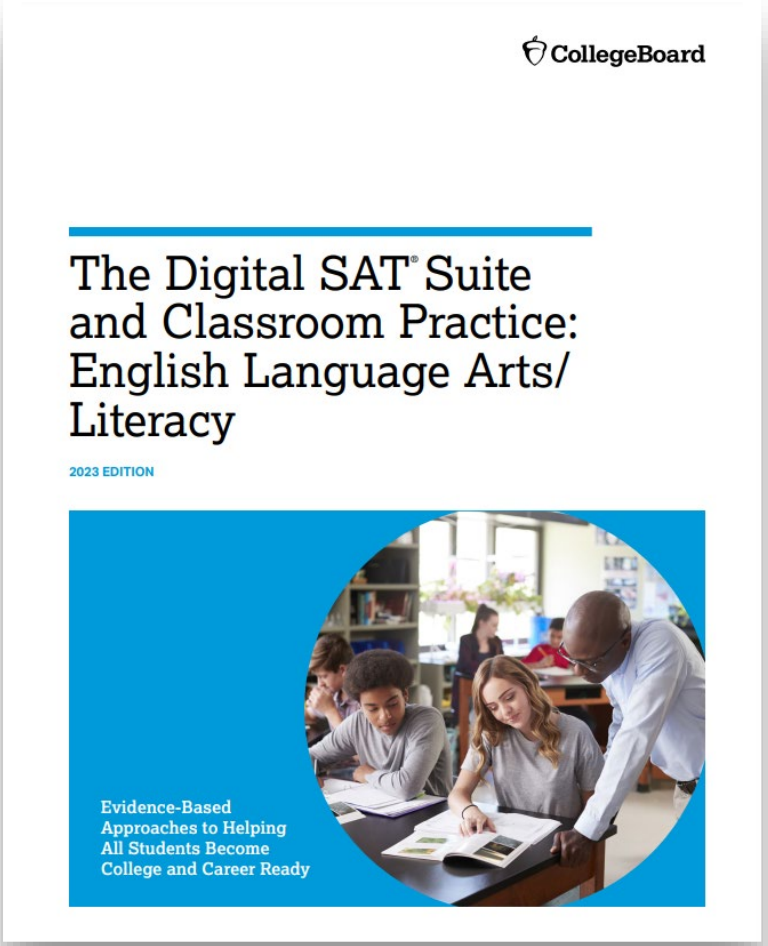
- what is missing?
- what exists but may have been forgotten?
- what is remembered but not standard practice?

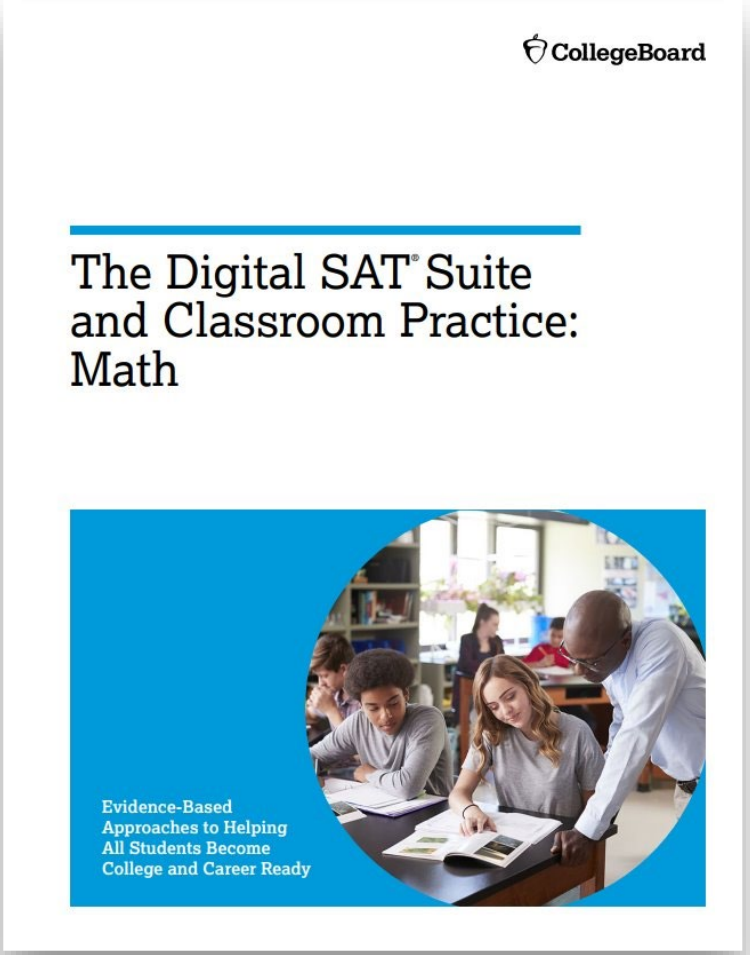
The following materials can support you in addressing any identified needs…

Instructional assistance College Board provides

Guides & Evidence-Based Problems of Practice to complement your professional learning communities' materials







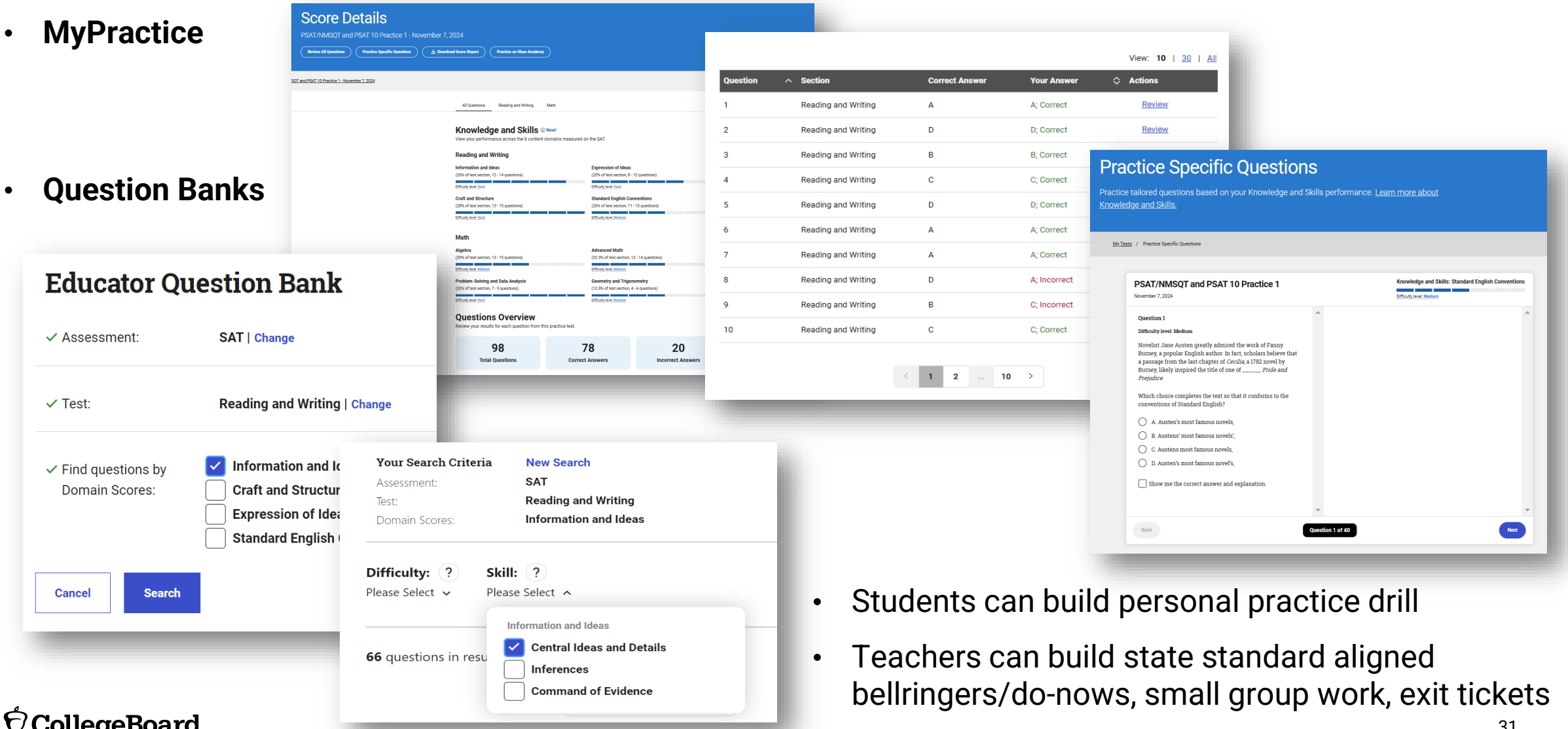
These are not test prep materials, but instructional planning and delivery aids toward academic understanding.

Free Test Prep resources College Board provides

1. **Full Length Practice Tests in Bluebook (Students)**
    a) Use accommodations if needed
    b) Use either as if under timed testing conditions or stop and resume as needed
    c) Access with a sign-in ticket for any still current test registration (e.g., sign-in tickets for fall testing provide access until the end of the calendar year, sign-in tickets for spring testing are available beginning the first week of February once the student is registered)
    d) Access 24/7/365 with a College Board student account
    e) Students see scores at https://mypractice.collegeboard.org/ (also a direct link from within their College Board account) where they can:
        i. Gain constructive feedback and guidance for growth (next slide)
        ii. Single-click consent to share their scores with their school (through its K-12 Data Portal) so teachers can provide structured support at scale
2. **Question Banks:** *Student and Educator versions* provide the same content but have different filters and formats appropriate for each audience (next slide)

Free Test Prep resources: A closer look

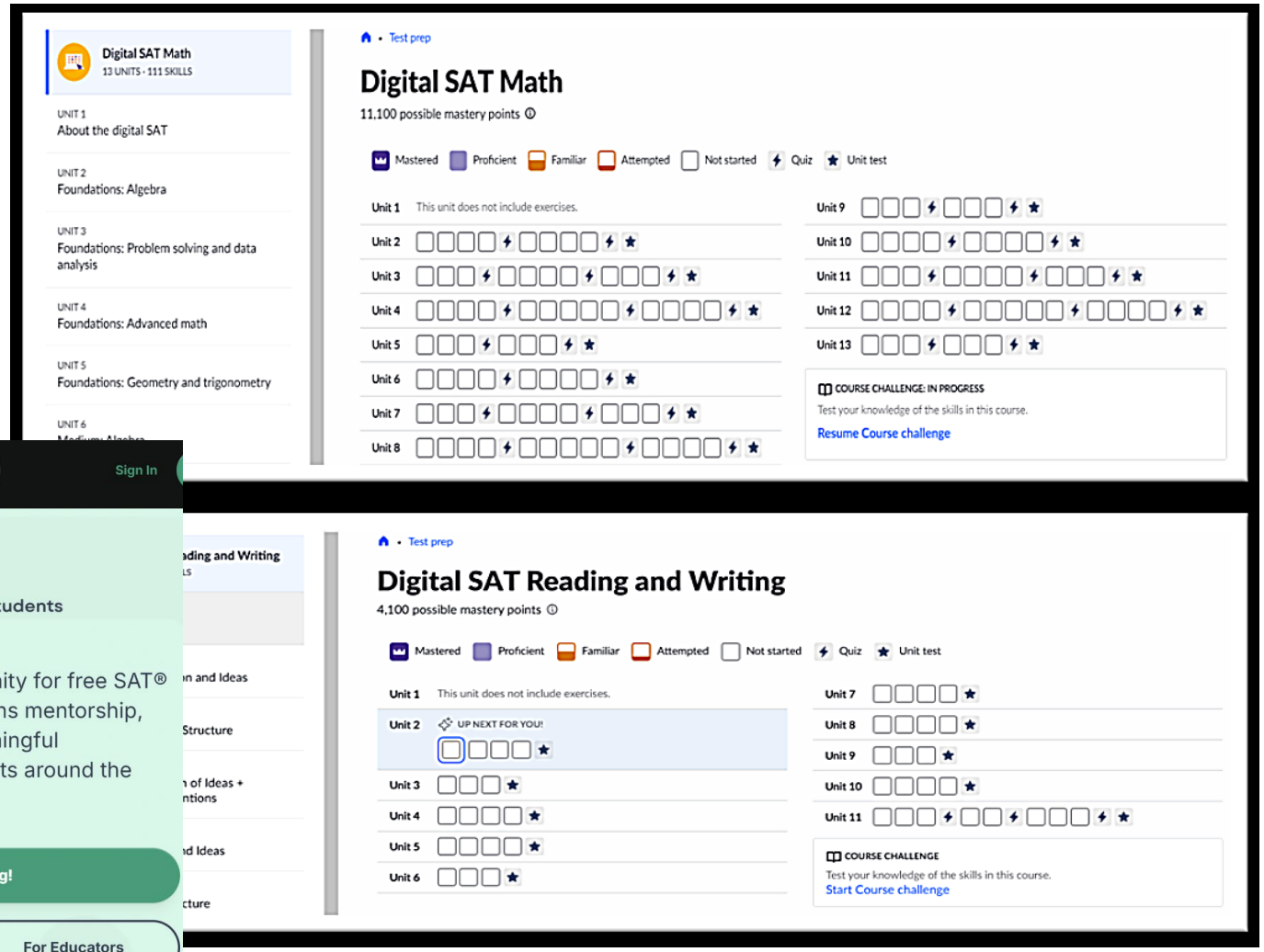
- **MyPractice**
- **Question Banks**

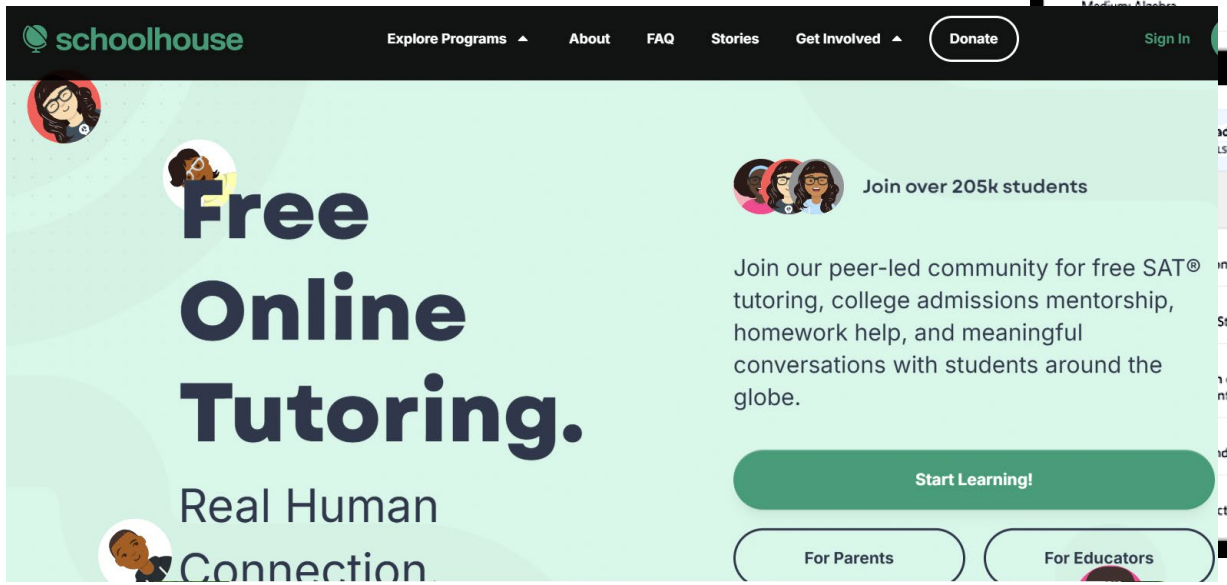


- Students can build personal practice drill
- Teachers can build state standard aligned bellringers/do-nows, small group work, exit tickets

A Free Bridge between instruction and test prep

1. Official College Board asynchronous, test aligned, individuated skill & content instruction through **Khan Academy**
2. Official College Board synchronous, online but in-person skill & content tutoring through **Schoolhouse.world**





Leveraging Teaching & Learning Resources: What are the implications of my insights?

1. **Review your prioritized list of domain-skill combinations** that you generated during our prior exercise
2. **Reflect upon that list now that your have also reviewed:**
   a) Your professional learning community's curriculum & instruction materials, descriptive & prescriptive classroom norms, and intervention & tiered support strategies
   b) The supports College Board provides for instructional assistance, test prep, and the bridge between them
3. **Select one, or select and sequence a combination of**, **College Board supports** you want to use with your students to address one or more items on your prioritized list of domain-skill combinations (i.e., these are your "aligned resources")
4. **Plan** how you and your students will use the support(s) you selected; be specific:
   a) When and where will it be used
   b) Who (you/your students) will be responsible for what specific activities
   c) Ask & answer the following prompt: *If (a) & (b) are successfully realized I expect that…*



4. Action Plan: Reflections & Takeaways

Building a 90-Day Plan

90-Day Action Plan Worksheet

SAT Suite Data Workshop | From Static Data to Responsive Systems **Date: _____**

School / Team: _____

Team Leader: _____

Anchor Your Plan in the Takeaways from Today's Workshop

Step 1:
Priority Domain(s)

Step 2:
Priority Skill(s)

Step 3:
Aligned Resources

Choose Your Approach for the Next 90 Days

Circle the approach that best matches your school's current instructional systems' status.

Quick Start

School has strong, consistently implemented instructional systems (Scope & Sequence, Common Assessments, PLCs, Data Systems). The focus is on making targeted, data-driven adjustments to instruction and assessment to address specific skill gaps and accelerate short-term gains.

Build & Align

School has foundational instructional systems in place (Scope & Sequence, Common Assessments, PLCs, Data Systems), but they are inconsistently implemented or not fully aligned to priority standards and data. The focus is on strengthening staff capacity and aligning systems to targeted skill gaps to improve outcomes.

Redesign Systems

School lacks one or more essential instructional systems (e.g., aligned scope & sequence, common assessments, structured PLCs, data practices), or existing systems are not functioning effectively. The focus is on building or overhauling core systems to ensure consistent, standards-aligned instruction and data use, requiring sustained effort over the school year. The first 90 days will focus on more detailed analysis, staff training, and achieving educator input/buy-in (i.e., a 60–90 day process toward what is described below as an end-of-month-1 goal, with each subsequent stage needing possibly 30–60 days to achieve).

Step 1: Define the Change (Commitment)

What is one specific, data-driven instructional change you will implement?

What will teachers and students be doing differently? What will change in Tier 1 instruction?

What evidence will show this is being implemented consistently across classrooms?

This is your commitment from which we're going to plan backward (Step 2) from day 90 to ensure it's realized.

End of Month 3 — Implementation Preparation

What must be in place by the end of your 90-day plan?

Start with your commitment then plan backward:
End of Month 3 → End of Month 2 → End of Month 1

- What needs to be ready (curriculum, assessments, plans)?
- How will teachers be prepared to implement this work?
- What will the first 2–3 weeks of instruction look like?
- How will you ensure consistency across teams?

End of Month 2 — Build & Align Systems

- Who needs to be engaged (teams, PLCs, leaders)?
- How will you build a shared understanding of the SAT-aligned skill gap?
- How will you use existing structures (PLCs, meetings) to begin this work?
- What is the first concrete step you will take in the next 1–2 weeks?
- What needs to be scheduled now to prepare for the next month?

End of Month 1 — Activate the Work

- What will you create or revise (units, common assessments, materials)?
- How will you ensure alignment to SAT skills and expectations?
- Which SAT-aligned tool(s) will you use and how?
- Who will lead this work, and how will it be structured?

Step 3: Monitor & Adjust (Check-in Points)

Build in regular checkpoints to review evidence and adjust course

A 90-day plan works only if progress is monitored along the way. Revisit this worksheet at each check-in point. If evidence shows the plan isn't moving the needle, revisit and adjust Step 1. Don’t wait until day 90!

	Evidence & Next Step
30-Day Check-In	
60-Day Check-In	
90-Day Check-In	

Conclusion:
From Static Data to Responsive Systems

What we have done together today

1 — 2 — 3 — 4

Data

- Scores
- Reports
- Numbers

Patterns

- Continuities & Gaps
- Intra- & Inter-group trends
- Standards and their degree of realization

Insight

- Focus areas
- Inferred descriptive & prescriptive instructional direction
- Inventory student & educator resources

Action Plan

- Data driven curriculum & instructional review
- 90-Day Action Plan

Thank You

CollegeBoard