

College and Career Readiness: School-Day SAT Testing, 2015-16

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EA16-520-4.5

At-a-Glance

The 2015-16 school year was the third year that Dallas Independent School District (Dallas ISD) funded school-day testing on the SAT for all 11th grade students. One of the goals of this initiative was to increase college enrollment among students scheduled to graduate from high school. This goal was based on a belief that exposure to college admissions exams would increase the number of students who consider attending college.

Dallas ISD administered the SAT to 11th grade students on March 2, 2016. The College Board redesigned the SAT test for 2016, and the new test includes evidence-based reading and writing, and mathematics. The scale scores in each section ranged from 200 to 800, and the composite scores range from 400 to 1600. Prior to March 2016, the SAT test included critical reading, writing, and math that could range from 200 to 800 for each of the three sections, and the composite SAT score could range 600 to 2400 (College Board, 2016). The Texas Higher Education Coordinating Board approved the college readiness TSI benchmarks for the new SAT (See Appendix).

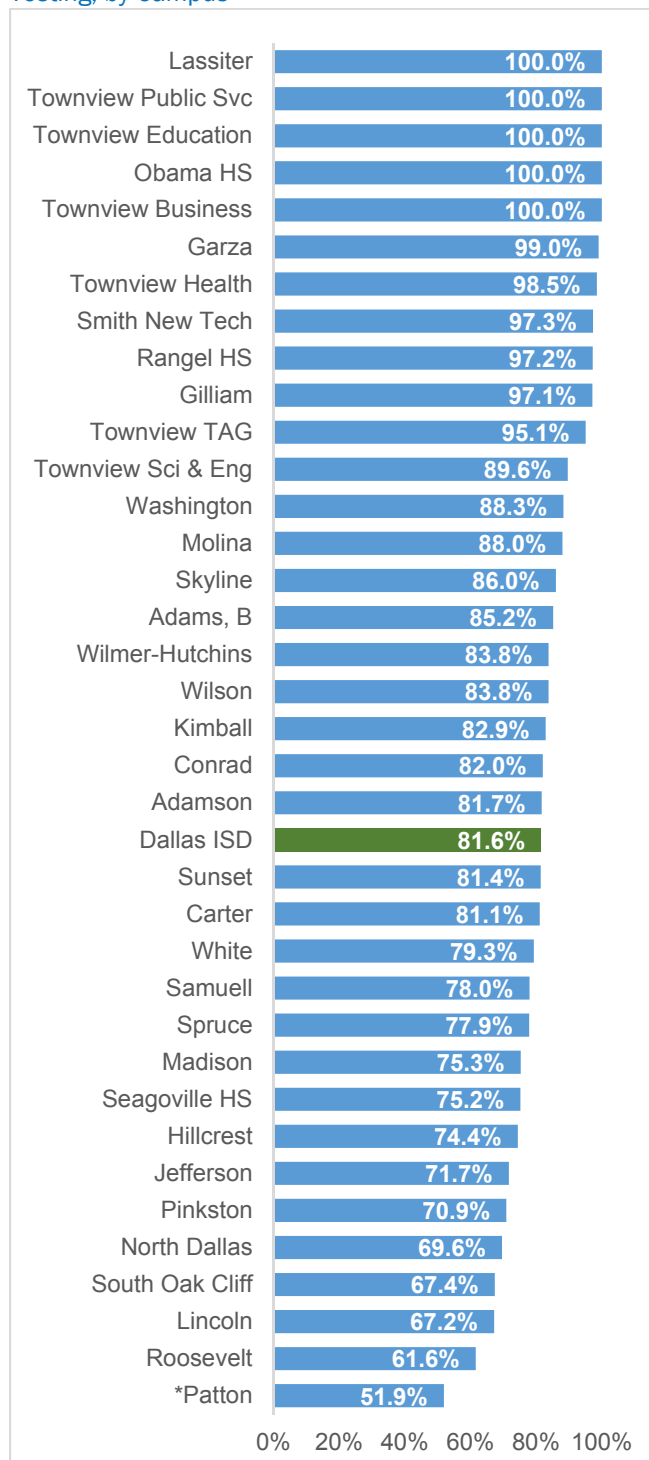
Methodology

The College Board provided data on SAT scores to the district throughout the year. The evaluation team merged the SAT score data with district demographic data, determined how many 2015-16 juniors took the SAT during school-day testing on March 2, 2016, and calculated the percentage of juniors who took the test and met TSI Benchmarks for evidence-based reading and writing (480), and math (530), and the percentage meeting the college readiness benchmark (a combined score of 1070 for evidence-based reading and writing, and mathematics).

Results

The analysis of data showed that 7,275 (81.6%) of Dallas ISD juniors took the SAT on March 2, 2016 (Figure 1). Juniors achieved a mean composite score of 911, and 17.1 percent met the college readiness benchmark districtwide (Tables 1 and 2). Districtwide, 38 percent met TSI Benchmarks for evidence-based reading and writing, and 19 percent met TSI Benchmarks for math (Figure 2).

Figure 1: Juniors' Participation in 2015-16 School-Day SAT Testing, by Campus



*All Patton students who took the School-Day SAT test are included in this report.

Table 1 displays the number of students tested and the percentage of students who met the benchmark by campus. Districtwide, only 17.1 percent of the students tested achieved a score of 1070 or higher. Among comprehensive high schools, students at Hillcrest (17.2%), W.T. White (22.4%), and Woodrow Wilson (30.9%) high schools had the highest rates of meeting the benchmark.

Table 1: Number and Percentage of Juniors Meeting School-Day SAT Benchmarks (1070), by Campus

Campus	N Tested	Met Benchmark	
		N	%
Adams, B	381	39	10.2%
Adamson	267	20	7.5%
Smith New Tech	110	11	10.0%
Molina	389	16	4.1%
Hillcrest	227	39	17.2%
Jefferson	259	16	6.2%
Kimball	261	23	8.8%
Lincoln	82	3	3.7%
Pinkston	161	4	2.5%
Roosevelt	69	2	2.9%
Samuell	298	8	2.7%
Seagoville HS	236	27	11.4%
South Oak Cliff HS	192	3	1.6%
Spruce	243	5	2.1%
Sunset	412	36	8.7%
White	437	98	22.4%
Wilson	330	102	30.9%
Carter	163	5	3.1%
North Dallas	160	6	3.8%
Skyline	967	93	9.6%
Townview Sci & Eng	95	95	100.0%
Conrad	200	11	5.5%
Madison	73	8	11.0%
Townview Business	125	54	43.2%
Washington	197	148	75.1%
Rangel HS	70	57	81.4%
Townview Health	134	73	54.5%
Townview Education	73	20	27.4%
Townview Public Svc	88	45	51.1%
Townview TAG	58	57	98.3%
Gilliam	102	26	25.5%
Garza	100	44	44.0%
Lassiter	60	26	43.3%
Wilmer-Hutchins HS	150	2	1.3%
Obama HS	36	20	55.6%
Patton	70	1	1.4%
Total	7,275	1,243	17.1%

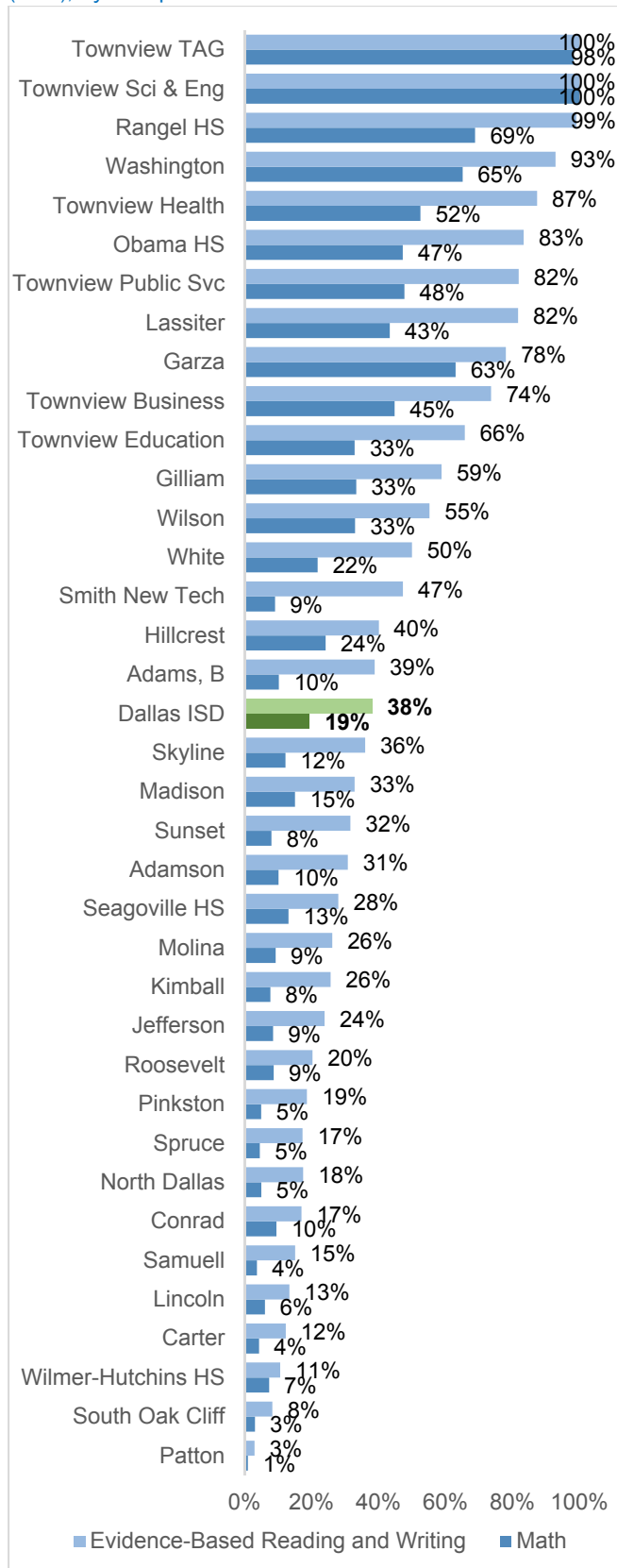
Table 2 displays the percentage of students meeting the college readiness benchmarks on the SAT by ethnicity, gender, and socioeconomic status. White and Asian students were more likely to meet the benchmark. A similar percentage of male and female students met the benchmark. Non-economically disadvantaged students were more likely to score 1070 or above than economically disadvantaged students.

Table 2: Number and Percentage of Juniors Meeting School-Day SAT Benchmarks (1070), by Student Groups

	N Tested	Met Benchmark	
		N	%
Ethnicity			
African American	1,550	167	10.8%
Hispanic	5,131	759	14.8%
White	408	256	62.7%
Asian	127	40	31.5%
American Indian	17	6	35.3%
Native Hawaiian & Pacific Islander	9	3	33.3%
Two or More Races	32	12	37.5%
Unknown	1	0	0.0%
Gender			
Male	3,416	578	16.9%
Female	3,859	665	17.2%
Socioeconomic Status			
Econ. Disadvantaged	6,084	826	13.6%
Not Econ. Disadvantaged	1,191	417	35.0%

Figure 2 shows the percentage of juniors who met TSI Benchmarks for evidence-based reading and writing (480), and math (530) by campus. Districtwide, 38 percent met evidence-based reading and writing, and 19 percent met math TSI benchmarks.

Figure 2: Percentage of Juniors Meeting TSI Benchmarks for evidence-based reading and writing (480), and math (530), by Campus



As mentioned earlier, the College Board redesigned the SAT test and used a different score scale and college readiness benchmark for 2016. For previous years' school-day SAT reports, please visit the DISD Evaluation and Assessment Department webpage (www.dallasisd.org).

For more information, contact Program Evaluation at 972-925-6457.

Reference

The College Board (2016). *K-12 Educator Brief: The College and Career Readiness Benchmarks for the SAT Suite of Assessments*. Available at <https://collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf>

Appendix

Texas Higher Education Coordinating Board

MEMORANDUM

July 25, 2016

The Texas Higher Education Coordinating Board approved the college readiness benchmarks for the new SAT (administered March 5, 2016 and later) at its July 21, 2016 meeting. The revised rule for Texas Success Initiative (TSI) exemption purposes is as follows:

Texas Administrative Code, Rule 4.54(a)(1)(B) SAT:

(i) SAT administered prior to March 2016: a combined critical reading (formerly "verbal") and mathematics score of 1070 with a minimum of 500 on the critical reading test shall be exempt for both reading and writing sections of the TSI Assessment; a combined critical reading (formerly "verbal") and mathematics score of 1070 with a minimum of 500 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment;

(ii) SAT administered on or after March 5, 2016: a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test shall be exempt for both reading and writing sections of the TSI Assessment; a minimum score of 530 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment. There is no combined score.

(iii) Mixing or combining scores from the SAT administered prior to March 2016 and the SAT administered on or after March 5, 2016 is not allowable.

The newly-approved rule becomes effective on August 10, 2016 in order to allow institutions time to respond. However, an institution may determine that the immediate application of the approved rule is in the best interest of its students.