2016-17 College and Career Readiness: School-Day *SAT* Testing

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At-a-Glance

The 2016-17 school year was the fourth year that the Dallas Independent School District (Dallas ISD) funded *SAT* school-day testing for all grade 11 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 considered attending college.

Dallas ISD administered the *SAT* to 11th grade students on March 1, 2017. The College Board redesigned the *SAT* test in 2016, and the new test includes sections for evidence-based reading and writing (ERW) and mathematics. Scale scores in each section range from 200 to 800, and composite scores range from 400 to 1600.[1]

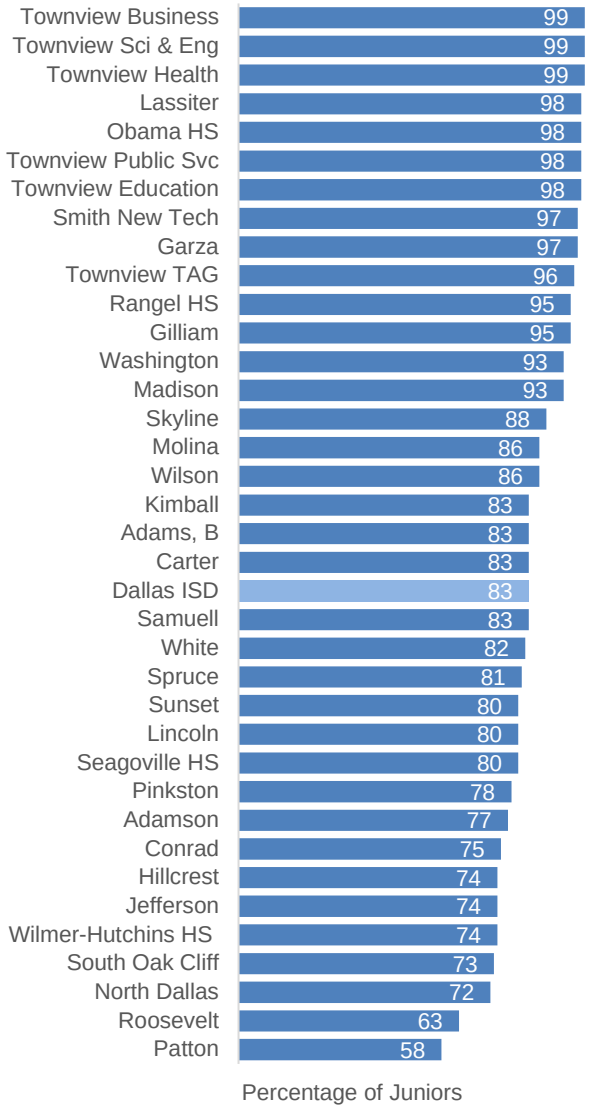
Methodology

The College Board provided *SAT* score data to the district throughout the year. The evaluator merged *SAT* score data files on May 8, 2017 with district demographic data files dated October 31, 2016, and calculated the number and percentage of 2016-17 juniors who took the *SAT* during school-day testing on March 1, 2017. The evaluator then calculated the percentage of juniors who took the school-day *SAT* and met the college readiness and Texas Success Initiative *(*TSI*)* benchmarks for ERW (480), and mathematics (530).[2] Once a student met the college readiness benchmarks in ERW and mathematics, the student was exempt from the reading and writing section and the mathematics section of the *TSI* Assessment *(TSIA)*.[3]

Results

Of district juniors, 7,483 (83%) took the school-day *SAT* in 2016-17. Figure 1 shows the percentage of juniors who participated in school-day *SAT* testing by campus and for the district overall. These juniors achieved a mean composite score of 915. Furthermore, 37 percent of test takers met or exceeded the college readiness benchmark for ERW, and 19 percent met or exceeded the mathematics college readiness benchmark. Figures 2 and 3 show the percentage of juniors who met or exceeded the school-day *SAT* ERW and mathematics college readiness benchmarks, respectively, by campus and for the district overall.

Figure 1: 2016-17 Percentage of Juniors Who Participated in School-Day *SAT* Testing by Campus (N=9,014)



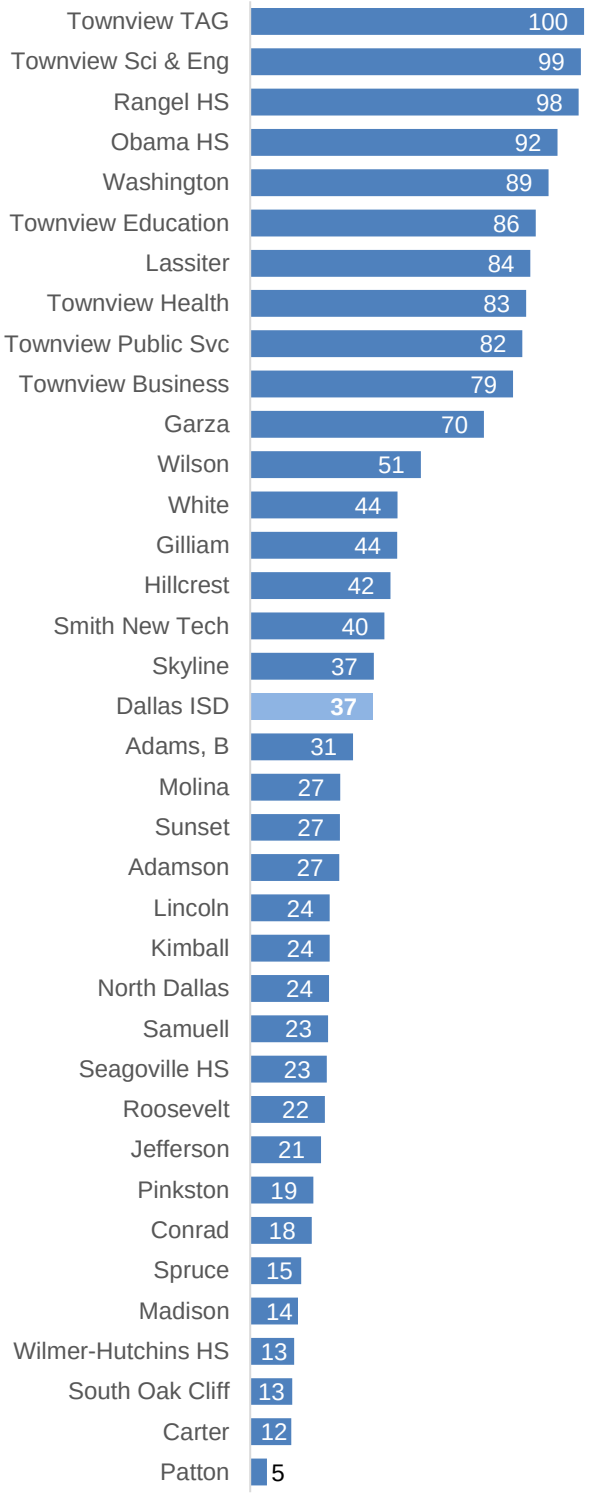
Source: District *SAT* data files 05/08/2017. District demographic data files 10/31/2016.

[1] Prior to March 2016, the *SAT* test included critical reading, writing, and mathematics sections with scale scores 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, 2015).

[2] The College Board's college readiness benchmarks and the TSI benchmarks were the same in 2016-17 for both ERW and mathematics.

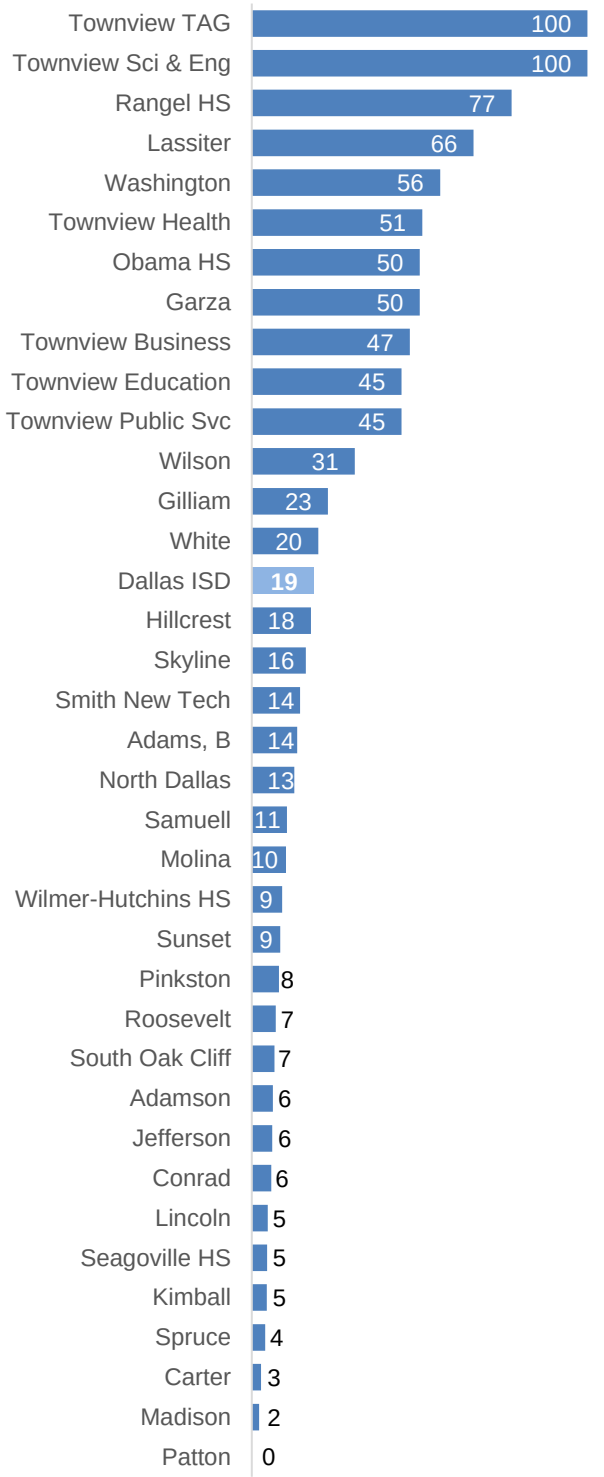
[3] The *TSIA* is an assessment measuring student readiness for college-level courses in reading, writing, and mathematics. Colleges use the *TSIA* results to determine whether students need to take developmental courses in college. Students passing the *TSIA* are exempt from developmental courses.

Figure 2: 2016-17 Percentage of Juniors Meeting or Exceeding School-Day *SAT* College Readiness Benchmark for ERW (480) by Campus (N=7,483)



Source: District *SAT* data files 05/08/2017. District demographic data files 10/31/2016.
Note: ERW=evidence-based reading and writing.

Figure 3: 2016-17 Percentage of Juniors Meeting or Exceeding School-Day *SAT* College Readiness Benchmark for Mathematics (530) by Campus (N=7,483)



Source: District *SAT* data files 05/08/2017. District demographic data files 10/31/2016.

Table 1 displays the percentage of students meeting or exceeding the *SAT* college readiness benchmarks by ethnicity, gender, and socioeconomic status. More white and Asian students met *SAT* and TSI benchmarks than students of other ethnicities. A similar percentage of male and female students met the benchmarks. More non-economically disadvantaged students than economically disadvantaged students met the benchmarks.

Table 1: 2016-17 Percentage of Juniors Meeting or Exceeding School-Day *SAT* College Readiness Benchmarks by Student Groups (N=7,483)

		Met Benchmarks	
	Tested n	ERW %	Math %
Ethnicity			
African American	1,536	30	11
Hispanic	5,338	35	17
White	394	81	57
Asian	139	50	42
AM Ind/Alaska Ntv	26	35	35
Ntv Hwi/Pcfc Islander	12	67	58
Two or More Races	38	74	37
Gender			
Male	3,576	35	21
Female	3,907	39	17
Socioeconomic Status			
Econ. Disadv.	6,175	33	16
Not Econ. Disadv.	1,308	54	32

Source: District *SAT* data files 05/08/2017. District demographic data files 10/31/2016.
Note: ERW=evidence-based reading and writing. Math= Mathematics. AM Ind=American Indian. Ntv Hwi=Native Hawaiian. Pcfc Islander=Pacific Islander. Econ.Disadv.=economically disadvantaged.

Table 2 displays 2015-16 and 2016-17 Dallas ISD juniors' school-day *SAT* mean score by subject.

Table 2: 2015-16 and 2016-17 Juniors' School-Day *SAT* Mean Score for ERW and Mathematics

School Year	Tested N	ERW	Mathematics
2015-16	7,275	454	457
2016-17	7,483	459	456

Source: District *SAT* data files 08/17/2016 and 05/08/2017. District demographic data files 10/30/2015 and 10/31/2016.
Note: ERW=evidence-based reading and writing.

References

The College Board (2015). Counselor Resource Guide to the Redesigned Assessments. Retrieved May 20 2016 from https://collegereadiness.collegeboard.org/sites/default/files/counselor-resource-guide-to-the-redesigned-assessments.pdf

The College Board (2017). 2016-17 The *SAT* and *SAT* Subject Tests Educator Guide. Retrieved April 28 2017 from https://collegereadiness.collegeboard.org/pdf/sat-educator-guide.pdf

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