# Ways to Expand SAT Participation

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#### **Problem Statement**

The team I am working with has been asked to look into a way to increase SAT participation nationwide.

We will look at certain states like Colorado, Rhode Island, and Illinois. These state recently went for lower participation up to 100% and could be a model for other states that have low participation.

What are the reasons for the change and why?

How can we use that information going forward?

### The Good News

SAT participation	average across all
states	

ACT participation average across all states

2017 - 40%

2017 - 65%

2018 - 46%

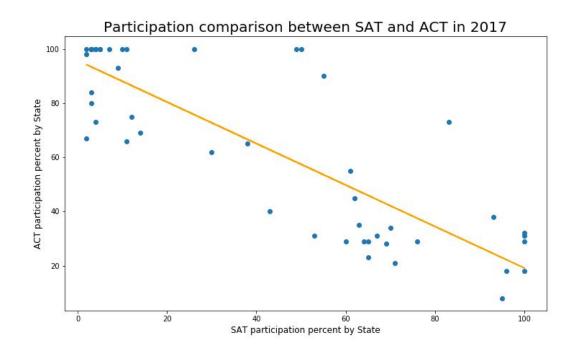
2018 - 62%

2019 - 49%

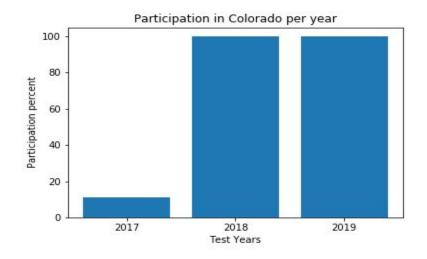
2019 - 59%

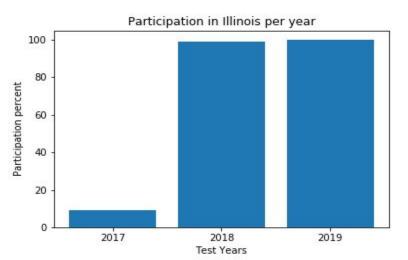
# **Key Points About State Participation**

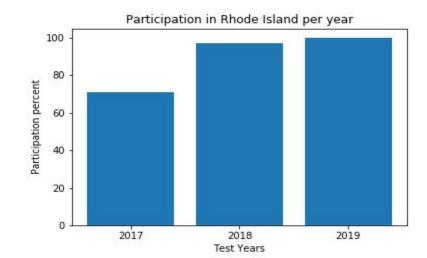
Increasing participation in the SAT will be a matter of getting states to adopt it as the main test over the ACT.



The three states of interest have greatly changed SAT participation between 2017 and 2018.







#### **SAT and Common Core**

The change in the SAT in 2016 helped to bring the test in line with common core standards.

These are standards adopted by a majority of states and are used to establish education standards.

Fulfilment of the standards is judged by assessment tests.

## SAT in Colorado

Colorado used to have mandated ACT testing.

- It is a Common Core state and the SAT aligns with that better than the ACT.

- The SAT and PSAT can replace the PARCC (Gorski, 2015)

## SAT in Rhode Island and Illinois

- Similar to Colorado both states used to Mandate the ACT

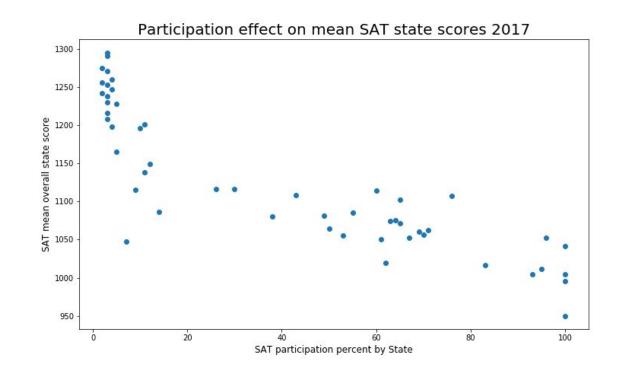
- They are both Common Core states

- Both states replace the PARCC with the SAT (Borg,2018), (Rado,2016)

# Something Else to Consider

While it may cause concern with state test scores for some state leaders there are other potential benefits to high participation.

(Kapelke-Dale, 2018)



# Where to Expand SAT Next

- Louisiana is a state that holds all the same criteria

- Currently Mandate the ACT

- They are a Common Core state

- Still use a version of PARCC test

#### References

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