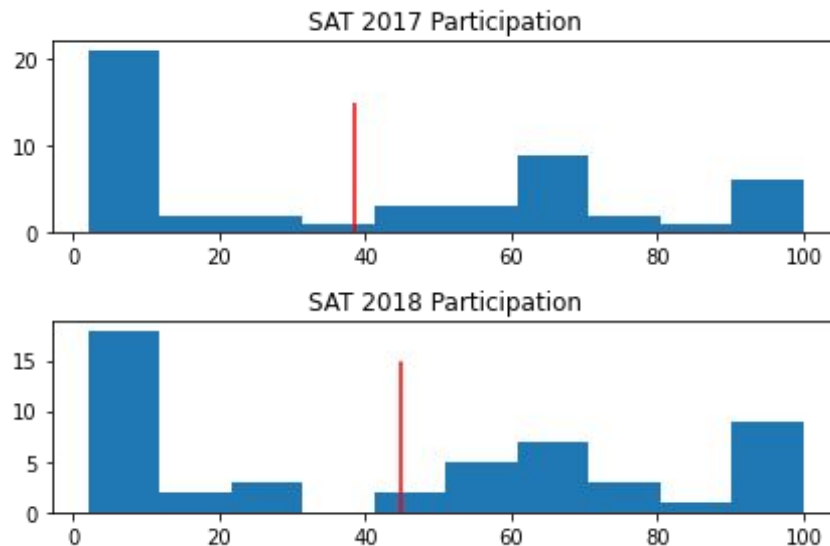# SAT Success:

Understanding the Role of Rates of Participation in Performance Outcomes

Our Approach: Participation in Perspective Nationwide

The Problem:

What are the effects, if any, of participation on performance?

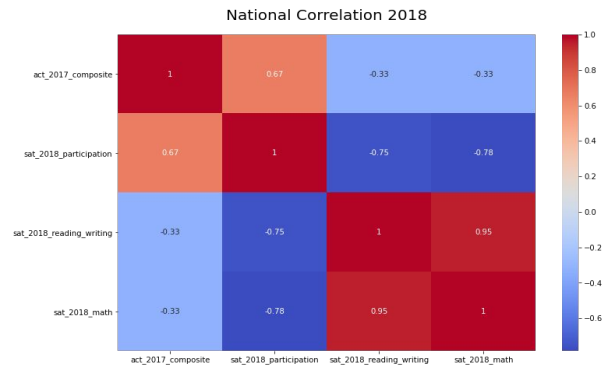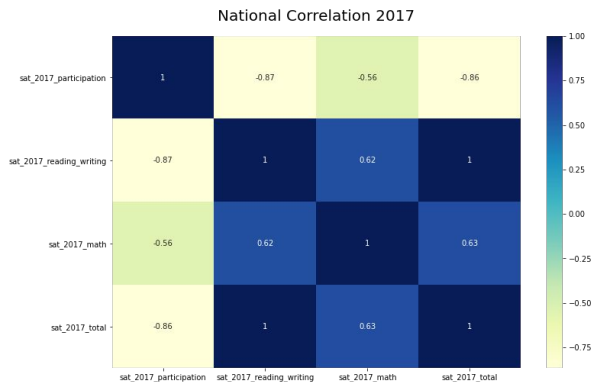*The basis of our approach has been to measure how our data points relate to one another.*

SAT 2017 Participation

SAT 2018 Participation

In the Know:

We've looked at our highest and lowest performing states and measured how they stack up against one another.

The Takeaway

While the data tells a story about each state, **we see a _strong_ correlation on the basis of yearly participation and subsequent Total scores.**

National Correlation 2017

National Correlation 2018

Our Findings: Samples of the Best & Worst 2017-2018

Strong *Negative* Relationship

National Average Total Score = 1126.25

High Participation | Low Performance

- **Connecticut** had a 100% participation in 2017 and 2018, but *scored within the bottom 25% both years.*
- **Delaware** had a 100% participation in 2017 and 2018, and *had the lowest Total score both years.*

Low Participation | High Performance

- **Minnesota** had 3% participation in 2017 and 4% participation in 2018, but *scored among the highest in Total score in both years consecutively.*

Getting to 100% Success
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Recommendation - Improving What Participation Is.

- **Communication is key.**
  - ***Enable and leverage state government level information resources.***
  - *States with high participation provide detailed information to families online.*
- **Champion state policies that enable strong performance.**
  - *Starting 2015, Connecticut state policy mandated that the SAT replace the original state-issued standardized test.*
  - *This would be a good place to begin investigating the negative effect of participation to performance.*

For the Future

Additional information to better understand what affects participation.

- In understanding the impact of state-wide participation on test outcomes, it would be useful to see participation data for the PSAT (or PreACT for ACT).
- Data on the impacts of various "pressures" felt by students in high-participation states.*