

DSI1213-PROJECT 1

SAT/ACT ANALYSIS

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K. Kenneth Davis

MY STORY

- Emerging Data Scientist
- Diversity & Inclusion Specialist
- The Trans Capitalist Consulting Agency LLC
- Graduated with BS in Engineering & MS in Finance

REMEMBER THIS

"A diverse mix of
voices leads to better
discussions, decisions,
and outcomes for
everyone"

- SUNDAR PICHAI

The Problem

The Problem

LET'S DISCUSS

How to increase African American admission to colleges/universities, especially Ivy League institutions, by eliminating or editing SAT/ACT requirements?

A Quick History of Discrimination by society

Background Information

LISTEN CLOSELY

- Carl Brigham—inventor of the SAT/ACT's who was a faithful "eugenicists"
- "Redlining" the African American community & denial of proper educations until 1967
- SAT/ACT's place within systematic racism

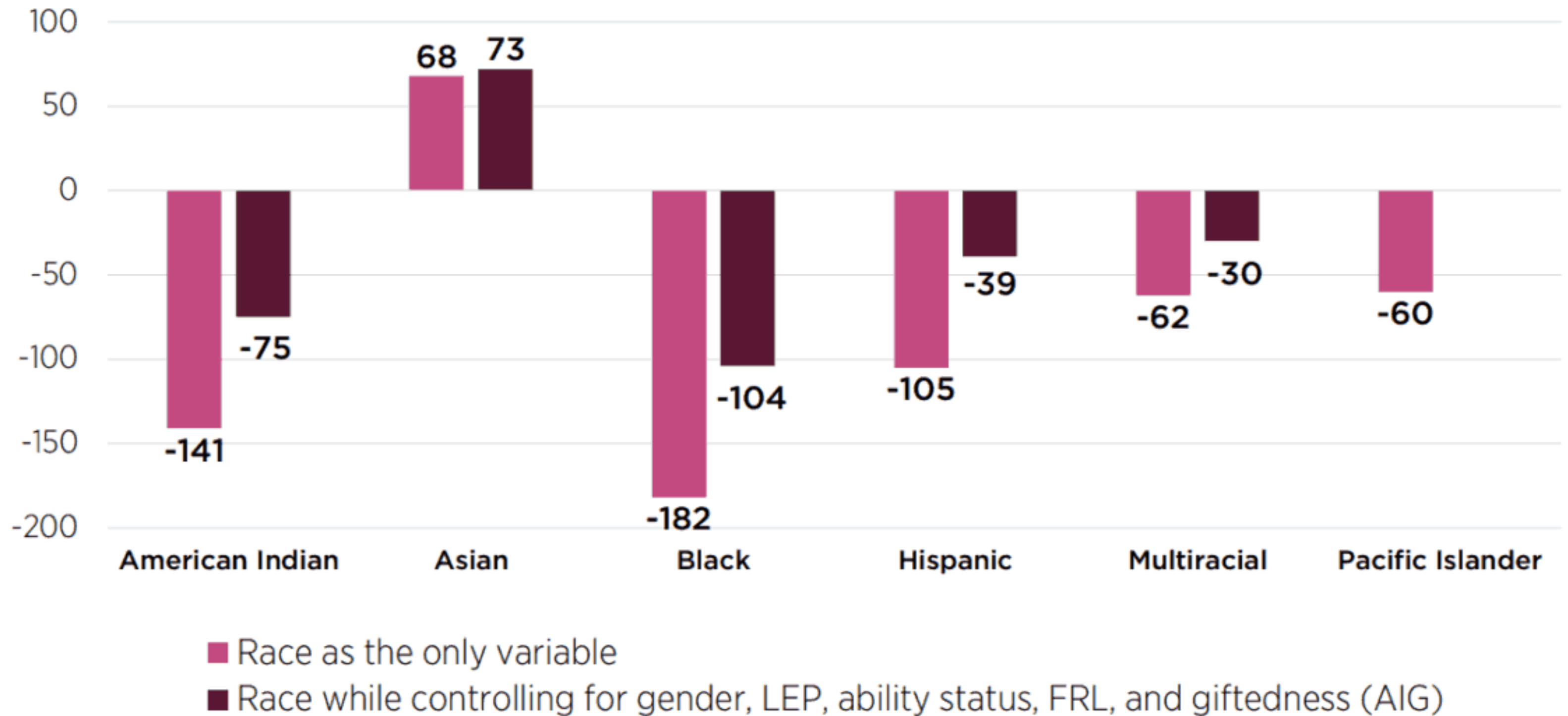
African American Community Data

Reasoning # 1

MY ARGUMENTS

- *Identifying the clear differences in SAT/ACT performance as a factor of race/ethnicity.*
- *On average, Asian and White students scored above the state average, and all other student groups of color scored below the state average.*

FIGURE 9.2 : Predicted difference in SAT score by race/ethnicity



Whites are the comparison group. Control Variables: Gender, Free/Reduced Lunch Eligibility, Language Status, Special Education Status, Giftedness.

African American Community Data

Reasoning # 2

MY ARGUMENTS

- Racial gaps in SAT/ACT scores thus affect college attendance, choice of major, and the career path that students pursue.
- The damaging emotional and mental aspects from low test scores that deter future college student from even applying

SAT Participation and Performance: Score Distributions by Subgroup

Data reflect 2020 high school graduates who took the current SAT during high school. If a student took the SAT more than once, the most recent score is summarized.

	Total Students	Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More Races
Test Takers	2,198,460	1,144,586	1,052,037	14,050	223,451	261,326	569,370	5,107	909,987	89,656
Total Score										
1400–1600	7%	5%	8%	1%	24%	1%	2%	2%	7%	8%
1200–1390	19%	18%	20%	6%	32%	7%	10%	7%	25%	22%
1000–1190	33%	35%	31%	21%	28%	24%	30%	27%	40%	37%
800–990	30%	31%	28%	41%	13%	44%	41%	43%	23%	27%
600–790	12%	10%	13%	30%	3%	24%	18%	20%	5%	6%
400–590	0%	0%	0%	1%	0%	1%	0%	1%	0%	0%
Section Scores - ERW										
700–800	7%	6%	7%	1%	17%	1%	2%	2%	8%	9%
600–690	21%	21%	20%	7%	31%	9%	12%	9%	28%	26%
500–590	32%	34%	31%	22%	30%	26%	30%	28%	37%	35%
400–490	30%	30%	29%	42%	18%	44%	40%	44%	22%	25%
300–390	10%	8%	12%	27%	4%	19%	15%	17%	5%	5%
200–290	0%	0%	1%	1%	0%	1%	1%	0%	0%	0%

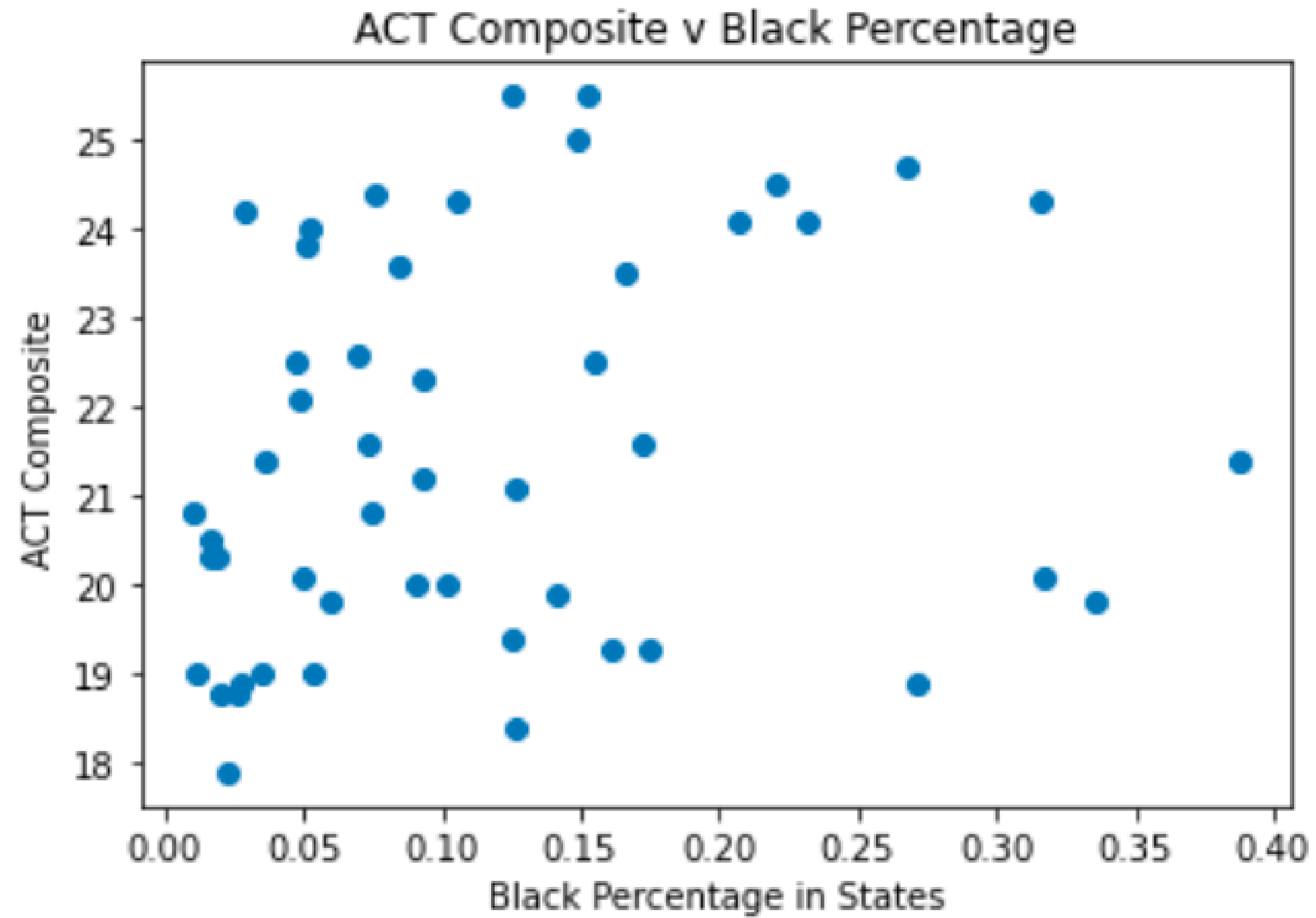
African American Community Data

Reasoning # 3

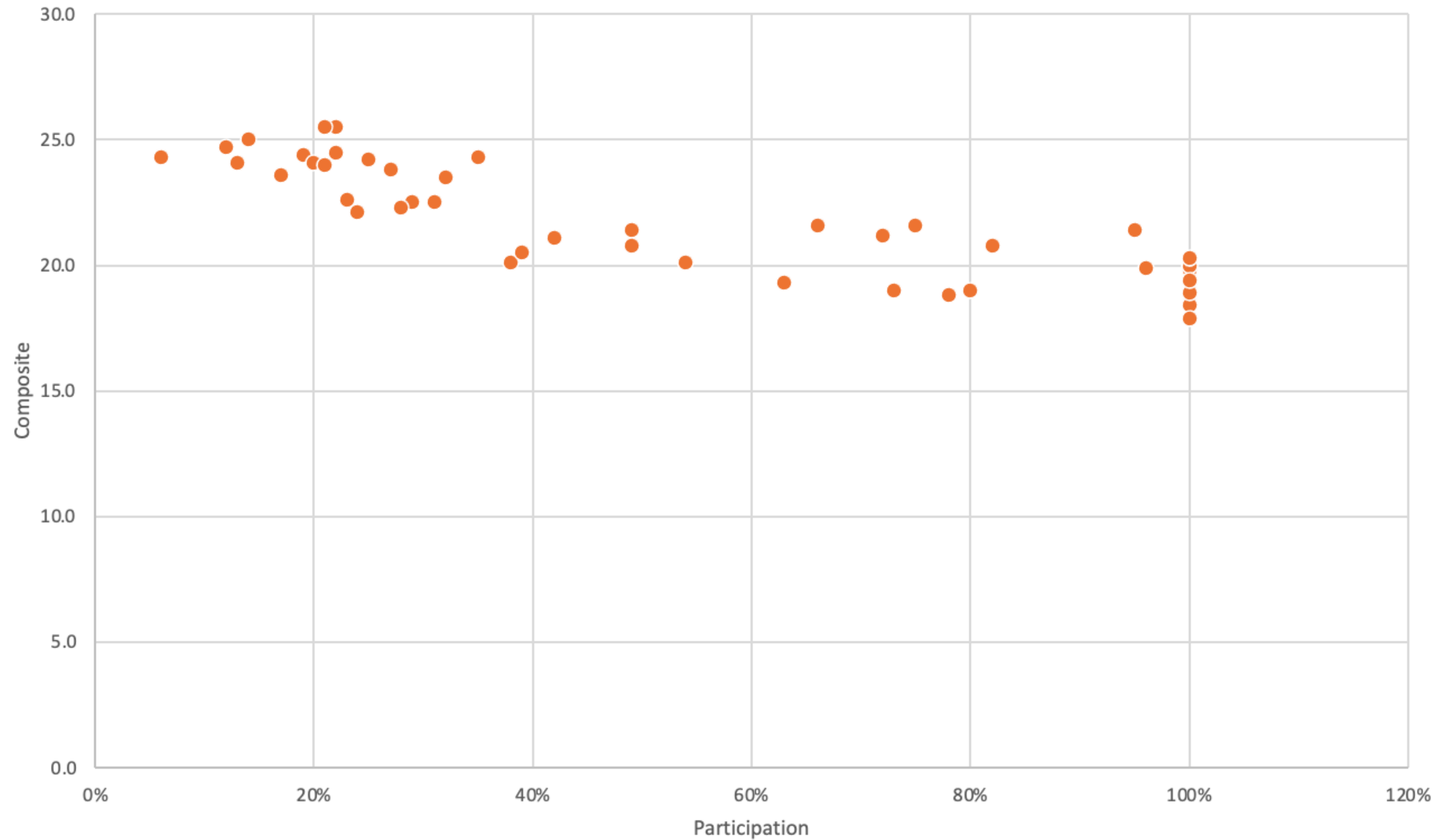
MY ARGUMENTS

- There is a strong correlation in the states that have high populations of African Americans have lower participation and performance

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Participation and Composite for ACT Exam.

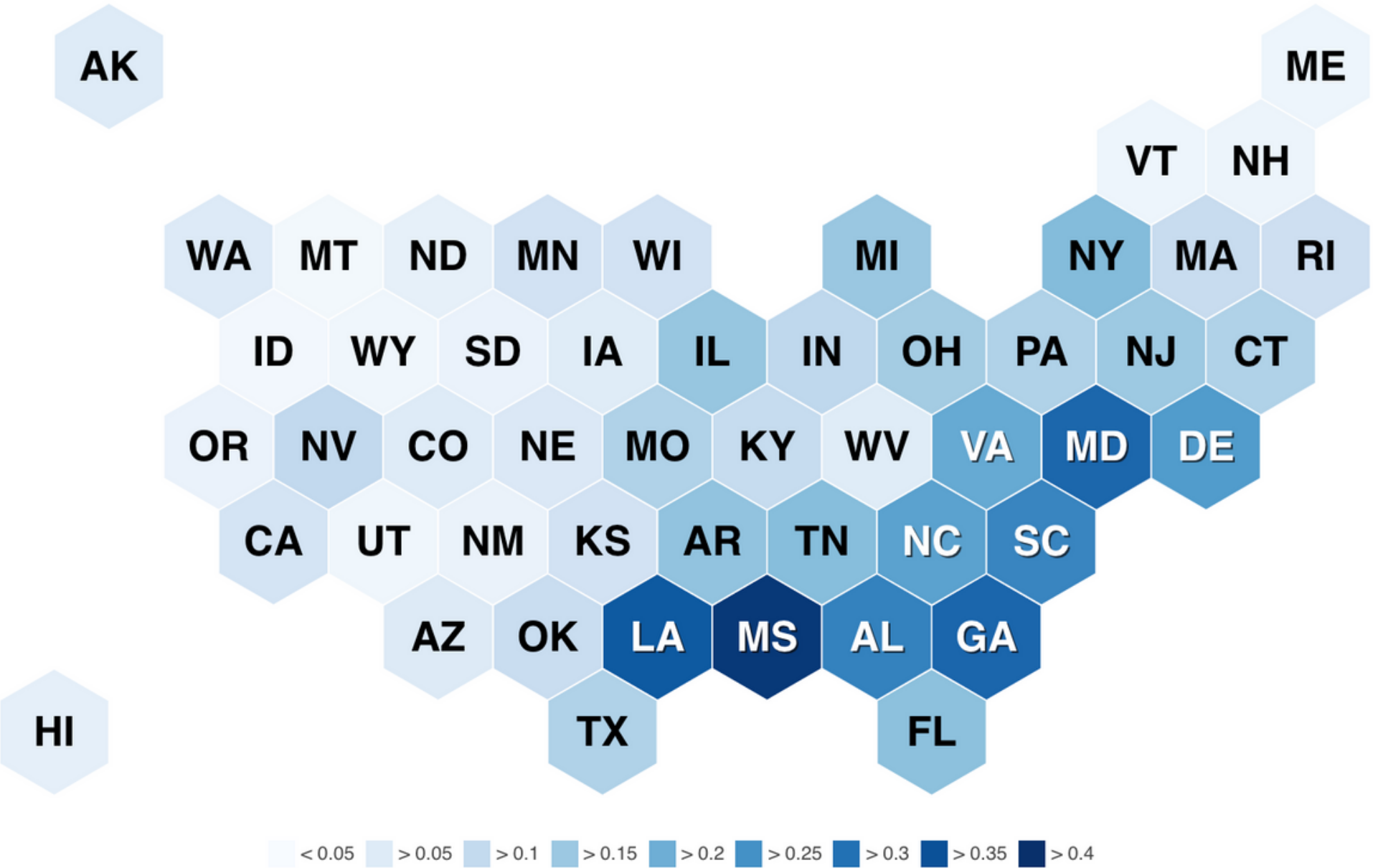


Counter Argument

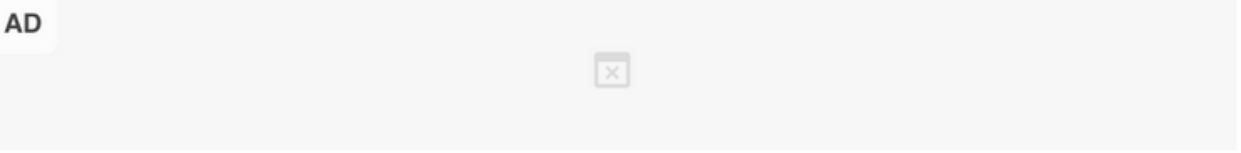
Think About It

LET'S DISCUSS

- The SAT/ACT is for judging your "college readiness" on a fair level playingfiend.
- Can you spot the pattern below?
- 10. Hawaii | 9. Maine | 8. New Hampshire | 7. Rhode Island | 6. Colorado | 5. Idaho | 4. Massachusetts | 3. New Jersey | 2. Illinois | 1. Connecticut
- **Yale** in Connecticut, **Princeton** in New Jersey, **Harvard** in Massachusetts, **Columbia** in New York City, **Brown** in Rhode Island, **Dartmouth** in New Hampshire, **UPENN** in Pennsylvania, **Cornell Univ** in New York



South Carolina	Black: 1,410,419	Black (%): 26.72%
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Black Population by State 2021

According to the 2018 United States Census estimates, the United States population is approximately 14.6% Black or African American, which equals 47.8 million people. The Black-only population is 13.4%. Since 1980, the Black immigrant population has increased fivefold.

Highest Rate	Mississippi (38.71%)
Lowest Rate	Montana (1.04%)

AD

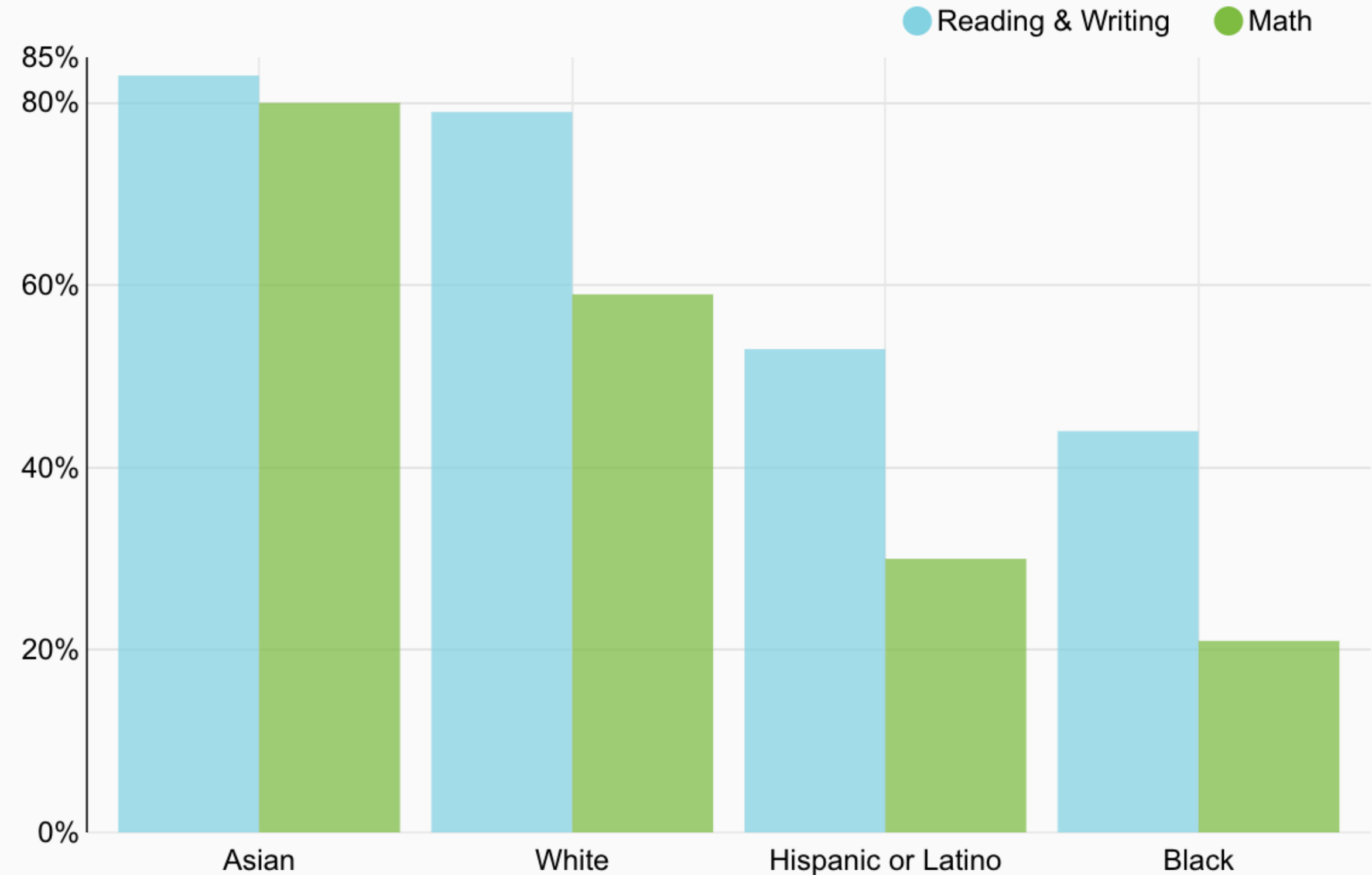
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Race gaps among college ready students

Portion of test takers meeting college readiness benchmarks



College Board, "SAT Suite of Assessments Annual

Recommendations for Admission Boards

The Solution

LET'S DISCUSS

- Colleges/Universities should consider a students environmental and socioeconomic status
- Sponsor creative affordable SAT/ACT prep courses and college bound programs starting with elementary to Highschool
- Redefine the definition of "College Readiness" to engage youth to participate more
- Most importantly erase the assumption that everyone has equal access to education, no matter their race

In Conclusion...



Key Takeaways

THE MAIN POINTS

- Race/ethnicity has a significant and substantial effect on SAT/ACT scores, performance, participation, and environment compared to White counterparts.
- Once we understand this principle we are able to make the necessary adjustments to create a more inclusive admission requirements for people of color.

THANK YOU!

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Sources

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