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That's it. Welcome, everyone.

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Voila.

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Invenidos a todos.

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Welcome. We're going to get started in just a minute as we get everyone in from the waiting room.

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Estamos todos en la sala de espera.

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Welcome, everyone. When we get started in just one moment.

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A toados. En unmento omos estar inaciando.

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Okay. I would like to introduce myself and welcome you to the evening program.

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I'm Mrs. Beth Airy. I'm the college and career coordinator This program this evening will also be in Spanish.

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Programa de la tardard

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En español.

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And so if you would like the presentation in Spanish. Please go to the apps at the bottom of your screen and click the language icon.

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Idioma. Gracias.

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Thank you.

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Okay, so... This isn't a long time coming.

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So I'm very excited to have you all here.

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Entons. Tenemos míamos enabledo de que todos a tenaci.

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We don't have you. Hang on a second. Excellent. Do you need to join the room?

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So we can have our Spanish interpretation in the room.

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Yes, I think you had to assign me as an interpreter. I just...

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Okay, we'll figure out our technical stuff here.

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So this is our host will do this.

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Yes, the hospital had to assign me as an interpreter in that way you because i i go into talking at the same time as you your English and Spanish, but only the Spanish speaker can hear me when they choose their language.

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Right.

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Yes.

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Okay.

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Okay, Beth, I just made you co-host so you should be able to assign Axel.

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As the interpreter.

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Okay. Let's see. I have... Sorry, everybody. Thank you for your patience.

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Paciencia.

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Let me... it's allowing me to go to

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Sorry.

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Can you... Maddie, can you see Sarah Long?

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In your attendees.

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She's the one that usually sets up falls.

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Yeah, I have Sarah. I can ask Sarah or unmute her as an attendee so she can talk. Would that be helpful? Okay.

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And you're muted right now, Beth. Sarah, we're bringing you from the ether

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Hi, give me one second. Let me see if I can help you all.

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Okay, thank you.

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So when you set up the meeting, there's a feature that has to be clicked.

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That allows for interpretation I don't see the icon down here, which makes me wonder if it was turned on when the Zoom was created.

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Eric, is it a Zoom that we created on our end?

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Yes.

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It is. I just checked. It is turned on. If you all want to get going, I can putter around in here. I think it was okay with you talking and then it just getting interpreted. I mean... that was clear to me at least.

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Yeah, I've done it that way before. So absolutely fine with that.

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Um then it's Okay. Yeah. Totally.

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Yeah, you want to make some posts after you're talking? Because I don't want to talk, you know, in type of view because that's going to make something confusing to you and also for the other attendees.

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Okay. Okay, let's do it in that way. Thank you.

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Right. So I will pause. And allow you to speak that

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Yes, and we've done that before. So if... Eric and Maddie are okay with that, then we'll move forward so our guests can get the information.

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Yep.

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And sorry, one other thing. I did just push a little button in Zoom and Axel, it re-sent you an invite from Zoom.

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That should be the one I think you need to join. You may have joined just as a general panelist and not as the translator. Sorry for the confusion.

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But if you look at your email and the one that was just sent from Zoom.

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It it was the I think the right one.

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Let me check the image right now.

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Okay, yeah, perfect.

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Your patience is appreciated.

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Well, make it worth your while, folks. We promise.

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I feel like I could do a little song and dance or some elevator music

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I mean, maybe we could also begin with some unscripted stuff that isn't necessarily like Mike.

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Yeah, well, so yeah, so I can start just by telling families, again, just the welcome and introducing myself to you, especially our younger families who maybe haven't been to many of our post high school planning programs so far.

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If we have our sophomore families and if any freshman families snuck into the program, which is awesome.

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Then welcome. Again, I'm Mrs. Beth Airy. I'm the college and career coordinator. This is my 16th year at the high school.

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And it has actually been a long time since we've done anything with testing.

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And it couldn't be more important. Than doing it at this time in the landscape of testing. And so I definitely want to make sure that you know that you're here because you are curious about your college bound student and what

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The testing options are, what the changes look like and things like that.

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We at ETHS provide our families with a pretty comprehensive list of testing resources.

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And let's check. Did it work?

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Yeah, let me look up and log in with the link again to see that worry.

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Great. So he'll log back in.

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Okay, so we'll get him back here. So we do provide our families with a pretty comprehensive list of testing test prep resources. So I want to make sure that as families you familiarize yourselves. So if after this meeting you have additional questions.

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You're able to reach out to College and Career Services and your student's counselor, as well as use the resources page we have on the college and career website that has everything from private tutoring to free online things to courses So at ETHS, we are definitely trying to make sure we provide you with a whole array of options

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So your family can make the best informed decision for themselves.

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I'm just using the lens right now, but I don't see the globe for interpretation services.

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Okay, good.

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Would it be possible for us to basically do the recording actually then posts. I realize we're doing this on the fly, folks. I hope you don't mind. I imagine the presentation might go double the length or might feel a little disjointed if we're trying to do simultaneous interpretation.

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Eric and I are both fast talkers. What I might suggest is afterward, we'd be happy to take care of translation services of the entire transcript for the event and pass that along with the slide deck. Would that be helpful?

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Or would you prefer doing this side by side?

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Let me... Just confirm on that.

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That we can make that the option, which seems like we have done it the way where we have done the simultaneous and it does definitely take longer.

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And I want to make sure our families are served. So the transcript would be valuable.

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With the slides. I am going to say that we have been doing this for now 10 minutes.

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So we should probably just go ahead with doing a translation post recording and um recording and And then we'll send that out to, we'll have it available to our families on our resources page with any of our other recordings that we also have.

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In Spanish. So I think that's the best thing to do. So Axel Thank you for your efforts.

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Okay.

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Y es. O qué.

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Yeah, sorry, Axel. I'm not sure what happened.

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Ok.

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So we will do better now that we know better. And we appreciate you.

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So we'll go ahead and dismiss you, I suppose. And we'll get on with the presentation. And to our families that are in the presentation who would benefit from having it in Spanish.

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Just know that we will have it on our resources page. So if you can relay that message.

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Bueno, entonces, para las familias que están que hablan español, vamos a grabar toda esta presentación y luego va a estar en las páginas web. Tendremos todas estas páginas de recursos para ustedes.

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Para que se les pueda transmitir este mensaje en español. Está bien. Gracias a todos por su paciencia.

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All right, let me bring up the deck again. Thank you, everyone.

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Awesome.

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Yeah. Thank you. Good night.

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Y thank you thank you.

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I don't know. It's Zoom sometimes. It's just want to cooperate, you know, the SAT crashed this weekend. It's just a week for bad tech so sorry.

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Mucho más. Ven, Chema.

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Right. All right, let me bring up this slide deck again.

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Okay. Good night.

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Okay, here we go.

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Okay, so as mentioned about the Spanish translation, we will also have the recording for this program. Those registered will receive it directly, but we will have it posted on the resources page of the College and Career Services website as well. And if you didn't know, as I had mentioned, if you're a family who hasn't attended programs before or been familiar with what we offer through College and Career Services.

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We have a library of other programs that are also saved there under the resources on college and career services page. So you're welcome and encouraged to access all those things.

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So I'm going to start just by getting into our evening now again.

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We're very excited for you to be joining our latest post high school planning program. As you can see here, navigating a shifting testing landscape we're really pleased to welcome Compass Education Group to bring us up to speed on two significant changes to college admission testing.

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First, you probably know already that your students will be taking the ACT now in April.

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And that would be for our junior students instead of taking the SAT. And that is the statewide graduation requirement.

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Second, ACC.

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Second, ACT announced the first major exam redesign in 35 years.

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With the launch of the new core ACT. Both changes come in a poignant time in admissions as popular schools adjust their testing policies, which I was talking about earlier today and shared with many of our counselors, we have another school like on a daily adding to the change in their testing

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Policies and practices. So important notes to keep up on. And that's something that we definitely will provide our students as we meet with them and advise them on their college decisions.

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So it is my pleasure to host my colleagues, Maddie Steiner and Eric Anderson, both of Compass Education Group to update us on these particular changes.

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I want to give you a little bit of information about our speakers.

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So Eric Anderson, he, him. Eric graduated Phi Beta Kappa from the University of Illinois, where he some say the best university in the land.

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Where he captained UI's top five nationally ranked handball team and was the first Rhodes Scholarship campus nominee in a nearly a decade. After graduation, he worked for the Discovery Channel, MTV Network, Sony Pictures, and YouTube.

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Between his time working with film, Eric joined Compass's Southern California team as an ACT and SAT math tutor.

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And the experience he loved so much that in 2019, he and Maddie joined forces and made it their mission to bring Compass back to Chicagoland.

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But he is not geeking out over standardized tests, as I often say about college advising that I'm just a big nerd, so I appreciate this, Eric. Eric enjoys being an amateur triathlete, an intermediate grill master, and a world-class bookworm.

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So we welcome Eric to our program this evening. And then we also are joined by Maddie Steiner, they, them.

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Prior to joining Compass, Maddie obtained their MA from the University of Chicago and a BA from Santa Cruz.

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Go banana slugs. So a little trivia for you tonight for those of you who didn't already know.

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Each year, Maddie and their colleagues speak to over 300 high schools and professional organizations where they demystify the SAT and ACT and dispel anxiety about the testing process.

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And ETHS is pleased to be amongst them. And I will say that they have been in the pipeline for us to have here for a long time because I agree that they are great about demystifying all of this. And it is my role, I believe, to alleviate your anxieties.

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It is their mission as well. So we couldn't have better partners. So please.

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Welcome our guests. Round of applause for everyone entering the stage. I love you in person.

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Wonderful. Thank you. We can feel it.

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We can feel it digitally coming through. Thank you. We're going to get going folks tonight. Thank you so much again for being present. Eric and I have been within this field for a combined, gosh, maybe 20, 25 years together.

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And bizarrely, in spite of this topic, I think being maybe masochistic to some, no one gets up in the morning and may be thinking, I can't wait to take a standardized test.

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We found it to be, I think, a really rewarding line of work because of this ability to demystify a topic, especially for our students who feel like They don't have much agency in the testing process. The tests are happening to them.

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And we know, of course, as adults, though, that beyond this narrow window of adolescence, these exams mean very little. And much of what we do in our parent presentations is to right size this topic. So that way you can be conduits of calm.

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And provide really thoughtful information to your students. And navigate this successfully. A couple quick little housekeeping items. One, everything is being recorded and you will automatically be sent a link to the recording along with the other resources that Eric and I mentioned this evening.

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On top of that, we have this incredible guide to college admission testing. Eric, you can go on to that slide.

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Oh, I think it's a little bit later. Yeah. And within this guide, which you can download for free or request a physical copy, there will be everything encyclopedically that you'd want to know about this testing topic.

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Especially since we got to a late start, I'm sure you all are wanting to just sort of sit back, let the dulcet tones of our voice just wash over you.

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That's the goal. Generally, if we go back to that previous slide, Eric, here's what we're going to be covering.

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The agenda is first and foremost going to be looking at the various testing policies that exist. So we have schools, the vast majority that are Test optional. What does that mean? Test required, test flexible, test free. On top of that, Eric will be speaking more specifically about making your choice. There are two equally viable options, the SAT and the ACT, although of course the state of Illinois has ACT as the

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District or state mandated assessment for public schools. Then we'll talk about best practices for creating a testing schedule and potentially engaging in some form of test prep. You don't need to spend a bunch of money or hire a private tutor necessarily to do this work successfully. We're going to help you figure out the best ways to do that regardless of the modality that you might approach.

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And then finally, we'll give you some pointers, which ultimately should be nuanced by your college counseling office around what cases is it useful to submit scores with a case study that we'll be sharing.

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And in which cases might a student withhold scores in order to improve their overall application?

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So let's first and foremost jump into that first topic, the understanding the testing landscape. And actually, no, Eric, I lied.

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You're going to do a quick little review of ACT stuff just because it's right in front of us right now with the debut occurring next month.

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Thanks, Maddie. Yeah, so the new ACT is coming. I mean, it's pretty much here for the class of 2026.

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But not really for the classic version of the exam that you will take as a statewide graduation requirement.

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Gets really confusing because I've heard from a lot of families thinking I'm at a public school in Illinois like yours. They're hosting the test online for my student. It's the new version, right? Wrong. It is the classic version of the test, even though the April 5th ACT

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Is indeed the new version. So we're going to touch on this twice. I just want to give you the news you can use right now. What I'm showing you here is the classic version of the exam. This has been around for 35 years.

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I took this when I was growing up in the Illinois Chicagoland suburbs, and it has not changed for a long, long time.

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Finally, it is changing. And the most significant changes are that the science section will be optional.

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And that it will no longer be calculated within your composite. So a typical ACT classic composite is scored on a 1 through 36 and they simply derive that score like this. You could have 1 through 36 on English, a 1 through 36 on math.

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1 through 36 in reading, a 1 through 36 on science, they average them together.

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The new one will just be English math reading 1 through 36 averaged together, science reported as a separate score also out of 36.

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So that's the most significant. Change with the science section and how the composite is calculated. More superficial changes. You can see that they're toying around with the timing of different sections.

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You may be wondering why it's getting shorter and in a word.

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They need teenagers to take this and not just be opting for the SAT. Shorter is the word basically because shorter equals a more popular exam, more attuned with today's high school student.

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They are making the number of questions fewer as well. So here we track section by question what's changing.

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The classic ACT, 75 questions on English. We're down to 50 for the core exam.

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That's 50 questions in 35 minutes instead of 75 in 45 minutes. The plot thickens because 10 of those questions are field test questions, guinea pig questions. These are questions that are not scored. You don't know what they are when you're taking the test.

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But the ACT is basically potentially going to use them depending on how students perform with those questions in future exams. So truly, there are only 40 questions on the English section that are scored.

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Compared to 75 with the classic test. Matt, there's 41 that are scored. Reading, there are 27 that are scored. So they're just shaving the test down. They're kind of giving it a quick and dirty haircut.

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And the good news is that colleges are kind of shrugging their shoulders at this and saying, okay, sure, we'll take a shorter ACT. So that's kind of the other main question beyond what's changing. Will colleges take it and The answer is yes. Colleges have said, sure, bring on the

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New core ACT as well. When is it coming about? Like I said, it will be available on April 5th, only online. If you're taking the April 5th ACT, you can take it, but it's going to be the paper version of the test.

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If you take it on the Saturday, it will, and that's the classic version of the exam. Again, when you take it at your high school though.

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That will be also the classic version of the exam, but it will be the online version of the test. So see how confusing it gets very, very quickly.

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But this graph basically shows, I'll draw your attention to this dotted red line.

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For the class of 2026, you have the April statewide ACT, Then you have the June then you have the June ACT, the July ACT, Those are classic versions of the exam. So one, two.

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Three remaining, or if you double dip in April and then you're done. You don't have any more classic versions of the ACT anymore because once we cross that red line, it's all triangles and triangles means core ACT.

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Now, the core ACT is offered online. It is also offered as a paper version.

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The difference between online and paper is just in how the exam is delivered. The exam itself is not any different, whether you're taking it online or via paper.

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Maddie, what's the poetic little phrase

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Oh, yeah. ACT wants to be cute about it and rather than just saying that it's a digital PDF that they're having students complete on their screen. They're calling this paper under glass, which sounds very poetic. It's the paper under glass version of the ACT.

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Put that up in the Chicago Art Institute. It sounds so Okay, so that's what's happening for the class of 2026. 2027 By the time you're taking this test, you will be so far past this red dotted line, you don't even have to worry about the classic ACT. It will be

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Gone way distant in the rear view. So just to make this so clear, because it is so confusing.

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Juniors, you're taking the classic ACT with essay, English, math, reading, science.

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Sophomores and beyond, you're taking the core ACT with the science section, though, you can't opt out of that because the state of Illinois made the contract with ACT to include science. So that's going to be included for you when you take your test.

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Juniors, what should you do? Don't worry about the core ACT. You have enough classic tests left that you can still get you to your peak scores and be done with this.

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If you must deal with the core ECT, just opt into the science section. Why? You protect your scores from being useless in case you want to apply to a college that ends up requiring the ACT science section.

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That means that when you're registering. Again, you don't have to register for the test that is hosted at your school. You're already set for that. But if you're registering for another one, June, July or something.

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Paper, no writing. That's how you should register. Sophomores. Again, the good news is colleges are taking the core ACT.

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It's a little more of a question mark what you should do about the science section, which is going to be optional. Yes, you have to take it in spring of junior year because it's baked in to your statewide graduation exam. But if you're taking it beyond that.

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Well, we'll see. Are there going to be some colleges that require the test, the science section and you want to go to those schools? Then yes, you should probably opt into it.

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Are there some popular schools that are competitive? That have an optional science section, like the one in all of our backyards, Northwestern, that's their policy.

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Science is optional. Well, you can do sort of the calculations and wonder Who else in the applicant pool with ACTs is going to have science and probably most students. And those scores will be pretty good.

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It's an opportunity to demonstrate a strength. And yet there will be opportunities to opt out of science too.

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Say for students who want to apply to a slate of schools, science is optional for all of them and they're not super duper selective. Great.

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Science won't be quite as important to take. We also will have a practice ACT.

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A core version of the test that we will make available to you for free.

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Sophomores then, when you're registering for a test, either of these options is fine. You can test on paper or the computer. Doesn't matter. It's the same test.

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We recommend for now being safe and opting into testing with science.

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Talk to us a year from now, it might be telling you a different story and you do not have to opt into the writing section.

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Okay, and that is the update on the ACT. We'll double back over this later, but Maddie, I'll throw it to you for the macro look at the testing landscape.

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Okay, great. Thanks, Eric. And honestly, now that Eric has gone through the, I think, most complex part of tonight's presentation, it's all going to be smooth sailing at this point.

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So I guess I'll begin by showing you a little bit of a graphic.

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Prior to the pandemic, the National Association for College Admission Counseling, or NACAC, would, and they actually still do this to this day, but they would go ahead and survey admissions offices from across the country and ask them to rank what is of relative importance within the application.

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What factors are most predictive of academic performance when students enter the campus. And of course, I think intuitively as humans, we get this. What you do day in and day out in high school, cumulatively.

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Should matter more than a few weekends of testing. And we would usually see at the tippy top of importance for your GPA, cumulative GPA the rigor of your coursework had you had the opportunity to sit for advanced or AP level coursework that was appropriate for you.

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And then usually third or fourth position was given to standardized testing and I would often say that grades plus test scores and rigor were like the headline of an application Especially if you are applying to a highly selective college that just had a ton of

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Interested applicants, but not enough spaces to house them all right so That doesn't mean that some of the other qualitative elements of the application could not be front and center, like letters of recommendation supplemental essays, extracurricular activities, all of that is great. And in fact, nowadays, with so many colleges having gone the route of test optional, as we'll see in a moment, over 80% of colleges, more and more institutions have been pretty successful at understanding the

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Holistic review without a test score present. So then why don't we just sidestep testing entirely, right? Well, the truth of the matter is that some of the most central, the most valuable elements of the application are less consistent.

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You can see here on the left-hand side of this chart, this is data from ACT. We're looking at the climbing 4.0 GPAs from 2010 to 2021 where In 2021, close to 55% of students applying to four-year colleges had some flavor of a 4.0.

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What testing then provides is the opportunity to decode the transcript.

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To show that perhaps a 4.0 at a rigorous college prep school like Evanston Township means something different from a 4.0 at a rural under-resourced school in Kansas. Not to lampoon Kansas. I'm sure they're great. I just want to throw that out there.

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So what testing does is regardless of when and where the assessments are administered, we generally see the same performance amongst students. There's a consistent spread of scores, also known as the distribution.

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And here we have the ACT distribution out of 36 where most students scored toward the middle, fewer on the tails.

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I could transpose the SAT distribution out of 1600 points. We would see the exact same shape.

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The exam is engineered with a particular combination of easy, medium, and hard questions to poll students routinely to the correct and incorrect answer choices And the folks behind the scenes building these exams usually get it right before they appear for the first time in front of students. So what Eric and I, I think a big takeaway here

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Is when it comes to improvement and the kind of effort that students can put in.

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And steep contrast to sort of what looks like the ascendant growth, the endless possibility of 4.0s and above.

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That when it comes to testing, not everyone is meant to get a perfect score. In fact, a small and finite number of students who take these assessments achieve that. And simultaneously, endless effort does not yield endless reward. Usually with the taking of, let's say, a PSAT or maybe one of the first district-based ACTs that are offered on campus, you come up with a increment or I should say a line in the sand, a starting or baseline score.

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And from there, you come up with a increment of improvement that can be achieved with a reasonable amount of effort.

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Before you hit the law of diminishing returns. And much of the work that Eric and I do as senior directors is speaking to counselors, but also coaching families to understand when should they gracefully step away from the table, where have their

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One of their students sort of capped out on their ability to move the needle, okay?

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Next slide, Eric. What constitutes a more or less positive or a good score really depends, like so many other elements of the admission testing process.

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So here we have Sally Student, a kiddo that we once worked with several years ago. You can see the spread of schools that she was interested in. The only two that were on her list requiring tests were Georgetown and Indiana University at Bloomington.

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And what probably gets the, Eric, did you want to say something?

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So IU Bloomington, they are test optional campus-wide, but the student wanted to apply to the Kelly Business School and that college specifically requires.

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Here. Aha. And see yet another wrinkle or sometimes within a single institution, there can be divergent testing policies.

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So what usually gets the most eyeballs, I think, in our guide to testing are the lists, the comprehensive list of about 400 colleges that we track their testing policies and their mid-50th SAT and ACT percentile ranges, which can just be thought of as your

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Average scores that are achieved by matriculating students year over year.

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These are soft goalposts, but by no means do you need to cross the 25th percentile to guarantee your admission.

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There are 25% of applicants that are scoring below, let's say if we're applying to Illinois State University. The 25th percentile is a 1030.

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25% of applicants with scores less than that are still being admitted. It's not an issue.

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So when it comes to, what do I want to say here?

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The one thing that I guess I'll throw out as a caveat And why you also don't want to throw too much importance on these individual ranges is that they're a bit inflated.

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Maybe not to the same extent that grades are, as we were talking about grade inflation earlier.

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But as a consequence of test optional policies. In the past, when I was applying to UC Santa Cruz.

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And they were requiring the tests, I had to submit my stinky score.

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I've been an abysmal tester my entire life. It's just part of my fabric and I couldn't withhold that information.

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For schools that are test optional now, students can understand, all right, historically, what is the precedent? What is considered a good score?

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And I only need to share that result when it behooves me, right? And thus with students only sending in scores when they believe them to be high, the average is going to climb up and up and up.

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So if you blanch a bit at the first look at these mid 50th ranges on the SAT and ACT, these quote averages advertised by different colleges know that these numbers are growing Not because students in general are getting smarter and everyone is getting better test scores.

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But the way in which the data is being sampled due to test optional policies is changing. That rising tide has brought up all ships.

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It's really a pre and post pandemic thing that we're seeing with regard to testing policies and how they've evolved. So pre-pandemic.

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Most colleges that we tracked require the test. Post-pandemic or in the middle of it, you can see a shift toward optional policies, which to be clear, test optional means your application is complete with or without the inclusion of a score.

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If it's helpful, you send less so, not so much. There's also a subset of colleges that require the SAT or ACT. We track about 29 among the 400 in general that we're looking at.

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And they tend to be clustered at the top in terms of selectivity. Those that are winning the popularity contest That is the US News and World Report rankings, which I'm not a huge fan of just because you've made it to the top 100 doesn't necessarily mean you're a better institution, just means that more people know about you. The education there.

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Might not be any different from a school further down on the list anyway.

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So we have test optional. Actually, I should point out has a couple different variations right now. There are some colleges that have legged in permanently into an optional policy that have said, listen, historically, we've seen that we can pull from these applicant pools

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Students with and without scores just as easily. We're keeping this policy in place indefinitely.

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There are a large number, though, of colleges that have been undergoing multi-year test optional trials, trying to look at the data internally to determine whether or not they should return to requiring or relinquishing standardized testing. And we'll give you some examples of those in a moment.

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Test-free are those schools that, like my alma mater, the University of California, also the Cal State system, some notable institutions on the West Coast.

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Say that test scores actually aren't optional, they're verboten. They are forbidden. You cannot submit a score there. They're going to look at the rest of your application.

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So that's a general look if we're sampling as an appetizer these different policies. This is what they taste like, right?

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To give you a sense of where these schools are, among the highly selectives, you can see those are the requirers In the middle, we have a number of state schools that have gone the route of requiring these tests too. Ohio State Schools specifically hot off the presses, have sort of turned heads by returning or reinstating their testing requirements.

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As well as some schools in the South and Southeast United States, mostly because they have statewide indexes for procuring scholarships for students. So if a student who graduates gets a particular test score and a particular GPA in Florida.

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They might qualify for the Bright Future Scholarship. Similarly, in the state of Tennessee.

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You have the Hope Scholarship that resides on testing. The US Military Service Academies or the service academies broadly, I should say, are also test required.

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And I would say everyone on this list for the most part has done a good job at sharing internally what their data has looked like.

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To substantiate whether or not tests have been more or less positive or necessary at their schools.

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And you're not seeing this en masse run for everyone to readopt testing requirements.

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It's been a slow trickle, mostly at the top, all right?

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And there are some outliers too. Eric and I were really annoyed because it kind of flew through some of our parents into a tizzy. Within that test optional umbrella, I would argue that there's an underlying spectrum of preference, especially among those temporary policyholders that are still on the fence about optional.

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Purdue is a perfect example. After our students who were applying last year didn't submit a score, maybe they just felt it wasn't strong enough and they wanted the rest of the application to do the talking.

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They immediately were prompted via email with this note. Thank you for applying to Purdue.

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As a reminder, Purdue is test expected. Which BT dubs is something they just made up on the spot, right? This is not a well-known policy that's been in existence forever. So quote, please submit your essay to your ACT scores and then they pepper links all over this message so you can

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Go onto your student portal and submit your scores. Why not make it simple? Just say generally you expect or require these tests. Take out the guessing game. Purdue clearly has a strong testing preference.

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Okay. And here's what Ohio State said recently. I don't know, Eric, if you have any color commentary that you want to add here.

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I was on the phone with them earlier today, actually, because my question was, okay, you're going back to requiring the ACT and SAT, but what are you going to do about the optional science section and it actually got ran off the chain.

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I don't know who ended up decreeing from on high but the ruling was that they will make science optional.

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Which aligns with everyone else who has so far said what they're going to do about that new ACT. Even if they required. So they'll require your ACT, but Not the science section.

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Awesome. Thanks, Eric. And why don't we, do you want to grab this one too?

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Oh, sure. So you touched on it, Maddie, with some of those statewide scholarships The way that the way that tuition discounts typically work when tied to merit.

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One of the inputs of which is an ACT or SAT score, not just a PSAT, right? That gets tons of hoopla regarding because of the national competition.

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Just good old fashioned ACTs and SATs also are used by colleges to decide Hmm, we really want this student. But we know that they're going to have great offers from elsewhere. Hmm, how much money do we have to give them as tied to their test score?

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To convince them to come to us. And this is why students go to Alabama instead of Illinois, because Alabama is more generous with their money sometimes. And we see a brain drain of Brightman Western students to the South Southeast.

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But they just think it's funny. Look at the lower right of that selectivity. And you see that the wealthiest schools, the Ivy League with billions of dollars of endowments are the stingiest.

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When it comes to providing merit money based off test scores and simply because they don't have to.

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Perfect scores are a dime a dozen. National Merit Scholars are a dime a dozen. They don't care, so they're not going to give you a single rotten penny off tuition. So what this ends up meaning is that for students who

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Do well without overdoing it on their ACTs or SATs take Yours at ETHS seriously and apply to a sensible range of schools, you'll end up having kind of an interesting conundrum where, oh, do I

want to go to the super selective school? Maybe that doesn't give me anything. Or I have these less selective schools that are awesome, but that

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Are really trying to win me over with merit aid.

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Sure. Yeah.

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Right. Awesome. Okay, I'll just put a bookend on that, Eric, and just say folks that are advising broadly and of course, defer to your college counselors is that it's probably in your best interest to have a test or two under your belt so that by the time you are applying, even if there's some fluctuation within the testing policies.

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Some schools return to testing, some remain optional, others go test-free, whatever it might be.

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You have the agency to submit a score if and when it helps. And it's not something that's going to be a monolithic decision for all the schools to which you're applying.

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You can choose per school whether or not you want to have that result shared, right?

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With that, Eric, why don't you talk about the mechanics of our two primary options?

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So just because you have to take the ACT as a graduation requirement doesn't necessarily mean that that's the exam you must use.

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For your college applications. There are plenty of students, and when I was in SAT state, who preferred the ACT, and they would for very good reasons, namely, I'm busy, I have sports and theater and I want to hang out with my friends and I have schoolwork.

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I don't want to take the end prep for both of these exams. God forbid don't do that. And I want to do prep for the exam where I'm going to see higher results as fast as possible.

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Well, you got to pick the test that's a better fit for you, regardless of what the state of Illinois is having you take.

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So there's one good way to do this, and it really is to try both exams. I suppose this cartoon illustrates a comically bad way of choosing ACT or SAT.

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But I think the takeaway is trust in data, everything else is noise. So really what you have to do is try them both in no stakes diagnostic.

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Settings and then see which one you've done quantitatively better on. I will just breeze through a high level overview of the two exams, the SAT and PSAT. They are both two hours, 14 minutes at standard time.

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The way that they work is this. All students take a suite of reading comprehension and grammar editing questions in verbal module one. There's some easy, there's some medium, there's some hard.

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And then the test. Bifurcates that population of students. Stronger scores go to verbal 2B, Software scores go to verbal 2A.

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This is how the test can learn about what you're band of scores that you have the capacity to hit is early on and then to kind of deliver you questions that are within that band so that it can sort of like a microscope with a course focus and a fine focus knob, really get to

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Whether you deserve a 600 or a 630, right? It's not that much of a difference.

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Can do so accurately and without taking up five hours of your Saturday morning.

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The math works basically the same way. And here's just another glimpse at how this works with question difficulty.

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The PSAT that juniors take in October is the national merit exam, which is the corporation is actually based in Evanston And it's a funneling effect.

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Students who are really kind of in the top 1% of test takers on the PSAT Though even sometimes in some states that's not enough, they can reach semi-finalists, finalists, or scholar standard Just to be clear, the PSAT is not an admissions test.

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It doesn't matter how well you do. You can't report it on your applications.

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Nor, I will say, is being a National Merit Scholar a big deal.

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And that's not. To kind of to kind of diminish the value of getting \$2,500.

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But when a college can cost \$80,000, it's just kind of a drop in the bucket with where tuition is these days.

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And I think too, it used to be kind of something that Students could be braggadocious about with amongst maybe their high performing peers. But keep in mind Once you get to college, the quickest way to lose all of your friends at your first

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College social event is to say, hey, who else hears a national marriage semi-finalist and raise your hand. You will be alone, right? It is just not something to talk about beyond this narrow window of adolescence. It is a good opportunity, though.

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To at least try the SAT in a low, actually a no stakes practice format.

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Here's what's tested. The reading comprehension section tests something a little more sophisticated i would say then what word is on line five It does work the muscles that a lot of students are exercising in rigorous English classes.

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The writing section. Is more a test kind of a 10 to 12 grammar rules and editing rules The math is algebra, algebra, algebra.

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So students really should be through at least a semester of Algebra two before they're ready to hit what I would call a true baseline on either of these exams.

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I showed you the ACT earlier, but this is again the classic version of the test.

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And both exams test these 10. Grammar rules. And it's kind of a funny problem when a student will take an ACT or SAT cold without any studying, which again should be a practice test. I wouldn't advise taking official ACTs or SATs without studying.

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And they'll be like, well, comma splices, one, what are those? And two, why are they bad? After all, I was forced to read this book in my sophomore year. And I remember this famous first line had a dozen comma splices. And it's true.

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Famous writers break these rules all the time, and yet the test is standardized. And so they must test.

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Grammar with discrete rules. So Charles Dickens would have gotten a really bad score basically is the moral of the story on the ACT.

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The math is the math To generalize a little bit, the SAT tests fewer topics more deeply the ACT tests more topics more shallowly, and the ACT has a lot more geometry.

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Than the SAT. The reading sections are different to the ACT. It's still Even with the core exam is mostly going to be preserving some of these longer passages. Maybe not all of the passages I'm reading will be like this, but it will still have some of the longer ones.

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The SAT won lots of bonus points with high schoolers when it turned what was long passages into this.

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Bite-sized hundred word passages, usually nothing the 19th century or earlier. So gone are the days where you had to parse battling Supreme Court justice opinions from you know, the bounding days of the country. That was the stuff of teenage nightmares. But I will say

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Starter doesn't necessarily mean easier. The College Board's been in this business of tricking bright teenagers for a century. Yes, it started in the roaring 20s. And trust me, they know how to author a question that looks approachable, but is actually quite bedeviling.

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This is what the ACT got rid of with the core AC.

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Core version of the test and why we'll look at it right here.

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This easily takes the gold medal for least popular section on ACT or SAT.

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Science is a misnomer. There really isn't any science trivia on these exams. You don't have to do anything that's particularly valuable. That's actual real scientists that have to do.

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But it is a test of graphical fluency at speed. And again, this is the section that will be made optional.

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So SAT or ACT, to tie this off sat more relaxed, more time for question.

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Feels gentler, feels easier, but careful. That doesn't mean it is. A lot of the questions are knuckle curveballs so um Whereas the ACT does have more straightforward questions, but they're just coming at you rapid fire.

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Okay, so this is all to say all what every student should do to actually save lots of time throughout whatever preparation you end up doing and to get good reliable results without all of the frustrating stuff that can come with poorly designed preparation plans.

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Is figure out what you want to prepare for up front And then specialize in that one exam.

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The way to do that is using a tool like this, which is called a concordance. And the way it works is you try them both. And if you score better on the SAT, you say bye-bye, ACT. Yes, you still have to take it as a grad requirement. You don't have to prep for it.

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What usually happens is students score somewhere in the judgment call zone, in which case you just what tests felt better, what test dates are better for you? Will you have to take the ACT here anyway that's could be a good enough reason to just say bye bye sat and

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Move forward with ACT. Regardless of which test you are pursuing.

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This is really what these tests measure. And of course, I'm not showing you any of the truly important things in life like Oh, Maddie, what are some of the important things that you found have driven you to all your testing career success?

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Oh, God, I don't know. Emotional intelligence, sense of humor um empathy, like nothing having to do with linear equations or I don't know, maybe I could be wrong. I'm biased. And yet I find myself in this industry regardless.

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So in a way then, seeing these exams is crude assessments of a narrow band of academic skills tested under duress really reveals them for what they are, there are hoops to jump through to get to the real prize, which is

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And I hesitate calling college a prize. They're the right fit for you. That's all they are and Yet, colleges and keeping them around, as Maddie showed us, think that they at least do measure something real enough that they're not going anywhere. And so

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To feel perfectly in control of your outcomes on test day.

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It's just a matter of getting as good as you can within reason.

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In these four domains, do you know your exponent rules and comma splice rules? Do you have some ways to get out of trouble that may not be the proper mathy way that you've learned in school, but hey, it's a multiple choice test for the most part. There are um

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Ways to work backwards from answer choices and so on. The test is designed to intimidate because of course it is. It's designed by people named psychometricians, highly paid, highly degreed adults who must kind of get their jollies from sending kids through these experiences. But can you keep your cool? Can you neither get too stressed out and make careless errors from that but

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Nor have too much of a laissez-faire attitude towards this exam.

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And finally, the exams are speeded. Even the SAT, which provides more time for students, it's still not enough.

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Students aren't supposed to be able to finish these exams on time. So can you figure out the right balance between going fast enough within your band of scores you can hit While not going too fast and thus introducing careless errors.

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To show you how this works, we'll pop the hood of the ACT English section and these Mike and I candied colors illustrate a fundamental truth of ACT English, and that is the test doesn't get harder as you go.

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The reds are harder, the greens are easier, and there's plenty of low-hanging fruit at the end. The reason you may see a subtle increase in the orange, yellow, red at the end isn't because the test is harder there, but because

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Students are running out of time. They're running out of time because they'll fall into, take a look at form code at that red box. They'll fall into hard question quicksand. They'll try it once, try it twice, still not be sure. Try it a third time. A sincere student wants to get every point right, but sometimes that's not the right thing to do on a standardized test. Sometimes you have to cut your losses

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To make sure you're getting the low-hanging fruit at the end of the test. So the right approach for English would be to just evenly parse out your time over the entirety of the test.

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Math is a different story, though. All that red at the end cannot simply be explained due to timing. This is because the test gets harder.

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Any parents, guardians, if you're not an engineer, do you have the formula for a hyperbola memorized? That's what you get thrown at the end of the test, whereas the ones at the beginning are gimmies.

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So the strategy for math should be different than the strategy for English.

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There's no guessing penalty. Everything is worth one. Raw point. So what some smart students will do is they'll just truncate the test, pick their letter of the day.

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See if you're a cat person, D if you're a dog person and just flat poll the last 10 questions. It takes 30 seconds. And then all that time and energy that one would have put tussling with those last 10 questions, you can then reallocate

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Into the gimme portion of the test and just make sure you're not making careless errors. I've seen students get two or three points more on their math score just by being a little bit smarter about how they take the test.

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Okay. That's the difference between the two exams. And we're going to double back over. We're going to put a second coat of paint, I should say, on this new ACT, simply because what's changed is The ACT classic version of the test

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Their lunch was getting eaten. It was a good test. It is a good test because what makes for a good test are these two criteria.

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Validity and reliability. These don't necessarily make for a popular test.

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Popular in the minds of teenagers something that's short and doesn't put them under a whole lot of pressure.

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That's what the College Board did with the SAT. So to understand sort of the genesis of this core ACT, it's helpful to keep this in mind.

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And Maddie, I think it'd be useful for everyone to hear your take on the new ACT as well, just so we all end this clarity.

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Sure. I'll just make this very brief for you folks. So go on to the next slide, Eric. You've already sort of addressed this a little bit and go ahead and click the next animation. So as Eric had said.

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We've basically gone through a weird separation or a divorce with the science section, right? And the words of Gwyneth Paltrow, the science section has been consciously uncoupled from the rest of the exam. It lives in its own little sad house with a 36 point scale, all right?

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And the rest of the assessment, English, reading, and math. Becomes the new core composite. And when we use the term core and new, they're almost interchangeable, right? The new test is adopting this three-part composite, right? Now that science is

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Going on sabbatical, right? Next slide, Eric. There are some other things that Eric had also noted about the changes. I think the main one from a strategic standpoint that I just thought I'd throw out there is that on the math, students are going to like this. We're reducing five answer choices to four.

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So from process of elimination, that's going to make a guesswork and also eliminating obvious answer choices that are wrong way easier.

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Eric had also already talked about how there are technically shorter passages Although it looks like the ACT generally, when we've seen the one released practice tests that the ACT has put forward.

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That it's like a, I don't know, the new version of the test has gone under some very basic superficial plastic surgery. It's come out looking a little bit slimmer, but it's underlying like DNA is exactly the same.

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So you could actually use existing classic ACT practice tests and time drills to prepare for the new core ACT. It's not a radical overhaul in the same way that the new version of the digital adaptive SAT when it debuted March of last year. That was a way bigger deal.

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Act, pretty much the same exam again, just fewer questions, a little bit less reading.

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And science is being hit to the curb. That's basically it. Eric, I think I'm good in terms of all of this. We've already seen a bunch of it, so I don't need to go over it again. I would like you to, in the time that we have, since we're already a couple minutes over, Eric.

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Can you talk about general... guidance around exam timing and when these students are going to be taking these assessments and poised to do their best.

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It looks so fun, though.

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Sure, we will skip this fun little game, which is basically the twist was I know, but you're right, whether it's classic or core because they haven't really changed very much um Yes, let's go over exam timing.

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Most students are advantaged by getting a super score by the end of their junior year. That's the goal you want to hit. That means take an ACT twice or take an SAT twice.

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The rationale is you still have enough time to take it maybe one more time if you need to for some REACH schools or you're done.

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A superscore simply means a highlight reel of your English, math.

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Reading on the ACT. Or your math and verbal on the SAT. There are some wrinkles about will college superscore my classic ACT with a core ACT, And we've seen diverging policies from colleges. Most are being pretty supportive though. They're usually saying yes.

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We will superscore your classic with your core. And that only impacts class of 2026 because 2027s you won't even have the chance to take the classic version of the exam.

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Any kind of preparation should not be crammed. I suppose In worst to best preparation, the worst would be winging it.

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Slightly better would be cramming. Slightly better than that would be doing like a two week rush job far better is to take a relaxed pace. Students, think of this like you're in season for your sport.

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Or if you're into theater, think of it like you're starting rehearsals.

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Your coaches, your theater directors, they all start you months before you're supposed to have that big game or before you're supposed to go on stage.

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The ACT and SAT benefit from that same forethought. And it also really releases the pressure from any one week, any one practice test.

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Any one study session. Dare I say it, it can even be a stimulating And very self-esteem boosting process. When you're doing something hard and getting better at it.

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Over a period of time that may be a little more from my vantage point right now of having tutored these exams for a long, long time and really seeing their shortcomings, but also appreciating their role in the pie of college admissions but um

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Yes. However you prepare, and believe me, there's wonderful free resources out there Just do this. Please take full timed practice tests.

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Test preparation without taking practice tests is not test preparation. There's no better simulation than a full dress rehearsal. And really, it would be like going on stage The curtain rises and you've never done a full dress rehearsal.

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That's what it's like to prepare without practice tests. Maddie, do you want to just talk a little bit about the calculus behind submitting and withholding scores?

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Yeah, I think I'll just give you all, I think, an overall understanding.

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So the question about to submit or withhold scores, we have seen earlier based on the slides that I had shown you that colleges have average scores that they share annually, and it gives us a rough estimate of where we might want to fall.

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Broadly, if you are curious about those colleges that are optional. And if they do have lingering preferences, we do have some initial data that came at the start of the pandemic, which Eric has brought up here.

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This notion that really starting in 2020 for a lot of these schools that suddenly had to drop their requirement and go optional.

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It wasn't as easy as they had originally thought. In fact, they sort of relied or hinged on testing more strongly. And what this data is showing, especially if we basically follow that bottom line, the x-axis, all the way to the left with schools like

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Northeastern, Swarthmore, Tufts, and Vanderbilt. In 2021 and 2022, the admit rate among students applying with scores was significantly higher than those that were withholding test scores.

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If you, though, oh, excuse me, I said that opposite. Okay.

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They were actually more in line with each other. It's the opposite on the other side. So Northeastern Swarthms actually did walk their test optional talk.

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And students were getting an equal number with or without scores. The opposite. Thank you, Eric, was schools like Colgate, Georgia Tech, Emory, and BC.

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Where you see in some cases students with scores being admitted two to three times more often.

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This isn't solely because testing in and of itself is seen as a more valuable activity.

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It's actually the fact that high test scores usually correlate with other really positive applicant qualities.

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Like being a strong student, attending a high performing school. Maybe having stronger relationships with teachers or counselors that write glimmering letters of recommendation.

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So that's really being built into this information as well. There is a slide, Eric, that I always like to discuss. It sort of breaks down Grinnell's three policies around to submit or not to submit.

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And I want to leave folks with this general idea. And Eric, if you want to put a fine point on some of this new data too, I'll throw it back to you.

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But generally, most colleges, I think, are on this line with regard to exam submission. First off.

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Look at the mid 50th ranges. If your score falls within or above.

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You're cool. You don't need to focus on the testing side of things, focus on the rest of your application.

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If your score doesn't cross into that mid-50th range. While maybe that sends up some alarm bells, it's important to note that just like the transcript is understood contextually, right? As I said earlier, not every 4.0 is treated the same.

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Test scores are very similar in that it's important for colleges to understand what does a test score mean within the context of the school that the student is emerging from.

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While, for example, a student applying to Boston College with a 1350, let's say, and we'll pull up our Sally student sample in just a second. Actually, no, I'll just pull that up right now. So her final score of a 1400

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I think if we fell in line with the conventional wisdom that that was 50 points below the 25th percentile.

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How dare we consider sending in that result. The reality is that Well, one, I think colleges are having a stronger appetite for tests in an era of great inflation where there's a broader desire to have more information about an applicant than less.

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That knowing that a student has the general acumen on math and verbal to do well once they start their first year of college can be useful. And so giving that extra information. Yes, maybe for Sally, that 1,400 put her below the 25th percentile.

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But is there really that much of a difference in the underlying abilities of a student with a 1400 and a 1450?

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I'd probably say no, that maybe if Sally took the exam a second time, she may have been in that middle range.

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So we had suggested, Sally, go ahead, share that information Oh gosh, I realized, Eric, I was talking about BC.

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The interesting thing was that Sally actually ended up getting into BC and I guess also into Illinois State University as well.

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In spite of having a score for BC that was a smidge lower.

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So again, there's both the national global applicant pool, but there's also the contextual way in which your application is reviewed relative to your peers.

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And if you're scoring well relative to your peers, that might be useful information to share with colleges.

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Eric. Oh, let me go ahead and actually maybe tie it up for here. All right, so folks.

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We made it to the very end. Thank you again for riding with us and having those initial technical issues.

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I want to leave you with just one final anecdote. We've thrown a lot of information at you this evening.

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And one of the things that we always like to point out is that in spite of the fact that conversations around college admissions often focus on the most rarefied schools.

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Those that admit the smallest percentage of applicants out there. This is basically the data that we're showing you in this pie chart.

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That although the conversation is dominated by the IVs and similar institutions.

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Schools with admit rates less than 10% or 20%. They make up the smallest portion of the pie of 4,000 colleges in existence across the US.

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That in fact, most schools have admit rates that are above 50%, where you have a great chance of being admitted.

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I'll also throw out one final story It was always so fascinating to me when I did more of these kinds of presentations on the West Coast.

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And there was outside of Silicon Valley, a school that most students at Palo Alto High School were very interested in applying to.

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And it had one of the lowest admit rates in the entire country.

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After having finished a presentation like this, I was bum rushed by a father on the stage who said.

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You know, Maddie, that was great. I appreciated your attempt at being fair and balanced, but you have to understand that my daughter, we'll call her Megan.

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Because I think of that horror movie with like the weird robot Megan girl.

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We are going to do whatever it takes to apply and get into Stanford. And one of those things is getting a perfect score no matter what.

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We don't care what time, energy, or sanity we have to sacrifice. Money is no object.

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And of course, when Eric and I hear these things. Especially the weeness of the conversation we know that the pronouns are all wrong because unfortunately, even if dad is funding this effort.

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Megan is going to be the one trying to toil weekend after weekend to do this work and to what effect? Let's say she does become the testing automaton of her father's dreams.

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Only to find that when she applies to Stanford and some other similar institutions out there.

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That broadly. I think it's something like 70% of applicants to Stanford each year with perfect scores are rejected. Harvard has similar numbers, which are being reflected here.

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So the point is with these near perfect results, even if they're often heralded by certain parents or those that are really focused on getting perfect or near perfect scores The return on investment isn't as massive, right?

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That a really fabulous score can be useful but insufficient and putting you over the finish line.

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Mostly because colleges care about who you are as an individual and what you're going to be bringing as a holistic person, once you enroll on campus all right so Beyond being a testing automaton, beyond being a great student, what are the things that drive you, that make you a human that are going to make four years at that school worthwhile for other students there too?

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With that, I know we're already 14 minutes over time. We started a little bit late. I think, Beth, if you're still around, we can bring you from the ether. If there are any questions that you'd like to ask We're happy to discuss them. And again, thank you for your time.

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Yes, thank you. So I am here and I've been listening intently and enjoy every moment of it, even the confusing parts.

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And hopefully no dogs, hopefully dogs are napping. No, sorry about the disturbance earlier. I wanted to highlight a couple questions.

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That came up in the Q&A. Mostly... I guess, oh, more came in. I could have answered. Sorry. There was a slide that y'all presented on advice for juniors out of the for the out of school option, what is your recommendation paper

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Hmm.

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Or digital no writing what was can you refresh our memory on what the recommendation for current juniors is for the Saturday test?

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That was so taking the ignoring the core act taking the classic ACT.

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And taking it as it will only be offered as a paper version And in which case, it includes science. You can't avoid that on the paper classic version of the ACT.

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Through July of this year. Eric, was there anything else that you wanted to, and to avoid the optional essay.

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Excellent. And then I can address the next question, which is about accommodations.

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Great.

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But if your student has documented accommodations within ETHS, then certainly for the record or on record, they would have the opportunity to have accommodations for their test as well for the ACT that we offer at school.

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So that is definitely an option. And then you have the opportunity to have those accommodations as well for the Saturday exams.

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And then our teachers at eTHS doing any test prep with juniors? So it depends. It depends on the course and the teacher. There is nothing structured currently.

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Within, but I believe, and Maddie correct me if I'm wrong, you did indicate that it is the content of which at this level, if kids are at a certain math, right, was it algebra two?

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Then they should be preparing. Is that correct?

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Yeah, yeah. So...

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So generally, if you're done with the first semester of Algebra 2, you've seen most of the math that's going to appear on the SAT or ACT.

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The issue here, though, is we like to wait until students are fully baked across the spectrum of the assessments, right, on both reading English and also on the math side of things. We don't want there to be these big disparities in the math and reading

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So, or I should say math and verbal. So why not wait until a student is usually stronger Which is why when Eric was talking about typical times that students take their first official SAT or ACT, might not happen until the second semester of 11th grade. Even if they were already in Algebra two as a sophomore.

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Because we want more of that reading skill to have been developed.

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So yes, you could, I guess, technically take math or excuse me, take the SAT or ACT earlier if you've seen some of that math.

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But proceed with caution because your verbal scores are likely not going to be where you'd like them.

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And it's just going to cause you to take more official tests over and over again.

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And that covers the content area. As far as test prep as in strategy, there are only, like I said, particular areas within the school that students are doing that like with an avid, et cetera.

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And students would be a part of that or assigned to those groups already.

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Another question that came in is my junior will be taking the ACT and SAT this spring.

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If they were to take them a second time, what is the deadline for that?

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And I can say that it really all depends on the college application. So the application deadlines, if we're referring to what is the latest a student could take a test.

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There are some colleges, because nothing in the college admission world is a straight answer.

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It depends, I think is written across all of our foreheads.

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Some colleges will allow students to, especially if a scholarship is on the line, to apply, get admitted, and then submit an additional score to up their scholarship dollar amount.

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That happens. That is typically your more regional, less competitive colleges.

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But certainly as we're looking at more competitive colleges, we want to be thinking about the deadlines of which the college has said your score official score needs to be submitted to them by a certain date unless they allow self-reporting.

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So it depends. And that is something that on an individual basis, you can work with your counselor or my or me.

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In an individual counseling meeting to sort of navigate when you have your college list built.

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Wonderful.

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So those were our questions. I have one more thing I want to add to our families because that conclusion that you gave, Maddie, I think was fantastic.

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And I want to mention to families that you all have access to school links.

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If you have not logged into School Links, I want to encourage you to do that. The instructions are on the ETHS website. You can put school links in the search box and it'll come up.

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And it'll show you how to log into your own account and view your student's information.

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What's important about that is important Our application data of ETHS students is housed in School Links.

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So I want to point out two things. One, the scattergrams are not that helpful right now. And I say that because Well, we've logged the GPAs and test scores of our students and where they've applied and whether they've been admitted or denied from colleges.

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We don't yet have a mechanism within school links to know who submitted a score.

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Hmm.

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So you can't really tell, like if you see, you're like, oh, but this student with this score got in it is very likely they didn't submit their score. So right now, again, what we typically do as counselors is work with our students looking at their lists and then like Maddie had

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Articulated earlier, look at the school by school and that kind of graph idea of admit rate, middle 50%, et cetera, and make a judgment call by school. So it's not a blanket decision that you have to make.

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Then the second point I wanted to make about that was admit rates. In school links, when you first pull up a college's profile, you'll see their sort of national admission rate and what that looks like.

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If you go to admissions on the menu. You'll see our district admit rate, which can be very different.

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So that's important to note because it has also been mentioned that it is local information that colleges are going to be looking at, right? You are being evaluated amongst your peers So your classmates at ETHS first.

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Not your peers at Nutria, not your peers at the Glenbrooks and the Niles schools.

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You're going to be first reviewed by your own classmates. So that data and that information that you'll find in school links becomes particularly helpful.

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For you to understand the acceptance rate, which sometimes is lower and sometimes is much higher so you have a better opportunity from our school than others.

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My plug for school links. Hopefully you're logging in. And get that information. And then you will find the resources on the college and career. And I did post that. That was a question that came in earlier. Where do we find the college and career page? And that is just from the ETHS homepage.

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You can go to students and families And then college and career is listed there. The resources are linked.

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And a plethora of other information. So you should be set with that. And just note.

01:20:12.000 --> 01:20:22.000

That we do have a series of post high school planning programs that we do provide our families and you are encouraged to attend them all.

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So thank you for attending tonight. Thank you to our guests.

01:20:27.000 --> 01:20:28.000

Thank you.

01:20:28.000 --> 01:20:29.000

Which is fantastic to have had you here with us. And good night.

01:20:29.000 --> 01:20:32.000

Thank you.

01:20:32.000 --> 01:20:38.000

Good night, everyone Good night.