

MEMORANDUM

January 12, 2018

TO: Board Members

FROM: Richard A. Carranza
Superintendent of Schools

SUBJECT: **ACT RESULTS: CLASS OF 2017**

CONTACT: Carla Stevens, Research and Accountability, (713) 556-6700

The ACT results for the graduating Class of 2017 have been released by ACT, Inc. and are provided in this report along with historical ACT data. The ACT consists of four subject area tests and a composite score. The four subject area tests include: English, mathematics, reading, and science. In addition to subject scores, ACT has created College Readiness Benchmarks (CR), revised in 2013, that represent the minimum scores needed on an ACT subject-area test to indicate a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college courses. Scores on the ACT subject tests range from 1–36 and College Readiness Benchmarks are listed below:

ACT English CR Benchmark Score: 18
ACT Math CR Benchmark Score: 22
ACT Reading CR Benchmark Score: 22
ACT Science CR Benchmark Score: 23

Key findings include:

- HISD students' participation in the ACT has decreased from 2010. Fewer HISD students took the ACT exam in 2017 than in any previous year. National and state participation rates have steadily increased from 2010 to 2017.
- The average ACT composite score of 21.9 for the district reflects the highest score since 2014, and exceeds both the state and national averages. The district's average ACT scores in each subject area have increased since 2014, and exceed state and national averages in English, mathematics, reading, and science.
- HISD students from every race/ethnicity exceeded state and national ACT composite averages. Moreover, the district composite score for all students exceeded the composite score for the state and the nation. Although average ACT scores by subject increased over the past six years for all student groups, students identified as Asian, White, and Two or More Races consistently scored higher on the ACT than African American or Hispanic students.
- Thirty-two percent of HISD students in the Class of 2017 met all four college readiness benchmarks, reflecting an increase of three percentage points from the prior year, and seven percentage points when compared with 2014 results. District percentages of students who met all four college readiness benchmarks have shown steady increase over time, and have exceeded both state and national percentages.
- While the district continued to show improvement over state and national percentages of students meeting college readiness benchmarks for all areas, within the district the various student groups showed a marked difference in performance relative to these benchmarks. Within the district, students identified as Asian, White, or Two or More Races continue to outperform Hispanic and African American students.

- ACT performance varied greatly among campuses. The average composite scores ranged from 14.0 to 29.8, and the percentage of students who met all four college-ready benchmarks ranged from 0 to 87.2. Fourteen HISD high schools exceeded the ACT composite state average.

Administrative Response

The district continues to promote the awareness of the different options students have when selecting a college entrance assessment, which includes the ACT. As a district, we are committed to paying for the school day administration of the SAT. We are pleased to see that performance for students who choose to take the ACT continues to increase. In the coming year, ACT will begin offering unlimited, free score reports to students who qualify for a fee waiver, when in previous years students only were given a limited number of free score reports. This change may give more students an incentive to take the ACT. For low-income students, the ACT also offers free, online test preparation that may result in improved performance on the assessment.

Should you have any further questions, please contact Carla Stevens in Research and Accountability at 713-556-6700.



_____ RAC

Attachment

cc: Superintendent's Direct Reports
Area Superintendents
School Support Officers
High School Principals
Rick Cruz
Annie Wolfe



RESEARCH

Educational Program Report

ACT RESULTS: CLASS OF 2017



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ACT Results: Class of 2017

Executive Summary

Program Description

This report summarizes the Class of 2017 ACT participation and performance results. The ACT is a national college-admission exam, developed and administered by ACT, Inc. that assesses both the general education level of high school students and their readiness for college-level work.

Highlights

- HISD students' participation in the ACT has decreased from 2010. Fewer HISD students took the ACT exam in 2017 than in any previous year. National and state participation rates have steadily increased from 2010 to 2017.
- The average ACT composite score of 21.9 for the district reflects the highest score since 2014, and exceeds both the state and national averages. The district's average ACT scores in each subject area have increased since 2014, and exceed state and national averages in English, mathematics, reading, and science.
- HISD students from every race/ethnicity exceeded state and national ACT composite averages. Moreover, the district composite score for all students exceeded the composite score for the state and the nation. Although average ACT scores by subject increased over the past six years for all student groups, students identified as Asian, White, and Two or More Races consistently scored higher on the ACT than African American or Hispanic students.
- Thirty-two percent of HISD students in the Class of 2017 met all four college readiness benchmarks, reflecting an increase of three percentage points from the prior year, and seven percentage points when compared with 2014 results. District percentages of students who met all four college readiness benchmarks have shown steady increase over time, and have exceeded both state and national percentages.
- While the district continued to show improvement over state and national percentages of students meeting college readiness benchmarks for all areas, within the district the various student groups showed a marked difference in performance relative to these benchmarks. Within the district, students identified as Asian, White, or Two or More Races continue to outperform Hispanic and African American students.
- ACT performance varied greatly among campuses. The average composite scores ranged from 14.0 to 29.8, and the percentage of students who met all four college-ready benchmarks ranged from 0 to 87.2. Fourteen HISD high schools exceeded the ACT composite state average.

Introduction

This report summarizes the Class of 2017 ACT participation and performance results. The ACT is a national college-admission exam, developed and administered by ACT, Inc. that assesses both the general education level of high school students and their readiness for college-level work. The report includes all test-takers who self-reported that they would be graduating in 2017.

The ACT consists of four subject area tests and a composite score. The four subject area tests include: English, mathematics, reading, and science. In addition to the subject scores, ACT has created College Readiness (CR) benchmarks, revised in 2013, that represent the minimum scores needed on an ACT subject-area test to indicate a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college courses. Scores on the ACT subject tests range from 1–36 and College Readiness Benchmarks are listed below:

- ACT English CR Benchmark Score: 18
- ACT Math CR Benchmark Score: 22
- ACT Reading CR Benchmark Score: 22
- ACT Science CR Benchmark Score: 23

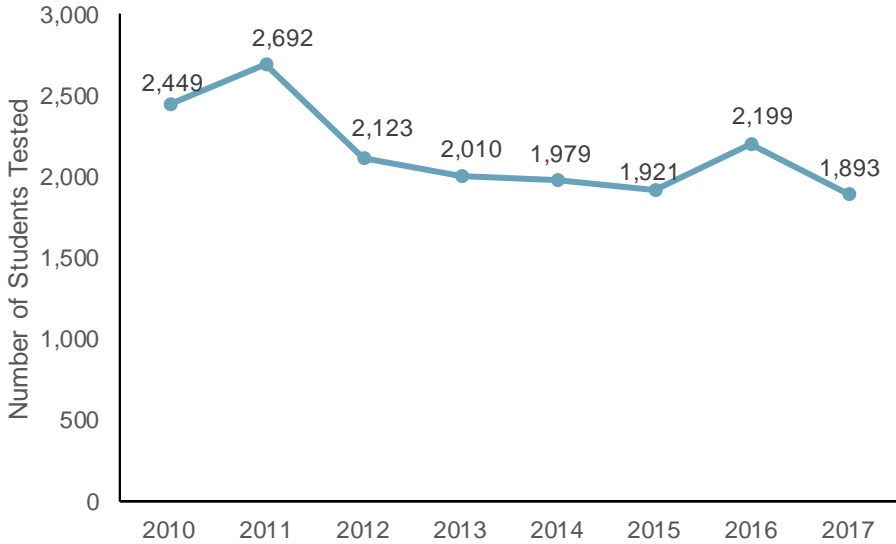
Results

ACT provides summary reports, campus letters, and data files on ACT participation and performance of “College-Bound” seniors to districts and schools. These reports and data files provide an array of information self-reported by the students when they take the ACT exam. To be included on the file, all test-takers self-reported that they would be graduating in 2017. All race/ethnicity data were extracted from the district, state, and national profile reports.

ACT Participation

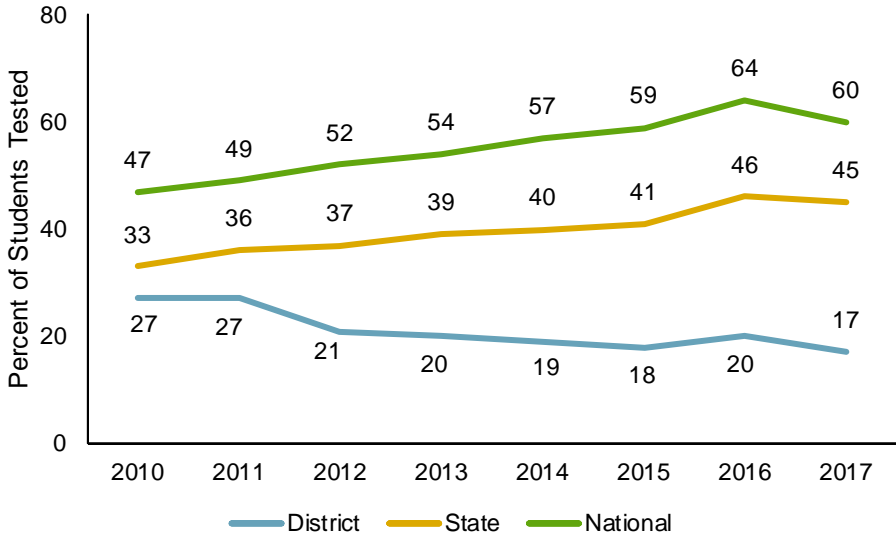
HISD students' participation in the ACT has decreased from 2010, with a slight rise in 2016 followed by a decrease in 2017 (**Figure 1**). National and state participation rates have increased since 2010 while HISD rates have gradually decreased (**Figure 2**). All these rates (district, state, and national) decreased from 2016.

Figure 1. HISD ACT Test Participation, Classes of 2010–2017



Sources: The ACT Profile Report – District, Houston Independent School District, Class of 2010 to Class of 2017

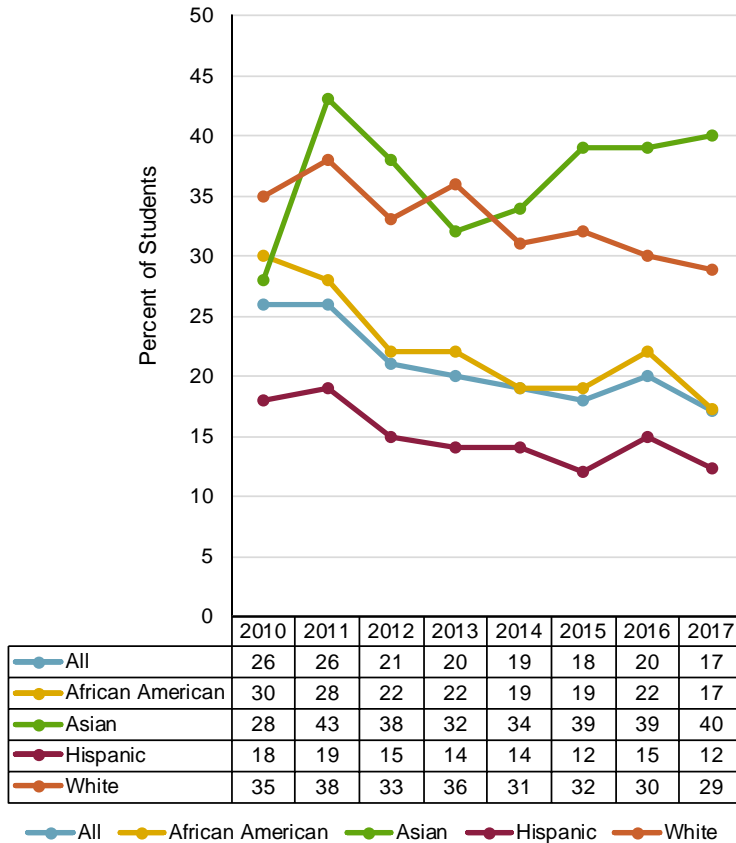
Figure 2. ACT Participation Rate 2010–2017, District, State, and National



Sources: College-Bound Assessment Reports, 2006–2007 to 2013–2014; The College and Career Readiness National ACT Report, 2015, 2016, and 2017; The ACT Profile Report – District, Houston Independent School District, Class of 2010 to Class of 2017; District and School Profiles 2009–2010 to 2016–2017

Figure 3 shows the ACT HISD participation rate by student group. Participation rates for each group were determined by dividing the number of students within that group who took the ACT by the number of graduating seniors within that group.

Figure 3. ACT Participation Rate by Student Group, Classes of 2010–2017



Sources: The ACT Profile Report – District, Houston Independent School District, Class of 2010–2017; PEIMS 2010–2011 to 2016–2017

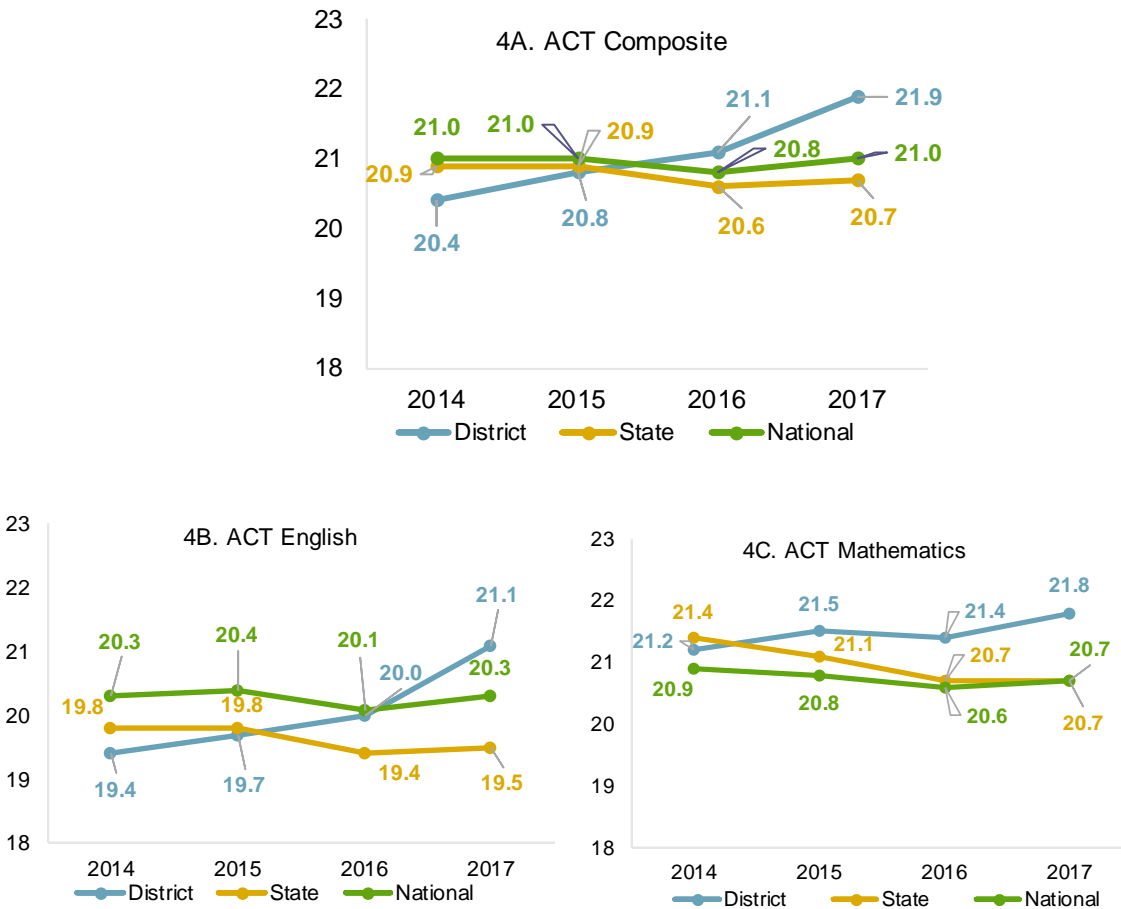
Figure 3 indicates the following:

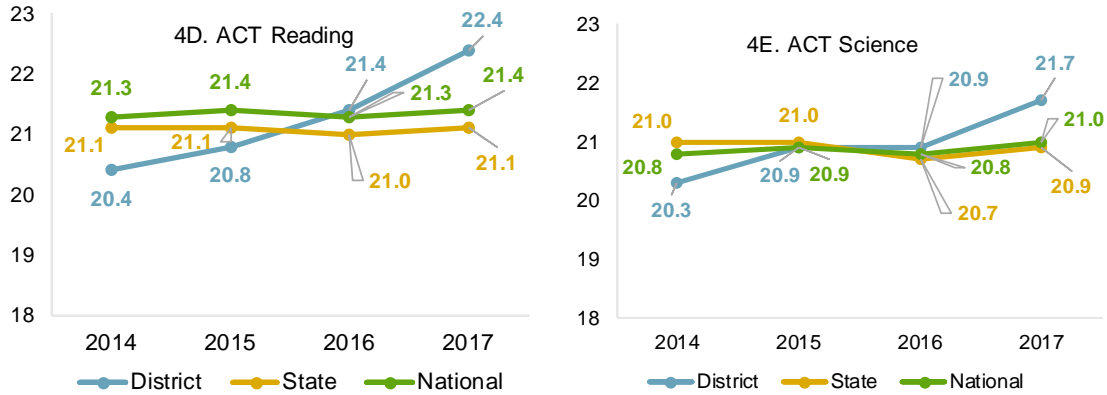
- About one in four seniors took the ACT in 2010 compared to about one in six in 2017.
- Between 2010 and 2017, the proportion of seniors who took the ACT has declined for all student groups with the exception of Asian students.
- African American students have experienced the greatest declines in the proportion of seniors who took the ACT, with a 13 percentage point decrease in students taking the ACT in 2017 than in 2010.
- An increase of Asian students who took the exam can be seen from the figure, with a 12 percentage point increase in students taking the ACT in 2017 than in 2010.
- Hispanic and White students showed approximately the same rate of decline in percentage of students participating in the ACT; in 2017, the participation rates were six percentage points lower than in 2010 for both student groups.

ACT Performance

The average ACT composite score of 21.9 for the district reflects the highest score since 2014, and exceeds both the state and the national averages (**Figure 4A**). The district's average ACT score in each subject area continued to increase since 2014 and exceeded state and national averages in English, mathematics, reading, and science (**Figures 4B–4E**, pp. 5–6). Increases over 2016 performance were seen in HISD for all four subject areas. Increases over 2016 performance were seen in state results for English, reading, and science, with mathematics performance showing no increase. National performance increased for all subject areas from 2016 to 2017.

Figures 4A–4E. Average ACT Scores of District, State, and National Students, Classes of 2014–2017

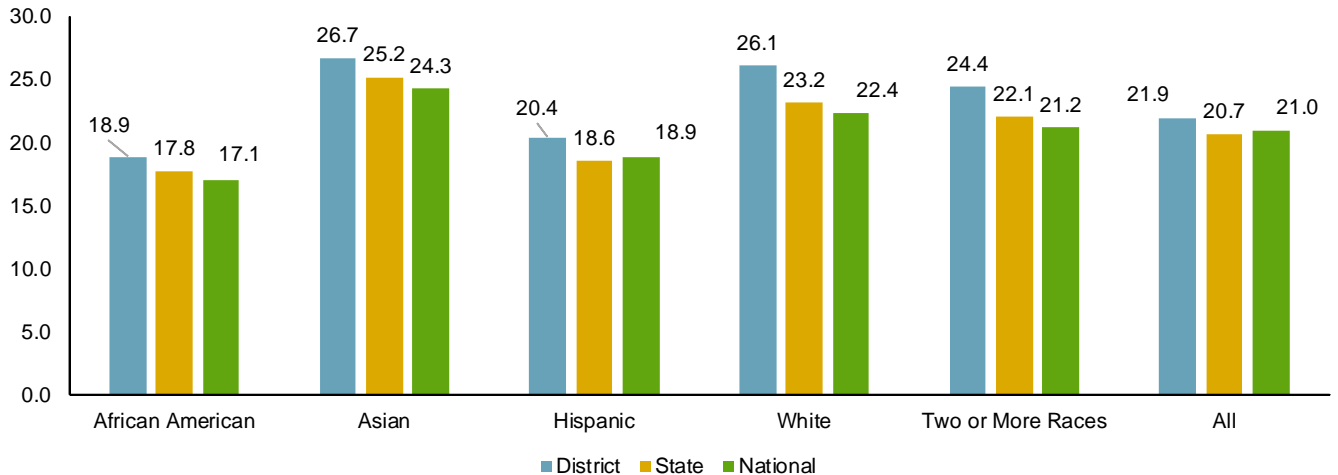




Sources: The ACT Profile Report – District, Houston Independent School District, Class of 2014 to Class of 2017

In 2016–2017, HISD ACT test-takers from every race/ethnicity exceeded the state’s and nation’s average ACT composite score (**Figure 5**). Moreover, the district’s composite score for all students exceeded the composite scores for the state and the nation.

Figure 5. Average ACT Composite Score by Student Race/Ethnicity, District, State, and National, Class of 2017

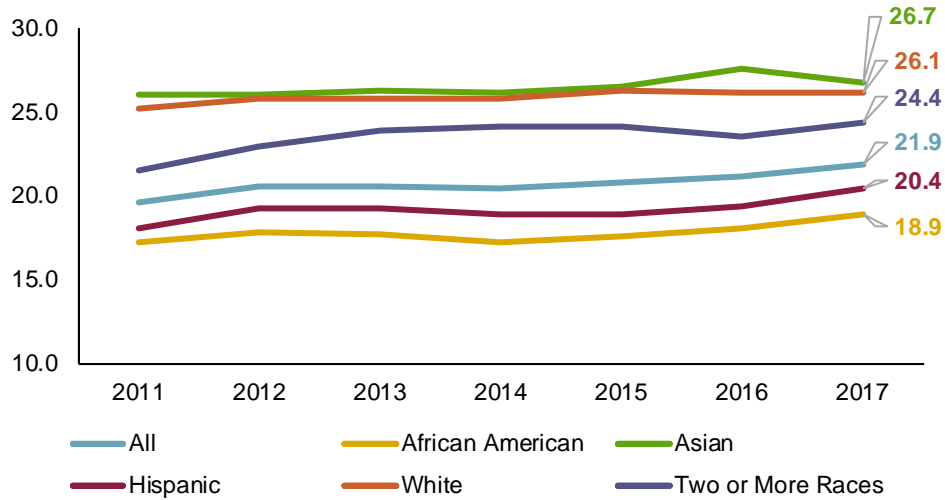


Sources: The ACT Profile Report – District, Houston Independent School District, Class of 2017; The ACT Profile Report – National, Class of 2017

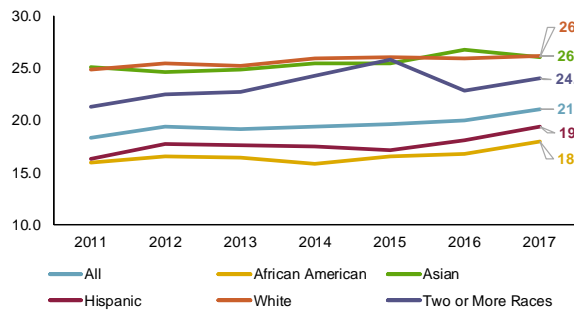
Although average ACT scores by subject increased over the past six years for all student groups, students identified as Asian, White, and Two or More Races consistently score higher on the ACT than African American or Hispanic students (**Figures 6A–6E**, p. 7). From 2015 to 2017 African American students increased in all four content areas as well as composite scores, and Hispanic students increased in English, reading, science, and composite scores.

Figures 6A–6E. Average ACT Scores by Subject and Race/Ethnicity, Classes of 2011–2017

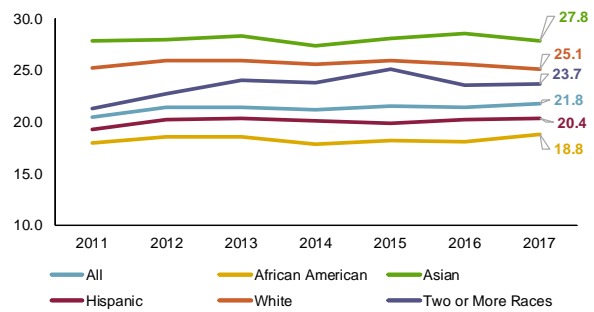
6A: ACT Composite



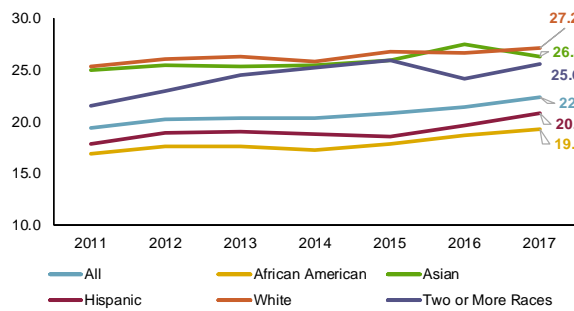
6B: ACT English



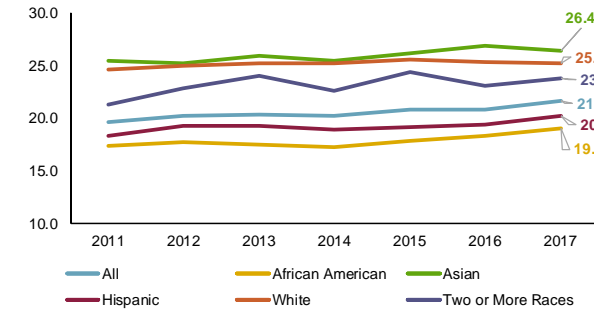
6C: ACT Mathematics



6D: ACT Reading



6E: ACT Science

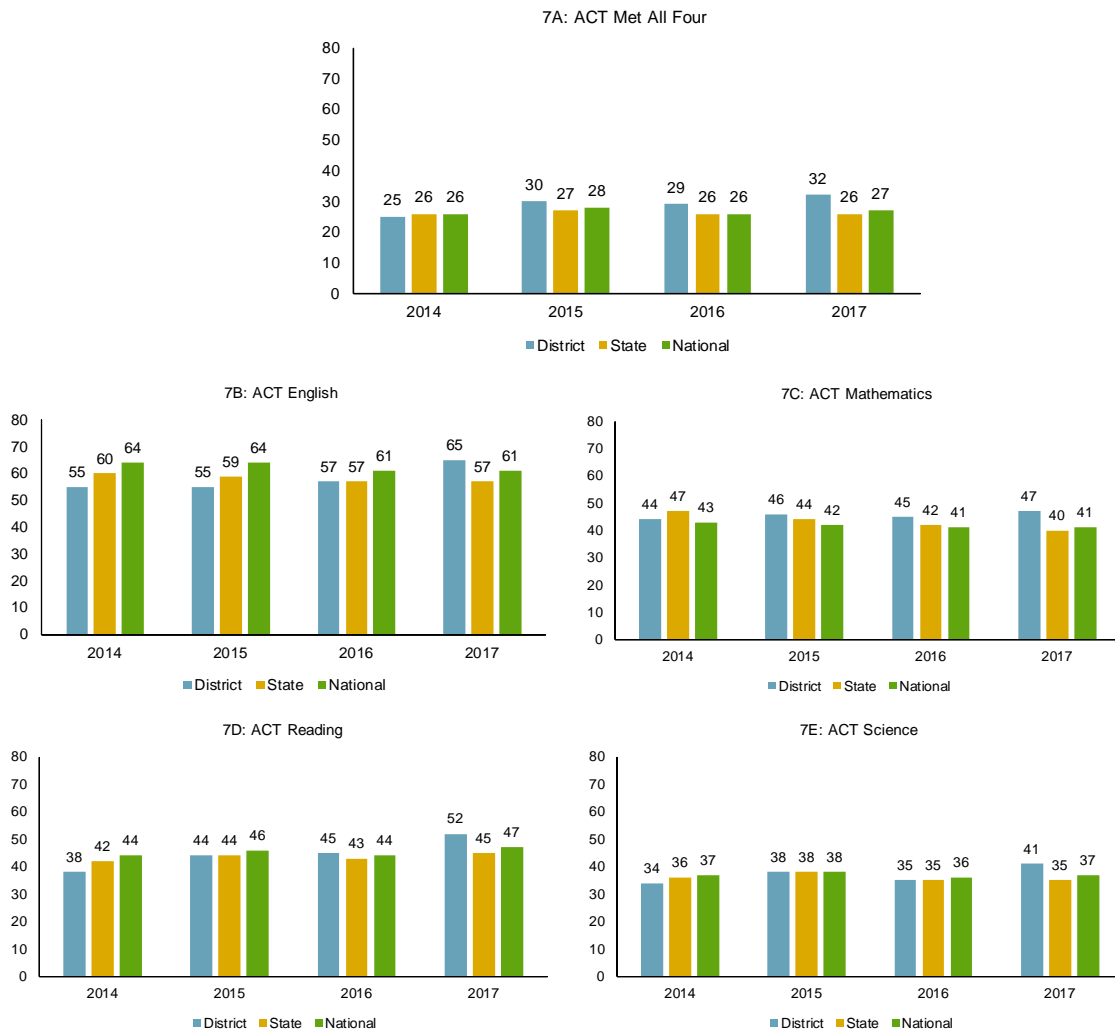


Sources: The ACT Profile Report – District, Houston Independent School District, Class of 2013 to Class of 2017

ACT College Readiness Benchmarks

Thirty-two percent of HISD Class of 2017 students who took the ACT met all four College Readiness (CR) benchmarks, reflecting an increase of three percentage points from the prior year, and seven percentage points when compared to 2014 results (**Figure 7A**). District percentages of students who met all four CR benchmarks have shown steady increase over time, and have exceeded both state and national percentages. **Figures 7B** and **7D** show that the majority of HISD students met or exceeded the English and reading CR benchmarks (65 percent and 52 percent, respectively). A smaller proportion of HISD students met or exceeded the CR benchmarks for math (47 percent) and science (41 percent), which can be seen in **Figures 7C** and **7E**. However, the percentage of students meeting CR benchmarks for each of the four content areas has been steadily increasing over time. For the first time in the four years reported, the district has exceeded both state and national percentages of students meeting CR benchmarks for all four of the content areas and of students meeting all four CR benchmarks. The district has shown steady improvement over time, while state and national percentages have remained flat or decreased.

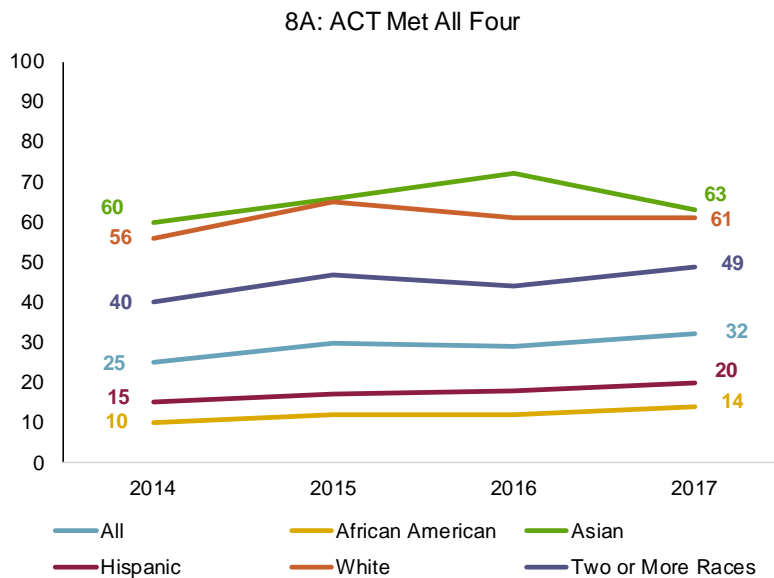
Figures 7A–7E. Percentage of College-Ready Students, Classes of 2014–2017, District, State, and National

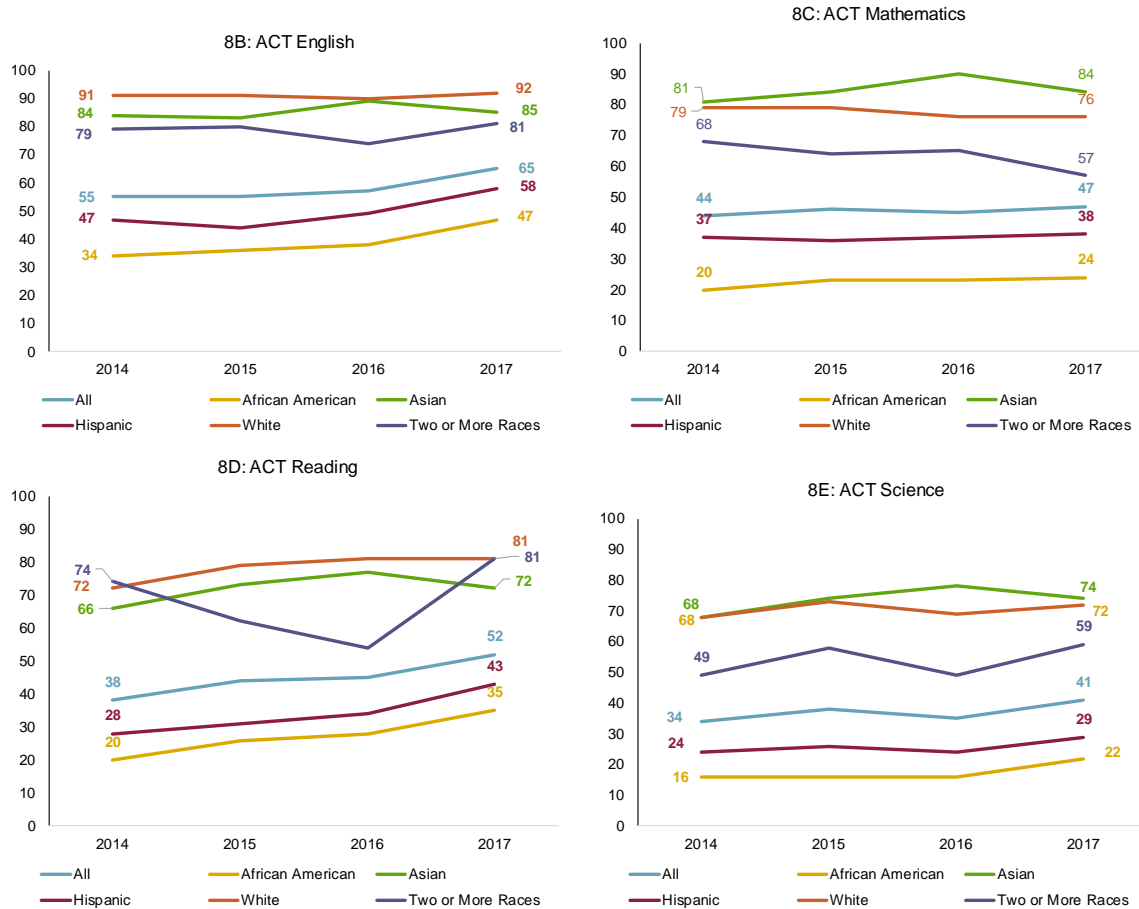


Sources: The ACT Profile Report – District, Houston Independent School District, Class of 2017; The ACT Profile Report – State, Texas, Class of 2017; The ACT Profile Report – National, Class of 2017

While the district continued to show improvement over state and national percentages of students meeting CR benchmarks for all areas, within the district the various student groups show a marked difference in performance and meeting these benchmarks. Within the district, students identified as Asian, White, or Two or More Races continue to outperform Hispanic and African American students (Figures 8A – 8E, pp. 9–10). Sixty-three percent of students identified as Asian, but only fourteen percent African American students, met all four CR benchmarks (Figure 8A). Ninety-two percent White students, compared to 58 percent of Hispanic students and 47 percent of African American students, met the CR benchmark for English (Figure 8B, p. 10). Seventy-four percent of Asian students met the CR benchmark for science, while 22 percent of African American students achieved the same (Figure 8E, p. 10). However, all student groups, including the Hispanic and African American student groups, have shown consistent increases in the percentage of students meeting all four CR benchmarks (Figure 8A), and for three of the four content areas (Figures 8B–8E, p. 10). Mathematics was the exception, with students identified as Two or More Races showing a decline, not just from 2016, but across the four years shown in Figure 8C (p. 10). All other student groups continued to show increases for mathematics.

Figures 8A–8E. HISD Students Met Benchmark by Student Group, Classes of 2014–2017





Sources: The ACT Profile Report – District, Houston Independent School District, Class of 2014 to Class of 2017

ACT Performance by Campus

As expected based on data discussed previously in this report, the majority of campuses showed a decline in the number of students tested from 2016 to 2017 (**Table 1, p. 11**). Seven of the 45 campuses had more students test in 2017 than in 2016, and of those, two campuses increased their number of tested seniors by 30 or more students.

Most campuses also showed an increase in the average composite score. Fifteen campuses exceeded the ACT composite state average, and of those, thirteen exceeded the ACT national average. State and national averages can be found in Figure 4A (p. 5). Twenty-seven campuses had an increase in the average composite score; of those, 22 campuses had increases of one or more points. The highest increase in average composite can be seen at Northside High School, with an increase of four points to bring their average composite to 20.2. As a point of comparison, DeBakey High School had an average composite score of 29.8 for 2017.

In addition, most campuses showed an increase in the percentage of students who met all four CR benchmarks. Eighteen of the 30 campuses with two years of data had an increase in the percentage of students meeting CR benchmarks; of those, four campuses had an increase of 10 percentage points or more. However, in some cases these increases should be reviewed with caution, as the number of students tested decreased dramatically. For example, Young Women’s College Preparatory Academy showed the largest overall increase in percentage of students meeting CR benchmarks for all four areas, going from

3.8 percent in 2016 to 33.3 percent in 2017. However, the number of students tested decreased for this campus, from 26 to just 9 students. On the other hand, HSPVA also showed an increase, from 56.5 percent to 76.7 percent of students meeting CR benchmarks for all four areas. There was a much smaller decrease in the number of students tested, from 62 students in 2016 to 60 students in 2017.

Table 1. Average ACT Composite Scores and Percent Met Benchmark by Campus, Classes of 2016 and 2017 (Sorted by 2017 Avg Composite Score)

Campus	Number Tested			Average Composite			Percent Met All Four College Readiness Benchmark		
	2016	2017	Change	2016	2017	Change	2016	2017	Change
DeBakey HS	88	78	-10	28.6	29.8	1.2	85.2	87.2	2
Carnegie HS	130	108	-22	29.1	28.7	-0.4	84.6	80.6	-4
HSPVA	62	60	-2	26.0	27.8	1.8	56.5	76.7	20.2
Bellaire HS	312	247	-65	24.7	24.5	-0.2	48.4	47.8	-0.6
Challenge ECHS	36	27	-9	23.1	23.7	0.6	27.8	33.3	5.5
TX Conn. Acad.	52	48	-4	20.9	23.0	2.1	21.2	33.3	12.1
Lamar HS	237	275	38	23.2	22.8	-0.4	41.8	38.5	-3.3
Westside HS	202	173	-29	22.0	22.6	0.6	34.7	37.6	2.9
YWCPA	26	9	-17	19.2	21.6	2.4	3.8	33.3	29.5
North Houston ECHS	17	18	1	19.4	21.2	1.8	23.5	16.7	-6.8
Mount Carmel Acad.	7	5	-2	18.1	21.2	3.1	--	20	--
East ECHS	58	71	13	19.9	21.0	1.1	13.8	19.7	5.9
Leland YMCPA	4	6	2	21.0	21.0	0	25	16.7	-8.3
HSLJ	27	20	-7	18.3	20.8	2.5	11.1	25	13.9
Waltrip HS	36	16	-20	19.2	20.7	1.5	11.1	18.8	7.7
Energy Institute	--	56	--	--	20.3	--	--	17.9	--
Northside HS	28	20	-8	16.2	20.2	4	3.6	10	6.4
Eastwood Acad.	32	24	-8	23.1	20.0	-3.1	50	12.5	-37.5
Heights HS	37	30	-7	18.9	19.9	1	10.8	13.3	2.5
Sharpstown Int'l	12	42	30	18.2	19.6	1.4	--	14.3	--
Westbury HS	47	40	-7	15.7	19.5	3.8	2.1	2.5	0.4
HAIS	37	24	-13	19.8	19.5	-0.3	16.2	16.7	0.5
Wisdom HS	26	12	-14	18.5	19.2	0.7	11.5	8.3	-3.2
Chavez HS	139	103	-36	17.2	18.8	1.6	4.3	9.7	5.4
Milby HS	33	16	-17	18.1	18.6	0.5	12.1	6.3	-5.8
E-STEM West HS	34	41	7	19.0	17.8	-1.2	11.8	4.9	-6.9
Jordan HS	27	13	-14	17.9	17.8	-0.1	7.4	7.7	0.3
Sharpstown HS	23	27	4	18.7	17.6	-1.1	13	7.4	-5.6
Long Acad	42	19	-23	16.4	17.6	1.2	4.8	5.3	0.5
Liberty HS	3	2	-1	15.0	17.5	2.5	--	--	--
Washington HS	39	23	-16	17.9	17.4	-0.5	10.3	8.7	-1.6
Furr HS	14	12	-2	15.1	17.1	2	--	--	--
Austin HS	80	57	-23	15.2	17.0	1.8	1.3	5.3	4
Wheatley HS	13	7	-6	15.5	16.7	1.2	--	--	--
Yates HS	35	34	-1	17.1	16.6	-0.5	5.7	2.9	-2.8
Houston MST	32	16	-16	16.6	16.6	0	--	--	--
Sterling HS	20	16	-4	14.4	16.6	2.2	--	6.3	--
Scarborough HS	15	2	-13	17.7	16.5	-1.2	6.7	--	--
Kashmere HS	9	1	-8	12.7	16.0	3.3	--	--	--
E-STEM Central HS	5	3	-2	20.6	15.7	-4.9	--	--	--
Madison HS	74	66	-8	15.4	15.6	0.2	1.4	1.5	0.1
North Forest HS	15	7	-8	15.8	15.6	-0.2	--	--	--
Victory Prep South	12	11	-1	16.2	15.5	-0.7	--	--	--
Worthing HS	12	6	-6	12.7	14.2	1.5	--	--	--
HCC Gulfton	2	2	0	17.5	14.0	-3.5	--	--	--

Table 2 (p. 12) shows the average ACT scores for each of the four content areas by campus. Thirteen campuses exceeded the ACT state average for English, and eleven exceeded the ACT national average. Twelve campuses exceeded the ACT state and national average for mathematics. Fourteen campuses exceeded the ACT state average for reading, and thirteen exceeded the ACT national average. Eleven

campuses exceeded the ACT state average for science, and eleven of those exceeded the national average. State and national averages can be found in Figures 4B–4E (p. 5–6). There were increases for 30 campuses in the average English score, for 26 campuses in the average mathematics score, and for 29 campuses in the average reading and science scores.

Table 2. Average ACT Scores by Campus, Classes of 2016 and 2017 (Sorted Alphabetically by Campus)

Campus	English			Mathematics			Reading			Science		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
Austin HS	13.4	15.6		16.6	17.5		14.9	17.1		15.7	17.2	
Bellaire HS	24.3	24.1		25.0	24.5		25.0	25.0		24.0	23.7	
Carnegie HS	29.0	28.8		29.0	28.5		29.7	29.6		27.9	27.4	
Challenge ECHS	21.6	24.2		22.9	22.8		24.9	25.1		22.5	22.4	
Chavez HS	16.0	17.3		18.0	19.2		17.0	18.8		17.4	19.1	
DeBakey HS	27.7	29.6		29.7	30.3		28.4	29.8		28.3	28.9	
East ECHS	18.8	20.0		20.5	21.5		20.2	21.7		19.8	20.2	
Eastwood Acad.	22.0	18.8		24.3	20.5		22.6	20.5		22.6	19.6	
Energy Institute	--	19.4		--	20.0		--	20.6		--	21.0	
E-STEM Central HS	18.8	13.0		20.2	18.3		23.6	15.3		20.4	16.0	
E-STEM West HS	17.5	17.3		19.9	17.8		19.7	18.3		18.5	17.5	
Furr HS	14.5	16.0		15.9	17.6		15.2	16.7		14.7	17.6	
HAIS	18.9	18.7		19.3	19.9		20.6	19.6		20.1	19.1	
HCC Gulfton	16.5	11.5		21.0	16.5		13.5	14.0		18.0	13.0	
Heights HS	18.6	18.6		18.8	19.6		19.0	21.1		18.8	20.1	
Houston MST	14.5	15.8		17.8	16.9		15.8	16.3		17.7	17.0	
HSLJ	17.0	20.0		18.0	20.6		18.4	22.1		19.0	19.8	
HSPVA	27.0	29.2		25.2	26.0		26.9	29.3		24.8	26.2	
Jordan HS	16.3	16.9		18.5	18.8		18.4	16.7		17.6	18.1	
Kashmere HS	10.2	12.0		13.1	16.0		13.6	17.0		13.4	17.0	
Lamar HS	22.6	22.5		22.8	21.8		23.8	23.9		22.9	22.7	
Leland YMCPA	20.5	19.0		23.3	22.7		18.3	20.5		21.0	21.5	
Liberty HS	11.3	16.0		15.7	19.0		15.7	15.0		17.7	18.5	
Long Acad.	13.9	16.4		17.9	19.6		16.7	16.1		16.8	18.0	
Madison HS	13.7	14.0		15.6	15.6		15.5	16.4		16.1	16.1	
Milby HS	17.1	18.4		18.5	18.6		18.8	18.1		17.7	19.1	
Mount Carmel Acad.	18.0	21.2		18.0	20.4		18.1	22.2		17.7	20.4	
North Forest HS	13.9	14.6		16.1	15.6		16.5	14.7		16.3	16.7	
North Houston ECHS	17.9	20.4		20.8	22.6		18.9	20.6		19.2	20.8	
Northside HS	14.5	19.1		17.2	20.0		16.0	21.3		16.4	20.3	
Scarborough HS	15.3	11.0		17.9	17.0		18.4	18.0		18.5	19.5	
Sharpstown HS	17.1	15.7		19.9	18.0		18.2	18.0		19.2	18.4	
Sharpstown Int'l	17.1	18.1		18.8	20.6		18.4	19.9		18.2	19.5	
Sterling HS	12.0	15.1		15.1	17.1		14.6	15.9		16.0	17.9	
TX Conn. Acad	20.3	22.4		19.3	21.4		22.6	24.4		21.0	23.0	
Victory Prep South	14.4	15.5		15.5	15.2		17.6	15.1		16.8	15.9	
Waltrip HS	17.9	19.4		19.8	20.3		19.3	21.7		18.9	20.7	
Washington HS	16.8	15.0		18.4	18.2		17.9	17.5		18.3	18.7	
Westbury HS	14.2	18.9		15.7	18.7		16.0	20.0		16.3	20.0	
Westside HS	20.6	21.5		22.8	22.6		22.6	23.2		21.9	22.7	
Wheatley HS	14.2	15.9		15.3	17.7		15.0	16.3		16.6	16.9	
Wisdom HS	17.4	17.1		19.6	20.3		18.4	20.0		18.5	18.8	
Worthing HS	9.8	13.2		13.8	15.5		12.0	13.0		14.3	15.0	
Yates HS	15.3	15.5		17.2	16.6		17.7	16.7		17.9	17.2	
YWCPA	18.3	21.0		19.2	21.4		20.1	21.8		18.9	21.1	

"--" indicates no students tested, or no students met the benchmark.

Conclusion

Between 2010 and 2017, the number of HISD students who have taken the ACT has steadily declined, while the number of students statewide and nationwide has steadily increased. The percentage of Asian students who took the exam has increased from just 28 percent in 2010 to 40 percent in 2017. Participation among other groups declined, but none as sharply as rates for African American students, which decreased from 30 percent participation in 2010 to just 17 percent in 2017. This decrease cannot be attributed to a single campus or to a particular type of campus, either; the number of students decreased district-wide, at the majority of all of the campuses in the district.

While participation rates are decreasing, performance on the ACT by students in HISD has improved, and in fact now exceeds state and national averages for composite averages, as well as for all four content areas tested by the ACT exam. The composite average for the district was 20.4 in 2014 – below both the state and national average by as much as 0.6 points, and rose to 21.9 in 2017 – above both the state and national average by as much as 1.2 points. Each of the four content areas shows similar increases, with the most pronounced increase seen among English results (as much as a 1.6 point increase over the state and national averages).

Student groups also showed similar increases over both the state and national averages for each race/ethnicity. African American graduating seniors in HISD scored as much as 1.8 points higher than African American graduating seniors statewide and nationwide. Hispanic graduating seniors in HISD scored as much as 1.5 points higher than Hispanic graduating seniors statewide and nationwide. Performance on the ACT exam from 2011 to 2017 was relatively flat, with students identified as Asian, White, or Two or More Races performing much higher than students identified as Hispanic or African American.

The percentage of students meeting college-ready benchmarks in all four content areas for the district has increased from just 25 percent in 2014 to 32 percent in 2017. The percentage of students in HISD meeting college-ready benchmarks has improved to the point where the district boasts higher percentages than either the state or nation, not just on students meeting all four benchmarks, but for each of the content areas individually. Although increases have been made by each of the student groups in all of the content areas over time, African American and Hispanic students still lag behind their Asian, White, and Two or More Races peers.

When looking across the district at individual campuses, performance varies markedly, with average composite scores ranging from 14.0 to 29.8, and with the percentage of students who met all four college-ready benchmarks ranging from 0 to 87.2. While fifteen campuses exceeded the ACT composite state average, 30 campuses did not. Anywhere from eleven to fifteen campuses exceeded the state average for each of the four content areas, but this means that anywhere from 30–34 campuses did not.

Given the low ACT participation rate for HISD students, it is difficult to draw conclusions regarding district and campus performance from these results. The relatively high average scores and percentages of students meeting CR benchmarks at some campuses, however, indicates pockets of success. There is still work to be done to help all of our students become college-ready high school graduates.