

MEMORANDUM

December 7, 2018

TO: Board Members

FROM: Grenita Lathan
Interim Superintendent of Schools

SUBJECT: **ACT RESULTS: CLASS OF 2018**

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

The ACT results for the graduating Class of 2018 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.

Key findings include:

- HISD students' participation in the ACT has decreased from 2017 (1,893 to 1,786 students). Fewer HISD students took the ACT exam in 2018 than in any previous year since 2010.
- The average ACT composite score of 22.3 for the district reflects the highest score since 2015 and **exceeds both the state and national averages**. The district's average ACT scores in each subject area have increased since 2015 and **exceed state and national averages in all four subject areas**.
- HISD students from every race/ethnicity exceeded state and national ACT composite averages. 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-four percent of HISD students in the Class of 2018 met all four college readiness benchmarks, reflecting an increase of two percentage points from the prior year. District percentages of students who met all four college readiness benchmarks have shown an increase from 2015 to 2018 and **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 area, various district 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 continued to outperform Hispanic and African American students.
- ACT performance varied greatly among campuses. The average composite scores ranged from 15.4 to 30.2, and the percentage of students who met all four college-ready benchmarks ranged from 0 to 91.0. Fourteen HISD high schools matched or exceeded the ACT composite national average of 20.8.

Administrative Response

The district continues to promote the various college entrance assessment options that are available to students, including the ACT. The district's goal is to provide students with information about the multiple pathways to demonstrate college and career readiness. The district continues to commit to centrally funding a School Day SAT, which provides an accessible and cost-free opportunity for all juniors in the district to take a college readiness assessment. While ACT participation has slightly decreased, the average composite score on the ACT has increased. Official SAT Practice (OSP) through Khan Academy remains at the forefront of the district's initiative to prepare students for PSAT and SAT exams. Students spent over 1,000,000 minutes using OSP at Khan Academy in 2017-2018, up from 800,000 minutes in 2016-2017, to prepare for PSAT and SAT exams. Some of the skills tested on the ACT are very similar to skills tested on the SAT. Moreover, in 2018 the ACT offered test preparation for the first time. ACT Academy™ is a free online learning tool and test practice program designed to help students get the best score possible on the ACT test. There is currently no monitoring feature for educators on ACT Academy™.

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

 Genita Lathan GL

Attachment

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



RESEARCH

Educational Program Report

ACT RESULTS: CLASS OF 2018



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ACT Results: Class of 2018

Executive Summary

Program Description

This report summarizes the Class of 2018 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 2017 (1,893 to 1,786 students). Fewer HISD students took the ACT exam in 2018 than in any previous year since 2010.
- The average ACT composite score of 22.3 for the district reflects the highest score since 2015 and exceeds both the state and national averages. The district's average ACT scores in each subject area have increased since 2015 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. 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 did.
- Thirty-four percent of HISD students in the Class of 2018 met all four college readiness benchmarks, reflecting an increase of two percentage points from the prior year. District percentages of students who met all four college readiness benchmarks have shown an increase from 2015 to 2018 and have exceeded both state and national percentages the last two years.
- While the district continued to show improvement over state and national percentages of students meeting college readiness benchmarks for all areas, various district 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 continued to outperform Hispanic and African American students.
- ACT performance varied greatly among campuses. The average composite scores ranged from 15.4 to 30.2, and the percentage of students who met all four college-ready benchmarks ranged from 0 to 91.0. Fourteen HISD high schools matched or exceeded the ACT composite national average of 20.8.

Introduction

This report summarizes the Class of 2018 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 2018, no matter when they took the assessment.

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

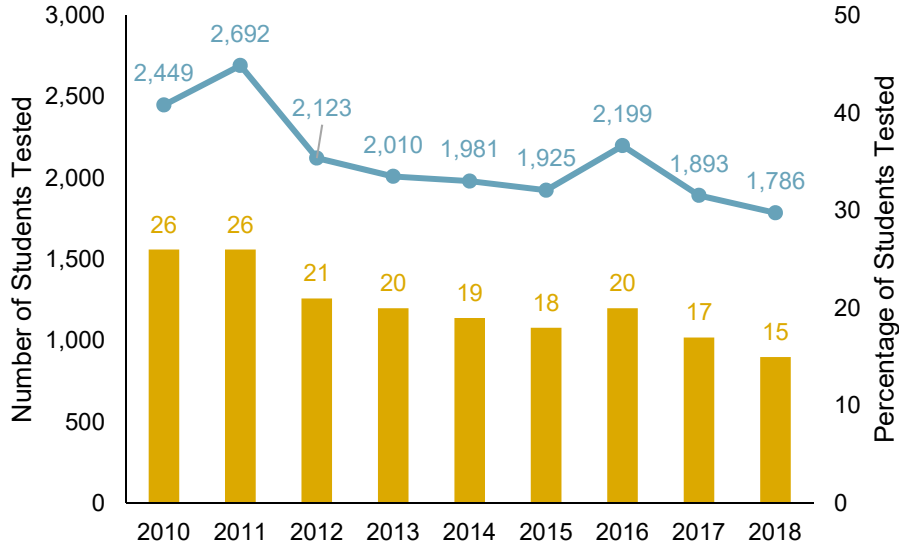
Results

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 2018. 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 and 2018 (**Figure 1**).

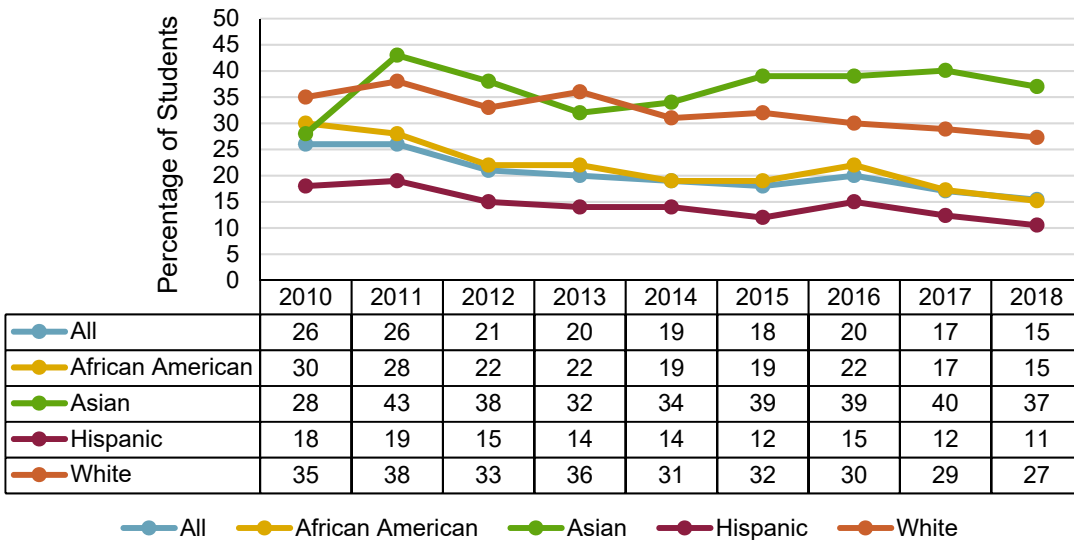
Figure 1. HISD ACT Test Participation, Classes of 2010–2018



Sources: The ACT Profile Report – District, Houston Independent School District, 2010–2018; PEIMS Fall Snapshot, 2010–2018

Figure 2 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 seniors within that group.

Figure 2. ACT Participation Rate by Student Group, Classes of 2010–2018



Sources: The ACT Profile Report – District, Houston Independent School District, 2010–2018; PEIMS Fall Snapshot, 2010–2018

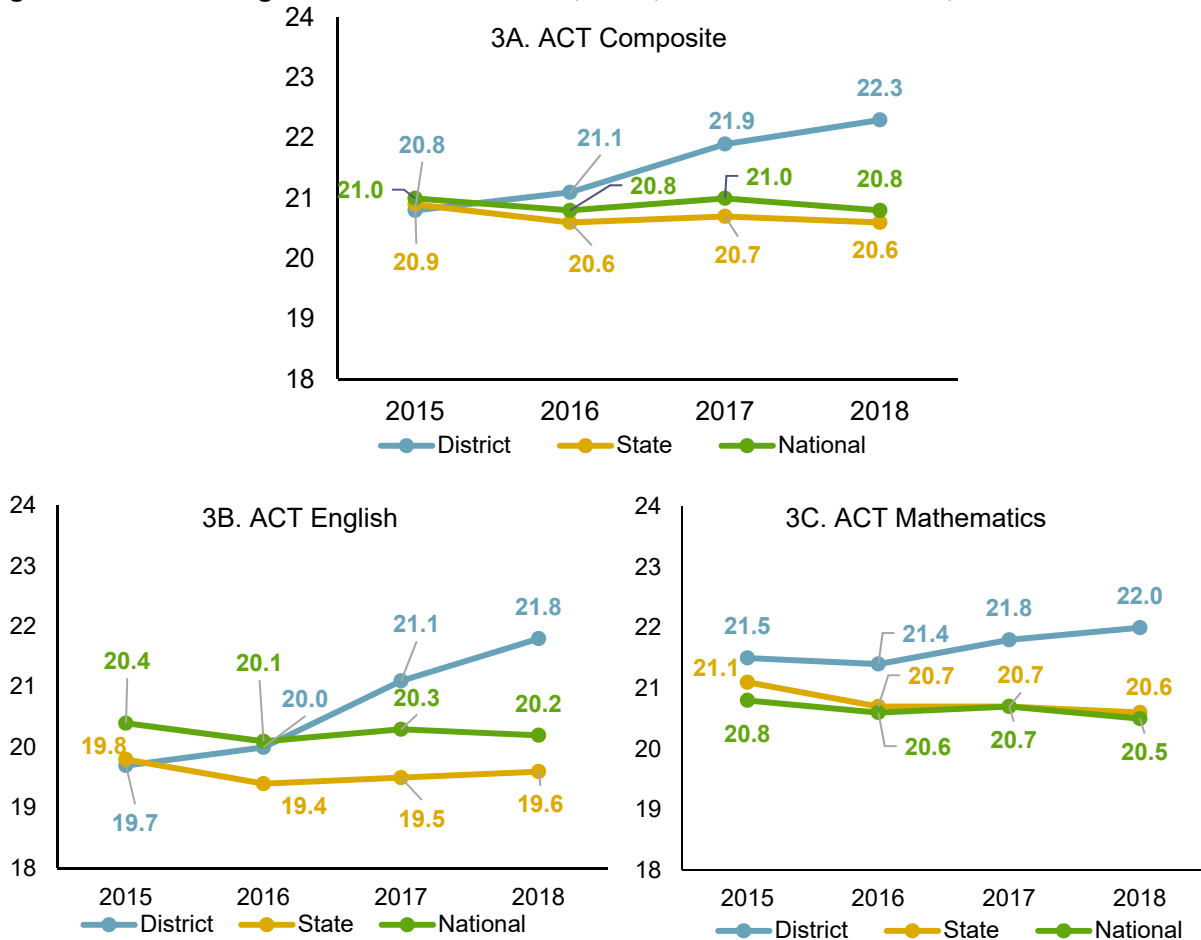
Figure 2 (p. 3) indicates the following:

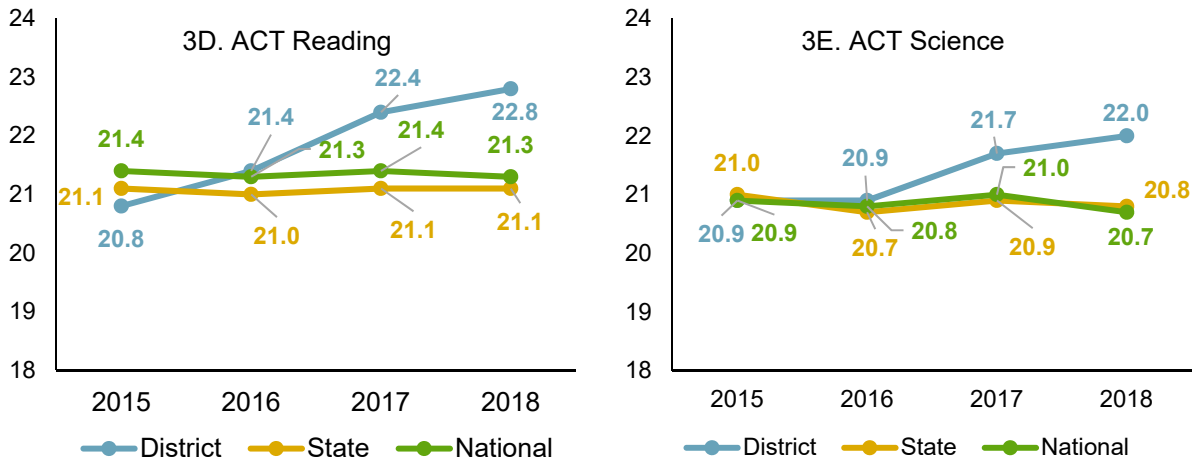
- The percentage of HISD students taking the ACT has dropped from 26 percent in 2010 to 15 percent in 2018.
- African American students have experienced the greatest declines in the proportion of seniors who took the ACT, with a 15 percentage-point decrease in students taking the ACT in 2018 compared to 2010.
- Between 2010 and 2018, the proportion of seniors who took the ACT has declined for all student groups except Asian students.
- An increase of Asian students who took the exam can be seen from the figure, with a nine percentage-point increase in students taking the ACT in 2018 compared to 2010.

ACT Performance

The average ACT composite score of 22.3 for the district reflects the highest score since 2015 and exceeds both the state and the national averages (**Figure 3A**). The district's average ACT score in each subject area continued to increase since 2015 and exceeded state and national averages in English, mathematics, reading, and science (**Figures 3B–3E**, pp. 4–5).

Figures 3A–3E. Average ACT Scores of District, State, and National Students, Classes of 2015–2018

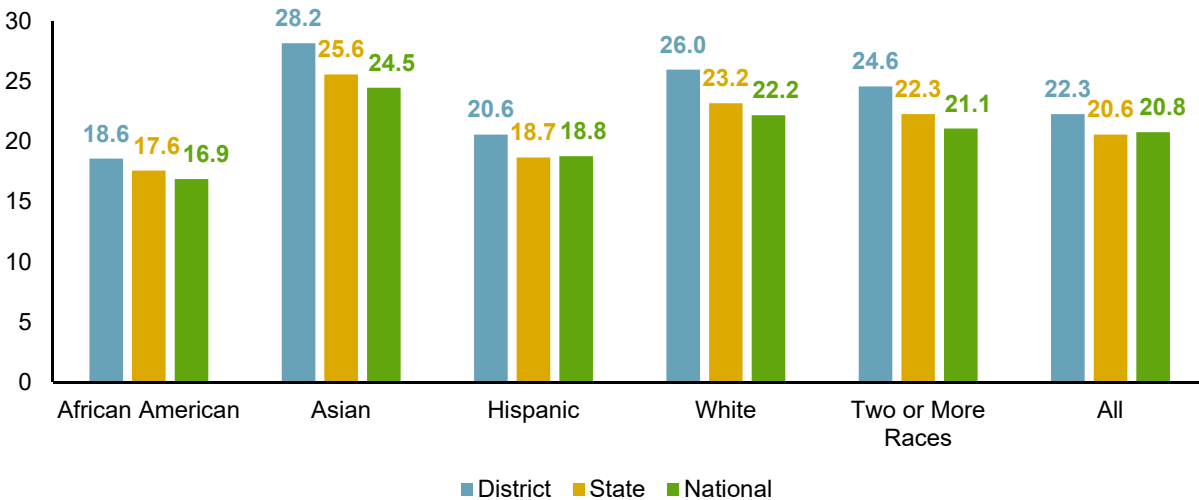




Sources: The ACT Profile Report – District, Houston Independent School District, Classes 2015–2018; The ACT Profile Report – National, Classes of 2015–2018

In 2017–2018, HISD ACT test-takers from every race/ethnicity exceeded the state’s and nation’s average ACT composite score (**Figure 4**).

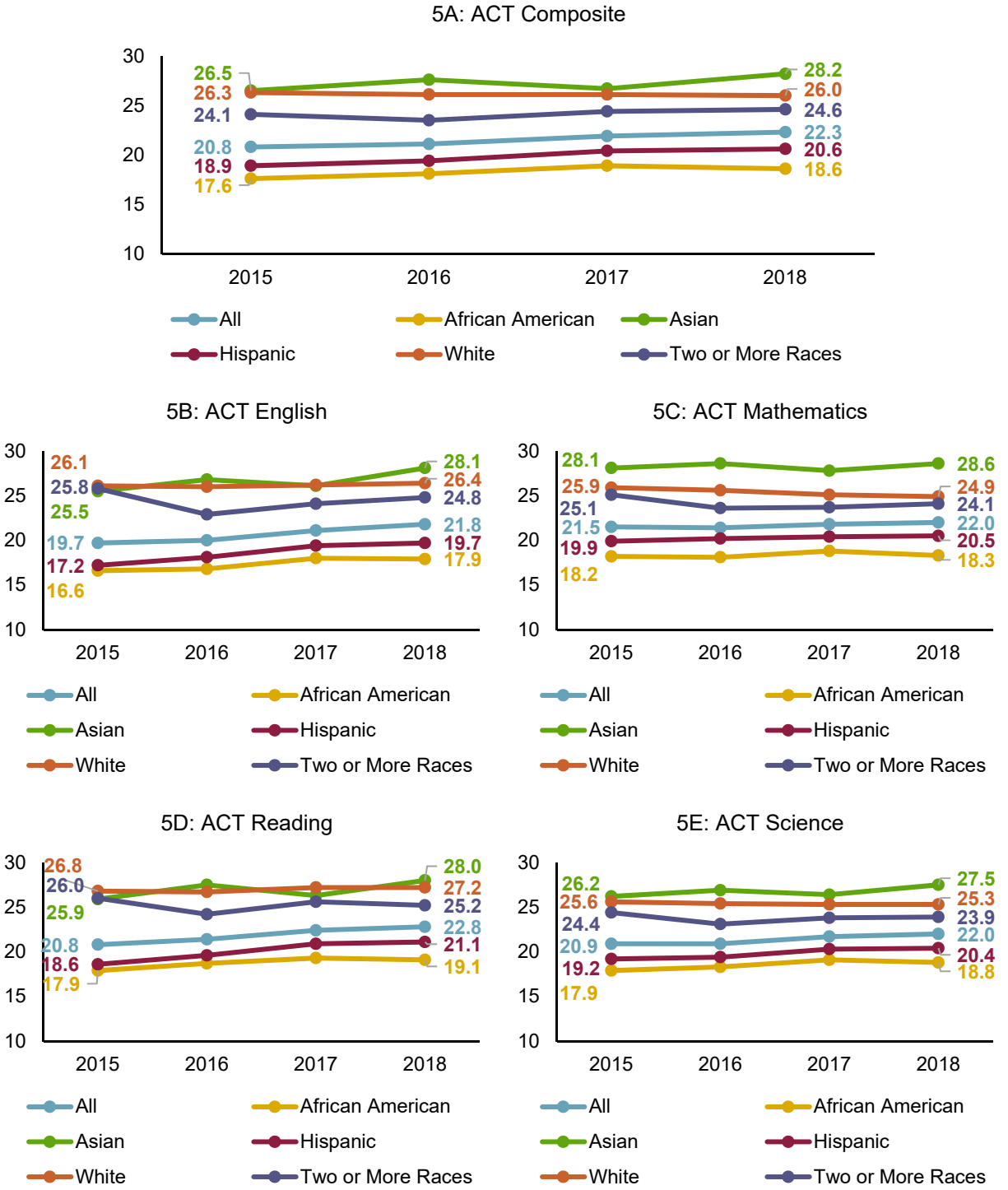
Figure 4. Average ACT Composite Score by Student Race/Ethnicity, District, State, and National, Class of 2018



Sources: The ACT Profile Report – District, Houston Independent School District, Class of 2018; The ACT Profile Report – National, Class of 2018

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 5A–5E**, p. 6). From 2015 to 2018, African American and Hispanic students increased in all four content areas as well as composite scores.

Figures 5A–5E. Average ACT Scores by Subject and Race/Ethnicity, Classes of 2015–2018

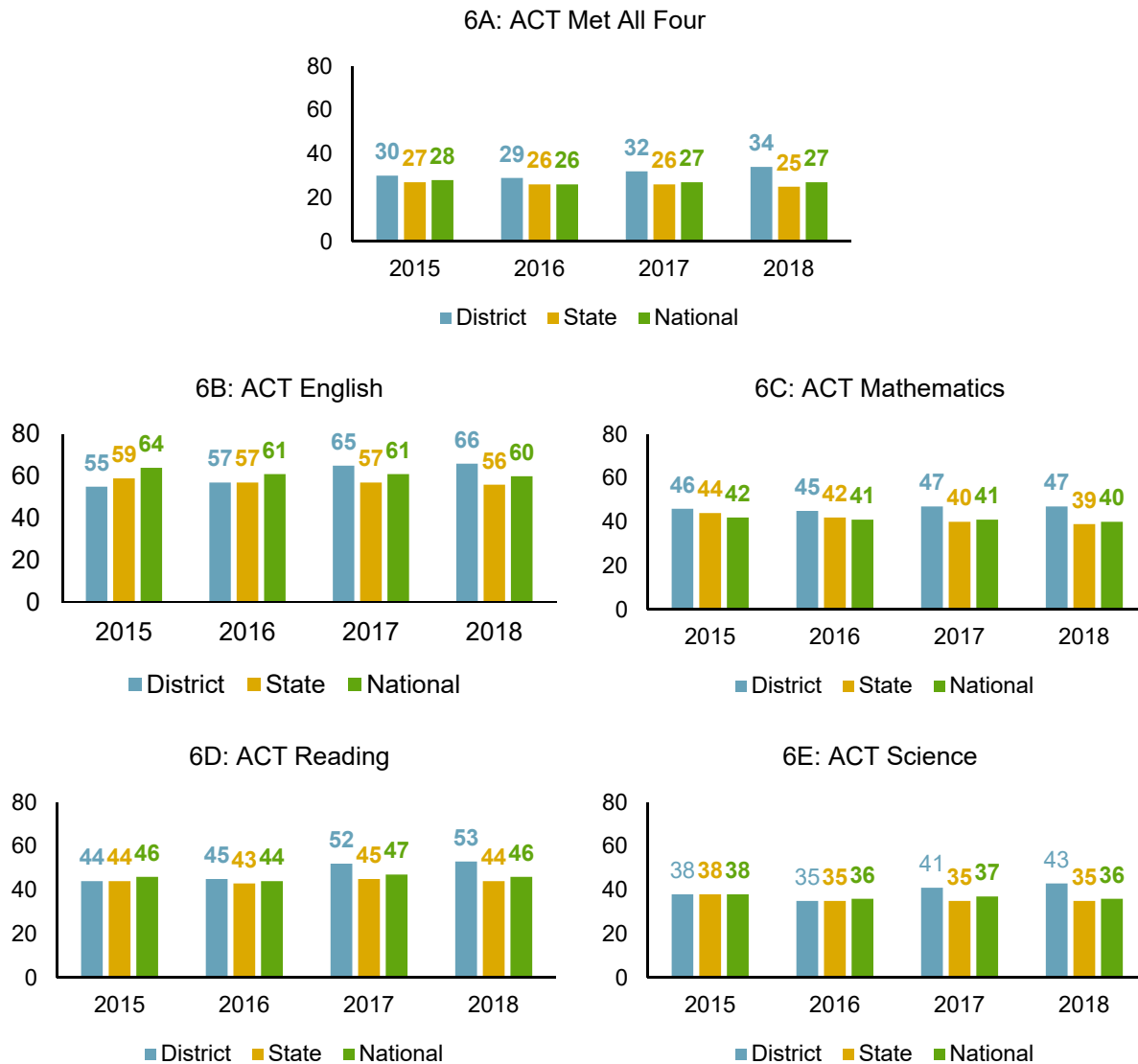


Sources: The ACT Profile Report – District, Houston Independent School District, Classes of 2015–2018

ACT College Readiness Benchmarks

Thirty-four percent of students in the HISD Class of 2018 who took the ACT met all four College Readiness (CR) benchmarks, reflecting an increase of two percentage points from the prior year (**Figure 6A**). District percentages of students who met all four CR benchmarks have shown an increase from 2015 to 2018 and have exceeded both state and national percentages the last two years. **Figures 6B** and **6D** show that the majority of HISD students met or exceeded the English and reading CR benchmarks (66 percent and 53 percent, respectively). A smaller proportion of HISD students met or exceeded the CR benchmarks for math (47 percent) and science (43 percent), displayed in **Figures 6C** and **6E**.

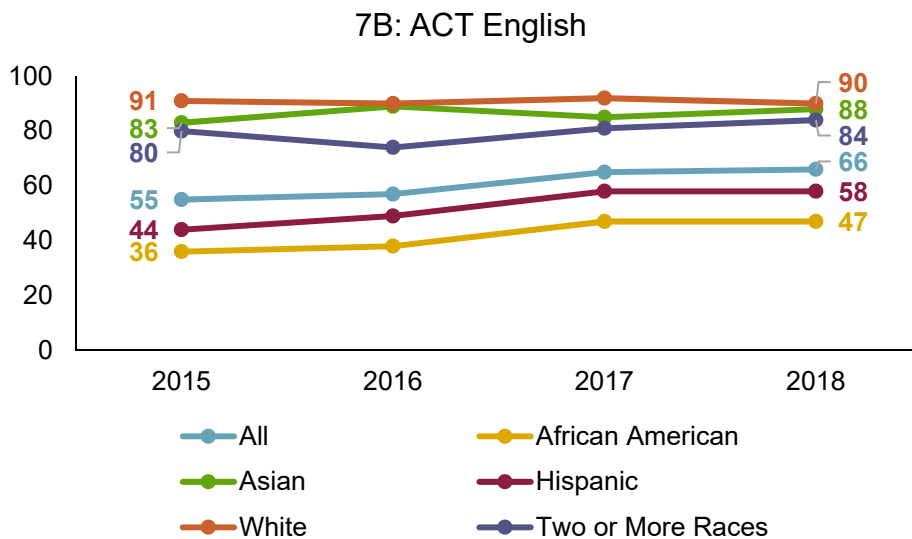
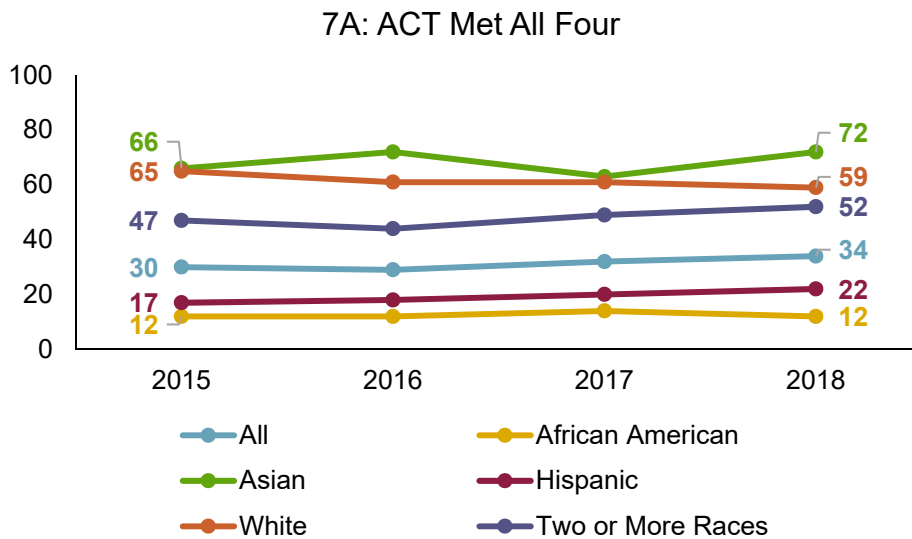
Figures 6A–6E. Percentage of College-Ready Students, Classes of 2015–2018, District, State, and National



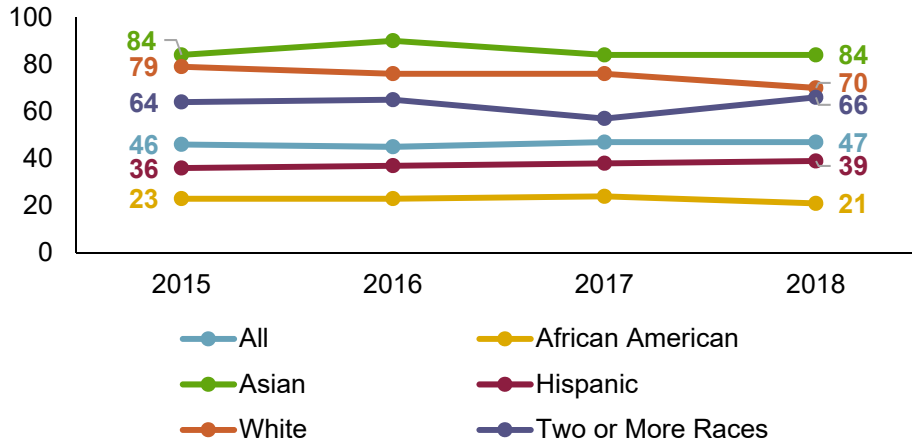
Sources: The ACT Profile Report – District, Houston Independent School District, Class of 2018; The ACT Profile Report – National, Class of 2018

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 showed a marked difference in performance and meeting these benchmarks. Within the district, students identified as Asian, White, or Two or More Races continued to outperform Hispanic and African American students (Figures 7A–7E, pp. 8–9). Seventy-two percent of students identified as Asian met all four CR benchmarks, but only 12 percent of African American students and 22 percent of Hispanic students achieved the same (Figure 7A). Ninety percent of White students, compared to 58 percent of Hispanic students and 47 percent of African American students, met the CR benchmark for English (Figure 7B). Seventy-eight percent of Asian students met the CR benchmark for science while 20 percent of African American students achieved the same (Figure 7E, p. 9). Overall, all students showed more growth in English, reading, and science over the past four years. In mathematics, students showed less growth, or none at all (Figure 7C, p. 9).

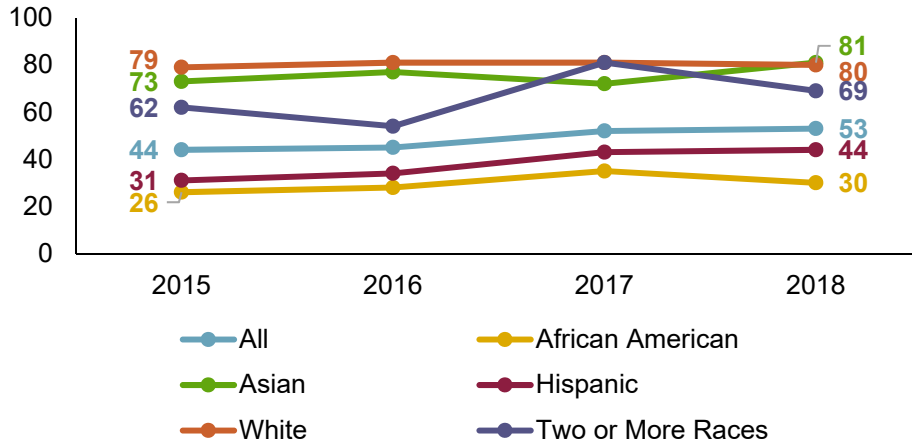
Figures 7A–7E. HISD Students Met Benchmark by Student Group, Classes of 2015–2018



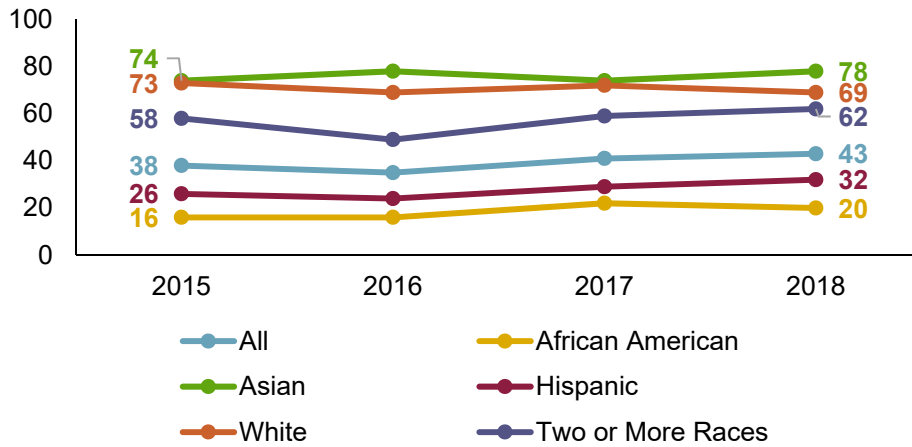
7C: ACT Mathematics



7D: ACT Reading



7E: ACT Science



Sources: The ACT Profile Report – District, Houston Independent School District, Classes of 2015–2018

ACT Performance by Campus

Table 1 (p. 11) shows the participation, average composite score, and the percentage of students meeting all four College Readiness Benchmarks by campus. Approximately half the campuses had more students test in 2018 than in 2017, but overall, fewer students tested.

Also, approximately half the campuses showed an increase in the average composite score. Seventeen campuses matched or exceeded the ACT state composite average of 20.6, and of those, 14 matched or exceeded the ACT national composite average of 20.8. Eighteen campuses had an increase in the average composite score; of those, nine campuses had increases of one or more points. The highest increases in the average composite score were seen at Energized for STEM West High School and Worthing High School although fewer than 15 students tested in 2018 from each school. In both 2017 and 2018, DeBakey High School had the highest average composite score.

Fifteen campuses showed an increase in the percentage of students who met all four CR benchmarks. Of those, five campuses had an increase of 10 percentage points or more although in some cases, the number of students tested was less than 20.

Table 1. Average ACT Composite Scores and Percent Met Benchmark by Campus, Classes of 2017 and 2018 (Sorted by 2018 Avg Composite Score)

Campus	Number Tested			Average Composite			Percent Met All Four College Readiness Benchmarks		
	2017	2018	Change	2017	2018	Change	2017	2018	Change
DeBakey HS	78	100	22	29.8	30.2	0.3	87.2	91.0	3.8
Carnegie HS	108	131	23	28.7	29.0	0.3	80.6	81.7	1.1
HSPVA	60	57	-3	27.8	27.9	0.1	76.7	68.4	-8.3
Bellaire HS	247	205	-42	24.5	25.5	1.0	47.8	54.6	6.8
Challenge ECHS	27	20	-7	23.7	22.8	-0.9	33.3	20.0	-13.3
Westside HS	173	132	-41	22.6	22.8	0.1	37.6	36.4	-1.2
Lamar HS	275	300	25	22.8	22.4	-0.4	38.5	34.3	-4.2
TX Conn. Acad.	48	62	14	23.0	22.3	-0.7	33.3	33.9	0.6
North Houston ECHS	18	8	-10	21.2	22.3	1.1	16.7	37.5	20.8
Mount Carmel Acad.	5	7	2	21.2	22.0	0.8	20.0	14.3	-5.7
HAIS	24	20	-4	19.5	22.0	2.5	16.7	20.0	3.3
Eastwood Acad.	24	8	-16	20.0	21.9	1.9	12.5	25.0	12.5
Northside HS	20	7	-13	20.2	21.4	1.2	10.0	14.3	4.3
E-STEM West HS	41	13	-28	17.8	20.8	3.0	4.9	38.5	33.6
Chavez HS	103	58	-45	18.8	20.6	1.8	9.7	15.5	5.8
YWCPA	9	16	7	21.6	20.6	-1.0	33.3	12.5	-20.8
Leland YMCPA	6	5	-1	21.0	20.6	-0.4	16.7	40.0	23.3
Heights HS	30	37	7	19.9	20.5	0.6	13.3	18.9	5.6
East ECHS	71	42	-29	21.0	20.3	-0.7	19.7	14.3	-5.4
Energy Institute	56	146	90	20.3	19.9	-0.4	17.9	17.1	-0.8
Jordan HS	13	11	-2	17.8	18.6	0.8	7.7	0.0	-7.7
Sharpstown Int'l	42	28	-14	19.6	18.1	-1.5	14.3	10.7	-3.6
Long Acad.	19	7	-12	17.6	18.1	0.5	5.3	14.3	9.0
E-STEM Central HS	3	8	5	*	18.0	*	*	12.5	*
Waltrip HS	16	33	17	20.7	17.9	-2.8	18.8	6.1	-12.7
Westbury HS	40	31	-9	19.5	17.8	-1.7	2.5	6.5	4.0
Sharpstown HS	27	46	19	17.6	17.8	0.2	7.4	6.5	-0.9
Scarborough HS	2	8	6	*	17.6	*	*	0.0	*
Houston MST	16	16	0	16.6	17.6	1.0	0.0	12.5	12.5
Wisdom HS	12	23	11	19.2	17.1	-2.1	8.3	0.0	-8.3
Worthing HS	6	14	8	14.2	16.9	2.7	0.0	0.0	0.0
Austin HS	57	37	-20	17.0	16.6	-0.4	5.3	2.7	-2.6
Wheatley HS	7	26	19	16.7	16.4	-0.3	0.0	0.0	0.0
Yates HS	34	8	-26	16.6	16.4	-0.2	2.9	0.0	-2.9
Jones HS	0	10	10	--	16.2		--	0.0	
Furr HS	12	5	-7	17.1	16.2	-0.9	0.0	0.0	0.0
Liberty HS	2	7	5	*	16.1	*	*	14.3	*
Milby HS	16	24	8	18.6	16.1	-2.5	6.3	0.0	-6.3
North Forest HS	7	13	6	15.6	15.5	-0.1	0.0	0.0	0.0
Madison HS	66	31	-35	15.6	15.5	-0.1	1.5	0.0	-1.5
Sterling HS	16	14	-2	16.6	15.4	-1.2	6.3	0.0	-6.3
HCC Gulfon	2	0	-2	*	--		*	--	
HSLJ	20	4	-16	20.8	*	*	25.0	*	*
Kashmere HS	1	1	0	*	*	*	*	*	*
Victory Prep South	11	3	-8	15.5	*	*	0.0	*	*
Washington HS	23	4	-19	17.4	*	*	8.7	*	*

Sources: ACT datafile, 2017 and 2018

Notes: *Fewer than 5 students tested; --No students tested

Table 2 (p. 12) shows the average ACT scores for each of the four content areas by campus. Approximately one-third of campuses exceeded the state and national averages by subject. Twenty-one campuses increased their average English score, 18 campuses increased their average mathematics score, 23 campuses increased their average reading score, and 19 campuses increased their average science score.

Table 2. Average ACT Scores by Campus and Subject, Classes of 2017 and 2018

Campus	English			Mathematics			Reading			Science		
	2017	2018	Change	2017	2018	Change	2017	2018	Change	2017	2018	Change
Austin HS	15.6	15.4	-0.2	17.5	17.4	-0.1	17.1	16.1	-1.0	17.2	16.7	-0.5
Bellaire HS	24.1	25.6	1.5	24.5	25.5	1.0	25.0	25.8	0.8	23.7	24.8	1.1
Carnegie HS	28.8	29.1	0.4	28.5	28.9	0.4	29.6	29.7	0.1	27.4	27.9	0.5
Challenge ECHS	24.2	23.2	-1.0	22.8	21.4	-1.4	25.1	25.3	0.2	22.4	21.2	-1.2
Chavez HS	17.3	19.7	2.4	19.2	20.7	1.5	18.8	21.0	2.2	19.1	20.7	1.6
DeBaKey HS	29.6	29.9	0.3	30.3	30.5	0.2	29.8	30.1	0.3	28.9	29.5	0.6
East ECHS	20.0	19.4	-0.6	21.5	20.7	-0.8	21.7	20.8	-0.9	20.2	19.9	-0.3
Eastwood Acad.	18.8	19.9	1.1	20.5	22.6	2.1	20.5	22.6	2.1	19.6	21.5	1.9
Energy Institute	19.4	19.0	-0.4	20.0	19.5	-0.5	20.6	20.2	-0.4	21.0	20.3	-0.6
E-STEM Central HS	13.0	17.1	4.1	18.3	19.4	1.1	15.3	18.8	3.5	16.0	16.6	0.6
E-STEM West HS	17.3	21.1	3.8	17.8	20.9	3.1	18.3	20.5	2.2	17.5	20.3	2.8
Furr HS	16.0	14.2	-1.8	17.6	15.6	-2.0	16.7	17.2	0.5	17.6	17.2	-0.4
HAIS	18.7	21.8	3.1	19.9	20.6	0.7	19.6	24.2	4.6	19.1	21.1	2.0
HCC Gulfton	11.5	--	--	16.5	--	--	14.0	--	--	13.0	--	--
Heights HS	18.6	20.8	2.2	19.6	19.2	-0.4	21.1	21.6	0.5	20.1	20.4	0.3
Houston MST	15.8	16.1	0.4	16.9	17.4	0.5	16.3	16.9	0.6	17.0	19.2	2.2
HSLJ	20.0	*	*	20.6	*	*	22.1	*	*	19.8	*	*
HSPVA	29.2	29.5	0.3	26.0	25.7	-0.3	29.3	28.9	-0.4	26.2	26.5	0.3
Jones HS	--	14.6	--	--	16.7	--	--	16.2	--	--	16.9	--
Jordan HS	16.9	17.7	0.8	18.8	18.3	-0.5	16.7	18.9	2.2	18.1	19.0	0.9
Kashmere HS	12.0	*	*	16.0	*	*	17.0	*	*	17.0	*	*
Lamar HS	22.5	22.2	-0.3	21.8	21.4	-0.4	23.9	23.5	-0.4	22.7	22.2	-0.5
Leland YMCPA	19.0	20.6	1.6	22.7	22.0	-0.7	20.5	19.0	-1.5	21.5	21.0	-0.5
Liberty HS	16.0	15.0	-1.0	19.0	16.3	-2.7	15.0	15.7	0.7	18.5	17.1	-1.4
Long Acad.	16.4	16.7	0.3	19.6	18.9	-0.7	16.1	17.6	1.6	18.0	18.9	0.9
Madison HS	14.0	14.0	0.0	15.6	15.8	0.2	16.4	15.3	-1.1	16.1	16.5	0.4
Milby HS	18.4	14.9	-3.5	18.6	16.0	-2.6	18.1	16.4	-1.7	19.1	16.4	-2.7
Mount Carmel Acad.	21.2	21.6	0.4	20.4	22.7	2.3	22.2	23.4	1.2	20.4	20.1	-0.3
North Forest HS	14.6	14.1	-0.5	15.6	16.2	0.6	14.7	14.5	-0.2	16.7	16.6	-0.1
North Houston ECHS	20.4	22.5	2.1	22.6	22.6	0.0	20.6	22.3	1.7	20.8	20.9	0.1
Northside HS	19.1	22.6	3.6	20.0	21.6	1.7	21.3	21.6	0.3	20.3	19.6	-0.6
Scarborough HS	11.0	16.1	5.1	17.0	17.1	0.1	18.0	19.0	1.0	19.5	18.1	-1.4
Sharpstown HS	15.7	15.9	0.2	18.0	18.3	0.3	18.0	17.9	-0.1	18.4	18.6	0.2
Sharpstown Int'l	18.1	17.6	-0.5	20.6	18.7	-1.9	19.9	18.1	-1.8	19.5	18.1	-1.4
Sterling HS	15.1	13.5	-1.6	17.1	16.0	-1.1	15.9	15.5	-0.4	17.9	16.5	-1.4
TX Conn. Acad	22.4	22.0	-0.4	21.4	20.9	-0.5	24.4	24.0	-0.4	23.0	22.0	-1.0
Victory Prep South	15.5	*	*	15.2	*	*	15.1	*	*	15.9	*	*
Waltrip HS	19.4	17.5	-1.9	20.3	18.2	-2.1	21.7	17.9	-3.8	20.7	17.5	-3.2
Washington HS	15.0	*	*	18.2	*	*	17.5	*	*	18.7	*	*
Westbury HS	18.9	16.9	-2.0	18.7	17.7	-0.9	20.0	18.7	-1.3	20.0	17.7	-2.3
Westside HS	21.5	22.1	0.6	22.6	22.8	0.2	23.2	23.5	0.3	22.7	22.3	-0.3
Wheatley HS	15.9	14.2	-1.7	17.7	15.9	-1.8	16.3	17.7	1.4	16.9	17.0	0.1
Wisdom HS	17.1	15.7	-1.4	20.3	17.7	-2.6	20.0	17.3	-2.7	18.8	16.8	-2.0
Worthing HS	13.2	15.8	2.6	15.5	16.6	1.1	13.0	17.7	4.7	15.0	16.6	1.6
Yates HS	15.5	14.3	-1.2	16.6	17.1	0.5	16.7	18.4	1.7	17.2	14.9	-2.3
YWCPA	21.0	19.4	-1.6	21.4	20.3	-1.1	21.8	20.9	-0.9	21.1	21.5	0.4

Sources: ACT datafile, 2017 and 2018

Notes: *Fewer than 5 students tested; --No students tested

Conclusion

Between 2010 and 2018, the number of HISD students who have taken the ACT has steadily declined. The percentage of Asian students who took the exam has increased from just 28 percent in 2010 to 37 percent in 2018. Participation among other groups declined, but none as sharply as rates for African American students, which decreased from 30 percent participation in 2010 to 15 percent in 2018.

While participation rates are decreasing, performance on the ACT by students in HISD has improved, and in fact 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 rose from 20.8 in 2015 to 22.3 in 2018

while the state and national averages have slightly decreased. Similar trends hold true for each of the four subject areas.

Student groups also showed similar increases over both the state and national averages for each race/ethnicity. African American graduating seniors in HISD scored 1.0 point higher than African American graduating seniors statewide and 1.7 points higher than their peers nationwide. Hispanic graduating seniors in HISD scored 1.9 points higher than Hispanic graduating seniors statewide and 1.8 points higher than their peers nationwide. Still, students who are Asian, White, and Two or More Races tend to score higher than African American and Hispanic students.

The percentage of students meeting college-ready benchmarks in all four content areas for the district has increased from 30 percent in 2015 to 34 percent in 2018. In fact, the percentage of district students meeting the college-ready benchmarks is higher than those statewide and nationwide in each of the four subject areas.

When looking across the district at individual campuses, performance varies markedly, with average composite scores ranging from 15.4 to 30.2, and with the percentage of students who met all four college-ready benchmarks ranging from 0 to 91.0. While 17 campuses matched or exceeded the ACT composite state average of 20.6, 24 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.