

MEMORANDUM

November 8, 2019

TO: Board Members

FROM: Grenita Lathan, Ph.D.
Interim Superintendent of Schools

SUBJECT: **SAT RESULTS: CLASS OF 2019**

CONTACT: Carla Stevens, (713) 556-6700

The SAT results for the graduating Class of 2019 have been released by the College Board and are provided in this report. The SAT exam was redesigned in March 2016 and consists of two subjects: Evidence-Based Reading and Writing (ERW) and Mathematics. While some students from the Class of 2017 took the old version of the SAT, the vast majority took the new version. Any performance comparisons to Class of 2017 only include the results from the new version. All students from the Classes of 2018 and 2019 took the new version.

Key findings include:

- The number of students who took the SAT from the Class of 2019 is 10,183, which is 160 students fewer than from the Class of 2018 but higher than from the Class of 2017.
- The percentage of students tested increased to 89 percent in 2018 but decreased to 88 percent in 2019.
- Overall, HISD students in the Class of 2019 scored lower than other graduating seniors from the state and from the total group of test takers.
- HISD performance for the Class of 2019 decreased for the composite, ERW, and mathematics scores compared to the Class of 2018 but were higher than the Class of 2017. The decrease in scores for HISD students were the same or smaller than for the state and total group.
- The percentage of HISD students that met both benchmarks and those that met the mathematics benchmark remained unchanged for the Classes of 2017, 2018, and 2019. The percentage of students that met only the ERW benchmark decreased by one percentage point from 2018 to 2019 but remained higher than the percentage of students in 2017. The percentage of students from the state and total group that met both, the ERW, and the mathematics benchmark decreased by a larger amount compared to HISD students from 2018 to 2019.

Administrative Response

Innovation and Postsecondary Programming:

The district is committed to providing access and opportunities for students, centrally funding the PSAT for all students in grades 8–11, and the School Day SAT for 11th grade students. The purpose of offering the full suite of assessments is to provide students an opportunity to take a grade-level PSAT that establishes a college-ready baseline in eighth grade, and then in grades 9–11, students will have the opportunity to improve their skills in reading, writing, and math to demonstrate college and career readiness.

The school day SAT ensures that all students in the district have access to an assessment that is required by many colleges and universities for admission. The Department of Innovation and Postsecondary Programming offers several additional supports to schools and students to build upon the successes of previous years.

The district continues to implement initiatives to encourage students to use Official SAT Practice on Khan Academy, which offers free, personalized practice, based on a student's PSAT performance. College Board research indicates that students who use Official SAT Practice on Khan Academy for at least 20 hours see, on average, a 115-point score increase. Official SAT Practice on 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 Official SAT Practice at Khan Academy in 2017–2018, and the district has recently entered a formal partnership with Khan Academy geared towards increasing usage of the tool for SAT practice, as well as AP exams. A number of schools have been selected for a pilot that will provide the district and campuses with live-time reporting of Khan Academy usage data and provide teachers and campus-based staff with ongoing professional development on incorporating the tool in their lesson plans. The district expects to expand the pilot to more schools in 2020–2021 and increase performance on College Board assessments.

The Department of Innovation and Postsecondary Programming will also continue to support campuses across the district with implementing Khan Academy on their campuses, providing incentive programs for students and schools to use the tool, such as by deploying a group of Khan Ambassadors— current students who have successfully used the tool— to promote Khan Academy to their peers. Additionally, the district is hosting four Saturday Academies throughout the year open to all students to receive instruction from lead teachers to prepare for the SAT, AP, and IB exams. These academies also serve as professional development opportunities for novice teachers who observe lessons and receive resources from lead teachers.

Recent changes by the College Board aided the district to strategically increase participation in the school day SAT administration compared to the past. In 2018, the district was able to bulk register students for the SAT, which eliminated the barrier of a student having to pre-register in advance to test on the day of the administration. From 2017 to 2019, the number of SAT test-takers increased from 9,640 to 10,183.

Secondary Curriculum

The Secondary Mathematics team addresses student needs in regard to college-readiness exams in several ways. First, sample questions aligned to content are embedded within master course lessons. For instance, released SAT and ACT questions that align with the specific TEKS in the lesson are included via exit tickets, engaging activities, etc.

Second, students enrolled in high school mathematics courses beyond Algebra I are automatically enrolled in TSIA, SAT, and ACT pathways in Imagine Math. This allows all students to access review material that addresses the specific assessment tool they plan to use for their college plans. Because Imagine Math is an adaptive mathematics program, it allows each student's pathway to be personalized based on their individual skill gaps.

Third, information regarding HISD's data and most often missed questions are shared annually with campus leadership via department chairpersons' meetings through a partnership with the

Innovative and Postsecondary Programming department. In addition to sharing information about accessing campus data, the presentation raises teachers' awareness of the test content and includes strategies that can be immediately implemented in their classrooms. This has been crucial in helping campuses understand the structure and reformulation of the "new" SAT.

HISD's high school English Language Arts (ELA) curriculum focuses on preparing students for postsecondary success. The Global Graduate competencies are addressed throughout the district curriculum, and the Literacy Empowered initiative ensures students have opportunities to read, write, listen, and speak in all content areas. This literacy focus provides students with opportunities to grow in the areas assessed on the SAT. In addition, HISD encourages campuses to offer an English Language Arts College Preparation (CPE) course as an advanced English class and alternative to English IV. CPE focuses on the Student Learning Outcomes (SLOs) of remedial college-level courses to provide students with additional support in the types of reading and writing expected at a college level.

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



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Attachment

cc: Superintendent's Direct Reports
Area Superintendents
School Support Officers
High School Principals
Montra Rogers



RESEARCH

Educational Program Report

SAT RESULTS: CLASS OF 2019



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SAT Results: Class of 2019

Executive Summary

Program Description

The SAT is a college admissions exam that assesses student reasoning based on knowledge and skills developed in high school coursework. Colleges and universities use SAT scores to influence admissions decisions, recruit students, and predict performance in college courses. The SAT results for the graduating Class of 2019 have been released by the College Board and are provided in this report. In March 2016, the College Board administered the first redesigned SAT exam that included two sections: Evidence-Based Reading and Writing (ERW) and Mathematics. Because comparing the redesigned exam with prior versions is problematic, performance data are only included for the Class of 2017 on the redesigned exam. However, the participation rate for the Class of 2017 includes both the new and previous versions of the SAT. All students from the Classes of 2018 and 2019 took the new version.

Highlights

- The number of students who took the SAT from the Class of 2019 is 10,183, which is 160 students fewer from the Class of 2018 but higher than from the Class of 2017.
- The percentage of students tested increased to 89 percent in 2018 but decreased to 88 percent in 2019.
- Overall, HISD students in the Class of 2019 scored lower than other graduating seniors from the state and from the total group of test takers.
- HISD performance for the Class of 2019 decreased for composite, ERW, and mathematics scores compared to the Class of 2018 but were higher than the Class of 2017.
- The decrease in scores for HISD students were the same or smaller than for the state and total group.
- The percentage of HISD students that met both benchmarks and those that met the mathematics benchmark remained unchanged for the Classes of 2017, 2018, and 2019. The percentage of students who met the ERW benchmark decreased by one percentage point from 2018 to 2019 but remained higher than the percentage of students in 2017. The percentage of students from the state and total group that met both, the ERW, and the mathematics benchmark decreased by a larger amount compared to HISD students from 2018 to 2019.

Introduction

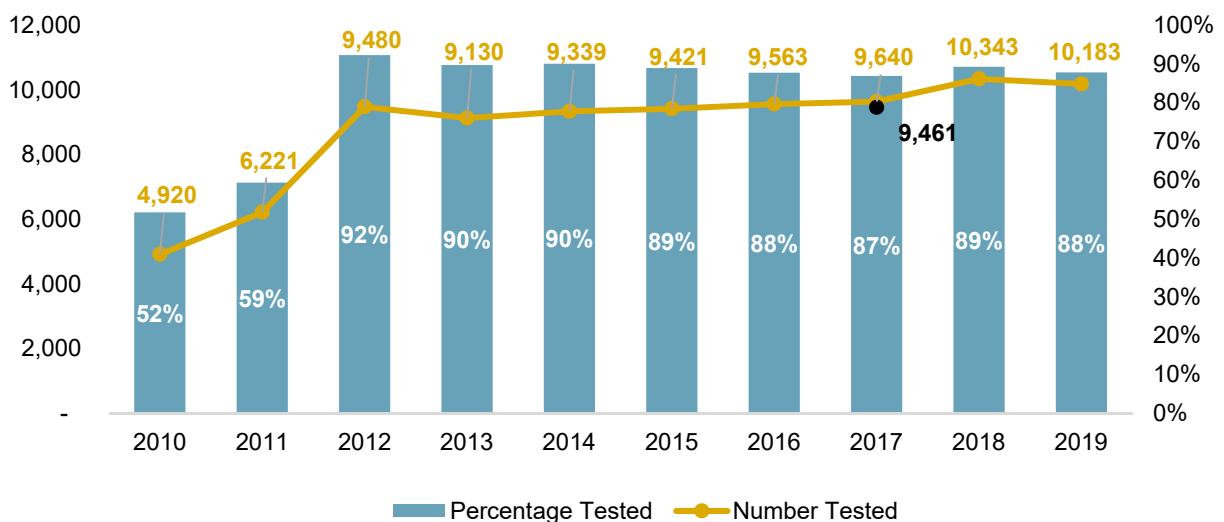
The SAT is a college admissions exam that assesses student reasoning based on knowledge and skills developed in high school coursework. Colleges and universities use SAT scores to influence admissions decisions, recruit students, and predict performance in college courses. The SAT results for the graduating Class of 2019 have been released by the College Board and are provided in this report. In March 2016, the College Board administered the first redesigned SAT exam that included two sections: Evidence-Based Reading and Writing (ERW) and mathematics. Each subject is scored on a scale that ranges from a minimum of 200 to a maximum of 800. The highest composite score a student can earn is 1600. Students are included in the graduating class of the year they reported intending to graduate when taking the SAT, regardless of when they took the SAT test. This report includes students' latest (i.e., most recent) test score, not necessarily their highest score. Comparisons are made to the state and "total group" which includes all national and international testers.

Results

SAT Participation

Beginning in spring 2011, Houston ISD provided an opportunity for students to take the SAT during a school day at their home campus, at no cost to the student. This increased SAT participation rates across the district by reducing the financial, logistical, and emotional burden on students and their families. **Figure 1** illustrates district-wide SAT participation since 2010.

Figure 1. HISD SAT Exam Participation, Classes of 2010–2019



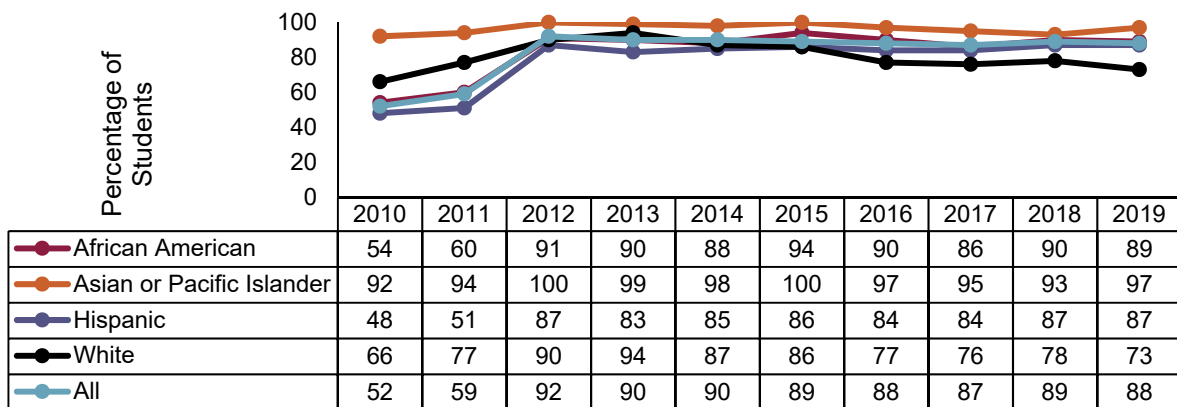
Sources: SAT Suite of Assessments Report: Houston Independent School District (2017–2019); PEIMS, 2010–2019
 Note: Student participation for 2017 includes those who took both versions of the SAT, as shown with the colors blue and yellow. The number of new version testers in 2017 is shown in black.

- The number of students from the Class of 2019 who took the SAT is 10,183 (Figure 1). This is 160 students fewer from the previous year, which is when the highest number of students were tested in the district.

- The Class of 2019 had 88 percent of its seniors take the SAT, which is a one percentage-point decrease from 2018 (Figure 1).

Figure 2 shows the HISD SAT participation rate by student group. Participation rates for each group were determined by dividing the number of students within the group who took the SAT by the number of seniors within the group.

Figure 2. HISD SAT Participation Rate by Race/Ethnicity, Classes of 2010–2019



Sources: SAT Suite of Assessments Report: Houston Independent School District (2017–2019); PEIMS, 2010–2019
 Note: Participation for 2017 includes those who took both versions of the SAT.

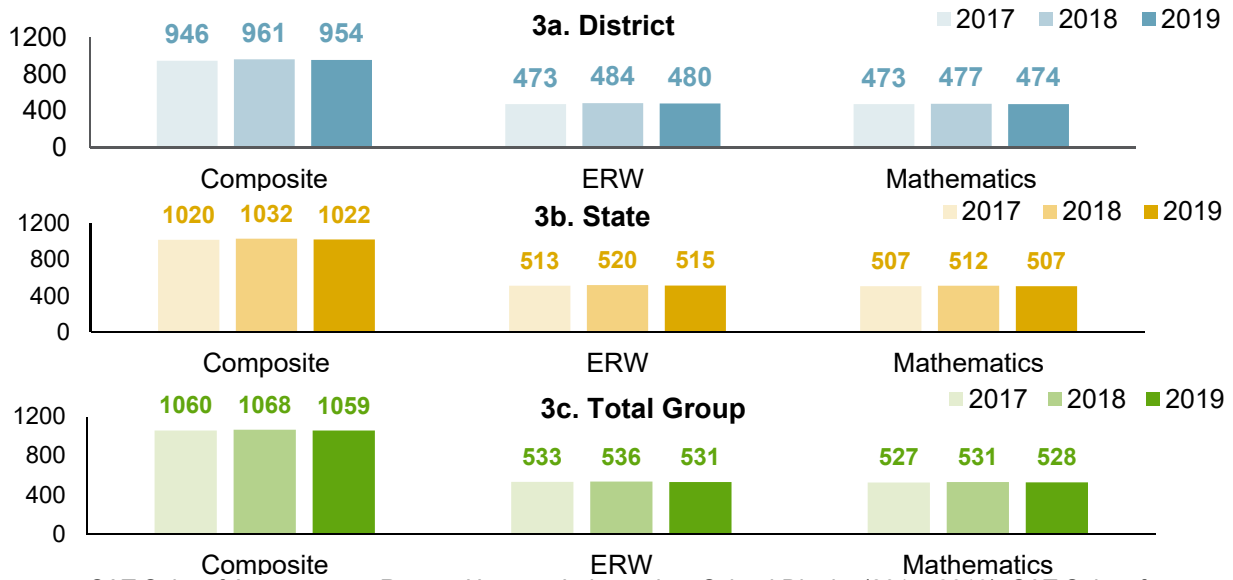
- From the Classes of 2012 to 2019, the percentage tested dropped for all race/ethnicity groups shown except for the Hispanic group which increased its participation to return to a peak of 87 percent (Figure 2).
- The race/ethnicity with the largest participation decline from 2012 is the White group, dropping 17 percentage points (Figure 2).

SAT Performance

Figure 3 (p. 4) shows the average score by subject for the district’s, state’s, and total group’s Class of 2019. Since the SAT exam was redesigned in March of 2016, making comparisons to prior years is problematic. Performance results in this report reflect only the students tested on the new version in 2017.

- Average SAT scores among HISD seniors are lower than those of students in Texas and the total group in both ERW and mathematics.
- Decreases in HISD students’ scores were the same or less than decreases in the state’s and total group’s scores from 2018 to 2019.

Figure 3. Average SAT Scores of District, State, and Total Group Students, Classes of 2017–2019

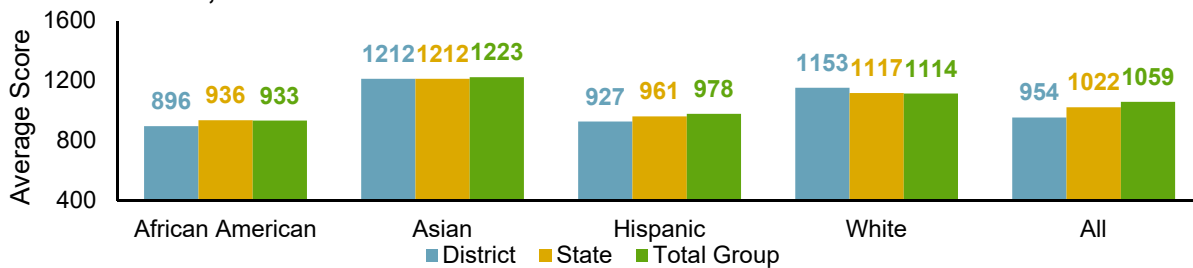


Sources: SAT Suite of Assessments Report: Houston Independent School District (2017–2019); SAT Suite of Assessments Report: State (2017–2019); SAT Suite of Assessments Report: Total Group (2017–2019)
 Note: Total group includes international test takers.

Figure 4 shows the average composite score by student group for the Class of 2019 for the district, state, and total group.

- Overall, the HISD African American and Hispanic student groups in the Class of 2019 scored lower composite scores than other graduating seniors from the state and total group. Students from the district’s Asian student group matched their peers from the state but scored lower than their peers from the total group, and the district’s White student group exceeded state and total group average performance.
- Comparing state and total group to the district’s Class of 2019, the HISD African American student group had the largest difference between district and state composite scores compared to other student race/ethnicity groups. Hispanic students had the largest performance difference between the district and total group compared to other student race/ethnicity groups.

Figure 4. Average SAT Composite Score by Race/Ethnicity of District, State, and Total Group Students, Class of 2019

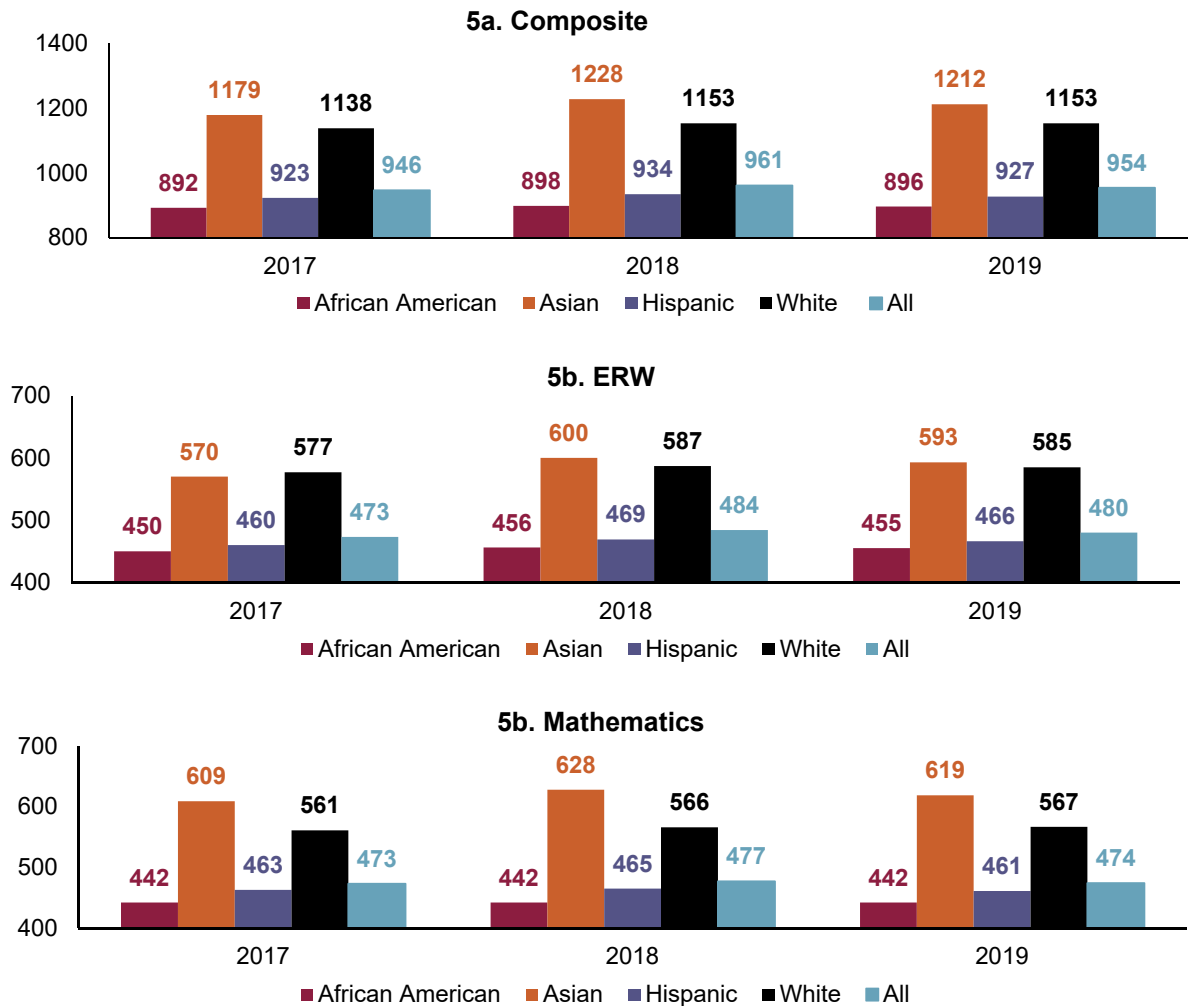


Sources: SAT Suite of Assessments Report: Houston Independent School District (2017–2019); SAT Suite of Assessments Report: State (2017–2019); SAT Suite of Assessments Report: Total Group (2017–2019)
 Note: Total group includes international test takers.

Figure 5 shows the average SAT scores by subject and student race/ethnicity group for HISD’s Classes of 2017–2019.

- In most cases, students from the Class of 2019 had lower scores compared to the Class of 2018 but were higher than the Class of 2017.
- Students from the White group maintained their average Composite score and increased by one point in mathematics compared to the Class of 2018. African American students maintained their average mathematics score of 442 for the last three years.

Figure 5. HISD Average SAT Scores by Subject and Race/Ethnicity, Classes of 2017–2019



Sources: SAT Suite of Assessments Report: Houston Independent School District (2017–2019)

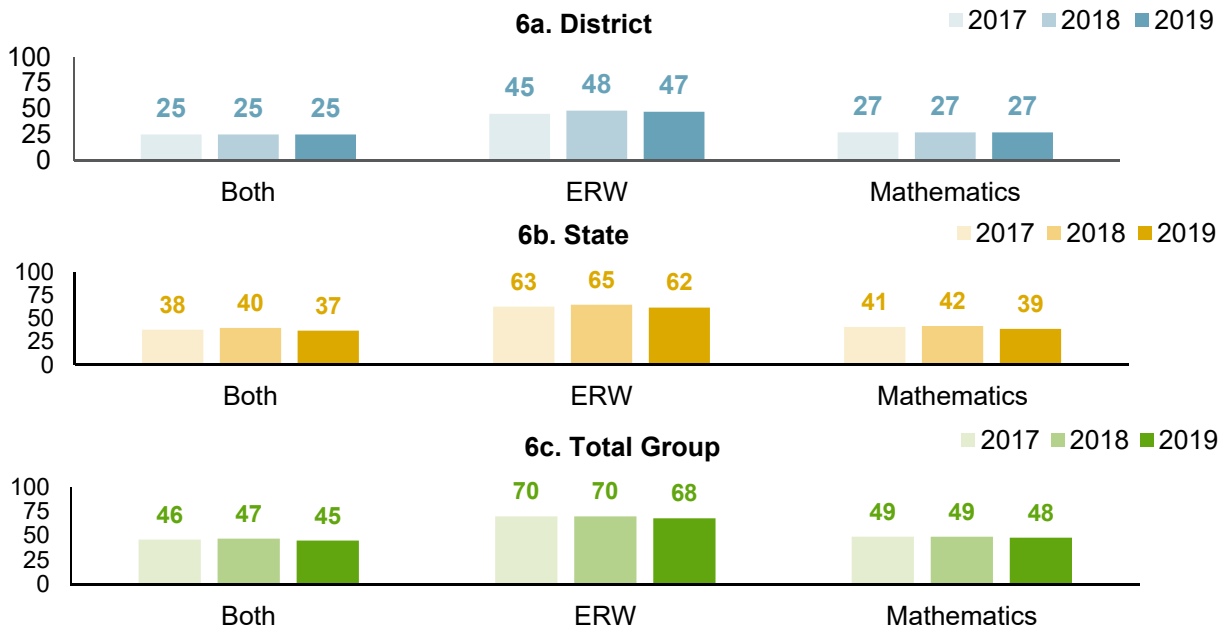
SAT College Readiness Benchmarks

The College Board sets benchmark scores to predict students’ chance of success in college. According to the College Board, the SAT Math benchmark is associated with a 75 percent chance of earning at least a C in first-semester, college-level courses in algebra, statistics, precalculus, or calculus. The SAT ERW benchmark is associated with a 75 percent chance of earning at least a C in first-semester, college-level courses in history, literature, social science, or writing.

Figure 6 shows the percentage of students in the Classes of 2017–2019, from the district, state, and total group, who met college-ready benchmarks in ERW, mathematics, and both.

- The percentage of HISD students that met both benchmarks and those that met the mathematics benchmark remained unchanged from the Class of 2017 to Class of 2019. The percentage of students that met the ERW benchmark increased by three percentage points in 2018 but decreased by one percentage point in 2019.
- The percentage of students from the state and total group that met both, the ERW, and the mathematics benchmarks decreased by a larger amount compared to HISD students from 2018 to 2019.
- A higher percentage of HISD students have met the ERW benchmark than the mathematics benchmark for the past three years, similar to the students from the state and total group.

Figure 6. Percentage of District, State, and Total Group Students Meeting College-Ready Benchmarks, Classes of 2017–2019



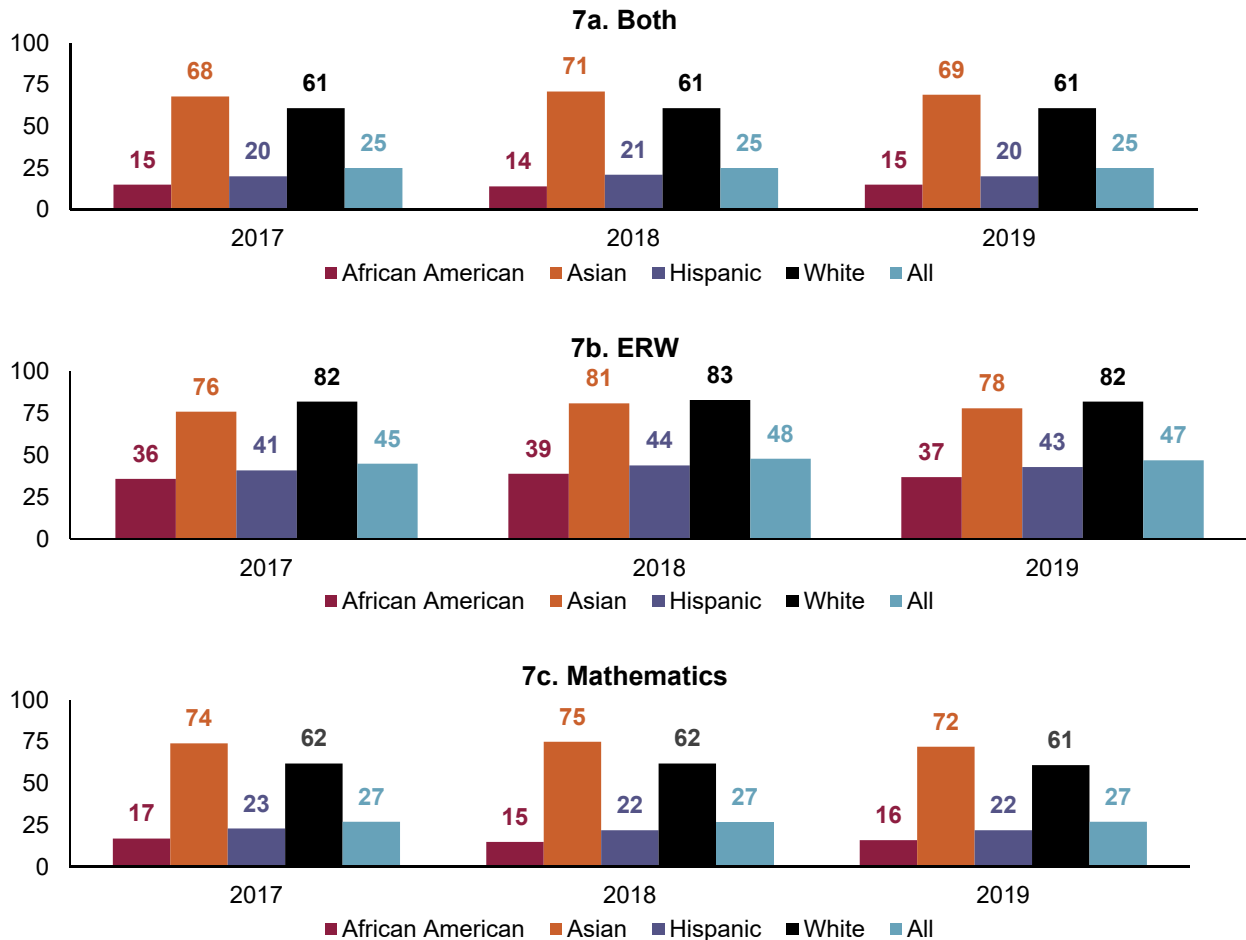
Sources: SAT Suite of Assessments Report: Houston Independent School District (2017–2019); SAT Suite of Assessments Report: State (2017–2019); SAT Suite of Assessments Report: Total Group (2017–2019)
 Note: The benchmark scores of the redesigned SAT exam cannot be compared to the benchmark scores from prior years.

Figure 7 (p. 7) shows the percentage of students who met the college-ready benchmarks by subject and student group for HISD’s Classes of 2017–2019.

- Students from the African American, Hispanic, and White groups maintained their percentages meeting both benchmarks while the students from the Asian group increased by one percentage point when comparing the Classes of 2017 and 2019.

- Students from the White student group maintained their percentage meeting the ERW benchmark while all other student groups shown increased their percentage when comparing the Classes of 2017 and 2019.
- In math, all student groups shown experienced a decrease in the percentage meeting the benchmark from 2017 to 2019 although the overall student population maintained at 27 percent.

Figure 7. HISD Percentage of Students Meeting College-Ready Benchmarks by Race/Ethnicity, Classes of 2017–2019



Sources: SAT Suite of Assessments Report: Houston Independent School District (2017–2019)

SAT Participation and Performance by Campus

Table 1 (p. 9) shows the number of students tested, average SAT composite, and the changes from Classes of 2018 and 2019 by campus.

- A total of 48 campuses had students from the Class of 2019 take the SAT.
- Campuses with more than 500 students who took the SAT were: Lamar HS (n=728), Westside HS (n=691), Bellaire HS (n=682), Chavez HS (n=601), Houston MSTC HS (n=544), and Heights HS (n=529). Ten campuses had fewer than 50 students from the Class of 2019 take the SAT.

- The Class of 2019 had a decrease of 7 points in the composite average scored compared to the Class of 2018. Of the 47 campuses with at least five Class of 2019 students who took the SAT, 20 campuses (43 percent) maintained or improved their composite score from the prior year, and 21 campuses (45 percent) had scores above the district average.
- Middle College Fraga had the highest increase in the average composite score with 91 points although they only tested 19 students from the Class of 2019. Sharpstown International had the second highest increase in the average composite score with 51 points. Energized for STEM Central HS had the largest decrease in their composite score average, declining 72 points.

Table 2 (p. 10) shows the scores for ERW, mathematics, and score changes from the Classes of 2018 and 2019.

- Students in the Class of 2019 scored 4 points lower on average in ERW and 3 points lower on average in mathematics compared to the Class of 2018.
- Of the 47 campuses with at least five Class of 2019 students who took the SAT, 22 campuses (47 percent) maintained or improved their ERW average and 19 campuses (40 percent) maintained or improved their mathematics average score from the prior year.
- DeBakey HS, Carnegie HS, and HSPVA were the top three campuses in both ERW and mathematics performance.
- Middle College Fraga had the largest growth in ERW and mathematics with 46 points and 45 points respectively, followed by Sharpstown International with 21 points and 30 points respectively.

Table 1. Number Tested, Average SAT Scores by Campus, and Percentage Met Benchmark, Classes of 2018 and 2019

Campus	Number Tested			Average Composite Score			% Met Both ERW and Mathematics Benchmarks		
	2018	2019	Change	2018	2019	Change	2018	2019	Change
Austin HS	371	337	-34	876	860	-16	6	5	-1
Bellaire HS	733	682	-51	1116	1099	-17	50	49	-1
Carnegie HS	146	144	-2	1375	1359	-16	100	98	-2
Challenge ECHS	121	99	-22	1119	1147	28	57	67	10
Chavez HS	580	601	21	931	910	-21	21	14	-7
Community Services	1	0	-1	*	--	--	*	--	--
DeBakey HS	184	190	6	1378	1386	8	99	99	0
East EC HS	108	122	14	1087	1105	18	55	61	6
Eastwood Acad	108	100	-8	1099	1093	-6	66	68	2
Energy Institute HS	147	187	40	1055	1030	-25	43	33	-10
E-STEM Central HS	23	43	20	876	804	-72	0	2	2
E-STEM West HS	81	47	-34	934	921	-13	21	19	-2
Furr HS	202	192	-10	877	862	-15	7	8	1
Heights HS	518	529	11	958	969	11	22	22	0
Hou Acad. Intl.	116	117	1	1072	1044	-28	54	40	-14
Houston MSTC HS	577	544	-33	847	824	-23	5	4	-1
HS for Law and Justice	75	89	14	955	963	8	15	9	-6
HS Perf. Vis. Arts	197	176	-21	1239	1242	3	79	77	-2
Jones HS	92	108	16	914	933	19	14	19	5
Jordan HS±	145	2	-143	849	*	*	6	*	*
Kashmere HS	88	132	44	842	808	-34	3	2	-1
Lamar HS	808	728	-80	1037	1044	7	38	42	4
Leland YMCPA	32	45	13	1103	1067	-36	56	47	-9
Liberty HS	26	22	-4	836	794	-42	15	0	-15
Long Acad	44	49	5	972	965	-7	23	18	-5
Madison HS	280	330	50	852	835	-17	4	4	0
Mid Coll - Fraga	28	19	-9	840	931	91	11	5	-6
Mid Coll - Gulfon	26	50	24	802	810	8	4	6	2
Milby HS	190	265	75	852	877	25	3	10	7
Mount Carmel Acad	86	91	5	1019	977	-42	31	25	-6
North Forest HS	202	163	-39	805	802	-3	2	3	1
N. Houston ECHS	110	113	3	1069	1079	10	48	52	4
Northside HS	295	294	-1	882	870	-12	9	6	-3
Scarborough HS	174	142	-32	866	851	-15	7	10	3
Sharpstown HS	349	293	-56	870	823	-47	10	4	-6
Sharpstown Intl	123	163	40	972	1023	51	19	40	21
South EC HS	50	63	13	958	990	32	20	22	2
Sterling HS	193	209	16	818	822	4	4	7	3
Tx Conn. Acad	229	240	11	1079	1051	-28	43	38	-5
Victory Prep South	58	14	-44	822	827	5	3	0	-3
Waltrip HS	360	339	-21	916	905	-11	16	14	-2
Washington HS	125	142	17	828	835	7	6	4	-2
Westbury HS	421	427	6	872	860	-12	9	6	-3
Westside HS	670	691	21	1033	1044	11	38	44	6
Wheatley HS	139	142	3	807	807	0	1	3	2
Wisdom HS	352	391	39	826	823	-3	5	6	1
Worthing HS	148	133	-15	850	813	-37	4	4	0
Yates HS	136	144	8	817	841	24	4	8	4
YWCPA	45	35	-10	1043	1032	-11	29	23	-6
HISD Totals	10,343	10,183	-160	961	954	-7	25	25	0

Sources: College Board 2018 SAT datafile; College Board 2019 SAT datafile

*Fewer than 5 students tested

--No students tested

±Campus is closed or has been converted to a career-focused program

Table 2. Average SAT Subject Scores by Campus, Classes of 2018 and 2019								
Campus	Average ERW Score			Average Mathematics Score			Change	
	2018	2019	Change	2018	2019	Change		
Austin HS	436	430	-6	440	430	-10		
Bellaire HS	559	553	-6	557	546	-11		
Carnegie HS	680	673	-7	695	686	-9		
Challenge ECHS	577	590	13	542	556	14		
Chavez HS	465	453	-12	466	456	-10		
Community Services	490	--	--	*	--	--		
DeBakey HS	673	677	4	705	709	4		
East EC HS	544	555	11	543	550	7		
Eastwood Acad	539	539	0	561	555	-6		
Energy Institute HS	537	525	-12	518	505	-13		
E-STEM Central HS	447	396	-51	428	408	-20		
E-STEM West HS	472	453	-19	463	468	5		
Furr HS	441	436	-5	435	426	-9		
Heights HS	483	493	10	475	476	1		
Hou Acad. Intl.	549	535	-14	523	509	-14		
Houston MSTC HS	426	410	-16	421	414	-7		
HS for Law and Justice	491	500	9	465	462	-3		
HS Perf. Vis. Arts	636	634	-2	603	608	5		
Jones HS	459	465	6	454	469	15		
Jordan HS±	427	*	*	422	*	*		
Kashmere HS	421	406	-15	421	402	-19		
Lamar HS	528	532	4	509	512	3		
Leland YMCPA	561	541	-20	541	526	-15		
Liberty HS	406	378	-28	430	415	-15		
Long Acad	475	481	6	496	484	-12		
Madison HS	430	420	-10	422	415	-7		
Mid Coll - Fraga	422	468	46	418	463	45		
Mid Coll - Gulfon	404	404	0	398	407	9		
Milby HS	428	437	9	423	439	16		
Mount Carmel Acad	519	497	-22	499	479	-20		
N. Houston ECHS	540	541	1	529	538	9		
North Forest HS	407	407	0	399	395	-4		
Northside HS	443	434	-9	438	436	-2		
Scarborough HS	436	427	-9	430	423	-7		
Sharpstown HS	437	414	-23	433	410	-23		
Sharpstown Intl	490	511	21	482	512	30		
South EC HS	489	501	12	469	488	19		
Sterling HS	411	417	6	407	405	-2		
Tx Conn. Acad	559	547	-12	521	504	-17		
Victory Prep South	419	428	9	403	399	-4		
Waltrip HS	462	454	-8	454	451	-3		
Washington HS	414	420	6	414	415	1		
Westbury HS	440	438	-2	432	422	-10		
Westside HS	521	522	1	513	522	9		
Wheatley HS	409	403	-6	398	405	7		
Wisdom HS	412	409	-3	414	414	0		
Worthing HS	431	412	-19	420	401	-19		
Yates HS	416	425	9	400	415	15		
YWCPA	536	547	11	507	485	-22		
HISD	484	480	-4	477	474	-3		

Sources: College Board 2018 SAT datafile; College Board 2019 SAT datafile

*Fewer than 5 students tested

--No students tested

±Campus is closed or has been converted to a career-focused program

Conclusion

The number of HISD students from the Class of 2019 who took the new version of the SAT is 10,183, which is lower than the total number of testers from the Class of 2018 (10,343) but higher than from the Class of 2017 (9,461). Efforts to encourage SAT participation should be continued. Understanding why some high schools are declining in participation is recommended.

Overall, HISD students from the Class of 2019 scored lower than other graduating seniors from the state and from the total group, although HISD students belonging to the White group scored higher on average compared to their counterparts from the state and total group. Overall, 25 percent of HISD students tested from the Class of 2019 met both the ERW and mathematics college-ready benchmarks, the same as the Class of 2018. While HISD maintained or increased the percentage of students meeting the college-ready benchmarks from 2017 to 2019, the state and total group saw declines. While the SAT is not the only predictor of college success, the data indicate that more can be done to help students prepare for college.