

College Admissions Testing Results for Graduating Seniors in Texas Public Schools, Class of 2019

This report presents SAT and ACT examination participation and performance data for graduating seniors in Texas public schools. College admissions examination results are used by colleges and universities to make admissions decisions, to place students in appropriate freshman courses, and to award scholarships to students. In Texas, moreover, results for public school students are used in the public school accountability system in evaluating the performance of districts and campuses in the assignment of rating labels and in awarding distinction designations, which recognize school districts and campuses for outstanding achievement in specified academic areas (Texas Education Agency [TEA], 2020b; Texas Education Code Chapter 39, Subchapter G, 2019). In addition, results are used in determining eligibility for student exemptions from Texas Success Initiative assessment requirements and in substituting for certain end-of-course assessments to meet graduation requirements (Title 19 of the Texas Administrative Code §101.4002, 2020, amended to be effective February 23, 2020; TEC §39.025, 2019).

For the 2020 accountability ratings cycle, all districts and campuses received a label of *Not Rated: Declared State of Disaster*.

Extraordinary public health and safety circumstances caused by the COVID-19 pandemic led to the closure of schools during the state's testing window and inhibited the ability of the state to measure district and campus performance accurately.

It may be informative to compare a group's performance results over time, but the reliability of such comparisons depends on the sizes of all groups. When a group is small, compared to other groups, reliability is reduced, and caution should be used when interpreting change over time. In general, changes in the performance of a large group, such as White SAT examinees in Texas, are less likely to have occurred by chance than changes in the performance of a small group, such as American Indian or Pacific Islander SAT examinees in Texas. The reliability of between-group comparisons also depends on the sizes of the groups. When groups differ substantially in size, comparisons of performance results between them can be misleading and, generally, are not appropriate. For example, the American Indian and Pacific Islander examinee populations are small in number, compared to other racial/ethnic examinee populations. Therefore, performance results for these groups should not be compared

from year to year or to other racial/ethnic groups.

Texas public school SAT and ACT performance calculations changed with the class of 2018. For the class of 2017 and earlier classes, performance results were based on each examinee's most recent tests. Beginning with the class of 2018, performance results were based on each examinee's best section scores across all tests taken. Those scores were used to calculate SAT total scores and ACT composite scores. These SAT total scores and ACT composite scores are commonly known as "superscores." Because of the changes in how examinee scores were calculated, performance results for the class of 2018 and later classes are not comparable to results for the class of 2017 and earlier classes.

Texas public school SAT and ACT participation rate calculations also changed with the class of 2018. For the class of 2017 and earlier classes, TEA received examinees' scores from the testing companies based on student-reported expected year of graduation. Beginning with the class of 2018, TEA received scores from the testing companies based on year of test administration. Because of the changes in how graduating examinees were

identified, caution should be used when comparing participation results for the class of 2018 and later classes with results for the class of 2017 and earlier classes. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentage of class of 2019 examinees who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test and to summarize data for the class of 2019 SAT examinee population as a whole.

For additional information about SAT and ACT examinations and results reported by the TEA Division of Research and Analysis, including definitions of terms and explanations of calculations, please see *College Admissions Testing General Information, Class of 2019* (TEA, 2021a) and *College Admissions Testing Glossary of Terms, Class of 2019* (TEA, 2021b). Results for Texas public and nonpublic schools combined are presented in the report *College Admissions Testing Results for Graduating Seniors in Texas and the United States, Class of 2019* (TEA, 2020a).

Highlights

Comparison of Results Across Years

Beginning with results for the class of 2012, Texas public school SAT and ACT participation rate calculations were changed to include students served in special education programs in the denominators. Consequently, participation results for the class of 2012 and later classes are not comparable to results for the class of 2011 and earlier classes. Texas public school SAT and ACT participation rate calculations changed again with the class of 2018. For the class of 2017 and earlier classes, the Texas Education Agency (TEA) received examinees' scores from the testing companies based on student-reported expected year of graduation. Beginning with the class of 2018, TEA received scores from the testing companies based on year of test administration. Because of the changes in how graduating examinees were identified, caution should be used when comparing participation results for the class of 2018 and later classes with results for the class of 2017 and earlier classes.

Students may take the SAT and ACT more than once. For the class of 2017 and earlier classes, TEA based performance results on each examinee's most recent tests. Beginning with the class of 2018, TEA based performance results on each examinee's best section scores across all tests taken. Those scores were used to calculate SAT total scores and ACT composite scores. An examinee's best scores on the evidence-based reading and writing (ERW) and mathematics sections were summed to calculate the examinee's SAT total score, and an examinee's best English, mathematics, reading, and science section scores were averaged to calculate the examinee's ACT composite score. These SAT total scores and ACT composite scores are commonly known as "superscores." Because of the changes in how examinee scores were calculated, performance results for the class of 2018 and later classes are not comparable to results for the class of 2017 and earlier classes.

Academic Achievement and Postsecondary Readiness Distinction Designations

- Of the 355,605 Texas public high school graduates in the class of 2019, a total of 266,624 (75.0%) took the SAT, the ACT, or both examinations (Table 1 on page 9). The overall SAT/ACT participation rate for the class of 2019 was 0.4 percentage points higher than the rate for the class of 2018 (74.6%).
- For the 224,887 graduates in the class of 2019 who took the SAT, the average English language arts (ELA) score (where ELA score is defined as an examinee's ERW score) was 517, a decrease of 4 points from the class of 2018 (Table 12 on page 21).
- For the 126,323 graduates in the class of 2019 who took the ACT, the average ELA score (where ELA score is defined as the average of an examinee's English and reading scores) was 20.3, unchanged from the class of 2018 (Table 25 on page 42).
- For graduates in the class of 2019 who took the SAT, the average mathematics score was 510, a decrease of 5 points from the class of 2018 (Table 12 on page 21).

- For graduates in the class of 2019 who took the ACT, the average mathematics score was 20.4, a decrease of 0.2 points from the class of 2018 (Table 25 on page 42).
- For graduates in the class of 2019 who took the ACT, the average science score was 20.8, a decrease of 0.1 points from the class of 2018.
- Of graduates in the class of 2019 who took the SAT, 38.6 percent met the college-ready graduates Texas Success Initiative (TSI) criteria for the SAT in both ELA and mathematics (a score of 480 or higher on the ERW section and a score of 530 or higher on the mathematics section), a decrease of 2.2 percentage points from the class of 2018 (Table 11 on page 20).
- Of graduates in the class of 2019 who took the ACT, 32.3 percent met the college-ready graduates TSI criteria for the ACT in both ELA and mathematics (a score of 19 or higher on the English section and on the mathematics section and a composite score of 23 or higher), a decrease of 0.7 percentage points from the class of 2018 (Table 24 on page 41).

SAT and ACT Combined

- Among the 355,605 Texas public high school graduates in the class of 2019, a total of 266,624 (75.0%) took the SAT, the ACT, or both examinations (Table 1 on page 9). Of those examinees, 36.1 percent met the college-ready graduates TSI criteria for the SAT or the ACT in both ELA and mathematics, a decrease of 1.8 percentage points from the class of 2018 (Table 2 on page 10).
- Of the 355,605 graduates in the class of 2019, 27.1 percent met the college-ready graduates TSI criteria for the SAT or the ACT in both ELA and mathematics, a decrease of 1.2 percentage points from the class of 2018 (Table 6 on page 14). Of those examinees, 17.5 percent scored at or above the criterion score on the SAT (a total score of 1180) or the ACT (a composite score of 24), a decrease of 0.6 percentage points from the class of 2018 (Table 7 on page 15).

SAT

- Of the 355,605 Texas public high school graduates in the class of 2019, a total of 224,887 (63.2%) took the SAT examination (Table 9 on page 18). The overall SAT participation rate for the class of 2019 was 1.5 percentage points higher than the rate for the class of 2018 (61.7%).
- Of graduates in the class of 2019 who took the SAT, 38.6 percent met the college-ready graduates TSI criteria for the SAT in both ELA and mathematics, a decrease of 2.2 percentage points from the class of 2018 (Table 11 on page 20).
- For SAT examinees in the class of 2019, the average scores on the separate sections of the test were 517 on the ERW section and 510 on the mathematics section, decreases of 4 points and 5 points, respectively, from the class of 2018 (Table 12 on page 21). The average total score was 1027, a decrease of 9 points from the class of 2018.

- Of graduates in the class of 2019 who took the SAT, 42.9 percent took the test more than once, an increase of 1.1 percentage points from the class of 2018 (Table 15 on page 24). The average number of SAT examinations taken was 1.6.
- Of graduates in the class of 2019 who took the SAT once, 25.8 percent met the college-ready graduates TSI criteria for the SAT in both ELA and mathematics (Table 16 on page 25). Of graduates who took the SAT more than once, 55.6 percent met TSI criteria for the SAT in both ELA and mathematics.
- For graduates in the class of 2019 who took the SAT once, the average scores on the separate sections of the test were 486 on the ERW section and 477 on the mathematics section (Table 17 on page 27). The average total score was 963. For graduates who took the SAT more than once, the average scores on the separate sections of the test were 557 on the ERW section and 554 on the mathematics section. The average total score was 1112.
- The College Board offers school districts the opportunity to administer the SAT during a regular school day, here referred to as "district testing." The SAT is also offered nationally on several weekend testing dates during the year, here referred to as "national testing." Of graduates in the class of 2019 who took the SAT, 46.5 percent participated in national testing only, 36.7 percent participated in district testing only, and 16.8 percent participated in both national and district testing (Table 18 on page 30).
- Of graduates in the class of 2019 who participated in SAT national testing only, 46.1 percent took the test more than once (Table 19 on page 32). Of graduates who participated in district testing only, 12.6 percent took the test more than once.
- For graduates in the class of 2019 who took the SAT, the percentages meeting the college-ready graduates TSI criteria for the SAT in both ELA and mathematics were 51.0 percent for those who participated in national testing only, 17.0 percent for those who participated in district testing only, and 51.5 percent for those who participated in both national and district testing (Table 20 on page 34).
- For graduates in the class of 2019 who participated in SAT national testing only, the average ERW section score was 551, the average mathematics section score was 544, and the average total score was 1094 (Table 21 on page 36). For graduates who participated in district testing only, the average ERW section score was 459, the average mathematics section score was 452, and the average total score was 911. For graduates who participated in both national and district testing, the average ERW section score was 550, the average mathematics score was 544, and the average total score was 1094.

ACT

- Of the 355,605 Texas public high school graduates in the class of 2019, a total of 126,323 (35.5%) took the ACT examination (Table 22 on page 39). The overall ACT participation rate for the class of 2019 was 2.2 percentage points lower than the rate for the class of 2018 (37.7%).

- Of graduates in the class of 2019 who took the ACT, 32.3 percent met the college-ready graduates TSI criteria for the ACT in both ELA and mathematics, a decrease of 0.7 percentage points from the class of 2018 (Table 24 on page 41).
- For ACT examinees in the class of 2019, the average scores on the separate sections of the test were 19.3 on the English section, 20.4 on the mathematics section, 21.2 on the reading section, and 20.8 on the science section (Table 25 on page 42). The average composite score was 20.6.
- Between the class of 2018 and the class of 2019, average scores decreased on the English and science sections of the ACT by 0.1 points each, and on the mathematics section by 0.2 points. The average score on the reading section and the composite score remained the same.
- Of graduates in the class of 2019 who took the ACT, 32.8 percent took the test more than once, a decrease of 1.3 percentage points from the class of 2018 (Table 28 on page 45). The average number of ACT examinations taken was 1.5.
- Of graduates in the class of 2019 who took the ACT once, 23.4 percent met the college-ready graduates TSI criteria for the ACT in both ELA and mathematics (Table 29 on page 46). Of graduates who took the ACT more than once, 50.7 percent met the college-ready graduates TSI criteria for the ACT in both ELA and mathematics.
- For graduates in the class of 2019 who took the ACT once, the average scores on the separate sections of the test were 17.8 on the English section, 19.4 on the mathematics section, 19.7 on the reading section, and 19.5 on the science section (Table 30 on page 48). The average composite score was 19.2. For graduates who took the ACT more than once, the average scores on the separate sections of the test were 22.5 on the English section, 22.7 on the mathematics section, 24.3 on the reading section, and 23.5 on the science section. The average composite score was 23.4.
- ACT, Inc. offers school districts the opportunity to administer the ACT during a regular school day, here referred to as "district testing." The ACT is also offered nationally on several weekend testing dates during the year, here referred to as "national testing." Of graduates in the class of 2019 who took the ACT, 63.7 percent participated in national testing only, 28.2 percent participated in district testing only, and 8.1 percent participated in both national and district testing (Table 31 on page 51).
- Of graduates in the class of 2019 who participated in ACT national testing only, 37.2 percent took the test more than once (Table 32 on page 53). Of graduates who participated in district testing only, 3.6 percent took the test more than once.
- For graduates in the class of 2019 who took the ACT, the percentages meeting the college-ready graduates TSI criteria for the ACT in both ELA and mathematics were 39.1 percent for those who participated in national testing only, 14.0 percent for those who participated in district testing only, and 42.7 percent for those who participated in both national and district testing (Table 33 on page 55).
- For graduates in the class of 2019 who participated in ACT national testing only, the average English section score was 20.7, the average mathematics section score was 21.3, the average reading section

score was 22.5, the average science section score was 21.9, and the average composite score was 21.7 (Table 34 on page 57). For graduates who participated in district testing only, the average English section score was 15.7, the average mathematics section score was 18.0, the average reading section score was 17.8, the average science section score was 17.9, and the average composite score was 17.5. For graduates who participated in both national and district testing, the average English section score was 21.3, the average mathematics section score was 21.8, the average reading section score was 23.1, the average science section score was 22.5, and the average composite score was 22.3.

Results for Texas Public Schools: SAT and ACT Combined

Comparison of Results Across Years

Beginning with results for the class of 2012, Texas public school SAT and ACT participation rate calculations were changed to include students served in special education programs in the denominators. Consequently, participation results for the class of 2012 and later classes are not comparable to results for the class of 2011 and earlier classes. Texas public school SAT and ACT participation rate calculations changed again with the class of 2018. For the class of 2017 and earlier classes, the Texas Education Agency (TEA) received examinees' scores from the testing companies based on student-reported expected year of graduation. Beginning with the class of 2018, TEA received scores from the testing companies based on year of test administration. Because of the changes in how graduating examinees were identified, caution should be used when comparing participation results for the class of 2018 and later classes with results for the class of 2017 and earlier classes.

Students may take the SAT and ACT more than once. For the class of 2017 and earlier classes, TEA based performance results on each examinee's most recent tests. Beginning with the class of 2018, TEA based performance results on each examinee's best section scores across all tests taken. Those scores were used to calculate SAT total scores and ACT composite scores. An examinee's best scores on the evidence-based reading and writing and mathematics sections were summed to calculate the examinee's SAT total score, and an examinee's best English, mathematics, reading, and science section scores were averaged to calculate the examinee's ACT composite score. These SAT total scores and ACT composite scores are commonly known as "superscores." Because of the changes in how examinee scores were calculated, performance results for the class of 2018 and later classes are not comparable to results for the class of 2017 and earlier classes.

Table 1
SAT and/or ACT Participation, Texas Public Schools, Class of 2009 Through Class of 2019

Class	Graduates	Examinees	Participation rate (%)
2009	238,346	146,648	61.5
2010	254,983	159,688	62.6
2011	264,439	182,281	68.9
2012	292,636	195,682	66.9
2013	301,397	192,283	63.8
2014	303,104	200,943	66.3
2015	313,387	213,939	68.3
2016	324,302	232,094	71.6
2017	334,416	245,892	73.5
2018	347,883	259,546	74.6
2019	355,605	266,624	75.0

Source. Primary data from ACT, Inc.; College Board; and Texas Education Agency (TEA).

Note. Because of a change to participation rate calculations, Texas public school SAT and ACT participation results for the class of 2012 and later classes are not comparable to results for the class of 2011 and earlier classes. In addition, because of changes in how graduating examinees were identified, caution should be used when comparing participation results for the class of 2018 and later classes with results for the class of 2017 and earlier classes. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), and *College Admissions Testing Glossary of Terms, Class of 2019* (TEA, 2021b), for additional information.

Table 2
SAT and/or ACT Participation and SAT and/or ACT Performance Meeting Texas Success Initiative College-Ready Criteria, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2018 and 2019

Group	Graduates	Examinees	Participation rate (%)	Examinees meeting TSI ^a criteria ^b in ELA ^c (number)	Examinees meeting TSI criteria in ELA (%)	Examinees meeting TSI criteria in math (number)	Examinees meeting TSI criteria in math (%)	Examinees meeting TSI criteria in ELA and math (number)	Examinees meeting TSI criteria in ELA and math (%)
2018									
African American	43,502	33,727	77.5	14,916	44.2	7,340	21.8	6,844	20.3
American Indian	1,226	840	68.5	461	54.9	307	36.5	296	35.2
Asian	15,589	14,954	95.9	12,609	84.3	11,733	78.5	11,297	75.5
Hispanic	173,269	125,028	72.2	56,995	45.6	32,997	26.4	30,755	24.6
Pacific Islander	528	355	67.2	200	56.3	134	37.7	122	34.4
White	107,046	79,187	74.0	60,064	75.9	47,312	59.7	46,318	58.5
Multiracial	6,723	5,124	76.2	3,691	72.0	2,692	52.5	2,617	51.1
Econ. disad. ^d	181,525	126,093	69.5	53,059	42.1	29,504	23.4	27,138	21.5
Not econ. disad.	166,069	130,826	78.8	94,504	72.2	72,042	55.1	70,174	53.6
Female	174,388	136,560	78.3	80,567	59.0	50,928	37.3	49,391	36.2
Male	173,495	122,897	70.8	68,483	55.7	51,664	42.0	48,935	39.8
State	347,883	259,546	74.6	149,055	57.4	102,595	39.5	98,328	37.9
2019									
African American	43,953	33,742	76.8	14,623	43.3	7,048	20.9	6,637	19.7
American Indian	1,293	935	72.3	517	55.3	363	38.8	342	36.6
Asian	16,564	15,892	95.9	13,250	83.4	12,330	77.6	11,863	74.6
Hispanic	180,668	131,531	72.8	57,961	44.1	32,662	24.8	30,485	23.2
Pacific Islander	537	360	67.0	205	56.9	133	36.9	128	35.6
White	105,572	78,431	74.3	58,910	75.1	45,104	57.5	44,145	56.3
Multiracial	7,018	5,335	76.0	3,807	71.4	2,738	51.3	2,673	50.1
Econ. disad.	186,178	129,944	69.8	52,457	40.4	28,202	21.7	25,984	20.0
Not econ. disad.	169,087	133,748	79.1	95,473	71.4	71,269	53.3	69,417	51.9
Female	178,191	140,559	78.9	81,001	57.6	49,987	35.6	48,468	34.5
Male	177,414	125,908	71.0	68,384	54.3	50,459	40.1	47,869	38.0
State	355,605	266,624	75.0	149,433	56.0	100,484	37.7	96,374	36.1

Source. Primary data from ACT, Inc., College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentages of examinees in the classes of 2018 and 2019 who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. In the case of either the examinee or the graduate population, sums of student counts by race/ethnicity, by economic status, or by gender may differ from one another or from the total for that population. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aTexas Success Initiative. ^bA score of 480 or higher on the SAT evidence-based reading and writing section or a score of 19 or higher on the English section and a composite score of 23 or higher on the ACT qualifies for an exemption on both the reading and writing sections of the Texas Success Initiative (TSI) assessment. A score of 530 or higher on the SAT mathematics section or a score of 19 or higher on the mathematics section and a composite score of 23 or higher on the ACT qualifies for an exemption on the mathematics section of the TSI assessment. ^cEnglish language arts. ^dEconomically disadvantaged.

Table 3
SAT and/or ACT Participation and SAT and/or ACT Performance Meeting Texas Success Initiative
College-Ready Criteria, by Program Participation, Texas Public Schools, Class of 2019

Group	Graduates	Examinees	Participation rate (%)	Examinees meeting TSI ^a criteria ^b in ELA ^c (number)	Examinees meeting TSI criteria in ELA (%)	Examinees meeting TSI criteria in math (number)	Examinees meeting TSI criteria in math (%)	Examinees meeting TSI criteria in ELA and math (number)	Examinees meeting TSI criteria in ELA and math (%)
Bilingual or ESL ^d	23,788	15,900	66.8	1,512	9.5	1,011	6.4	643	4.0
Not bilingual or ESL	331,477	247,792	74.8	146,418	59.1	98,460	39.7	94,758	38.2
CTE ^e	210,199	158,295	75.3	82,937	52.4	52,889	33.4	50,433	31.9
Not CTE	145,066	105,397	72.7	64,993	61.7	46,582	44.2	44,968	42.7
G/T ^f	34,444	33,170	96.3	29,890	90.1	26,064	78.6	25,802	77.8
Not G/T	320,821	230,522	71.9	118,040	51.2	73,407	31.8	69,599	30.2
Special ed. ^g	27,822	10,220	36.7	1,293	12.7	624	6.1	554	5.4
Not special ed.	327,443	253,472	77.4	146,637	57.9	98,847	39.0	94,847	37.4
Title I	157,863	119,554	75.7	51,279	42.9	28,932	24.2	27,000	22.6
Not Title I	197,402	144,138	73.0	96,651	67.1	70,539	48.9	68,401	47.5
State	355,605	266,624	75.0	149,433	56.0	100,484	37.7	96,374	36.1

Source. Primary data from ACT, Inc., College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentage of class of 2019 examinees who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Students may be counted in more than one category. In the case of either the examinee or the graduate population, sums of student counts by program participation may differ from one another or from the total for that population. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aTexas Success Initiative. ^bA score of 480 or higher on the SAT evidence-based reading and writing section or a score of 19 or higher on the English section and a composite score of 23 or higher on the ACT qualifies for an exemption on both the reading and writing sections of the Texas Success Initiative (TSI) assessment. A score of 530 or higher on the SAT mathematics section or a score of 19 or higher on the mathematics section and a composite score of 23 or higher on the ACT qualifies for an exemption on the mathematics section of the TSI assessment. ^cEnglish language arts. ^dEnglish as a second language. ^eCareer and technical education. ^fGifted and talented. ^gSpecial education.

Table 4
SAT and/or ACT Participation and SAT and/or ACT Performance Meeting Texas Success Initiative College-Ready Criteria, by Student Characteristic, Texas Public Schools, Class of 2019

Group	Graduates	Examinees	Participation rate (%)	Examinees meeting TSI ^a criteria ^b in ELA ^c (number)	Examinees meeting TSI criteria in ELA (%)	Examinees meeting TSI criteria in math (number)	Examinees meeting TSI criteria in math (%)	Examinees meeting TSI criteria in ELA and math (number)	Examinees meeting TSI criteria in ELA and math (%)
At-risk	146,641	90,021	61.4	22,958	25.5	10,741	11.9	9,187	10.2
Not at-risk	208,633	172,795	82.8	124,718	72.2	88,611	51.3	86,111	49.8
Dyslexia	10,780	6,598	61.2	2,075	31.4	1,299	19.7	1,142	17.3
Not dyslexia	344,494	256,218	74.4	145,601	56.8	98,053	38.3	94,156	36.7
English learner	25,519	16,741	65.6	1,646	9.8	1,099	6.6	719	4.3
Not English learner	329,746	246,951	74.9	146,284	59.2	98,372	39.8	94,682	38.3
Foster care	446	254	57.0	79	31.1	29	11.4	28	11.0
Not foster care	354,819	263,438	74.2	147,851	56.1	99,442	37.7	95,373	36.2
Homeless	7,267	4,237	58.3	1,567	37.0	768	18.1	703	16.6
Not homeless	347,998	259,455	74.6	146,363	56.4	98,703	38.0	94,698	36.5
Immigrant	3,823	3,034	79.4	1,011	33.3	844	27.8	690	22.7
Not immigrant	351,451	259,782	73.9	146,665	56.5	98,508	37.9	94,608	36.4
Migrant	1,742	1,091	62.6	232	21.3	115	10.5	109	10.0
Not migrant	353,523	262,601	74.3	147,698	56.2	99,356	37.8	95,292	36.3
Military-connected	4,949	3,907	78.9	2,628	67.3	1,648	42.2	1,595	40.8
Not military-connected	350,316	259,785	74.2	145,302	55.9	97,823	37.7	93,806	36.1
State	355,605	266,624	75.0	149,433	56.0	100,484	37.7	96,374	36.1

Source. Primary data from ACT, Inc.; College Board; and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentage of class of 2019 examinees who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Students may be counted in more than one category. In the case of either the examinee or the graduate population, sums of student counts by student characteristic may differ from one another or from the total for that population. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aTexas Success Initiative. ^bA score of 480 or higher on the SAT evidence-based reading and writing section or a score of 19 or higher on the English section and a composite score of 23 or higher on the ACT qualifies for an exemption on both the reading and writing sections of the Texas Success Initiative (TSI) assessment. A score of 530 or higher on the SAT mathematics section or a score of 19 or higher on the mathematics section and a composite score of 23 or higher on the ACT qualifies for an exemption on the mathematics section of the TSI assessment. ^cEnglish language arts.

Table 5
SAT and/or ACT Participation Rates (%), by Race/Ethnicity and Gender, Texas Public Schools,
Class of 2009 Through Class of 2019

Class	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Multiracial
2009	68.9	60.5	n/a ^a	50.6	n/a	66.8	n/a
2010	70.2	53.5	89.6	52.7	61.7	68.1	68.9
2011	76.0	65.7	96.2	59.0	69.8	74.9	76.9
2012	70.3	62.6	94.4	59.6	66.2	71.2	73.7
2013	66.7	58.9	90.2	57.2	61.7	68.2	70.2
2014	69.7	61.6	91.7	60.9	70.6	69.1	71.0
2015	71.9	64.8	92.7	63.7	70.6	70.1	71.0
2016	74.9	66.4	94.6	68.4	69.0	71.8	75.1
2017	75.5	68.0	94.8	71.3	66.7	73.2	75.9
2018	77.5	68.5	95.9	72.2	67.2	74.0	76.2
2019	76.8	72.3	95.9	72.8	67.0	74.3	76.0

Class	Female	Male	State
2009	63.9	59.0	61.5
2010	65.6	59.5	62.6
2011	72.1	65.6	68.9
2012	71.8	61.9	66.9
2013	68.4	59.2	63.8
2014	71.0	61.7	66.3
2015	72.7	63.8	68.3
2016	75.5	67.6	71.6
2017	77.4	69.5	73.5
2018	78.3	70.8	74.6
2019	78.9	71.0	75.0

Source. Primary data from ACT, Inc.; College Board; and Texas Education Agency (TEA).

Note. Because of a change to participation rate calculations, Texas public school SAT and ACT participation results for the class of 2012 and later classes are not comparable to results for the class of 2011 and earlier classes. In addition, because of changes in how graduating examinees were identified, caution should be used when comparing participation results for the class of 2018 and later classes with results for the class of 2017 and earlier classes. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), and *College Admissions Testing Glossary of Terms, Class of 2019* (TEA, 2021b), for additional information.

^aNot available.

Table 6
SAT and/or ACT Performance Meeting Texas Success Initiative College-Ready Criteria, All Graduates, by Race/Ethnicity, Texas Public Schools, Classes of 2018 and 2019

Group	Graduates	Graduates meeting TSI ^a criteria ^b in ELA ^c (number)	Graduates meeting TSI criteria in ELA (%)	Graduates meeting TSI criteria in math (number)	Graduates meeting TSI criteria in math (%)	Graduates meeting TSI criteria in ELA and math (number)	Graduates meeting TSI criteria in ELA and math (%)
2018							
African American	43,502	14,916	34.3	7,340	16.9	6,844	15.7
American Indian	1,226	461	37.6	307	25.0	296	24.1
Asian	15,589	12,609	80.9	11,733	75.3	11,297	72.5
Hispanic	173,269	56,995	32.9	32,997	19.0	30,755	17.7
Pacific Islander	528	200	37.9	134	25.4	122	23.1
White	107,046	60,064	56.1	47,312	44.2	46,318	43.3
Multiracial	6,723	3,691	54.9	2,692	40.0	2,617	38.9
State	347,883	149,055	42.8	102,595	29.5	98,328	28.3
2019							
African American	43,953	14,623	33.3	7,048	16.0	6,637	15.1
American Indian	1,293	517	40.0	363	28.1	342	26.5
Asian	16,564	13,250	80.0	12,330	74.4	11,863	71.6
Hispanic	180,668	57,961	32.1	32,662	18.1	30,485	16.9
Pacific Islander	537	205	38.2	133	24.8	128	23.8
White	105,572	58,910	55.8	45,104	42.7	44,145	41.8
Multiracial	7,018	3,807	54.2	2,738	39.0	2,673	38.1
State	355,605	149,433	42.0	100,484	28.3	96,374	27.1

Source. Primary data from ACT, Inc., College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentages of graduates in the classes of 2018 and 2019 who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Sums of graduates by race/ethnicity may be slightly less than the total of all graduates. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), and *College Admissions Testing Glossary of Terms, Class of 2019* (TEA, 2021b), for additional information.

^aTexas Success Initiative. ^bA score of 480 or higher on the SAT evidence-based reading and writing section or a score of 19 or higher on the English section and a composite score of 23 or higher on the ACT qualifies for an exemption on both the reading and writing sections of the Texas Success Initiative (TSI) assessment. A score of 530 or higher on the SAT mathematics section or a score of 19 or higher on the mathematics section and a composite score of 23 or higher on the ACT qualifies for an exemption on the mathematics section of the TSI assessment. ^cEnglish language arts.

Table 7
SAT and/or ACT Performance At or Above
Criterion, All Graduates, by Race/Ethnicity,
Texas Public Schools, Classes of 2018 and 2019

Group	Graduates	Graduates scoring at or above criterion ^a (number)	Graduates scoring at or above criterion (%)
2018			
African American	43,502	3,293	7.6
American Indian	1,226	175	14.3
Asian	15,589	9,078	58.2
Hispanic	173,269	15,247	8.8
Pacific Islander	528	74	14.0
White	107,046	33,240	31.1
Multiracial	6,723	1,804	26.8
State	347,883	62,955	18.1
2019			
African American	43,953	3,275	7.5
American Indian	1,293	220	17.0
Asian	16,564	9,559	57.7
Hispanic	180,668	15,248	8.4
Pacific Islander	537	77	14.3
White	105,572	31,837	30.2
Multiracial	7,018	1,863	26.5
State	355,605	62,143	17.5

Source. Primary data from ACT, Inc.; College Board; and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentages of graduates in the classes of 2018 and 2019 who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Sums of graduates by race/ethnicity may be slightly less than the total of all graduates. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aThe criterion for the SAT is a total score of 1180. The criterion for the ACT is a composite score of 24.

Table 8
SAT and/or ACT Participation and SAT and/or ACT Performance At or Above Criterion, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2018 and 2019

Group	Graduates	Examinees	Participation rate (%)	Examinees scoring at or above criterion ^a (number)	Examinees scoring at or above criterion (%)
2018					
African American	43,502	33,727	77.5	3,293	9.8
American Indian	1,226	840	68.5	175	20.8
Asian	15,589	14,954	95.9	9,078	60.7
Hispanic	173,269	125,028	72.2	15,247	12.2
Pacific Islander	528	355	67.2	74	20.8
White	107,046	79,187	74.0	33,240	42.0
Multiracial	6,723	5,124	76.2	1,804	35.2
Econ. disad. ^b	181,525	126,093	69.5	13,037	10.3
Not econ. disad.	166,069	130,826	78.8	49,226	37.6
Female	174,388	136,560	78.3	31,412	23.0
Male	173,495	122,897	70.8	31,541	25.7
State	347,883	259,546	74.6	62,955	24.3
2019					
African American	43,953	33,742	76.8	3,275	9.7
American Indian	1,293	935	72.3	220	23.5
Asian	16,564	15,892	95.9	9,559	60.1
Hispanic	180,668	131,531	72.8	15,248	11.6
Pacific Islander	537	360	67.0	77	21.4
White	105,572	78,431	74.3	31,837	40.6
Multiracial	7,018	5,335	76.0	1,863	34.9
Econ. disad.	186,178	129,944	69.8	12,529	9.6
Not econ. disad.	169,087	133,748	79.1	48,974	36.6
Female	178,191	140,559	78.9	31,213	22.2
Male	177,414	125,908	71.0	30,907	24.5
State	355,605	266,624	75.0	62,143	23.3

Source. Primary data from ACT, Inc.; College Board; and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentages of examinees in the classes of 2018 and 2019 who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. In the case of either the examinee or the graduate population, sums of student counts by race/ethnicity, by economic status, or by gender may differ from one another or from the total for that population. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aThe criterion for the SAT is a total score of 1180. The criterion for the ACT is a composite score of 24. ^bEconomically disadvantaged.

Results for Texas Public Schools: SAT

Comparison of Results Across Years

Beginning with results for the class of 2012, Texas public school SAT participation rate calculations were changed to include students served in special education programs in the denominators. Consequently, participation results for the class of 2012 and later classes are not comparable to results for the class of 2011 and earlier classes. Texas public school SAT participation rate calculations changed again with the class of 2018. For the class of 2017 and earlier classes, the Texas Education Agency (TEA) received examinees' scores from the College Board based on student-reported expected year of graduation. Beginning with the class of 2018, TEA received scores from the College Board based on year of test administration. Because of the changes in how graduating examinees were identified, caution should be used when comparing participation results for the class of 2018 and later classes with results for the class of 2017 and earlier classes.

Students may take the SAT more than once. For the class of 2017 and earlier classes, TEA based performance results on each examinee's most recent test. Beginning with the class of 2018, TEA based performance results on each examinee's best section scores across all tests taken. Those scores were used to calculate SAT total scores. An examinee's best scores on the evidence-based reading and writing and mathematics sections were summed to calculate the examinee's SAT total score. This SAT total score is commonly known as a "superscore." Because of the changes in how SAT examinee scores were calculated, performance results for the class of 2018 and later classes are not comparable to results for the class of 2017 and earlier classes.

Table 9
SAT Participation, Texas Public Schools, Class
of 2009 Through Class of 2019

Class	Graduates	Examinees	Participation rate (%)
2009	238,346	112,485	47.2
2010	254,983	123,154	48.3
2011	264,439	147,960	56.0
2012	292,636	156,455	53.5
2013	301,397	156,859	52.0
2014	303,104	164,061	54.1
2015	313,387	178,947	57.1
2016	324,302	189,416	58.4
2017	334,416	201,144	60.1
2018	347,883	214,756	61.7
2019	355,605	224,887	63.2

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Because of a change to participation rate calculations, Texas public school SAT participation results for the class of 2012 and later classes are not comparable to results for the class of 2011 and earlier classes. In addition, because of changes in how graduating examinees were identified, caution should be used when comparing participation results for the class of 2018 and later classes with results for the class of 2017 and earlier classes. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), and *College Admissions Testing Glossary of Terms, Class of 2019* (TEA, 2021b), for additional information.

Table 10
SAT Participation, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2018 and 2019

Group	Graduates	Examinees	Participation rate (%)
2018			
African American	43,502	28,720	66.0
American Indian	1,226	671	54.7
Asian	15,589	14,240	91.3
Hispanic	173,269	102,795	59.3
Pacific Islander	528	322	61.0
White	107,046	63,449	59.3
Multiracial	6,723	4,364	64.9
Econ. disad. ^a	181,525	102,329	56.4
Not econ. disad.	166,069	110,365	66.5
Female	174,388	114,036	65.4
Male	173,495	100,712	58.0
State	347,883	214,756	61.7
2019			
African American	43,953	29,312	66.7
American Indian	1,293	778	60.2
Asian	16,564	15,150	91.5
Hispanic	180,668	109,887	60.8
Pacific Islander	537	325	60.5
White	105,572	64,593	61.2
Multiracial	7,018	4,582	65.3
Econ. disad.	186,178	107,553	57.8
Not econ. disad.	169,087	114,929	68.0
Female	178,191	119,301	67.0
Male	177,414	105,513	59.5
State	355,605	224,887	63.2

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. In the case of either the examinee or the graduate population, sums of student counts by race/ethnicity, by economic status, or by gender may differ from one another or from the total for that population. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aEconomically disadvantaged.

Table 11
SAT Performance Meeting Texas Success Initiative College-Ready Criteria, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2018 and 2019

Group	Examinees	Examinees meeting TSI ^a criteria ^b in ELA ^c (number)	Examinees meeting TSI criteria in ELA (%)	Examinees meeting TSI criteria in math (number)	Examinees meeting TSI criteria in math (%)	Examinees meeting TSI criteria in ELA and math (number)	Examinees meeting TSI criteria in ELA and math (%)
2018							
African American	28,720	14,559	50.7	6,819	23.7	6,337	22.1
American Indian	671	420	62.6	260	38.7	249	37.1
Asian	14,240	12,321	86.5	11,388	80.0	10,951	76.9
Hispanic	102,795	54,650	53.2	30,186	29.4	27,974	27.2
Pacific Islander	322	198	61.5	128	39.8	117	36.3
White	63,449	54,246	85.5	40,580	64.0	39,606	62.4
Multiracial	4,364	3,485	79.9	2,447	56.1	2,375	54.4
Econ. disad. ^d	102,329	50,821	49.7	26,855	26.2	24,530	24.0
Not econ. disad.	110,365	87,778	79.5	64,082	58.1	62,238	56.4
Female	114,036	76,171	66.8	45,403	39.8	43,871	38.5
Male	100,712	63,805	63.4	46,465	46.1	43,798	43.5
State	214,756	139,979	65.2	91,869	42.8	87,669	40.8
2019							
African American	29,312	14,301	48.8	6,581	22.5	6,180	21.1
American Indian	778	476	61.2	316	40.6	296	38.0
Asian	15,150	12,960	85.5	11,989	79.1	11,521	76.0
Hispanic	109,887	55,811	50.8	29,969	27.3	27,829	25.3
Pacific Islander	325	196	60.3	120	36.9	116	35.7
White	64,593	53,899	83.4	39,216	60.7	38,280	59.3
Multiracial	4,582	3,604	78.7	2,492	54.4	2,433	53.1
Econ. disad.	107,553	50,495	46.9	25,804	24.0	23,620	22.0
Not econ. disad.	114,929	89,480	77.9	64,048	55.7	62,238	54.2
Female	119,301	77,066	64.6	44,921	37.7	43,415	36.4
Male	105,513	64,280	60.9	45,817	43.4	43,291	41.0
State	224,887	141,385	62.9	90,767	40.4	86,734	38.6

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentages of examinees in the classes of 2018 and 2019 who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aTexas Success Initiative. ^bA score of 480 or higher on the evidence-based reading and writing section qualifies for an exemption on both the reading and writing sections of the Texas Success Initiative (TSI) assessment, and a score of 530 or higher on the mathematics section qualifies for an exemption on the mathematics section of the TSI assessment. ^cEnglish language arts. ^dEconomically disadvantaged.

Table 12
SAT Performance, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2018 and 2019

Group	Examinees	Examinees scoring 1180 or higher ^a (number)	Examinees scoring 1180 or higher (%)	Average ERW ^b score	Average math score	Average total score
2018						
African American	28,720	2,667	9.3	482	469	951
American Indian	671	128	19.1	512	504	1017
Asian	14,240	8,538	60.0	600	628	1228
Hispanic	102,795	12,110	11.8	488	482	970
Pacific Islander	322	71	22.0	514	514	1028
White	63,449	25,249	39.8	573	561	1134
Multiracial	4,364	1,508	34.6	560	549	1109
Econ. disad. ^c	102,329	10,193	10.0	481	475	956
Not econ. disad.	110,365	39,520	35.8	559	551	1110
Female	114,036	24,651	21.6	524	508	1032
Male	100,712	25,649	25.5	518	523	1041
State	214,756	50,300	23.4	521	515	1036
2019						
African American	29,312	2,680	9.1	479	465	944
American Indian	778	168	21.6	513	507	1020
Asian	15,150	9,063	59.8	600	629	1228
Hispanic	109,887	12,186	11.1	483	477	961
Pacific Islander	325	63	19.4	511	507	1018
White	64,593	24,684	38.2	568	556	1124
Multiracial	4,582	1,551	33.8	557	545	1102
Econ. disad.	107,553	9,886	9.2	475	470	945
Not econ. disad.	114,929	40,003	34.8	556	548	1104
Female	119,301	24,871	20.8	520	504	1024
Male	105,513	25,552	24.2	513	517	1030
State	224,887	50,438	22.4	517	510	1027

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentages of examinees in the classes of 2018 and 2019 who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Because of concordance and rounding, average scores on the evidence-based reading and writing and mathematics sections of the examination may not sum to the average total scores shown. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aA total score of 1180 or higher on the evidence-based reading and writing and mathematics sections of the examination. ^bEvidence-based reading and writing. ^cEconomically disadvantaged.

Table 13
SAT Performance of Racial/Ethnic Groups, by Economic Status, Texas
Public Schools, Class of 2019

Group	Examinees (number)	Examinees (%)	Average ERW ^a score	Average math score	Average total score
African American					
Econ. disad. ^b	18,167	62.0	462	450	912
Not econ. disad.	10,802	36.9	508	492	1000
All students	29,312	100	479	465	944
American Indian					
Econ. disad.	309	39.7	477	469	946
Not econ. disad.	441	56.7	542	537	1079
All students	778	100	513	507	1020
Asian					
Econ. disad.	4,526	29.9	546	572	1118
Not econ. disad.	10,390	68.6	622	652	1274
All students	15,150	100	600	629	1228
Hispanic					
Econ. disad.	72,710	66.2	467	463	930
Not econ. disad.	36,194	32.9	517	506	1023
All students	109,887	100	483	477	961
Pacific Islander					
Econ. disad.	159	48.9	473	475	948
Not econ. disad.	164	50.5	548	537	1085
All students	325	100	511	507	1018
White					
Econ. disad.	10,318	16.0	521	505	1025
Not econ. disad.	53,772	83.2	577	566	1144
All students	64,593	100	568	556	1124
Multiracial					
Econ. disad.	1,364	29.8	514	497	1012
Not econ. disad.	3,166	69.1	576	566	1141
All students	4,582	100	557	545	1102
State					
Econ. disad.	107,553	47.8	475	470	945
Not econ. disad.	114,929	51.1	556	548	1104
All students	224,887	100	517	510	1027

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentage of class of 2019 examinees who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Parts may not add to 100 percent because of missing information on economic status or rounding. Because of concordance and rounding, average scores on the evidence-based reading and writing and mathematics sections of the examination may not sum to the average total scores shown. Sums of examinees by economic status may be slightly less than the total of all students. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aEvidence-based reading and writing. ^bEconomically disadvantaged.

Table 14
SAT Performance of Racial/Ethnic Groups, by Gender, Texas Public Schools, Class of 2019

Group	Examinees (number)	Examinees (%)	Average ERW ^a score	Average math score	Average total score
African American					
Female	15,731	53.7	487	466	953
Male	13,580	46.3	470	464	934
All students	29,312	100	479	465	944
American Indian					
Female	385	49.5	517	502	1019
Male	392	50.4	510	512	1022
All students	778	100	513	507	1020
Asian					
Female	7,566	49.9	601	619	1220
Male	7,584	50.1	598	638	1237
All students	15,150	100	600	629	1228
Hispanic					
Female	58,680	53.4	488	473	961
Male	51,204	46.6	479	482	960
All students	109,887	100	483	477	961
Pacific Islander					
Female	148	45.5	518	506	1024
Male	177	54.5	506	507	1013
All students	325	100	511	507	1018
White					
Female	34,207	53.0	571	547	1117
Male	30,385	47.0	565	567	1132
All students	64,593	100	568	556	1124
Multiracial					
Female	2,494	54.4	559	533	1092
Male	2,088	45.6	556	560	1115
All students	4,582	100	557	545	1102
State					
Female	119,301	53.0	520	504	1024
Male	105,513	46.9	513	517	1030
All students	224,887	100	517	510	1027

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentage of class of 2019 examinees who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Parts may not add to 100 percent because of missing information on gender or rounding. Because of concordance and rounding, average scores on the evidence-based reading and writing and mathematics sections of the examination may not sum to the average total scores shown. Sums of examinees by gender may be slightly less than the total of all students. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aEvidence-based reading and writing.

Table 15
SAT Participation of Examinees Taking SAT More Than Once, by
Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,
Classes of 2018 and 2019

Group	Examinees	Examinees taking SAT more than once (number)	Examinees taking SAT more than once (%)	Total exams	Average number of exams per student
2018					
African American	28,720	12,055	42.0	44,338	1.5
American Indian	671	244	36.4	1,025	1.5
Asian	14,240	9,799	68.8	30,079	2.1
Hispanic	102,795	37,879	36.8	150,291	1.5
Pacific Islander	322	131	40.7	489	1.5
White	63,449	27,630	43.5	101,478	1.6
Multiracial	4,364	1,973	45.2	7,041	1.6
Econ. disad. ^a	102,329	36,979	36.1	147,979	1.4
Not econ. disad.	110,365	52,206	47.3	184,039	1.7
Female	114,036	51,411	45.1	182,837	1.6
Male	100,712	38,310	38.0	152,103	1.5
State	214,756	89,721	41.8	334,948	1.6
2019					
African American	29,312	12,526	42.7	46,332	1.6
American Indian	778	286	36.8	1,179	1.5
Asian	15,150	10,427	68.8	32,951	2.2
Hispanic	109,887	41,983	38.2	163,244	1.5
Pacific Islander	325	118	36.3	471	1.4
White	64,593	28,940	44.8	105,835	1.6
Multiracial	4,582	2,098	45.8	7,495	1.6
Econ. disad.	107,553	40,021	37.2	158,018	1.5
Not econ. disad.	114,929	55,903	48.6	196,641	1.7
Female	119,301	54,726	45.9	194,910	1.6
Male	105,513	41,667	39.5	162,804	1.5
State	224,887	96,393	42.9	357,787	1.6

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aEconomically disadvantaged.

Table 16
SAT Performance Meeting Texas Success Initiative College-Ready Criteria
of Examinees Taking SAT Once or More Than Once, by Race/Ethnicity,
Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Examinees	Met both TSI ^a criteria ^b (number)	Met both TSI criteria (%)
African American			
Examinees taking SAT once	16,786	1,958	11.7
Examinees taking SAT more than once	12,526	4,222	33.7
American Indian			
Examinees taking SAT once	492	125	25.4
Examinees taking SAT more than once	286	171	59.8
Asian			
Examinees taking SAT once	4,723	2,603	55.1
Examinees taking SAT more than once	10,427	8,918	85.5
Hispanic			
Examinees taking SAT once	67,904	10,800	15.9
Examinees taking SAT more than once	41,983	17,029	40.6
Pacific Islander			
Examinees taking SAT once	207	53	25.6
Examinees taking SAT more than once	118	63	53.4
White			
Examinees taking SAT once	35,653	16,539	46.4
Examinees taking SAT more than once	28,940	21,741	75.1
Multiracial			
Examinees taking SAT once	2,484	984	39.6
Examinees taking SAT more than once	2,098	1,449	69.1
Economically disadvantaged			
Examinees taking SAT once	67,532	9,338	13.8
Examinees taking SAT more than once	40,021	14,282	35.7
Not economically disadvantaged			
Examinees taking SAT once	59,026	23,263	39.4
Examinees taking SAT more than once	55,903	38,975	69.7
Female			
Examinees taking SAT once	64,575	14,877	23.0
Examinees taking SAT more than once	54,726	28,538	52.1

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentage of class of 2019 examinees who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aTexas Success Initiative. ^bA score of 480 or higher on the SAT evidence-based reading and writing section qualifies for an exemption on both the reading and writing sections of the Texas Success Initiative (TSI) assessment. A score of 530 or higher on the SAT mathematics section qualifies for an exemption on the mathematics section of the TSI assessment.

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Table 16 (continued)
SAT Performance Meeting Texas Success Initiative College-Ready Criteria of Examinees Taking SAT Once or More Than Once, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Examinees	Met both TSI ^a criteria ^b (number)	Met both TSI criteria (%)
Male			
Examinees taking SAT once	63,846	18,227	28.5
Examinees taking SAT more than once	41,667	25,064	60.2
State			
Examinees taking SAT once	128,494	33,132	25.8
Examinees taking SAT more than once	96,393	53,602	55.6

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentage of class of 2019 examinees who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aTexas Success Initiative. ^bA score of 480 or higher on the SAT evidence-based reading and writing section qualifies for an exemption on both the reading and writing sections of the Texas Success Initiative (TSI) assessment. A score of 530 or higher on the SAT mathematics section qualifies for an exemption on the mathematics section of the TSI assessment.

Table 17
SAT Performance of Examinees Taking SAT Once or More Than Once,
by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,
Classes of 2018 and 2019

Group	Examinees	Average ERW ^a score	Average math score	Average total score
Class of 2018				
African American				
Examinees taking SAT once	16,665	457	444	901
Examinees taking SAT more than once	12,055	517	503	1020
American Indian				
Examinees taking SAT once	427	484	477	962
Examinees taking SAT more than once	244	561	552	1113
Asian				
Examinees taking SAT once	4,441	554	571	1126
Examinees taking SAT more than once	9,799	621	653	1274
Hispanic				
Examinees taking SAT once	64,916	464	459	923
Examinees taking SAT more than once	37,879	529	523	1052
Pacific Islander				
Examinees taking SAT once	191	481	477	958
Examinees taking SAT more than once	131	562	569	1131
White				
Examinees taking SAT once	35,819	550	535	1085
Examinees taking SAT more than once	27,630	602	595	1197
Multiracial				
Examinees taking SAT once	2,391	534	517	1051
Examinees taking SAT more than once	1,973	592	588	1179
Economically disadvantaged				
Examinees taking SAT once	65,350	459	453	912
Examinees taking SAT more than once	36,979	519	515	1034
Not economically disadvantaged				
Examinees taking SAT once	58,159	530	518	1048
Examinees taking SAT more than once	52,206	591	588	1179
Female				
Examinees taking SAT once	62,625	495	476	971
Examinees taking SAT more than once	51,411	560	547	1106

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentages of examinees in the classes of 2018 and 2019 who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Because of concordance and rounding, average scores on the evidence-based reading and writing and mathematics sections of the examination may not sum to the average total scores shown. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aEvidence-based reading and writing.

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Table 17 (continued)
SAT Performance of Examinees Taking SAT Once or More Than Once,
by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,
Classes of 2018 and 2019

Group	Examinees	Average ERW ^a score	Average math score	Average total score
Male				
Examinees taking SAT once	62,402	490	492	982
Examinees taking SAT more than once	38,310	564	574	1137
State				
Examinees taking SAT once	125,035	493	484	976
Examinees taking SAT more than once	89,721	561	558	1120
Class of 2019				
African American				
Examinees taking SAT once	16,786	451	437	888
Examinees taking SAT more than once	12,526	516	503	1019
American Indian				
Examinees taking SAT once	492	484	475	959
Examinees taking SAT more than once	286	565	562	1126
Asian				
Examinees taking SAT once	4,723	552	569	1122
Examinees taking SAT more than once	10,427	621	655	1277
Hispanic				
Examinees taking SAT once	67,904	459	453	912
Examinees taking SAT more than once	41,983	523	517	1040
Pacific Islander				
Examinees taking SAT once	207	485	483	969
Examinees taking SAT more than once	118	557	548	1105
White				
Examinees taking SAT once	35,653	543	527	1069
Examinees taking SAT more than once	28,940	599	593	1192
Multiracial				
Examinees taking SAT once	2,484	528	512	1040
Examinees taking SAT more than once	2,098	591	585	1176
Economically disadvantaged				
Examinees taking SAT once	67,532	453	447	900
Examinees taking SAT more than once	40,021	513	509	1021

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentages of examinees in the classes of 2018 and 2019 who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Because of concordance and rounding, average scores on the evidence-based reading and writing and mathematics sections of the examination may not sum to the average total scores shown. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aEvidence-based reading and writing.

continues

Table 17 (continued)
SAT Performance of Examinees Taking SAT Once or More Than Once,
by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,
Classes of 2018 and 2019

Group	Examinees	Average ERW ^a score	Average math score	Average total score
Not economically disadvantaged				
Examinees taking SAT once	59,026	524	511	1035
Examinees taking SAT more than once	55,903	589	587	1175
Female				
Examinees taking SAT once	64,575	489	471	960
Examinees taking SAT more than once	54,726	556	544	1100
Male				
Examinees taking SAT once	63,846	483	483	966
Examinees taking SAT more than once	41,667	559	569	1127
State				
Examinees taking SAT once	128,494	486	477	963
Examinees taking SAT more than once	96,393	557	554	1112

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentages of examinees in the classes of 2018 and 2019 who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Because of concordance and rounding, average scores on the evidence-based reading and writing and mathematics sections of the examination may not sum to the average total scores shown. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aEvidence-based reading and writing.

Table 18
SAT Participation of Examinees in National Testing Only, District Testing Only, or Both, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Number	Percent
African American		
Examinees participating in national testing only	12,779	43.6
Examinees participating in district testing only	10,297	35.1
Examinees participating in national and district testing	6,236	21.3
All examinees	29,312	100
American Indian		
Examinees participating in national testing only	368	47.3
Examinees participating in district testing only	304	39.1
Examinees participating in national and district testing	106	13.6
All examinees	778	100
Asian		
Examinees participating in national testing only	9,884	65.2
Examinees participating in district testing only	1,996	13.2
Examinees participating in national and district testing	3,270	21.6
All examinees	15,150	100
Hispanic		
Examinees participating in national testing only	38,110	34.7
Examinees participating in district testing only	53,493	48.7
Examinees participating in national and district testing	18,284	16.6
All examinees	109,887	100
Pacific Islander		
Examinees participating in national testing only	173	53.2
Examinees participating in district testing only	107	32.9
Examinees participating in national and district testing	45	13.8
All examinees	325	100
White		
Examinees participating in national testing only	40,413	62.6
Examinees participating in district testing only	15,029	23.3
Examinees participating in national and district testing	9,151	14.2
All examinees	64,593	100
Multiracial		
Examinees participating in national testing only	2,719	59.3
Examinees participating in district testing only	1,151	25.1
Examinees participating in national and district testing	712	15.5
All examinees	4,582	100

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

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Table 18 (continued)
SAT Participation of Examinees in National Testing Only, District Testing Only, or Both, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Number	Percent
Economically disadvantaged		
Examinees participating in national testing only	37,463	34.8
Examinees participating in district testing only	51,708	48.1
Examinees participating in national and district testing	18,382	17.1
All examinees	107,553	100
Not economically disadvantaged.		
Examinees participating in national testing only	65,938	57.4
Examinees participating in district testing only	29,643	25.8
Examinees participating in national and district testing	19,348	16.8
All examinees	114,929	100
Female		
Examinees participating in national testing only	57,619	48.3
Examinees participating in district testing only	39,524	33.1
Examinees participating in national and district testing	22,158	18.6
All examinees	119,301	100
Male		
Examinees participating in national testing only	46,871	44.4
Examinees participating in district testing only	42,996	40.7
Examinees participating in national and district testing	15,646	14.8
All examinees	105,513	100
State		
Examinees participating in national testing only	104,490	46.5
Examinees participating in district testing only	82,593	36.7
Examinees participating in national and district testing	37,804	16.8
All examinees	224,887	100

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

Table 19
SAT Participation of Examinees Taking SAT More Than Once Among Those Participating in National Testing Only or District Testing Only, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Examinees	Examinees taking SAT more than once (number)	Examinees taking SAT more than once (%)
African American			
Examinees participating in national testing only	12,779	5,665	44.3
Examinees participating in district testing only	10,297	625	6.1
American Indian			
Examinees participating in national testing only	368	155	42.1
Examinees participating in district testing only	304	25	8.2
Asian			
Examinees participating in national testing only	9,884	7,031	71.1
Examinees participating in district testing only	1,996	126	6.3
Hispanic			
Examinees participating in national testing only	38,110	15,372	40.3
Examinees participating in district testing only	53,493	8,327	15.6
Pacific Islander			
Examinees participating in national testing only	173	59	34.1
Examinees participating in district testing only	107	14	13.1
White			
Examinees participating in national testing only	40,413	18,632	46.1
Examinees participating in district testing only	15,029	1,157	7.7
Multiracial			
Examinees participating in national testing only	2,719	1,272	46.8
Examinees participating in district testing only	1,151	114	9.9
Economically disadvantaged			
Examinees participating in national testing only	37,463	14,143	37.8
Examinees participating in district testing only	51,708	7,496	14.5
Not economically disadvantaged			
Examinees participating in national testing only	65,938	33,670	51.1
Examinees participating in district testing only	29,643	2,885	9.7
Female			
Examinees participating in national testing only	57,619	27,297	47.4
Examinees participating in district testing only	39,524	5,271	13.3
Male			
Examinees participating in national testing only	46,871	20,904	44.6
Examinees participating in district testing only	42,996	5,117	11.9

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

continues

Table 19 (continued)
SAT Participation of Examinees Taking SAT More Than Once Among Those Participating in National Testing Only or District Testing Only, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Examinees	Examinees taking SAT more than once (number)	Examinees taking SAT more than once (%)
State			
Examinees participating in national testing only	104,490	48,201	46.1
Examinees participating in district testing only	82,593	10,388	12.6

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

Table 20
SAT Performance Meeting Texas Success Initiative College-Ready Criteria of Examinees Participating in National Testing Only, District Testing Only, or Both, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Examinees	Met both TSI ^a criteria ^b	Percent
African American			
Examinees participating in national testing only	12,779	3,391	26.5
Examinees participating in district testing only	10,297	909	8.8
Examinees participating in national and district testing	6,236	1,880	30.1
American Indian			
Examinees participating in national testing only	368	177	48.1
Examinees participating in district testing only	304	55	18.1
Examinees participating in national and district testing	106	64	60.4
Asian			
Examinees participating in national testing only	9,884	8,103	82.0
Examinees participating in district testing only	1,996	766	38.4
Examinees participating in national and district testing	3,270	2,652	81.1
Hispanic			
Examinees participating in national testing only	38,110	13,654	35.8
Examinees participating in district testing only	53,493	6,504	12.2
Examinees participating in national and district testing	18,284	7,671	42.0
Pacific Islander			
Examinees participating in national testing only	173	69	39.9
Examinees participating in district testing only	107	16	15.0
Examinees participating in national and district testing	45	31	68.9
White			
Examinees participating in national testing only	40,413	26,190	64.8
Examinees participating in district testing only	15,029	5,377	35.8
Examinees participating in national and district testing	9,151	6,713	73.4
Multiracial			
Examinees participating in national testing only	2,719	1,638	60.2
Examinees participating in district testing only	1,151	323	28.1
Examinees participating in national and district testing	712	472	66.3
Economically disadvantaged			
Examinees participating in national testing only	37,463	11,199	29.9
Examinees participating in district testing only	51,708	5,560	10.8
Examinees participating in national and district testing	18,382	6,861	37.3

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentage of class of 2019 examinees who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aTexas Success Initiative. ^bA score of 480 or higher on the SAT evidence-based reading and writing section qualifies for an exemption on both the reading and writing sections of the Texas Success Initiative (TSI) assessment. A score of 530 or higher on the SAT mathematics section qualifies for an exemption on the mathematics section of the TSI assessment.

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Table 20 (continued)
SAT Performance Meeting Texas Success Initiative College-Ready Criteria of Examinees Participating in National Testing Only, District Testing Only, or Both, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Examinees	Met both TSI ^a criteria ^b	Percent
Not economically disadvantaged			
Examinees participating in national testing only	65,938	41,468	62.9
Examinees participating in district testing only	29,643	8,196	27.6
Examinees participating in national and district testing	19,348	12,574	65.0
Female			
Examinees participating in national testing only	57,619	26,840	46.6
Examinees participating in district testing only	39,524	6,038	15.3
Examinees participating in national and district testing	22,158	10,537	47.6
Male			
Examinees participating in national testing only	46,871	26,400	56.3
Examinees participating in district testing only	42,996	7,945	18.5
Examinees participating in national and district testing	15,646	8,946	57.2
State			
Examinees participating in national testing only	104,490	53,240	51.0
Examinees participating in district testing only	82,593	14,011	17.0
Examinees participating in national and district testing	37,804	19,483	51.5

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentage of class of 2019 examinees who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aTexas Success Initiative. ^bA score of 480 or higher on the SAT evidence-based reading and writing section qualifies for an exemption on both the reading and writing sections of the Texas Success Initiative (TSI) assessment. A score of 530 or higher on the SAT mathematics section qualifies for an exemption on the mathematics section of the TSI assessment.

Table 21
SAT Performance of Examinees Participating in National Testing Only, District Testing Only, or Both, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Examinees	Average ERW ^a score	Average math score	Average total score
African American				
Examinees participating in national testing only	12,779	498	484	982
Examinees participating in district testing only	10,297	436	424	860
Examinees participating in national and district testing	6,236	510	495	1005
American Indian				
Examinees participating in national testing only	368	545	537	1082
Examinees participating in district testing only	304	457	452	909
Examinees participating in national and district testing	106	565	560	1125
Asian				
Examinees participating in national testing only	9,884	619	650	1269
Examinees participating in district testing only	1,996	501	516	1017
Examinees participating in national and district testing	3,270	602	632	1233
Hispanic				
Examinees participating in national testing only	38,110	516	507	1023
Examinees participating in district testing only	53,493	445	441	886
Examinees participating in national and district testing	18,284	529	521	1050
Pacific Islander				
Examinees participating in national testing only	173	526	526	1052
Examinees participating in district testing only	107	459	449	908
Examinees participating in national and district testing	45	581	570	1151
White				
Examinees participating in national testing only	40,413	581	570	1151
Examinees participating in district testing only	15,029	516	500	1016
Examinees participating in national and district testing	9,151	597	588	1185
Multiracial				
Examinees participating in national testing only	2,719	574	564	1138
Examinees participating in district testing only	1,151	499	482	982
Examinees participating in national and district testing	712	585	577	1162
Economically disadvantaged				
Examinees participating in national testing only	37,463	503	494	998
Examinees participating in district testing only	51,708	440	436	876
Examinees participating in national and district testing	18,382	518	513	1031

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentage of class of 2019 examinees who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Because of concordance and rounding, average scores on the evidence-based reading and writing and mathematics sections of the examination may not sum to the average total scores shown. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aEvidence-based reading and writing.

continues

Table 21 (continued)
SAT Performance of Examinees Participating in National Testing Only, District Testing Only, or Both, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Examinees	Average ERW ^a score	Average math score	Average total score
Not economically disadvantaged				
Examinees participating in national testing only	65,938	577	571	1148
Examinees participating in district testing only	29,643	492	480	971
Examinees participating in national and district testing	19,348	580	573	1153
Female				
Examinees participating in national testing only	57,619	548	531	1079
Examinees participating in district testing only	39,524	464	449	913
Examinees participating in national and district testing	22,158	547	532	1080
Male				
Examinees participating in national testing only	46,871	553	559	1113
Examinees participating in district testing only	42,996	454	455	909
Examinees participating in national and district testing	15,646	553	560	1113
State				
Examinees participating in national testing only	104,490	551	544	1094
Examinees participating in district testing only	82,593	459	452	911
Examinees participating in national and district testing	37,804	550	544	1094

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. The College Board began administering a redesigned version of the SAT in March 2016. Scores for the small percentage of class of 2019 examinees who took the previous version of the test were converted to scores comparable to those for the redesigned version of the test using College Board's concordance tables (College Board, 2016). This made it possible to determine the best scores across the two versions of the test. Because of concordance and rounding, average scores on the evidence-based reading and writing and mathematics sections of the examination may not sum to the average total scores shown. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aEvidence-based reading and writing.

Results for Texas Public Schools: ACT

Comparison of Results Across Years

Beginning with results for the class of 2012, Texas public school ACT participation rate calculations were changed to include students served in special education programs in the denominators. Consequently, participation results for the class of 2012 and later classes are not comparable to results for the class of 2011 and earlier classes. Texas public school ACT rate calculations changed again with the class of 2018. For the class of 2017 and earlier classes, the Texas Education Agency (TEA) received examinees' scores from ACT, Inc., based on student-reported expected year of graduation. Beginning with the class of 2018, TEA received scores from ACT, Inc., based on year of test administration. Because of the changes in how graduating examinees were identified, caution should be used when comparing participation results for the class of 2018 and later classes with results for the class of 2017 and earlier classes.

Students may take the ACT more than once. For the class of 2017 and earlier classes, TEA based performance results on each examinee's most recent test. Beginning with the class of 2018, TEA based performance results on each examinee's best section scores across all tests taken. Those scores were used to calculate ACT composite scores. An examinee's best English, mathematics, reading, and science section scores were averaged to calculate the examinee's ACT composite score. This ACT composite score is commonly known as a "superscore." Because of the changes in how ACT examinee scores were calculated, performance results for the class of 2018 and later classes are not comparable to results for the class of 2017 and earlier classes.

Table 22
ACT Participation, Texas Public Schools, Class
of 2009 Through Class of 2019

Class	Graduates	Examinees	Participation rate (%)
2009	238,346	73,938	31.0
2010	254,983	83,352	32.7
2011	264,439	91,943	34.8
2012	292,636	99,710	34.1
2013	301,397	99,725	33.1
2014	303,104	106,297	35.1
2015	313,387	113,765	36.3
2016	324,302	130,993	40.4
2017	334,416	133,965	40.1
2018	347,883	131,074	37.7
2019	355,605	126,323	35.5

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Because of a change to participation rate calculations, Texas public school ACT participation results for the class of 2012 and later classes are not comparable to results for the class of 2011 and earlier classes. In addition, because of changes in how graduating examinees were identified, caution should be used when comparing participation results for the class of 2019 with results for the class of 2017 and earlier classes. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), and *College Admissions Testing Glossary of Terms, Class of 2019* (TEA, 2021b), for additional information.

Table 23
ACT Participation, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2018 and 2019

Group	Graduates	Examinees	Participation rate (%)
2018			
African American	43,502	16,049	36.9
American Indian	1,226	446	36.4
Asian	15,589	8,052	51.7
Hispanic	173,269	56,773	32.8
Pacific Islander	528	140	26.5
White	107,046	46,802	43.7
Multiracial	6,723	2,674	39.8
Econ. disad. ^a	181,525	59,370	32.7
Not econ. disad.	166,069	70,955	42.7
Female	174,388	71,342	40.9
Male	173,495	59,650	34.4
State	347,883	131,074	37.7
2019			
African American	43,953	15,177	34.5
American Indian	1,293	457	35.3
Asian	16,564	8,167	49.3
Hispanic	180,668	55,573	30.8
Pacific Islander	537	118	22.0
White	105,572	44,022	41.7
Multiracial	7,018	2,669	38.0
Econ. disad.	186,178	55,945	30.0
Not econ. disad.	169,087	69,694	41.2
Female	178,191	69,394	38.9
Male	177,414	56,845	32.0
State	355,605	126,323	35.5

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. In the case of either the examinee or the graduate population, sums of student counts by race/ethnicity, by economic status, or by gender may differ from one another or from the total for that population. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aEconomically disadvantaged.

Table 24
ACT Performance Meeting Texas Success Initiative College-Ready Criteria, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2018 and 2019

Group	Examinees	Examinees meeting TSI ^a criteria ^b in ELA ^c (number)	Examinees meeting TSI criteria in ELA (%)	Examinees meeting TSI criteria in math (number)	Examinees meeting TSI criteria in math (%)	Examinees meeting TSI criteria in ELA and math (number)	Examinees meeting TSI criteria in ELA and math (%)
2018							
African American	16,049	2,154	13.4	2,092	13.0	2,063	12.9
American Indian	446	135	30.3	137	30.7	133	29.8
Asian	8,052	5,615	69.7	5,642	70.1	5,591	69.4
Hispanic	56,773	10,219	18.0	10,006	17.6	9,855	17.4
Pacific Islander	140	48	34.3	51	36.4	48	34.3
White	46,802	24,859	53.1	24,610	52.6	24,367	52.1
Multiracial	2,674	1,252	46.8	1,227	45.9	1,219	45.6
Econ. disad. ^d	59,370	9,033	15.2	8,838	14.9	8,670	14.6
Not econ. disad.	70,955	35,016	49.3	34,693	48.9	34,376	48.4
Female	71,342	23,505	32.9	22,951	32.2	22,822	32.0
Male	59,650	20,794	34.9	20,831	34.9	20,471	34.3
State	131,074	44,301	33.8	43,784	33.4	43,295	33.0
2019							
African American	15,177	2,165	14.3	2,087	13.8	2,049	13.5
American Indian	457	155	33.9	154	33.7	151	33.0
Asian	8,167	5,566	68.2	5,576	68.3	5,538	67.8
Hispanic	55,573	9,812	17.7	9,601	17.3	9,437	17.0
Pacific Islander	118	43	36.4	42	35.6	41	34.7
White	44,022	22,942	52.1	22,621	51.4	22,421	50.9
Multiracial	2,669	1,198	44.9	1,178	44.1	1,164	43.6
Econ. disad.	55,945	8,259	14.8	8,022	14.3	7,874	14.1
Not econ. disad.	69,694	33,447	48.0	33,064	47.4	32,755	47.0
Female	69,394	22,515	32.4	21,897	31.6	21,759	31.4
Male	56,845	19,381	34.1	19,376	34.1	19,056	33.5
State	126,323	41,905	33.2	41,282	32.7	40,824	32.3

Source: Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note: Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aTexas Success Initiative. ^bA score of 19 or higher on the English section and a composite score of 23 or higher qualifies for an exemption on both the reading and writing sections of the Texas Success Initiative (TSI) assessment, and a score of 19 or higher on the mathematics section and a composite score of 23 or higher qualifies for an exemption on the mathematics section of the TSI assessment. ^cEnglish language arts. ^dEconomically disadvantaged.

Table 25
ACT Performance, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2018 and 2019

Group	Examinees	Examinees scoring 24 or higher ^a (number)	Examinees scoring 24 or higher (%)	Average English score	Average math score	Average reading score	Average science score	Average composite score	Average ELA ^b score
2018									
African American	16,049	1,655	10.3	16.2	17.7	18.2	18.2	17.7	17.2
American Indian	446	115	25.8	19.2	20.5	21.1	20.8	20.5	20.2
Asian	8,052	5,212	64.7	25.5	26.5	26.1	25.7	26.1	25.8
Hispanic	56,773	8,079	14.2	16.8	18.6	18.8	19.0	18.4	17.8
Pacific Islander	140	37	26.4	19.8	21.1	21.1	21.2	20.9	20.4
White	46,802	21,747	46.5	22.4	22.8	24.1	23.3	23.3	23.2
Multiracial	2,674	1,111	41.5	21.6	22.1	23.4	22.6	22.5	22.5
Econ. disad. ^c	59,370	7,034	11.8	16.3	18.2	18.3	18.6	18.0	17.3
Not econ. disad.	70,955	30,708	43.3	21.9	22.5	23.5	22.9	22.8	22.7
Female	71,342	19,829	27.8	19.6	20.1	21.4	20.6	20.6	20.5
Male	59,650	18,140	30.4	19.1	21.1	20.9	21.3	20.7	20.0
State	131,074	37,971	29.0	19.4	20.6	21.2	20.9	20.6	20.3
2019									
African American	15,177	1,711	11.3	16.3	17.7	18.4	18.1	17.8	17.4
American Indian	457	135	29.5	19.2	20.4	21.4	20.8	20.6	20.3
Asian	8,167	5,187	63.5	25.4	26.3	26.1	25.6	26.0	25.8
Hispanic	55,573	7,833	14.1	16.7	18.5	18.9	18.9	18.4	17.8
Pacific Islander	118	37	31.4	19.9	20.7	21.9	21.4	21.1	20.9
White	44,022	20,217	45.9	22.3	22.7	24.2	23.2	23.2	23.2
Multiracial	2,669	1,047	39.2	21.7	22.0	23.4	22.5	22.5	22.5
Econ. disad.	55,945	6,458	11.5	16.2	18.1	18.4	18.4	17.9	17.3
Not econ. disad.	69,694	29,551	42.4	21.8	22.3	23.5	22.7	22.7	22.7
Female	69,394	19,204	27.7	19.6	20.0	21.5	20.6	20.5	20.5
Male	56,845	16,977	29.9	19.0	21.0	20.9	21.1	20.6	20.0
State	126,323	36,189	28.6	19.3	20.4	21.2	20.8	20.6	20.3

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aA composite score of 24 or higher. ^bThe English language arts (ELA) score is calculated in two steps. First, each examinee's scores on the English and reading sections of the ACT are averaged. Second, the average of those average scores is calculated. ^cEconomically disadvantaged.

Table 26
ACT Performance of Racial/Ethnic Groups, by Economic Status, Texas Public Schools, Class of 2019

Group	Examinees (number)	Examinees (%)	Average English score	Average math score	Average reading score	Average science score	Average composite score
African American							
Econ. disad. ^a	9,105	60.0	15.2	16.9	17.3	17.3	16.8
Not econ. disad.	6,006	39.6	18.1	18.9	20.0	19.5	19.2
All students	15,177	100	16.3	17.7	18.4	18.1	17.8
American Indian							
Econ. disad.	160	35.0	16.1	18.1	18.8	18.3	18.0
Not econ. disad.	295	64.6	20.9	21.6	22.7	22.2	22.0
All students	457	100	19.2	20.4	21.4	20.8	20.6
Asian							
Econ. disad.	2,183	26.7	20.9	22.9	22.3	22.5	22.3
Not econ. disad.	5,885	72.1	27.0	27.4	27.5	26.7	27.3
All students	8,167	100	25.4	26.3	26.1	25.6	26.0
Hispanic							
Econ. disad.	37,634	67.7	15.7	17.8	17.9	18.1	17.5
Not econ. disad.	17,692	31.8	18.9	20.1	21.0	20.5	20.2
All students	55,573	100	16.7	18.5	18.9	18.9	18.4
Pacific Islander							
Econ. disad.	49	41.5	16.6	18.9	18.7	19.1	18.4
Not econ. disad.	68	57.6	22.4	22.1	24.3	23.2	23.1
All students	118	100	19.9	20.7	21.9	21.4	21.1
White							
Econ. disad.	6,063	13.8	19.0	19.7	21.2	20.5	20.2
Not econ. disad.	37,838	86.0	22.9	23.1	24.6	23.6	23.7
All students	44,022	100	22.3	22.7	24.2	23.2	23.2
Multiracial							
Econ. disad.	751	28.1	18.5	19.3	20.6	20.1	19.7
Not econ. disad.	1,910	71.6	22.9	23.0	24.5	23.4	23.6
All students	2,669	100	21.7	22.0	23.4	22.5	22.5
State							
Econ. disad.	55,945	44.3	16.2	18.1	18.4	18.4	17.9
Not econ. disad.	69,694	55.2	21.8	22.3	23.5	22.7	22.7
All students	126,323	100	19.3	20.4	21.2	20.8	20.6

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Parts may not add to 100 percent because of missing information on economic status or rounding. Sums of examinees by economic status may be slightly less than the total of all students. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aEconomically disadvantaged.

Table 27
ACT Performance of Racial/Ethnic Groups, by Gender, Texas Public Schools, Class of 2019

Group	Examinees (number)	Examinees (%)	Average English score	Average math score	Average reading score	Average science score	Average composite score
African American							
Female	8,419	55.5	16.9	17.7	19.1	18.3	18.1
Male	6,758	44.5	15.6	17.7	17.5	17.9	17.3
All students	15,177	100	16.3	17.7	18.4	18.1	17.8
American Indian							
Female	243	53.2	19.8	19.9	21.9	20.8	20.7
Male	214	46.8	18.6	20.9	20.8	20.9	20.4
All students	457	100	19.2	20.4	21.4	20.8	20.6
Asian							
Female	4,364	53.4	25.6	25.7	26.3	25.2	25.8
Male	3,803	46.6	25.2	27.0	25.9	26.1	26.2
All students	8,167	100	25.4	26.3	26.1	25.6	26.0
Hispanic							
Female	31,213	56.2	16.9	18.2	19.1	18.7	18.4
Male	24,358	43.8	16.5	19.0	18.6	19.1	18.4
All students	55,573	100	16.7	18.5	18.9	18.9	18.4
Pacific Islander							
Female	56	47.5	19.2	19.8	21.6	20.4	20.4
Male	62	52.5	20.4	21.5	22.1	22.3	21.7
All students	118	100	19.9	20.7	21.9	21.4	21.1
White							
Female	23,626	53.7	22.7	22.1	24.5	22.9	23.2
Male	20,396	46.3	21.9	23.3	23.8	23.6	23.3
All students	44,022	100	22.3	22.7	24.2	23.2	23.2
Multiracial							
Female	1,451	54.4	22.1	21.4	23.9	22.2	22.5
Male	1,218	45.6	21.1	22.7	22.8	22.8	22.5
All students	2,669	100	21.7	22.0	23.4	22.5	22.5
State							
Female	69,394	54.9	19.6	20.0	21.5	20.6	20.5
Male	56,845	45.0	19.0	21.0	20.9	21.1	20.6
All students	126,239	100	19.3	20.4	21.2	20.8	20.6

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Parts may not add to 100 percent because of missing information on gender or rounding. Sums of examinees by gender may be slightly less than the total of all students. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

Table 28
ACT Participation of Examinees Taking ACT More Than Once, by
Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,
Classes of 2018 and 2019

Group	Examinees	Examinees taking ACT more than once (number)	Examinees taking ACT more than once (%)	Total exams	Average number of exams per student
2018					
African American	16,049	4,800	29.9	22,591	1.4
American Indian	446	168	37.7	723	1.6
Asian	8,052	3,255	40.4	12,778	1.6
Hispanic	56,773	15,953	28.1	79,530	1.4
Pacific Islander	140	29	20.7	173	1.2
White	46,802	19,529	41.7	77,400	1.7
Multiracial	2,674	932	34.9	4,031	1.5
Econ. disad. ^a	59,370	15,744	26.5	81,193	1.4
Not econ. disad.	70,955	28,799	40.6	115,244	1.6
Female	71,342	25,614	35.9	109,334	1.5
Male	59,650	19,053	31.9	87,950	1.5
State	131,074	44,667	34.1	197,366	1.5
2019					
African American	15,177	4,363	28.7	21,250	1.4
American Indian	457	140	30.6	697	1.5
Asian	8,167	3,120	38.2	12,757	1.6
Hispanic	55,573	14,966	26.9	77,542	1.4
Pacific Islander	118	31	26.3	157	1.3
White	44,022	17,874	40.6	72,678	1.7
Multiracial	2,669	916	34.3	4,030	1.5
Econ. disad.	55,945	14,477	25.9	76,439	1.4
Not econ. disad.	69,694	26,833	38.5	111,987	1.6
Female	69,394	23,986	34.6	105,758	1.5
Male	56,845	17,425	30.7	83,410	1.5
State	126,323	41,411	32.8	189,252	1.5

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aEconomically disadvantaged.

Table 29
ACT Performance Meeting Texas Success Initiative College-Ready Criteria
of Examinees Taking ACT Once or More Than Once, by Race/Ethnicity,
Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Examinees	Met both TSI ^a criteria ^b (number)	Met both TSI criteria (%)
African American			
Examinees taking ACT once	10,814	954	8.8
Examinees taking ACT more than once	4,363	1,095	25.1
American Indian			
Examinees taking ACT once	317	74	23.3
Examinees taking ACT more than once	140	77	55.0
Asian			
Examinees taking ACT once	5,047	2,961	58.7
Examinees taking ACT more than once	3,120	2,577	82.6
Hispanic			
Examinees taking ACT once	40,607	4,818	11.9
Examinees taking ACT more than once	14,966	4,619	30.9
Pacific Islander			
Examinees taking ACT once	87	23	26.4
Examinees taking ACT more than once	31	18	58.1
White			
Examinees taking ACT once	26,148	10,388	39.7
Examinees taking ACT more than once	17,874	12,033	67.3
Multiracial			
Examinees taking ACT once	1,753	600	34.2
Examinees taking ACT more than once	916	564	61.6
Economically disadvantaged			
Examinees taking ACT once	41,468	4,106	9.9
Examinees taking ACT more than once	14,477	3,768	26.0
Not economically disadvantaged			
Examinees taking ACT once	42,861	15,603	36.4
Examinees taking ACT more than once	26,833	17,152	63.9
Female			
Examinees taking ACT once	45,408	9,840	21.7
Examinees taking ACT more than once	23,986	11,919	49.7
Male			
Examinees taking ACT once	39,420	9,991	25.3
Examinees taking ACT more than once	17,425	9,065	52.0

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aTexas Success Initiative. ^bA score of 19 or higher on the English section and a composite score of 23 or higher qualifies for an exemption on both the reading and writing sections of the Texas Success Initiative (TSI) assessment, and a score of 19 or higher on the mathematics section and a composite score of 23 or higher qualifies for an exemption on the mathematics section of the TSI assessment.

continues

Table 29 (continued)
ACT Performance Meeting Texas Success Initiative College-Ready Criteria
of Examinees Taking ACT Once or More Than Once, by Race/Ethnicity,
Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Examinees	Met both TSI ^a criteria ^b (number)	Met both TSI criteria (%)
State			
Examinees taking ACT once	84,912	19,840	23.4
Examinees taking ACT more than once	41,411	20,984	50.7

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aTexas Success Initiative. ^bA score of 19 or higher on the English section and a composite score of 23 or higher qualifies for an exemption on both the reading and writing sections of the Texas Success Initiative (TSI) assessment, and a score of 19 or higher on the mathematics section and a composite score of 23 or higher qualifies for an exemption on the mathematics section of the TSI assessment.

Table 30**ACT Performance of Examinees Taking ACT Once or More Than Once, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2018 and 2019**

Group	Examinees	Average English score	Average math score	Average reading score	Average science score	Average composite score
Class of 2018						
African American						
Examinees taking ACT once	11,249	15.2	17.1	17.2	17.3	16.8
Examinees taking ACT more than once	4,800	18.5	19.3	20.5	20.3	19.8
American Indian						
Examinees taking ACT once	278	17.7	19.3	19.4	19.3	19.0
Examinees taking ACT more than once	168	21.7	22.4	24.1	23.3	23.0
Asian						
Examinees taking ACT once	4,797	23.7	25.3	24.5	24.4	24.6
Examinees taking ACT more than once	3,255	28.1	28.2	28.4	27.6	28.2
Hispanic						
Examinees taking ACT once	40,820	15.7	17.8	17.7	18.0	17.5
Examinees taking ACT more than once	15,953	19.6	20.7	21.6	21.3	20.9
Pacific Islander						
Examinees taking ACT once	111	19.1	20.4	20.3	20.7	20.2
Examinees taking ACT more than once	29	22.4	23.6	24.2	23.5	23.6
White						
Examinees taking ACT once	27,273	20.8	21.6	22.6	22.0	21.9
Examinees taking ACT more than once	19,529	24.6	24.4	26.2	25.1	25.2
Multiracial						
Examinees taking ACT once	1,742	20.3	21.2	22.2	21.5	21.4
Examinees taking ACT more than once	932	24.1	23.8	25.6	24.6	24.6
Economically disadvantaged						
Examinees taking ACT once	43,626	15.3	17.6	17.4	17.7	17.1
Examinees taking ACT more than once	15,744	18.9	20.1	20.9	20.9	20.3
Not economically disadvantaged						
Examinees taking ACT once	42,156	20.3	21.4	22.0	21.6	21.4
Examinees taking ACT more than once	28,799	24.3	24.2	25.7	24.8	24.9
Female						
Examinees taking ACT once	45,728	17.9	18.9	19.8	19.3	19.1
Examinees taking ACT more than once	25,614	22.5	22.2	24.1	23.0	23.1
Male						
Examinees taking ACT once	40,597	17.6	20.0	19.5	20.0	19.4
Examinees taking ACT more than once	19,053	22.2	23.5	23.9	24.0	23.5

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

continues

Table 30 (continued)

ACT Performance of Examinees Taking ACT Once or More Than Once, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2018 and 2019

Group	Examinees	Average English score	Average math score	Average reading score	Average science score	Average composite score
State						
Examinees taking ACT once	86,407	17.8	19.4	19.7	19.6	19.3
Examinees taking ACT more than once	44,667	22.4	22.8	24.0	23.4	23.3
Class of 2019						
African American						
Examinees taking ACT once	10,814	15.3	17.0	17.3	17.2	16.8
Examinees taking ACT more than once	4,363	18.9	19.4	21.1	20.5	20.1
American Indian						
Examinees taking ACT once	317	17.5	19.3	19.7	19.4	19.1
Examinees taking ACT more than once	140	23.2	22.9	25.2	24.1	24.0
Asian						
Examinees taking ACT once	5,047	23.8	25.2	24.6	24.4	24.6
Examinees taking ACT more than once	3,120	28.1	28.0	28.7	27.7	28.2
Hispanic						
Examinees taking ACT once	40,607	15.7	17.8	17.8	18.0	17.5
Examinees taking ACT more than once	14,966	19.6	20.4	21.7	21.3	20.9
Pacific Islander						
Examinees taking ACT once	87	19.0	19.9	21.3	20.7	20.3
Examinees taking ACT more than once	31	22.2	23.1	23.6	23.3	23.2
White						
Examinees taking ACT once	26,148	20.8	21.5	22.6	21.9	21.8
Examinees taking ACT more than once	17,874	24.6	24.3	26.4	25.2	25.3
Multiracial						
Examinees taking ACT once	1,753	20.3	20.9	22.1	21.2	21.2
Examinees taking ACT more than once	916	24.2	23.9	26.0	24.9	24.9
Economically disadvantaged						
Examinees taking ACT once	41,468	15.3	17.5	17.5	17.6	17.1
Examinees taking ACT more than once	14,477	18.9	19.9	21.1	20.8	20.3
Not economically disadvantaged						
Examinees taking ACT once	42,861	20.2	21.2	22.0	21.4	21.3
Examinees taking ACT more than once	26,833	24.4	24.2	26.0	24.9	25.0
Female						
Examinees taking ACT once	45,408	17.9	18.9	20.0	19.2	19.1
Examinees taking ACT more than once	23,986	22.7	22.1	24.5	23.1	23.2

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

continues

Table 30 (continued)

ACT Performance of Examinees Taking ACT Once or More Than Once, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2018 and 2019

Group	Examinees	Average English score	Average math score	Average reading score	Average science score	Average composite score
Male						
Examinees taking ACT once	39,420	17.6	20.0	19.5	19.9	19.4
Examinees taking ACT more than once	17,425	22.2	23.4	24.0	24.0	23.5
State						
Examinees taking ACT once	84,912	17.8	19.4	19.7	19.5	19.2
Examinees taking ACT more than once	41,411	22.5	22.7	24.3	23.5	23.4

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

Table 31
ACT Participation of Examinees in National Testing Only, District Testing Only, or Both, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Number	Percent
African American		
Examinees participating in national testing only	9,223	60.8
Examinees participating in district testing only	4,730	31.2
Examinees participating in national and district testing	1,224	8.1
All examinees	15,177	100
American Indian		
Examinees participating in national testing only	264	57.8
Examinees participating in district testing only	156	34.1
Examinees participating in national and district testing	37	8.1
All examinees	457	100
Asian		
Examinees participating in national testing only	5,920	72.5
Examinees participating in district testing only	1,584	19.4
Examinees participating in national and district testing	663	8.1
All examinees	8,167	100
Hispanic		
Examinees participating in national testing only	30,306	54.5
Examinees participating in district testing only	20,316	36.6
Examinees participating in national and district testing	4,951	8.9
All examinees	55,573	100
Pacific Islander		
Examinees participating in national testing only	85	72.0
Examinees participating in district testing only	28	23.7
Examinees participating in national and district testing	5	4.2
All examinees	118	100
White		
Examinees participating in national testing only	32,759	74.4
Examinees participating in district testing only	8,101	18.4
Examinees participating in national and district testing	3,162	7.2
All examinees	44,022	100
Multiracial		
Examinees participating in national testing only	1,873	70.2
Examinees participating in district testing only	616	23.1
Examinees participating in national and district testing	180	6.7
All examinees	2,669	100

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

continues

Table 31 (continued)
ACT Participation of Examinees in National Testing Only, District Testing Only, or Both, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Number	Percent
Economically disadvantaged		
Examinees participating in national testing only	30,065	53.7
Examinees participating in district testing only	20,737	37.1
Examinees participating in national and district testing	5,143	9.2
All examinees	55,945	100
Not economically disadvantaged.		
Examinees participating in national testing only	50,034	71.8
Examinees participating in district testing only	14,584	20.9
Examinees participating in national and district testing	5,076	7.3
All examinees	69,694	100
Female		
Examinees participating in national testing only	45,497	65.6
Examinees participating in district testing only	17,986	25.9
Examinees participating in national and district testing	5,911	8.5
All examinees	69,394	100
Male		
Examinees participating in national testing only	34,966	61.5
Examinees participating in district testing only	17,568	30.9
Examinees participating in national and district testing	4,311	7.6
All examinees	56,845	100
State		
Examinees participating in national testing only	80,463	63.7
Examinees participating in district testing only	35,638	28.2
Examinees participating in national and district testing	10,222	8.1
All examinees	126,323	100

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

Table 32
ACT Participation of Examinees Taking ACT More Than Once Among Those Participating in National Testing Only or District Testing Only, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Examinees	Examinees taking ACT more than once (number)	Examinees taking ACT more than once (%)
African American			
Examinees participating in national testing only	9,223	3,008	32.6
Examinees participating in district testing only	4,730	131	2.8
American Indian			
Examinees participating in national testing only	264	100	37.9
Examinees participating in district testing only	156	3	1.9
Asian			
Examinees participating in national testing only	5,920	2,446	41.3
Examinees participating in district testing only	1,584	11	0.7
Hispanic			
Examinees participating in national testing only	30,306	9,378	30.9
Examinees participating in district testing only	20,316	637	3.1
Pacific Islander			
Examinees participating in national testing only	85	26	30.6
Examinees participating in district testing only	28	0	0.0
White			
Examinees participating in national testing only	32,759	14,231	43.4
Examinees participating in district testing only	8,101	481	5.9
Multiracial			
Examinees participating in national testing only	1,873	718	38.3
Examinees participating in district testing only	616	18	2.9
Economically disadvantaged			
Examinees participating in national testing only	30,065	8,661	28.8
Examinees participating in district testing only	20,737	673	3.2
Not economically disadvantaged			
Examinees participating in national testing only	50,034	21,149	42.3
Examinees participating in district testing only	14,584	608	4.2
Female			
Examinees participating in national testing only	45,497	17,409	38.3
Examinees participating in district testing only	17,986	666	3.7
Male			
Examinees participating in national testing only	34,966	12,499	35.7
Examinees participating in district testing only	17,568	615	3.5

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

continues

Table 32 (continued)
ACT Participation of Examinees Taking ACT More Than Once Among Those Participating in National Testing Only or District Testing Only, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Examinees	Examinees taking ACT more than once (number)	Examinees taking ACT more than once (%)
State			
Examinees participating in national testing only	80,463	29,908	37.2
Examinees participating in district testing only	35,638	1,281	3.6

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

Table 33
ACT Performance Meeting Texas Success Initiative College-Ready Criteria
of Examinees Participating in National Testing Only, District Testing Only,
or Both, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, Class of 2019

Group	Examinees	Met both TSI ^a criteria ^b	Percent
African American			
Examinees participating in national testing only	9,223	1,565	17.0
Examinees participating in district testing only	4,730	241	5.1
Examinees participating in national and district testing	1,224	243	19.9
American Indian			
Examinees participating in national testing only	264	111	42.0
Examinees participating in district testing only	156	22	14.1
Examinees participating in national and district testing	37	18	48.6
Asian			
Examinees participating in national testing only	5,920	4,417	74.6
Examinees participating in district testing only	1,584	614	38.8
Examinees participating in national and district testing	663	507	76.5
Hispanic			
Examinees participating in national testing only	30,306	6,417	21.2
Examinees participating in district testing only	20,316	1,571	7.7
Examinees participating in national and district testing	4,951	1,449	29.3
Pacific Islander			
Examinees participating in national testing only	85	31	36.5
Examinees participating in district testing only	28	6	21.4
Examinees participating in national and district testing	5	4	80.0
White			
Examinees participating in national testing only	32,759	17,998	54.9
Examinees participating in district testing only	8,101	2,383	29.4
Examinees participating in national and district testing	3,162	2,040	64.5
Multiracial			
Examinees participating in national testing only	1,873	914	48.8
Examinees participating in district testing only	616	145	23.5
Examinees participating in national and district testing	180	105	58.3
Economically disadvantaged			
Examinees participating in national testing only	30,065	5,121	17.0
Examinees participating in district testing only	20,737	1,402	6.8
Examinees participating in national and district testing	5,143	1,351	26.3

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aTexas Success Initiative. ^bA score of 19 or higher on the English section and a composite score of 23 or higher qualifies for an exemption on both the reading and writing sections of the Texas Success Initiative (TSI) assessment, and a score of 19 or higher on the mathematics section and a composite score of 23 or higher qualifies for an exemption on the mathematics section of the TSI assessment.

continues

Table 33 (continued)
ACT Performance Meeting Texas Success Initiative College-Ready Criteria of Examinees Participating in National Testing Only, District Testing Only, or Both, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Examinees	Met both TSI ^a criteria ^b	Percent
Not economically disadvantaged			
Examinees participating in national testing only	50,034	26,179	52.3
Examinees participating in district testing only	14,584	3,562	24.4
Examinees participating in national and district testing	5,076	3,014	59.4
Female			
Examinees participating in national testing only	45,497	16,909	37.2
Examinees participating in district testing only	17,986	2,373	13.2
Examinees participating in national and district testing	5,911	2,477	41.9
Male			
Examinees participating in national testing only	34,966	14,556	41.6
Examinees participating in district testing only	17,568	2,611	14.9
Examinees participating in national and district testing	4,311	1,889	43.8
State			
Examinees participating in national testing only	80,463	31,465	39.1
Examinees participating in district testing only	35,638	4,993	14.0
Examinees participating in national and district testing	10,222	4,366	42.7

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

^aTexas Success Initiative. ^bA score of 19 or higher on the English section and a composite score of 23 or higher qualifies for an exemption on both the reading and writing sections of the Texas Success Initiative (TSI) assessment, and a score of 19 or higher on the mathematics section and a composite score of 23 or higher qualifies for an exemption on the mathematics section of the TSI assessment.

Table 34**ACT Performance of Examinees Participating in National Testing Only, District Testing Only, or Both, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019**

Group	Examinees	Average English score	Average math score	Average reading score	Average science score	Average composite score
African American						
Examinees participating in national testing only	9,223	17.3	18.2	19.4	19.0	18.6
Examinees participating in district testing only	4,730	13.9	16.4	15.9	16.1	15.7
Examinees participating in national and district testing	1,224	18.2	19.0	20.4	19.9	19.5
American Indian						
Examinees participating in national testing only	264	21.2	21.8	23.3	22.4	22.3
Examinees participating in district testing only	156	15.5	17.7	17.7	17.7	17.3
Examinees participating in national and district testing	37	20.9	22.0	23.2	22.9	22.4
Asian						
Examinees participating in national testing only	5,920	26.7	27.3	27.3	26.6	27.1
Examinees participating in district testing only	1,584	20.1	22.5	21.3	21.6	21.5
Examinees participating in national and district testing	663	26.7	26.9	27.4	26.6	27.0
Hispanic						
Examinees participating in national testing only	30,306	17.9	19.2	20.0	19.8	19.3
Examinees participating in district testing only	20,316	14.4	17.1	16.6	16.9	16.4
Examinees participating in national and district testing	4,951	19.4	20.3	21.4	21.1	20.7
Pacific Islander						
Examinees participating in national testing only	85	20.5	21.1	22.7	21.8	21.6
Examinees participating in district testing only	28	17.2	18.8	18.9	19.5	18.8
Examinees participating in national and district testing	5	24.4	25.0	25.2	25.4	25.0
White						
Examinees participating in national testing only	32,759	23.0	23.1	24.8	23.7	23.8
Examinees participating in district testing only	8,101	19.0	20.3	20.9	20.5	20.3
Examinees participating in national and district testing	3,162	24.1	24.0	25.9	24.8	24.8
Multiracial						
Examinees participating in national testing only	1,873	22.6	22.6	24.3	23.2	23.3
Examinees participating in district testing only	616	18.3	19.5	20.0	19.6	19.5
Examinees participating in national and district testing	180	23.8	23.6	25.6	24.3	24.4
Economically disadvantaged						
Examinees participating in national testing only	30,065	17.2	18.6	19.3	19.3	18.7
Examinees participating in district testing only	20,737	14.2	16.9	16.4	16.7	16.2
Examinees participating in national and district testing	5,143	19.0	20.0	21.0	20.7	20.3
Not economically disadvantaged						
Examinees participating in national testing only	50,034	22.8	23.0	24.4	23.5	23.5
Examinees participating in district testing only	14,584	18.0	19.6	19.8	19.6	19.4
Examinees participating in national and district testing	5,076	23.6	23.7	25.3	24.3	24.3

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

continues

Table 34 (continued)

ACT Performance of Examinees Participating in National Testing Only, District Testing Only, or Both, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019

Group	Examinees	Average English score	Average math score	Average reading score	Average science score	Average composite score
Female						
Examinees participating in national testing only	45,497	20.7	20.7	22.6	21.5	21.5
Examinees participating in district testing only	17,986	16.0	17.7	18.1	17.7	17.5
Examinees participating in national and district testing	5,911	21.5	21.4	23.4	22.3	22.2
Male						
Examinees participating in national testing only	34,966	20.6	22.2	22.4	22.5	22.0
Examinees participating in district testing only	17,568	15.5	18.4	17.4	18.1	17.5
Examinees participating in national and district testing	4,311	21.0	22.4	22.8	22.9	22.4
State						
Examinees participating in national testing only	80,463	20.7	21.3	22.5	21.9	21.7
Examinees participating in district testing only	35,638	15.7	18.0	17.8	17.9	17.5
Examinees participating in national and district testing	10,222	21.3	21.8	23.1	22.5	22.3

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *College Admissions Testing General Information, Class of 2019* (TEA, 2021a), for additional information.

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Abstract. This report presents SAT and ACT examination participation and performance results in Texas public schools for the class of 2019. Data are provided by student characteristics, including race/ethnicity; gender; and economic, at-risk, dyslexia, English learner, foster care, homeless, immigrant, military-connected, and migrant statuses. Data also are provided by participation in bilingual education or English as a second language, career and technical education, gifted and talented, special education, and Title I programs.

The report is available in PDF format on the agency website at <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/college-admissions-testing-sat-and-act>. Additional information about this report may be obtained by contacting the Texas Education Agency Division of Research and Analysis by phone at (512) 475-3523 or by e-mail at Research@tea.texas.gov.

For additional information about the SAT, contact the College Board Southwestern Regional Office at (866) 392-3017 or <https://www.collegeboard.org/>. For additional information about the ACT, contact ACT, Inc., at (319) 337-1270 or <http://www.act.org/>.



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