Texas Education Agency
www.tea.texas.gov

Texas Education Agency
Division of Research and Analysis
January 2025

College Admissions Testing
General Information, Class of 2023

College Admissions Testing: The SAT and ACT

Introduction

The SAT and ACT examinations are designed to measure students' college readiness and academic achievement as they prepare for postsecondary college and career opportunities. Many U.S. colleges and universities take into consideration some combination of college admissions test scores and school achievement records when making decisions about admissions and course placement. However, in recent years, an increasing number of colleges and universities began waiving SAT and ACT testing requirements (National Association for College Admission Counseling, 2020). This trend was accelerated by the COVID-19 pandemic and has continued (Common App, 2024).

The SAT is based on the high school curriculum and measures examinees' preparedness for college with an emphasis on the reasoning, knowledge, skills, and understanding that are most important for college and career readiness (College Board, 2017). The ACT is based on the high school curriculum and measures examinees' academic readiness for college in key content areas and assesses student mastery of both college and career readiness standards (ACT, Inc., 2024). The College Board develops the SAT with guidance from test development committees made up of experienced educational professionals and subject-matter experts (College Board, 2017). ACT, Inc., develops the ACT using a range of information, including surveys of secondary and postsecondary teachers, consultation with educational experts at the secondary and postsecondary levels, and student performance data from the ACT and postsecondary courses (ACT, Inc., 2024). All test questions on both the SAT and ACT are subjected to independent review processes and pretested on students under live testing conditions (ACT, Inc., 2024; College Board, 2017).

This document supplements the following reports: *College Admissions Testing Results for Graduating Seniors in Texas Public Schools, Class of 2023* (Texas Education Agency [TEA], 2025) and *College Admissions Testing Results for Graduating Seniors in Texas and the United States, Class of 2023* (TEA, 2024b). It provides background information on the SAT and ACT examinations, including descriptions of the examinations, uses of individual scores in Texas, data sources, and interpretation of results.

Copyright © Texas Education Agency. All rights reserved.

COVID-19 Pandemic

Overview. In spring 2020, given the effect of COVID-19, the governor of Texas used his statutory authority under Texas Government Code §418.016 (2024, amended to be effective September 1, 2013) to suspend in-school instruction across the state. All students statewide were learning remotely at the end of the 2019-20 school year. During the 2020-21 school year, as the COVID-19 pandemic continued to affect schooling, Texas public school districts could offer full-time in-person, full-time remote, and hybrid learning. During the 2021-22 and 2022-23 school years, under Senate Bill 15, qualifying Texas public school districts could offer remote instruction for up to 10 percent of enrolled students (TEA, 2021). In 2021-22, 95.3 percent of enrolled Texas public school students attended full-time in person during the school year, compared to 98.5 percent for 2022-23. This section details the impact the COVID-19 pandemic had on SAT and ACT examinations for the 2019-20 through 2022-23 school years.

SAT. In the 2019-20 school year, the College Board canceled all SAT test administrations between March 25, 2020, and the end of the 2019-20 school year (College Board, 2020a, 2020c). The cancellations included two weekend testing administrations (May 2, 2020, and June 6, 2020) and three school-day testing administrations (March 25, 2020, April 14, 2020, and April 28, 2020). Weekend testing on March 14, 2020, occurred at the discretion of local public health and education officials (College Board, 2020b). Some testing occurred on that day, but many local testing centers were closed. The College Board allowed students who registered for canceled test administrations to transfer their registration fees to future administrations at no additional cost and provided refunds to students who did not reschedule (College Board, 2020a, n.d.-c).

In 2020-21, the College Board held weekend SAT administrations each month from August through December (College Board, 2020c). Nearly half (46%) of the local testing centers were closed nationally for the August weekend test date (College Board, 2020d). The percentage of closed local testing centers steadily decreased each month to 30 percent in November and 33 percent in December (College Board, 2020e, 2020f, 2020g). To make up for SAT school-day administrations that were canceled in the spring, the College Board offered SAT testing in schools in the fall of 2020 (College Board, 2020c).

In the 2021-22 and 2022-23 school years, the College Board offered the same number of weekend and school-day testing administrations as they did pre-pandemic in 2018-19: seven weekend testing dates (four in the fall and three in the spring) and six school-day testing windows (two in the fall and four in the spring) (College Board, n.d.-a, n.d.-b).

ACT. In the 2019-20 school year, ACT, Inc., canceled two ACT school-day testing administrations, scheduled for March 24, 2020, and June 2, 2020, and offered online testing in March, April, and June (ACT, Inc., n.d.-a). The April 4, 2020, weekend testing administration was rescheduled to June 13, 2020 (ACT, Inc., 2020a). That testing administration and the July 18, 2020, weekend testing administration occurred at the discretion of local public health and education officials (ACT, Inc., 2020b). Some testing occurred on those days, but many local testing centers were closed (ACT, Inc., 2020c). ACT, Inc., allowed students to reschedule examinations at no additional cost (ACT, Inc., n.d.-e).

For the 2020-21 school year, ACT, Inc., added three weekend ACT administrations to its fall 2020 schedule, increased school-day testing, and implemented pop-up testing sites across the nation (ACT, Inc., 2021e). ACT, Inc., also provided make-up testing, when possible, for last-minute cancellations and weather-related events.

In the 2021-22 and 2022-23 school year, ACT, Inc., offered the same number of weekend testing administrations as they did pre-pandemic in 2018-19: three in the fall and four in the spring (ACT, Inc., 2021d, n.d.-g). For the 2021-22 school year, ACT, Inc., continued to offer the same number of school-day testing windows as in 2020-21: one in the fall and four in the spring (ACT, Inc., 2021a, 2021b, 2021c). For the 2022-23 school year, ACT, Inc., offered two school-day testing windows in the fall and four in the spring (ACT, Inc., n.d.-f).

The Examinations

Overview. Both the College Board and ACT, Inc., offer weekend testing and school-day testing options. Weekend testing administrations are offered at testing centers several times during the school year and typically occur on Saturdays. School-day testing administrations are offered through examinees' school districts during regular school days. The purpose of school-day testing is to increase student access to SAT and ACT examinations by offering them at no cost or at reduced cost to students during school hours (College Board, n.d.-d; M. Fuller, personal communication, September 24, 2017).

SAT. The College Board began administering a redesigned version of the SAT in March 2016. The redesigned version of the SAT consists of two sections: evidence-based reading and writing (ERW) and mathematics (Table 1 on page 4) (College Board, 2017). The ERW section is 1 hour, 40 minutes in length and consists of a reading test and a writing and language test. The reading test consists of 52 multiple-choice passage-based questions that assess understanding of vocabulary in context; ability to analyze and synthesize information; and ability to comprehend what is explicitly stated, as well as what is implied, in text passages. The writing and language test consists of 44 multiple-choice questions that assess ability to recognize and correct content-related, rhetorical, or mechanical errors in passages. The sentence completion questions assess vocabulary and understanding of sentence structure. The reading test is 1 hour, 5 minutes in length and the writing and language test is 35 minutes in length. The ERW items are categorized according to four content areas: expression of ideas, standard English conventions, relevant words in context, and command of evidence.

The mathematics section is 1 hour, 20 minutes in length (College Board, 2017). This section consists of 58 multiple-choice questions and student-produced response questions that assess skills in solving problems, modeling, using appropriate tools strategically, and using structure to solve algebra and other advanced mathematics problems. The mathematics items are categorized according to four content areas: algebra and functions, advanced expressions, problem solving and data analysis, and geometry and trigonometry.

The redesigned version of the SAT was first administered to examinees in March 2016 (College Board, 2017). The structure of the previous version of the SAT differs from the redesigned version in

Table 1
A Brief Comparison of the SAT and ACT Examinations, 2022-23

Characteristic	SAT	ACT
Type of test	The SAT is a curriculum-based, college readiness test that assesses the academic skills and knowledge students acquire in high school and the ability to apply that knowledge.	The ACT is a curriculum-based, college and career readiness test that assesses what students learn in their classes; similar to an achievement test.
Test structure	Evidence-based reading and writing (2 sections) Mathematics (2 sections) Includes experimental test questions on selected tests	English (1 section) Mathematics (1 section) Reading (1 section) Science (1 section) Includes experimental test questions on selected tests Writing (1 optional section)

Test content	Evidence-based reading and writing
	Passage-based reading with multiple-choice questions measuring ability to:
	• analyze and synthesize information
	• comprehend what is stated or implied
	• understand vocabulary in context
	• recognize and correct errors in:
	  ○ content
	  ○ rhetoric
	  ○ mechanics
	Multiple-choice sentence completion questions measuring ability to:
	• understand vocabulary
	• understand sentence structure
	Mathematics
	Multiple-choice and student-produced responses (grid-in) questions covering four content areas:
	• algebra and functions
	• advanced expressions
	• problem solving and data analysis
	• geometry and trigonometry
		English
		Passage-based reading with multiple-choice questions measuring understanding of:
		• usage/mechanics:
		  ○ punctuation
		  ○ grammar and usage
		  ○ sentence structure
		• rhetorical skills:
		  ○ topic development
		  ○ organization
		  ○ style
		Mathematics
		Multiple-choice questions covering six content areas:
		• pre-algebra
		• elementary algebra
		• intermediate algebra
		• geometry
		• trigonometry
		• statistics and probability
		Reading
		Passage-based reading with multiple-choice questions measuring reading comprehension as a function of referring and reasoning skills, including understanding of vocabulary in context
		Science
		Presents data representations, research summaries, and conflicting viewpoints with multiple-choice questions measuring ability to understand, analyze, and generalize scientific information from biology, chemistry, earth/space sciences, and physics
		Writing (optional)
		Essay test measuring writing skills emphasized in high school English classes and in entry-level college composition courses

Note. Information contained in this table was compiled and summarized from resources available from ACT, Inc., and College Board, including ACT, Inc. (n.d.-d, 2024) and College Board (2017, 2022).

[a]Not including the experimental questions.

continues

Table 1 (continued)
A Brief Comparison of the SAT and ACT Examinations, 2022-23

Characteristic	SAT	ACT
Length	154 items: 3 hours[a] Optional essay section: 50 minutes	215 items: 2 hours, 55 minutes[a] Optional writing section: 40 minutes
Penalty for incorrect answers	No penalty	No penalty
Scoring	The score on each of the two major sections ranges from 200 to 800 (in 10-point increments).	The score on each of the four major sections ranges from 1 to 36. The composite score is the average of the four section scores rounded to the nearest whole number. The optional writing section score, ranging from 2 to 12, is the average of four subscores, each ranging from 2 to 12.
Score reporting	If a student takes the test multiple times, he or she can choose which scores to have sent to colleges.	If a student takes the test multiple times, he or she can choose which scores to have sent to colleges.
Cost of exam	$60	$66 plus an additional $25 for the optional writing section

Note. Information contained in this table was compiled and summarized from resources available from ACT, Inc., and College Board, including ACT, Inc. (n.d.-d, 2024) and College Board (2017, 2022).

[a]Not including the experimental questions.

that: (a) the reading and writing tests were in separate sections called critical reading and writing, respectively; (b) the essay section was mandatory and part of the writing section; and (c) the mathematics section did not focus as heavily on algebra, problem solving, and data analysis (College Board, 2015). The testing time for the redesigned SAT is 3 hours, not including examinations with experimental questions (College Board, 2017). Testing time is extended by 20 minutes when experimental questions, which are designed to pretest questions for future tests and are presented to a sample of examinees, are presented. Beginning with the 2021-22 school year, the College Board discontinued the optional essay section (College Board, 2021).

ACT. The ACT consists of five sections: English, mathematics, reading, science, and an optional writing section (ACT, Inc., 2024). The English section is 45 minutes in length and consists of 75 multiple-choice passage-based questions that assess understanding of the conventions of standard written English and of rhetorical skills. Specifically, the six elements assessed by this section are punctuation, grammar and usage, sentence structure, topic development, organization, and style.

The mathematics section is 1 hour in length and consists of 60 multiple-choice questions that assess mathematical reasoning skills in the areas of pre-algebra, elementary algebra, intermediate algebra, geometry, trigonometry, and statistics and probability (ACT, Inc., 2024). The mathematics items are reported according to three main categories: preparing for higher mathematics, integrating essential skills, and modeling.

The reading section is 35 minutes in length and consists of 40 multiple-choice questions that assess reading comprehension by requiring examinees to understand what is explicitly stated, as well as what is implied, in text (ACT, Inc., 2024). Specific skills assessed include the ability to determine main ideas, locate and interpret significant details, understand sequences of events, make comparisons, comprehend cause-effect relationships, use context to understand vocabulary, draw generalizations, analyze voice and

method, analyze claims and evidence in arguments, and integrate information from multiple related texts. The reading items are reported according to three categories: key ideas and details, craft and structure, and integration of knowledge and ideas.

The science section is 35 minutes in length and consists of 40 multiple-choice questions that assess skills required in the sciences, including interpretation, analysis, evaluation, reasoning, and problem solving (ACT, Inc., 2024). The content includes biology, chemistry, earth/space sciences, and physics. The science items are constructed in three formats: data representation, requiring examinees to interpret graphs and information presented in tables and diagrams; research summaries, requiring examinees to interpret experimental results; and conflicting viewpoints, requiring examinees to understand, analyze, and compare alternative viewpoints or hypotheses.

The optional writing section is 40 minutes in length and requires each examinee to write an essay, based on a prompt, presenting a position on an issue (ACT, Inc., 2024). The prompt describes an issue and provides three different perspectives on the issue. Examinees are asked to support one of the three perspectives or to develop a response based on their own perspective and analyze the relationship between their perspective and one or more of the others. The writing section measures writing skills emphasized in high school English classes and in entry-level college composition courses. The testing time for the ACT is 2 hours 55 minutes, not including the optional writing section or examinations with experimental questions. Experimental questions are designed to pretest questions and are administered to a sample of examinees.

SAT and ACT Scoring

SAT. Student performance on the SAT is reported as a scaled score, which is a normative standard score calculated from a raw score (College Board, 2017). The SAT scaled scores on each section range from 200 to 800 in 10-point increments. In contrast to the previous version of the SAT, no points are deducted for incorrect answers. The ERW section scale score is derived from two raw subscores from a reading test and a writing and language test. Each examinee receives a total scale score, ranging from 400 to 1600, calculated as the sum of that examinee's ERW and mathematics scores.

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 ERW and mathematics sections were summed to calculate the examinee's SAT total score. These total scores are commonly known as "superscores." Because of the change 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.

Prior to March 2016, when the College Board began administering the redesigned version of the SAT, scaled scores on each section of the test ranged from 200 to 800 in 10-point increments (College Board, 2014). For the critical reading and mathematics sections, the raw score equaled the number of questions answered correctly minus one-quarter of the number of multiple-choice questions answered incorrectly. No points were deducted for unanswered questions or for wrong answers to student-produced response

questions on the mathematics section. The writing scaled score was derived from: (a) a raw score calculated in the same manner as the critical reading and mathematics sections and (b) the essay score, which was the sum of two readers' scores. The essay made up approximately 30 percent of the total writing score. The total scale score ranged from 600 to 2400.

Scores for the redesigned SAT and its predecessor are not equivalent because the examinations are different in content, structure, and scoring. Beginning with the class of 2020, examinees took only the redesigned version of the SAT. Scores for the small percentages of SAT 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 the College Board's concordance tables. This made it possible to determine the best scores across the two versions of the SAT and to summarize data for the class of 2018 examinee population and for the class of 2019 examinee population for the report *College Admissions Testing Results for Graduating Seniors in Texas Public Schools, Class of 2023* (TEA, 2025). The College Board created the concordance tables by calculating percentile ranks of score and subscore distributions on each section and combination of sections on both versions of the SAT (College Board, n.d.-f). Scores for the two versions of the test are concorded when they have the same percentile ranks.

For classes of 2018 and 2019 examinees who took the previous version of the SAT, the best scores for each section were converted to corresponding scores on the redesigned version using the College Board's concordance tables. Scores for the mathematics section of the previous version of the test were converted to corresponding scores for the mathematics section of the redesigned version. In addition, summed scores for multiple sections of the previous version of the test were converted to corresponding scores on the redesigned version. To calculate an examinee's best ERW section score: (1) the examinee's best scores for the critical reading and writing sections of the previous version of the test were summed; then (2) the summed scores were converted to corresponding scores for the ERW section of the redesigned version. To calculate an examinee's total score, or summed ERW and mathematics score: (1) the examinee's best scores for the critical reading, writing, and mathematics sections of the previous version of the test were summed; then (2) the summed scores were converted to corresponding scores for the summed ERW and mathematics score on the redesigned version. To determine the total scores for examinees who took both versions of the test, each examinee's converted total score was then compared to that examinee's total score on the redesigned SAT. An examinee's best section scores were taken from the version of the test with the highest total score. Because scores for the summed ERW and mathematics measure were converted separately from the individual test sections, sums of section mean scores may not always equal the mean scores of the summed measure.

ACT. Student performance on the ACT is reported as a scaled score that ranges from 1 to 36 in 1-point increments (ACT, Inc., 2024). For the English, mathematics, reading, and science sections of the ACT, the raw score equals the number of questions answered correctly; no points are deducted for incorrect answers. Examinees also receive a composite score, calculated as the average of each examinee's English, mathematics, reading, and science scores rounded to the nearest whole number.

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. These composite scores are commonly known as "superscores." Because of the change 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.

Because the SAT and ACT may vary in difficulty from test form to test form or from year to year, the raw scores are not comparable. To allow for performance comparisons, the raw scores are converted to scaled scores. The statistical equating procedures used in the conversion ensure that any given scaled score indicates the same level of ability across test forms or testing dates.

Use of Individual SAT and ACT Scores in Texas

Texas Public School Accountability System

The Texas public school accountability system evaluates the performance of districts and campuses in three domains: Student Achievement, School Progress, and Closing the Gaps (Texas Education Agency [TEA], 2024c; Texas Education Code [TEC], Chapter 39, Subchapter G, 2024, as of July 18, 2024). For the 2024 accountability ratings cycle, districts and campuses were evaluated for overall accountability ratings of *A*-*F* based on results across a number of indicators in the three domains. Performance on the SAT and the ACT was a component of the college, career, and military readiness (CCMR) indicators, which were included in all three domains. In addition, performance on the SAT and the ACT for accelerated testers was included in the State of Texas Assessments of Academic Readiness (STAAR) components in all three domains, and participation on the SAT and the ACT for accelerated testers was included in the participation status indicator in the Closing the Gaps domain.

College, Career, and Military Readiness Indicators

The CCMR indicators in the Texas public school accountability system use performance data from the ACT, Advanced Placement, International Baccalaureate, SAT, and Texas Success Initiative (TSI) assessments, among other data, to measure students' preparedness for college, the workforce, or the military (TEA, 2024c). There are two CCMR indicators in the accountability system: one for the Student Achievement and School Progress domains and one for the Closing the Gaps domain. Performance on the SAT and the ACT is included in both CCMR indicators as a component of the TSI criteria. For the 2024 accountability ratings cycle, the CCMR indicator for the Student Achievement and School Progress domains measured the percentage of 2023 annual graduates who met the TSI criteria in both reading language arts (RLA) and mathematics, and the CCMR indicator for the Closing the Gaps domain measured the percentage of 2023 annual graduates plus students in Grade 12 in the 2022-23 school year who met the TSI criteria in both RLA and mathematics. The SAT/ACT components of the CCMR indicators were evaluated based on data for the class of 2023.

Inclusion of SAT/ACT Results for Accelerated Testers

An accelerated tester is a student who meets the Approaches Grade Level standard or above on the Algebra I, English II, and/or Biology STAAR end-of-course (EOC) assessment prior to Grade 9 (TEA, 2024c). For the 2024 accountability ratings cycle, an accelerated tester is also a student who earned course credit for Algebra I, English II, and/or Biology in spring or summer 2020 and who was granted a COVID-19 testing waiver prior to Grade 9. Beginning with the 2021 accountability ratings cycle, Grade 12 accelerated tester performance on the SAT and the ACT was included in calculating the STAAR components for all three domains in the accountability system. In addition, Grade 12 accelerated tester participation on the mathematics and RLA sections of the SAT and/or ACT was a component of the participation status indicator in the Closing the Gaps domain. Performance on the SAT and ACT mathematics sections was evaluated for accelerated Algebra I testers; performance on the SAT evidence-based reading and writing (ERW) section and ACT combined English and reading sections was evaluated for accelerated English II testers; and performance on the ACT science section was evaluated for accelerated Biology testers. To be included in the Student Achievement and School Progress domain calculations, accelerated testers must have met the Approaches Grade Level standard or above on the EOC assessment. To be included in the Closing the Gaps domain performance and participation calculations, accelerated testers must have met the Meets Grade Level standard or above on the EOC assessment. For the 2024 accountability ratings cycle, SAT and ACT results for accelerated testers were evaluated based on data from the August 2020 through May 2024 test administrations.

Distinction Designations

Overview. Under the Texas public school accountability system, distinction designations are awarded to recognize school districts and campuses for outstanding achievement in specified academic areas (TEA, 2024c; TEC, Chapter 39, Subchapter G, 2024, as of July 18, 2024). The distinction designations are based on results across a number of indicators. Results for a campus are evaluated in relation to results for a comparison group of similar campuses. Results for a district are evaluated based on results for campus-level indicators aggregated across all campuses in the district. To be eligible to earn a distinction designation, a district or campus must receive an accountability rating of *A*, *B*, or *C*.

Academic achievement distinction designations. For the 2024 accountability ratings cycle, there were nine campus-level academic achievement distinction designation (AADD) indicators for SAT and ACT examinations: (1) participation in either the SAT or ACT examination; (2) performance in RLA on the SAT; (3) performance in RLA on the ACT; (4) performance in mathematics on the SAT; (5) performance in mathematics on the ACT; (6) performance in science on the ACT; (7) performance in RLA on the SAT/ACT for 2023-24 accelerated testers; (8) performance in mathematics on the SAT/ACT for 2023-24 accelerated testers; and (9) performance in science on the ACT for 2023-24 accelerated testers (TEA, 2024c). The RLA indicators were based on performance on the ERW section of the SAT and performance on the English and reading sections of the ACT. The mathematics indicators were based on performance on the mathematics section of each examination. The science indicator was based on performance on the science section of the ACT. The SAT and ACT indicators for AADDs related to accelerated testers were evaluated based on data from the August 2020 through May 2024 test

administrations. The remaining SAT and ACT indicators for AADDs were evaluated based on data for the class of 2023. AADDs were not available for districts. For information about SAT and ACT calculations for AADDs, see *College Admissions Testing Glossary of Terms, Class of 2023* (TEA, 2024a).

Closing the gaps distinction designations. For the 2024 accountability ratings cycle, one closing the gaps distinction designation (CGDD) was available at the campus level (TEA, 2024c). The CGDD included one SAT/ACT indicator as a component of the TSI criteria for the CCMR indicator within the Closing the Gaps domain in the accountability system: performance on SAT/ACT. For purposes of awarding CGDDs, the indicator measured the percentage of 2023 annual graduates plus students in Grade 12 in the 2022-23 school year who successfully completed and earned credit for a college preparatory course or scored at or above the college-ready criteria on the TSI assessment (TSIA), the SAT, or the ACT in both RLA and mathematics, among other CCMR criteria. The *2024 Accountability Manual* defines the RLA college-ready criteria as the English language arts and reading (ELAR) criteria on the TSIA; a score of 480 on the ERW section of the SAT; a score of 19 on the English section and a composite score of 23 on the ACT for students who took at least one ACT examination before February 15, 2023; or a summed score of 40 on the English and reading sections of the ACT for students who took at least one ACT examination on or after February 15, 2023. The *2024 Accountability Manual* defines the mathematics college-ready criteria as the mathematics criteria on the TSIA; a score of 530 on the mathematics section of the SAT; a score of 19 on the mathematics section and a composite score of 23 on the ACT for students who took at least one ACT examination before February 15, 2023; or a score of 22 on the mathematics section of the ACT for students who took at least one ACT examination on or after February 15, 2023. Both sets of ACT RLA and mathematics criteria were applied to the best section scores across all examinations for ACT examinees who took at least one examination prior to February 15, 2023, and at least one examination on or after February 15, 2023. The SAT/ACT indicator for CGDDs was evaluated based on data for the class of 2023. For additional information about CGDDs, see *College Admissions Testing Glossary of Terms, Class of 2023* (TEA, 2024a).

Postsecondary readiness distinction designations. For the 2024 accountability ratings cycle, one postsecondary readiness distinction designation (PRDD) was available at the campus level, and one was available at the district level (TEA, 2024c). In each case, the PRDD included three SAT/ACT indicators: participation in either the SAT or ACT examination, TSI criteria graduates, and college, career, and military ready graduates. The TSI criteria graduates indicator measured the percentage of graduates who successfully completed and earned credit for a college preparatory course or scored at or above the college-ready criteria on the TSIA, the SAT, or the ACT in both RLA and mathematics. The *2024 Accountability Manual* defines the RLA college-ready criteria as the ELAR criteria on the TSIA; a score of 480 on the ERW section of the SAT; a score of 19 on the English section and a composite score of 23 on the ACT for students who took at least one ACT examination before February 15, 2023; or a summed score of 40 on the English and reading sections of the ACT for students who took at least one ACT examination on or after February 15, 2023. The *2024 Accountability Manual* defines the mathematics college-ready criteria as the mathematics criteria on the TSIA; a score of 530 on the mathematics section of the SAT; a score of 19 on the mathematics section and a composite score of 23 on the ACT for students who took at least one ACT examination before February 15, 2023; or a score

of 22 on the mathematics section of the ACT for students who took at least one ACT examination on or after February 15, 2023. Both sets of ACT RLA and mathematics criteria were applied to the best section scores across all examinations for ACT examinees who took at least one examination prior to February 15, 2023, and at least one examination on or after February 15, 2023. The college, career, and military ready graduates indicator measured the percentage of 2023 annual graduates who successfully completed and earned credit for a college preparatory course or met the college-ready criteria on the TSIA, the SAT, or the ACT in both RLA and mathematics, among other CCMR criteria. The SAT/ACT indicators for PRDDs were evaluated based on data for the class of 2023. For information about SAT and ACT calculations for PRDDs, see *College Admissions Testing Glossary of Terms, Class of 2023* (TEA, 2024a).

For the 2017 accountability ratings cycle and earlier cycles, the SAT/ACT performance indicator for PRDDs, as well as other SAT/ACT performance indicators before distinction designations were available, had criterion scores defined as a summed score of 1110 on the critical reading and mathematics sections of the previous version of the SAT and a composite score of 24 on the ACT (TEA, 2017a, 2017b). Using College Board's concordance tables, a summed score of 1110 on the critical reading and mathematics sections of the previous version of the SAT concords to a summed score of 1180 on the ERW and mathematics sections of the redesigned SAT (College Board, n.d.-f). In addition, a composite score of 24 on the ACT concords to a summed score of 1180 on the ERW and mathematics sections of the redesigned SAT (ACT, Inc., & College Board, 2018). TEA continues to present performance results using these criterion scores (a composite score of 24 on the ACT and a summed score of 1180 on the ERW and mathematics sections of the SAT) in *College Admissions Testing Results for Graduating Seniors in Texas Public Schools, Class of 2023* (TEA, 2025).

End-of-Course Substitute Assessments for Graduation

Beginning in the 2011-12 school year, in accordance with TEC §39.025 (2010), the commissioner of education approved a list of assessments, including the SAT and the ACT, that a student may substitute for STAAR EOC assessments to meet graduation requirements (Title 19 of the Texas Administrative Code [TAC] §101.4002, 2024, amended to be effective August 9, 2022). An approved assessment may be used to substitute only one specific EOC assessment graduation requirement. A student who scored 530 or higher on the mathematics section of the SAT or 22 or higher on the mathematics section of the ACT may substitute the assessment for the Algebra I EOC assessment graduation requirement. A student who scored 23 or higher on the science section of the ACT may substitute the assessment for the Biology EOC assessment graduation requirement. A student who scored 480 or higher on the ERW section of the SAT or 22 or higher on the reading section and 18 or higher on the English section of an ACT examination may substitute the assessment for the English I or English II EOC assessment graduation requirement.

Texas First Early High School Completion Program

In 2021, the 87th Texas Legislature created the Texas First Early High School Completion Program to allow public high school students who demonstrate early readiness for college to graduate early from high school (TEC §28.0253, 2022). To demonstrate readiness, a student must meet several criteria,

including demonstrating mastery in the subject areas of English/language arts, mathematics, science, social studies, and a language other than English (19 TAC §21.52, 2024, amended to be effective February 15, 2024). A student can meet the English/language arts criteria by scoring 480 or higher on the ERW section of the SAT or 18 or higher on the English section of the ACT; the mathematics criteria by scoring 530 or higher on the mathematics section of the SAT or 22 or higher on the mathematics section of the ACT; the science criteria by scoring 23 or higher on the science section of the ACT; and the social studies criteria by scoring 22 or higher on the reading section of the ACT.

Exemption From Texas Success Initiative Testing

In 1987, the Texas Legislature established a system of testing and remediation called the Texas Academic Skills Program, or TASP (TEC §51.306, 1988). In 2003, TASP was replaced by the TSI (TEC §51.3062, 2004). Under the TSI, undergraduate students enrolling for the first time in public institutions of higher education are required to take an assessment to evaluate their readiness for freshman-level academic coursework (TEC §51.333, 2024, added to be effective June 15, 2017). For the class of 2023, the Texas Legislature allowed exemptions from TSIA requirements based on student performance on the SAT, the ACT, and the state assessment (19 TAC §4.54, 2024, adopted to be effective May 16, 2024; TEC §51.338, 2024, amended to be effective June 16, 2021). To qualify for an exemption based on the SAT or ACT, a student must have received a specified minimum score in one of the five years prior to enrollment in a public institution of higher education. On the SAT, a student must have received a score of 480 or higher on the ERW section to be exempt from the ELAR section of the TSIA, and a score of 530 or higher on the mathematics section to be exempt from the mathematics section of the TSIA. For ACT examinations administered prior to February 15, 2023, a student must have received a composite score of 23 or higher and (a) a score of 19 or higher on the English section to be exempt from the ELAR section of the TSIA or (b) a score of 19 or higher on the mathematics section to be exempt from the mathematics section of the TSIA. For ACT examinations administered on or after February 15, 2023, a student must have received (a) a summed score of 40 or higher on the English and reading sections to be exempt from the ELAR section of the TSIA or (b) a score of 22 or higher on the mathematics section to be exempt from the mathematics section of the TSIA. Scores from ACT examinations before or after February 15, 2023, can be used to exempt students from taking the TSIA if the benchmarks specified for examinations taken on or after February 15, 2023, are met.

College, Career, and Military Readiness Outcomes Bonus

In 2019, the 86th Texas Legislature established the CCMR Outcomes Bonus, a system that awards funds to districts with graduates who exceed certain performance thresholds on the SAT and ACT, among other CCMR criteria (TEA, 2019; TEC §48.110, 2019). The purpose of the CCMR Outcomes Bonus is to reward districts (a) for preparing students for college, a career, or the military and (b) for students enrolling in postsecondary institutions, completing a credential, and/or enlisting in the military. Funding for the awards was first made available in the 2019-20 school year (TEA, 2019). The amounts districts receive for each qualifying graduate are based on performance thresholds set for three student groups: economically disadvantaged students, non-economically disadvantaged students, and students served in special education programs (TEC §48.110, 2024, amended to be effective

September 1, 2021). The thresholds are defined under 19 TAC §74.1007(b). Districts receive $5,000 for qualifying economically disadvantaged graduates, $3,000 for qualifying non-economically disadvantaged graduates, and $2,000 for qualifying graduates served in special education programs (TEC §48.110, 2024, amended to be effective September 1, 2021). Qualifying graduates served in special education programs are also counted in the economically disadvantaged and non-economically disadvantaged groups. Districts receive estimated CCMR Outcomes Bonus funding annually that is reconciled with TEA the following school year (19 TAC §74.1007, 2024, amended to be effective January 25, 2022). At least 55 percent of the funds awarded to districts must be spent on students in Grades 8-12 to improve CCMR outcomes (TEC §48.110, 2024, amended to be effective September 1, 2021).

Reporting of SAT and ACT Results by the Texas Education Agency

Data Sources

Texas public schools. The College Board provides the Texas Education Agency (TEA) with annual examination results and demographic information for Texas public high school SAT examinees. Similarly, ACT, Inc., provides TEA with annual examination results and demographic information for Texas public high school ACT examinees. When registering for SAT or ACT examinations, students are asked to provide an expected year of graduation. To determine whether to include examinees in a given reporting year, TEA combines four years of testing data and uses information such as the student-reported expected year of graduation and actual year of graduation reported by school districts in the Public Education Information Management System (PEIMS). All Texas public school students who graduated in the 2022-23 school year, as reported in PEIMS, were considered class of 2023 graduates for this report. Because examinees who reported they expected to graduate in a given year may not have actually done so, the difference in reporting methods can result in imprecise participation rates. For the class of 2017 and earlier classes, TEA received examinees' scores from the testing companies based on student-reported 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. Scores for the small percentages of SAT 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. This made it possible to determine the best scores across the two versions of the SAT and to summarize data for the class of 2018 examinee population and for the class of 2019 examinee population for the report *College Admissions Testing Results for Graduating Seniors in Texas Public Schools, Class of 2023* (TEA, 2025). See the section "SAT and ACT Scoring" on page 6 for additional information on test score conversion.

Beginning with the class of 2023, the Texas Success Initiative (TSI) college-ready criteria for the ACT changed. For the class of 2022 and earlier classes, the ACT TSI college-ready criteria for reading language arts (RLA) were a score of 19 on the English section and a composite score of 23, and the criteria for mathematics were a score of 19 on the mathematics section and a composite score of 23. Beginning with the class of 2023, the ACT TSI college-ready criteria for RLA were: (a) a score of 19 on the English section and a composite score of 23 for students who took at least one ACT examination before February 15, 2023; or (b) a summed score of 40 on the English and reading sections for students who took at least one ACT examination on or after February 15, 2023. The ACT TSI college-ready criteria for mathematics were: (a) a score of 19 on the mathematics section and a composite score of 23 for students who took at least one ACT examination before February 15, 2023; or (b) a score of 22 on the mathematics section for students who took at least one ACT examination on or after February 15, 2023. Both sets of ACT RLA and mathematics criteria were applied to the best section scores across all examinations for ACT examinees who took at least one examination prior to February 15, 2023, and at least one examination on or after February 15, 2023. For class of 2023 ACT examinees, 94.9 percent took the ACT before February 15, 2023, 3.3 percent took the ACT on or after February 15, 2023, and 1.9 percent took the ACT both before and on or after February 15, 2023. Because of the changes to the criteria, caution should be used when comparing ACT TSI college-ready criteria results for the class of 2023 to results for the class of 2022 and earlier classes.

Data on public school student grade level, race/ethnicity, economic status, and gender, as well as other relevant district, campus, and student information, are obtained from PEIMS. College Board and ACT, Inc., data on race/ethnicity and gender for examinees' most recent test records are used when the equivalent PEIMS data are not available. Beginning in the 2018-19 school year, SAT examinees were able to select a third, nonbinary gender option, and beginning in the 2019-20 school year, ACT examinees were able to select a third, nonbinary gender option. In the class of 2023, there were five SAT/ACT examinees who selected the nonbinary gender option and did not match to student records in PEIMS.

Sums of public school examinees by student characteristic and program participation may differ from one another or from the total of all examinees. Whereas counts of all examinees reflect all examinees reported by the testing companies, counts of examinees by race/ethnicity and by gender reflect examinees who could be found in PEIMS plus examinees who could not be found in PEIMS but for whom the specified demographic data were available from the testing companies. Examinees reported by the testing companies may not be found in PEIMS because of data reporting errors. Because data on other student characteristics and program participation are not available from the testing companies, counts of examinees by these data reflect only those examinees who could be found in PEIMS.

Similarly, sums of public school graduates by student characteristic and program participation may differ from one another or from the total of all graduates. Graduate counts by student characteristic and

program participation reflect only graduates who had student characteristic and program participation data available in PEIMS for the 2022-23 school year.

Combined public and nonpublic schools in Texas and in the United States. SAT and ACT results for public and nonpublic school graduates combined in Texas, other states, and in the United States were obtained, when available, from summary reports released annually by the College Board (College Board, n.d.-e, 2023a, 2023b) and ACT, Inc. (ACT, Inc., n.d.-b, n.d.-c), respectively. Unlike the case with testing data reported by TEA, data provided in annual reports by the testing companies include only the results of examinees' most recent examinations. SAT results for the United States include international students (L. Sveda, personal communication, June 23, 2023). College Board reports for the class of 2017 and later classes include only the results from the version of the SAT examination administered in March 2016 or after. For this reason, and because scores on the redesigned SAT are not directly comparable to the previous version of the test, SAT performance results for the class of 2016 and earlier classes are not included in *College Admissions Testing Results for Graduating Seniors in Texas and the United States, Class of 2023* (TEA, 2024b). Results in the reports provided by the testing companies are based only on the scores of examinees identified by the College Board and ACT, Inc., as expecting to graduate in the reporting year.

The denominators for examination participation rates obtained from the College Board and ACT, Inc., are projected counts of graduating seniors reported by the Western Interstate Commission for Higher Education (WICHE). Participation rates not available from College Board or ACT, Inc., reports were derived by dividing counts of graduating examinees obtained from the testing companies by WICHE projections of graduating seniors.

Beginning with the class of 2016, the College Board reported SAT data for the following seven racial/ethnic categories: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and multiracial. Prior to the class of 2016, the College Board reported SAT data for the following four racial categories: African American, American Indian, Asian/Pacific Islander, and White. In addition, the College Board reported SAT data for three separate Hispanic subgroups: Mexican American, Puerto Rican, and other Hispanic students. TEA used these data to calculate results for Hispanic students overall.

Beginning in 2018-19, the College Board included a nonbinary option, "another gender," that examinees could select to report gender. In addition, examinees were given the option to select "unknown." The College Board first reported these categories in results for the class of 2020, combining "another gender," "unknown," and missing values under the single category "another/no response."

Beginning in 2019-20, ACT, Inc., included a nonbinary option, "another gender," that examinees could select to report gender. In addition, examinees were given the option to select "prefer not to respond." When reporting results by gender, ACT, Inc., combines "another gender," "prefer not to respond," and missing values under the single category "other responses."

Interpretation of Results

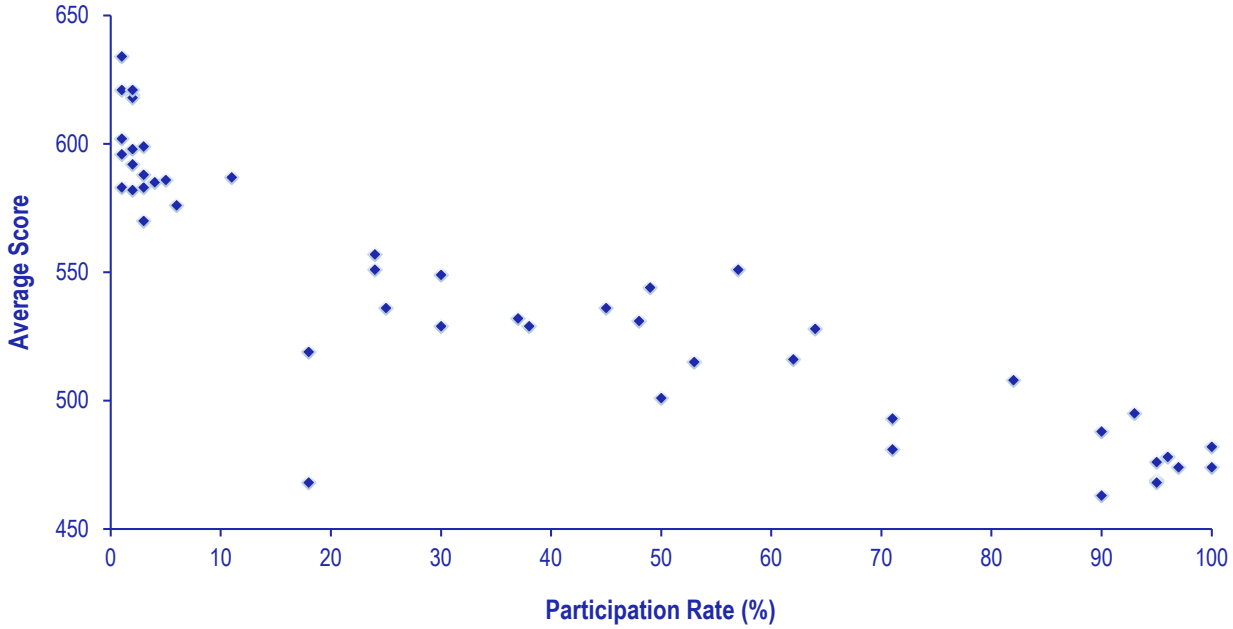
The effect of group size. It may be informative to compare a group's performance results over time, but the reliability of such comparisons depends on the sizes of all groups. When a group is small, compared to other groups, reliability is reduced, and caution should be used when interpreting change 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.

The effect of participation rate. Because both the SAT and ACT are voluntary, a self-selected portion of the high school population takes the tests. In situations like this, the rate of participation plays an important role in the interpretation of performance results. Specifically, the accuracy of the estimate of the performance results for a population on a given examination depends on the proportion of that population that takes the examination. For example, a 90 percent participation rate would generally yield a performance result that is more representative of the population than a 10 percent participation rate. This effect of participation rate on reported performance results affects the kinds of group comparisons that can be made. Typically, in groups with low participation rates, the examinees have completed academically rigorous courses and apply to the nation's most selective scholarship programs and colleges (College Board, 2018). Consequently, low participation rates generally result in inflated performance estimates. Assuming the average ability level of each population is, in reality, the same, the performance estimate for a population with a very low participation rate will usually be higher than the performance estimate for a population with a high participation rate.

The inverse relationship between participation rate and performance is illustrated by SAT mathematics participation and performance data in the 50 states and the District of Columbia for the class of 2023 (Figure 1 on page 17). As a state's participation rate increases, its average score usually decreases. Bias in the estimate of a population's performance tends to be reduced when the participation rate is moderate to high. Participation rates directly affect the validity of comparisons among states, districts, campuses, and various student groups. Generally, comparisons of performance on the SAT or ACT are most informative between groups with similar participation rates.

Participation rates over time. SAT and ACT participation rates can be affected by many factors, including, for example, varying graduation rates, availability of test fee waivers, availability of financial aid for higher education, colleges and universities waiving SAT and ACT testing requirements, a pandemic, school-day testing, and state-mandated participation in one of the examinations. The number of graduates is the denominator in SAT and ACT participation rate calculations, and the number of examinees is the numerator. In 2005, for the first time in nearly a decade, the number of students

Figure 1
Relationship Between SAT Mathematics Participation and Performance for States, Class of 2023



Source. Primary data from College Board (n.d.-e).

graduating from Texas public schools decreased (TEA, 2006). Because the decrease in graduates did not result from a decrease in enrollment, and because the numbers of SAT and ACT examinees increased, examination participation rates increased for all student groups in 2005. Shifts such as this should be taken into account when comparing participation rates over time. For the class of 2017 and earlier classes, TEA received examinees' scores from the testing companies based on student-reported year of graduation. Beginning with the class of 2018, TEA received examinees' scores from the testing companies based on year of test administration. Because of this change, 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.

Beginning in the 2007-08 school year, in accordance with Texas Education Code (TEC) §39.0261 (2007), "high school students in the spring of the 11th grade or during the 12th grade may select and take once, at state cost, one of the valid, reliable, and nationally norm-referenced assessment instruments used by colleges and universities as part of their undergraduate admissions processes." Funding for the cost of assessments during each fiscal biennium is subject to legislative appropriations. Under the Texas College Preparation Program, TEA contracted with the College Board and ACT, Inc., to offer free SAT and ACT examinations in 2009-10 and 2010-11 to high school juniors enrolled in Texas public school districts and charters. The standard registration fees for the SAT and ACT were funded by TEA. In 2019, the 86th Texas Legislature passed legislation that entitled districts to reimbursements for fees paid for the administration of assessments under TEC §39.0261 (TEC §48.155, 2019). Beginning in the 2019-20 school year, districts received estimated Foundation School Program allocations as reimbursement for costs incurred for the payment of SAT, ACT, and Texas Success Initiative assessment examinations taken during that school year by students in the spring of their junior year or during their senior year (TEA,

2020). Districts receive estimated funding annually for assessment reimbursement. In the spring of the following school year, TEA reconciles the reimbursement amounts with districts. Districts cannot receive more than one reimbursement per student.

Beginning in the 2011-12 school year, three Texas public school districts offered SAT school-day testing, or SAT School Days, to their 11th- and/or 12th-grade students (J. Schott, personal communication, May 12, 2016). Similarly, beginning in the 2012-13 school year, one Texas public school district offered ACT school-day testing (M. Fuller, personal communication, August 24, 2016). The purpose of SAT and ACT school-day testing is to increase student access to SAT and ACT examinations by offering the examinations at no cost or at reduced cost to students during school hours (College Board, n.d.-d; M. Fuller, personal communication, September 24, 2017). The number of school districts offering SAT and ACT school-day testing has increased nearly every school year from the initial year offered through the 2022-23 school year.

References

ACT, Inc. (n.d.-a). *ACT district testing: The ACT; late spring administration.* Retrieved July 23, 2020, from https://www.act.org/content/act/en/products-and-services/the-act-educator/states-and-districts/April-Administration.html (as of July 18, 2024, the content was no longer available at this url).

ACT, Inc. (n.d.-b). *ACT profile report—state: Graduating class 2023 Texas.* Author.

ACT, Inc. (n.d.-c). *Average ACT scores by state: Graduating class of 2023.* Retrieved July 18, 2024, from https://www.act.org/content/dam/act/unsecured/documents/2023-Average-ACT-Scores-by-State.pdf

ACT, Inc. (n.d.-d). *Current ACT fees and services*. Retrieved April 3, 2023, from https://www.act.org/content/act/en/products-and-services/the-act/registration/fees.html (as of July 18, 2024, the content was no longer available at this url).

ACT, Inc. (n.d.-e). *Frequently asked questions: Questions about scheduling, rescheduling or making changes to a registration.* Retrieved July 21, 2020, from https://www.act.org/content/act/en/covid-19.html (as of July 18, 2024, the content was no longer available at this url).

ACT, Inc. (n.d.-f). *Resources for ACT district testing.* Retrieved November 3, 2022, from https://www.act.org/content/act/en/products-and-services/the-act-educator/resources.html#dt-details (as of July 18, 2024, the content was no longer available at this url).

ACT, Inc. (n.d.-g). *Test dates.* Retrieved November 3, 2022, from https://www.act.org/content/act/en/products-and-services/the-act/registration.html (as of July 18, 2024, the content was no longer available at this url).

ACT, Inc. (2020a). *ACT reschedules April 2020 national ACT test date to June.* Retrieved July 18, 2024, from https://leadershipblog.act.org/2020/03/act-reschedules-april-2020-national-act.html

ACT, Inc. (2020b). *ACT testing updates: Summer testing and postponement of section retesting for 2020.* Retrieved July 18, 2024, from https://leadershipblog.act.org/2020/06/update-on-summer-testing.html

ACT, Inc. (2020c). *Statement on July national testing.* Retrieved July 18, 2024, from https://leadershipblog.act.org/2020/07/statement-on-july-national-testing.html

ACT, Inc. (2021a). *ACT district testing high level schedule: Early spring 2022—paper & online.* Author.

ACT, Inc. (2021b). *ACT district testing high-level schedule: Fall 2021—paper only.* Author.

ACT, Inc. (2021c). *ACT district testing high level schedule: Late spring 2022—paper & online.* Author.

ACT, Inc. (2021d). *ACT test dates: United States, US territories, and Puerto Rico—2021-2022*. Author.

ACT, Inc. (2021e). *An update on ACT testing for the 2020-2021 school year*. Retrieved July 18, 2024, from https://leadershipblog.act.org/2021/02/an-update-on-ACT-testing-for-2020-2021.html

ACT, Inc. (2024). *ACT technical manual: January 2024*. Retrieved July 18, 2024, from https://www.act.org/content/dam/act/unsecured/documents/ACT_Technical_Manual.pdf

ACT, Inc., & College Board. (2018). *Guide to the 2018 ACT/SAT concordance*. Retrieved July 18, 2024, from https://satsuite.collegeboard.org/media/pdf/guide-2018-act-sat-concordance.pdf

College Board. (n.d.-a). *PSAT-related assessment and SAT coronavirus updates.* Retrieved May 17, 2022, from https://pages.collegeboard.org/sat-covid-19-updates (as of July 18, 2024, the content was no longer available at this url)

College Board. (n.d.-b). *PSAT-related assessment and SAT Covid-19 updates.* Author.

College Board. (n.d.-c). *SAT and PSAT-related coronavirus updates: Frequently asked questions*. Retrieved July 21, 2020, from https://pages.collegeboard.org/sat-covid-19-updates (as of July 18, 2024, the content was no longer available at this url).

College Board. (n.d.-d). *SAT School Day: Expand access for all students*. Retrieved July 22, 2024, from https://signup.collegeboard.org/sat-sd-educators/

College Board. (n.d.-e). *SAT suite annual report 2023: 2023 state reports.* Retrieved July 9, 2024, from https://reports.collegeboard.org/sat-suite-program-results

College Board. (n.d.-f). *Score comparisons for higher ed*. Retrieved July 18, 2024, from https://satsuite.collegeboard.org/higher-ed-professionals/score-reports/score-comparisons/higher-ed

College Board. (2014). *2014-16 advising and admission handbook for the SAT and the SAT subject tests.* Author.

College Board. (2015). *Test specifications for the redesigned SAT*. Retrieved March 7, 2019, from https://satsuite.collegeboard.org/media/pdf/test-specifications-redesigned-sat-1.pdf (as of July 18, 2024, the content was no longer available at this url).

College Board. (2017). *SAT suite of assessments technical manual: Characteristics of the SAT*. Retrieved July 18, 2024, from https://satsuite.collegeboard.org/media/pdf/sat-suite-assessments-technical-manual.pdf

College Board. (2018). *Guidelines on the uses of College Board test scores and related data.* Retrieved July 18, 2024, from https://research.collegeboard.org/pdf/guidelines-uses-college-board-test-scores-and-data.pdf

College Board. (2020a). *College Board cancels May SAT in response to the coronavirus.* Retrieved July 18, 2024, from https://allaccess.collegeboard.org/college-board-cancels-may-sat-response-coronavirus

College Board. (2020b). *College Board coronavirus update: What to do if you are registered to take the March 14 SAT*. Retrieved July 18, 2024, from https://newsroom.collegeboard.org/college-board-coronavirus-update-what-do-if-you-are-registered-take-march-14-sat

College Board. (2020c). *College Board shares plans to provide students with opportunities to take the SAT in 2020*. Retrieved July 18, 2024, from https://newsroom.collegeboard.org/college-board-shares-plans-provide-students-opportunities-take-sat-2020

College Board. (2020d). *What to know before the August SAT administration*. Retrieved July 18, 2024, from https://newsroom.collegeboard.org/what-know-august-sat-administration

College Board. (2020e). *What to know before the December SAT administration*. Retrieved July 18, 2024, from https://newsroom.collegeboard.org/what-know-december-sat-administration

College Board. (2020f). *What to know before the November SAT administration*. Retrieved July 18, 2024, from https://newsroom.collegeboard.org/what-know-november-sat-administration

College Board. (2020g). *What to know before the September and October SAT administrations*. Retrieved July 18, 2024, from https://newsroom.collegeboard.org/what-know-september-and-october-sat-administrations

College Board. (2021). *College Board will no longer offer SAT subject tests or SAT with essay*. Retrieved June 1, 2022, from https://blog.collegeboard.org/January-2021-sat-subject-test-and-essay-faq (as of July 18, 2024, the content was no longer available at this url).

College Board. (2022). *Quick reference guide 2022-23*. Retrieved July 18, 2024, https://counselors.collegeboard.org/media/pdf/2021_2022_quick_reference_guide.pdf

College Board. (2023a). *2023 SAT suite of assessments annual report: Texas*. Retrieved July 18, 2024, from https://reports.collegeboard.org/media/pdf/2023-texas-sat-suite-of-assessments-annual-report-ADA.pdf

College Board. (2023b). *2023 SAT suite of assessments annual report: Total group*. Retrieved July 18, 2024, from https://reports.collegeboard.org/media/pdf/2023-total-group-sat-suite-of-assessments-annual-report%20ADA.pdf

Common App. (2024). *Deadline updates, 2023-24: First-year application trends through Feb 1*. Retrieved July 19, 2024, from https://www.commonapp.org/files/Common-App-Deadline-Updates-2024.02.14.pdf

National Association for College Admission Counseling. (2020). *Ensuring all students have access to higher education: The role of standardized testing in the time of COVID-19 and beyond: Guidance for colleges and universities.* Retrieved July 18, 2024, from https://www.luminafoundation.org/wp-content/uploads/2020/09/ensuring-all-students-have-access.pdf

Texas Administrative Code, Title 19, Education. (2024). Retrieved July 18, 2024, from http://texreg.sos.state.tx.us/public/tacctx$.startup

Texas Education Agency. (2006). *Secondary school completion and dropouts in Texas public schools, 2004-05* (Document No. GE06 601 06). Available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout/completion-graduation-and-dropout-reports

Texas Education Agency. (2017a). *Glossary: 2016-17 Texas academic performance report*. Retrieved July 18, 2024, from https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/tapr-glossary2017october.pdf

Texas Education Agency. (2017b). *2017 accountability manual.* Retrieved July 18, 2024, from https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2017-accountability-manual

Texas Education Agency. (2019). *House Bill 3 (HB3) implementation: CCMR outcomes bonus allowable expenses*. Retrieved July 18, 2024, from https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-3-hb-3-implementation-ccmr-outcomes-bonus-allowable-expenses

Texas Education Agency. (2020). *House Bill 3 (HB 3) implementation: College preparation assessment reimbursements.* Retrieved July 18, 2024, from https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-hb-3-implementation-college-preparation-assessment-reimbursements

Texas Education Agency. (2021). *Senate Bill 15 overview.* Retrieved September 19, 2024, from https://tea.texas.gov/texas-schools/health-safety-discipline/covid/taasb-15.pdf

Texas Education Agency. (2024a). *College admissions testing glossary of terms, class of 2023*. Available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/college-admissions-testing-sat-and-act

Texas Education Agency. (2024b). *College admissions testing results for graduating seniors in Texas and the United States, class of 2023* (Document No. GE24 601 05). Available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/college-admissions-testing-sat-and-act

Texas Education Agency. (2024c). *2024 accountability manual.* Retrieved August 12, 2024, from https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2024-accountability-manual

Texas Education Agency. (2025). *College admissions testing results for graduating seniors in Texas public schools, class of 2023* (Document No. GE25 601 06). Available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/college-admissions-testing-sat-and-act

Texas Education Code. (1988). *Texas school law bulletin*. St. Paul, MN: West Publishing.

Texas Education Code. (2004). *Texas school law bulletin*. St. Paul, MN: West.

Texas Education Code. (2007). *Texas school law bulletin*. St. Paul, MN: Thomson/West.

Texas Education Code. (2010). *Texas school law bulletin.* St. Paul, MN: Thomson Reuters.

Texas Education Code. (2019). *Texas school law bulletin*. Charlottesville, VA: Matthew Bender.

Texas Education Code. (2022). *Texas school law bulletin.* Park City, UT: Blue360° Media.

Texas Education Code. (2024). Retrieved July 18, 2024, from https://statutes.capitol.texas.gov/StatutesByDate.aspx

Texas Government Code. (2024). Retrieved September 19, 2024, from https://statutes.capitol.texas.gov/StatutesByDate.aspx

Texas Education Agency
Mike Morath, Commissioner of Education

Office of Analytics, Assessment, and Reporting
Iris Tian, Deputy Commissioner

Division of Research and Analysis
Linda Roska, Executive Director

Accountability Research Unit
Jennifer Broussard, Director

Project Staff
Autumn McIlraith
Michael Lu
Keith Wechter
Hongyun Dong
Rona Tong

Editorial Staff
Shannon Nagy
Christine Whalen
Richard Kallus

Citation. Texas Education Agency. (2025). *College admissions testing general information, class of 2023*. Austin, TX: Author.

Abstract. This report presents general information about the SAT and ACT, including descriptions of the examinations, uses of individual scores in Texas, data sources, and interpretation of results, as a supplement to the following reports: *College Admissions Testing Results for Graduating Seniors in Texas Public Schools, Class of 2023* (Texas Education Agency [TEA], 2025) and *College Admissions Testing Results for Graduating Seniors in Texas and the United States, Class of 2023* (TEA, 2024b).

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 at (866) 630-9305 or https://www.collegeboard.org/. For additional information about the ACT, contact ACT, Inc., at (319) 337-1270 or http://www.act.org/.

SAT® is a trademark of the College Board, and ACT® is a trademark of ACT, Inc. Other product and company names mentioned in this report may be trademarks of their respective owners.

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

January 2025