

The Future of Serving Unprepared Students in the State of Texas

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60x30TX



Texas Higher Education
Coordinating Board

Agenda

- Overview of Texas Higher Education Strategic Plan (60x30TX)
- Overview of College Readiness
 - Definitions
 - Trends
- TSI Policy Updates
 - TSIA Writing Benchmark
 - HB 2223 Implementation Rules and Policies
 - TSIA, Version 2.0
- Resources/Support
- Q&A

The four goals in the 60x30TX Plan are essential to the future prosperity of Texas.



THE OVERARCHING GOAL: 60x30

At least 60 percent of Texans ages 25-34 will have a certificate or degree.

- *Supports the economic future of the state*



THE SECOND GOAL: COMPLETION

At least 550,000 students in 2030 will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.

- *Requires large increases among targeted groups*



THE THIRD GOAL: MARKETABLE SKILLS

All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

- *Emphasizes the value of higher education in the workforce*



THE FOURTH GOAL: STUDENT DEBT

Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

- *Helps students graduate with manageable debt*

College Readiness

Definitions and Trends

What is College Readiness (THECB)?

Texas Success Initiative (TSI)

- Statute applies to all public Institutions of Higher Education (IHEs) in Texas
- Requirement highlights:
 1. **Assessment** of academic skills to determine readiness to enroll in freshman-level academic coursework for each entering, non-exempt undergraduate student (19 Tex. Admin. Code § 4.55).
 2. **Advise and develop an individualized “plan for academic success”** for each undergraduate student who fails to meet the minimum passing standards related to college readiness (19 Tex. Admin. Code § 4.58).
- An institution may not use the TSI as a condition of admission to the institution or as a condition of admission to a specific program offered by the institution (19 Tex. Admin. Code § 4.55(e)).

What is College Readiness (THECB)?

- College Readiness – 70% likelihood of achieving a grade of A, B, or C in an entry-level college-credit course
- Aligned with higher education faculty expectations

Texas Success Initiative Assessment (TSIA)

- As of Fall 2013, the TSIA is the ONLY assessment instrument approved by the THECB for IHEs to assess students' readiness for freshman-level academic coursework.
- The TSIA has three subject areas: (Reading, Writing, and Math)
 - Writing section has two components (**Objective** (multiple choice) and an **Essay**).

TSIA: Pre-Assessment Activity

- Prior to taking the TSIA , each student is required to complete a Pre-Assessment Activity with the Testing Center administering the TSIA addressing minimally the following components:
 1. Importance of assessment in students' academic career;
 2. Assessment process and components, including practice with feedback of sample test questions in all disciplinary areas;
 3. Developmental education options including corequisite, course-pairing, non-course-based, modular, and other non-conventional interventions;
 4. Institutional and/or community student resources (e.g., supplemental instruction, tutoring, transportation, childcare, financial aid).

TSIA: College Readiness Benchmarks

- Effective Fall 2017, the minimum passing standards “cut scores” are as follow:

Section	Minimum Passing Score(s)
Reading	351
Mathematics	350
*Writing	340 (Objective) and 4 (Essay)
*Writing	< 340 (Objective) and ABE Diagnostic >= 4 and Essay >= 5

*Results of the 2017 TSIA Predictive Placement Validity Study were used to adjust the Writing college-ready threshold to meet Texas standards based on evidence of student performance in Texas institutions of higher education.

TSIA: Understanding the Scores

Subject Area	Placement Test Max Range(s)	If student is NOT college ready, then use Diagnostic for placement
Reading	310 – 390 (College Ready: Yes or No)	Institutions should provide a range of developmental interventions to best meet students needs.
Mathematics		
Writing		
Writing (Essay)	1 - 8	

[TSIA Interpreting Your Score Document](#)

- The TSIA is computer-adaptive.
- The first 20 questions (per subject) yield the Placement Test Score (310-390).
- If the college readiness benchmark is NOT met, student completes a diagnostic.
- Diagnostic provides feedback on specific areas of strength and weakness.
- Diagnostic results should be used in placing students into developmental coursework or interventions.

Texas Success Initiative Assessment (TSIA)

- A student may retake the TSIA at any time. (19 Tex. Admin. Code § 4.59(d)).
- As a best practice, engage in some type of intervention or refresher BEFORE attempting the TSIA again.

How can a student demonstrate College Readiness? (THECB)

- TSI Assessment
- ACT
- SAT
- STAAR EOC – English III and Algebra II (4000)
- College Preparatory Course (at IHE with MOU with ISD)
- Earned college credit in reading, writing, or math-intensive course (as determined by institution)
 - Could be through AP, dual credit
- *See [TAC Rule 4.54](#) for all exemptions, exceptions, and waivers*

THECB Definition of College Readiness Differs From:

- Dual credit eligibility
- TEA definition of “college readiness,” “postsecondary,” “college, career, and military readiness” (CCMR)

Dual Credit Eligibility vs. College Readiness

Dual Credit Eligibility- not a college readiness benchmark but allows qualifying students to ENROLL in a college-level course (by subject area(s)):

- PSAT-MNSQT/Aspire
- English II EOC (4000)
- Algebra I EOC (4000) + Algebra II course (grade of A, B, or C)

TAC, Section 4.85

Students meeting above eligibility requirements are not considered college ready until successful completion of the college-level course (grade of A, B, or C)

TEA: College, Career, and Military Readiness (CCMR)

4/20/18

College Ready

- *Meet criteria of 3 on AP or 4 on IB examinations*
- **Meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics**
- *Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)*
- **Earn an associate's degree**
- *Complete an OnRamps course**
- *Meet standards on a composite of indicators indicating college readiness**

**Implementation in 2019 & beyond*

TEA: College, Career, and Military Readiness (CCMR)

4/20/18

Career Ready

- Earn industry-based certification
- CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (one-half point credit)
- Graduate with completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
- Be admitted to postsecondary industry certification program*

Military Ready

- Enlist in the United States Armed Forces

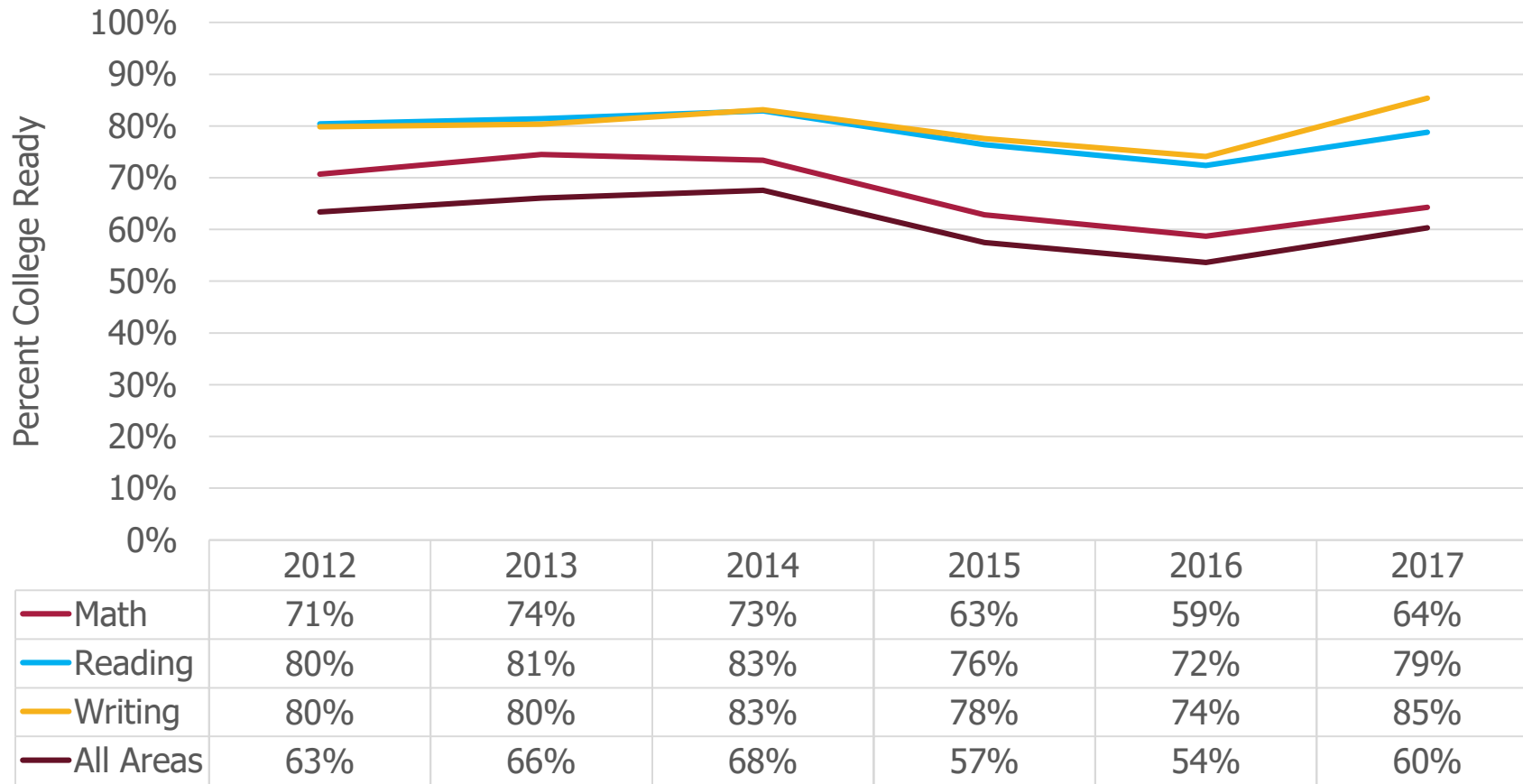
**Implementation in 2019 & beyond*

Where we are: The data perspective!

College Readiness Trends

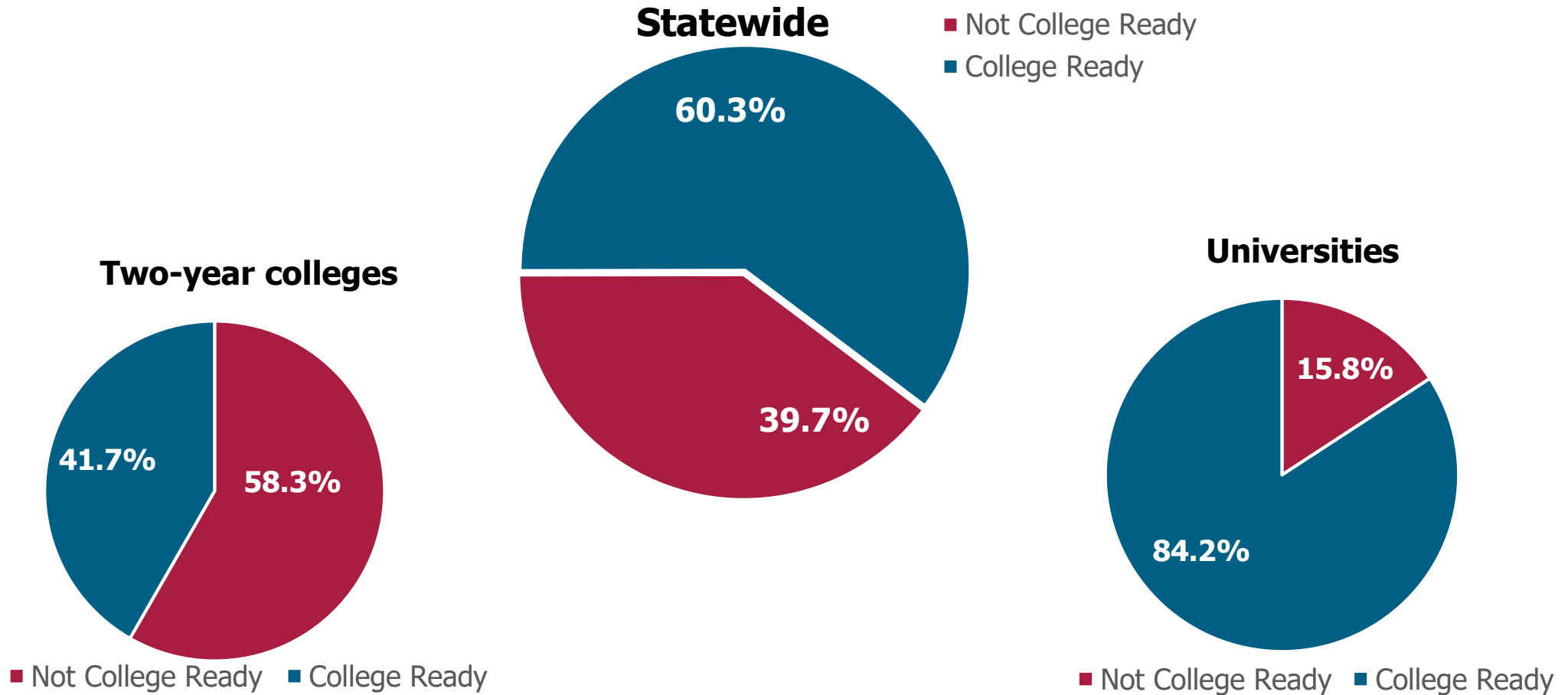
College readiness of incoming cohorts increased in 2017 after two years of declines

Percentage of fall FTIC cohort who enter college-ready, By Subject: Statewide



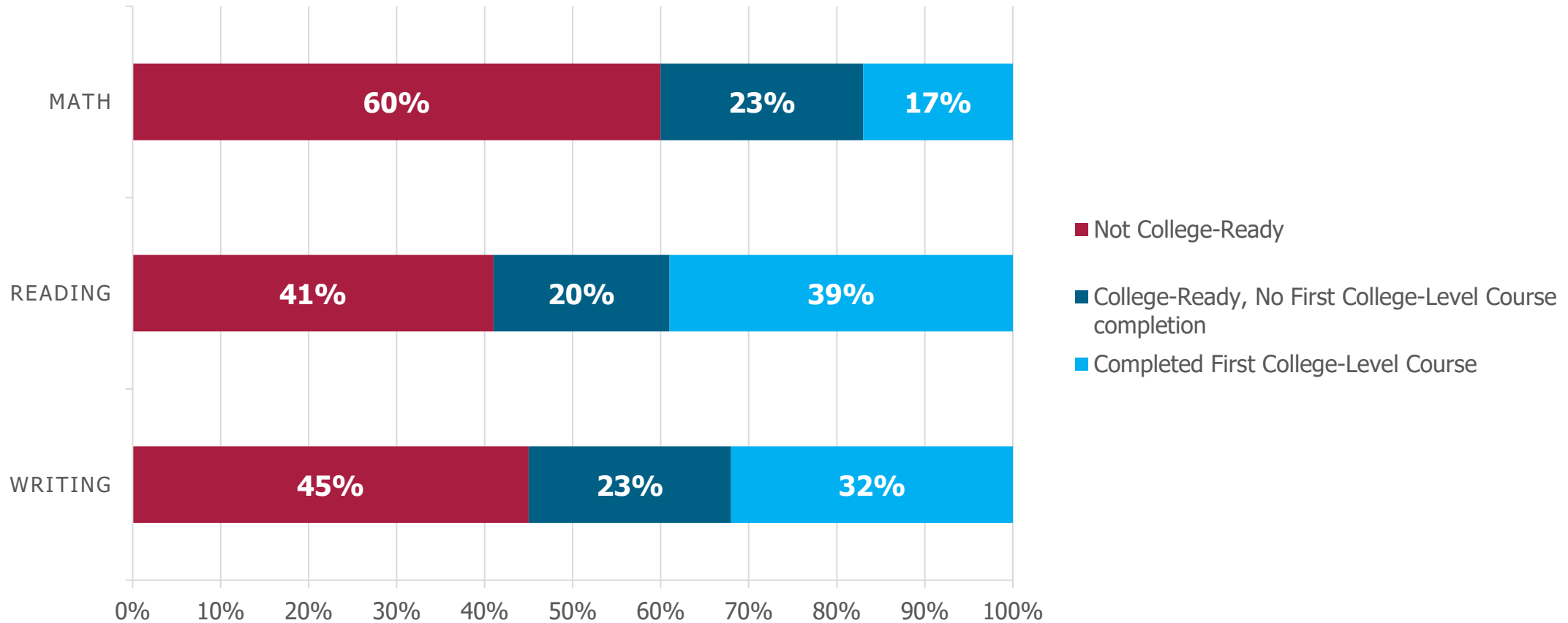
Source: CBM002

60 percent of first-time entering students in Fall 2017 were college ready.



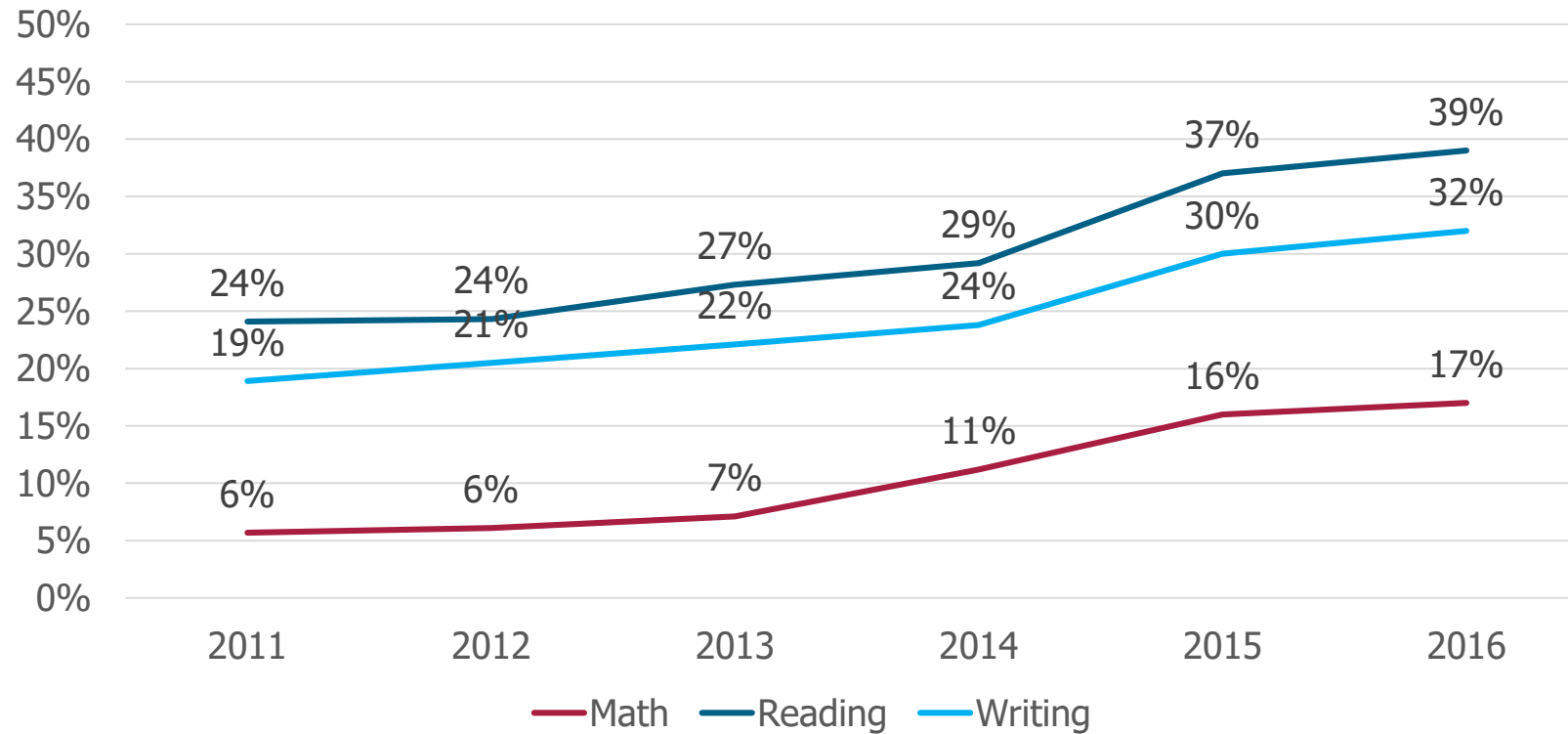
Almost half of non-college-ready students from Fall 2016 remained not-ready after 1 year

Statewide: Fall 2016 Percent Of Students Not-ready, 1 Year Follow-up



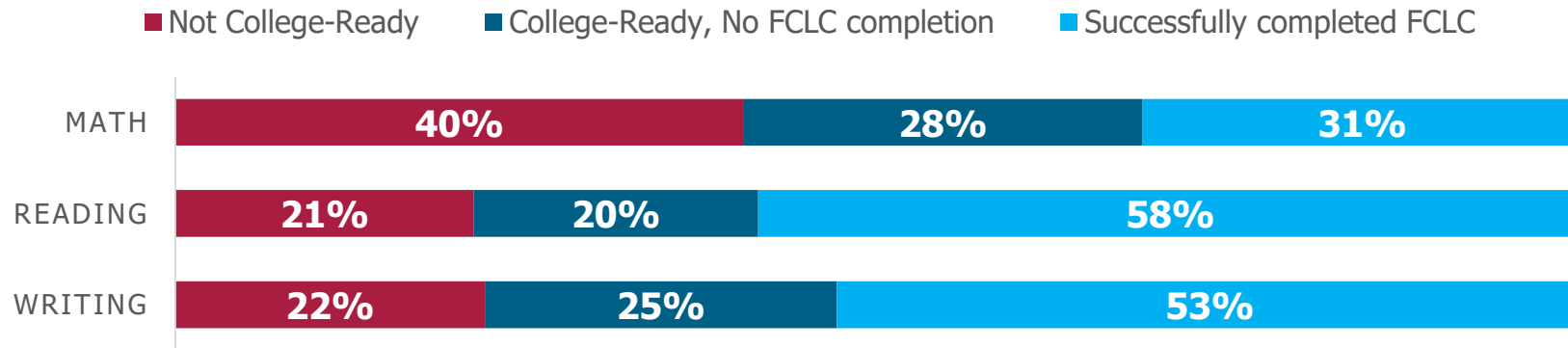
Successful completion of FCLC by students not college ready has increased over past 5 years

Percent of students not college-ready who complete a FCLC in non-ready subject within one year, Statewide

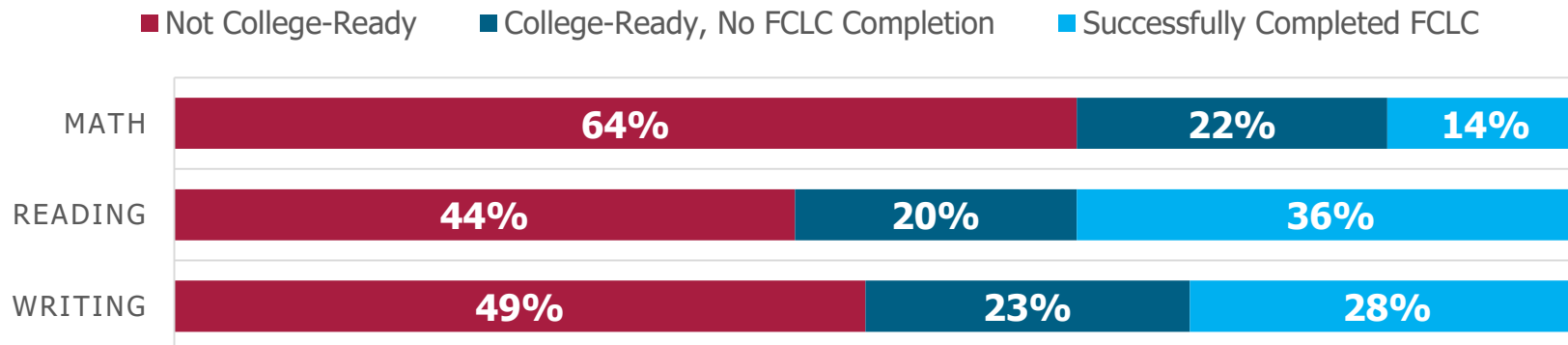


Math continues to be the subject with the most students who are not college-ready and also have the lowest FCLC completions after a year

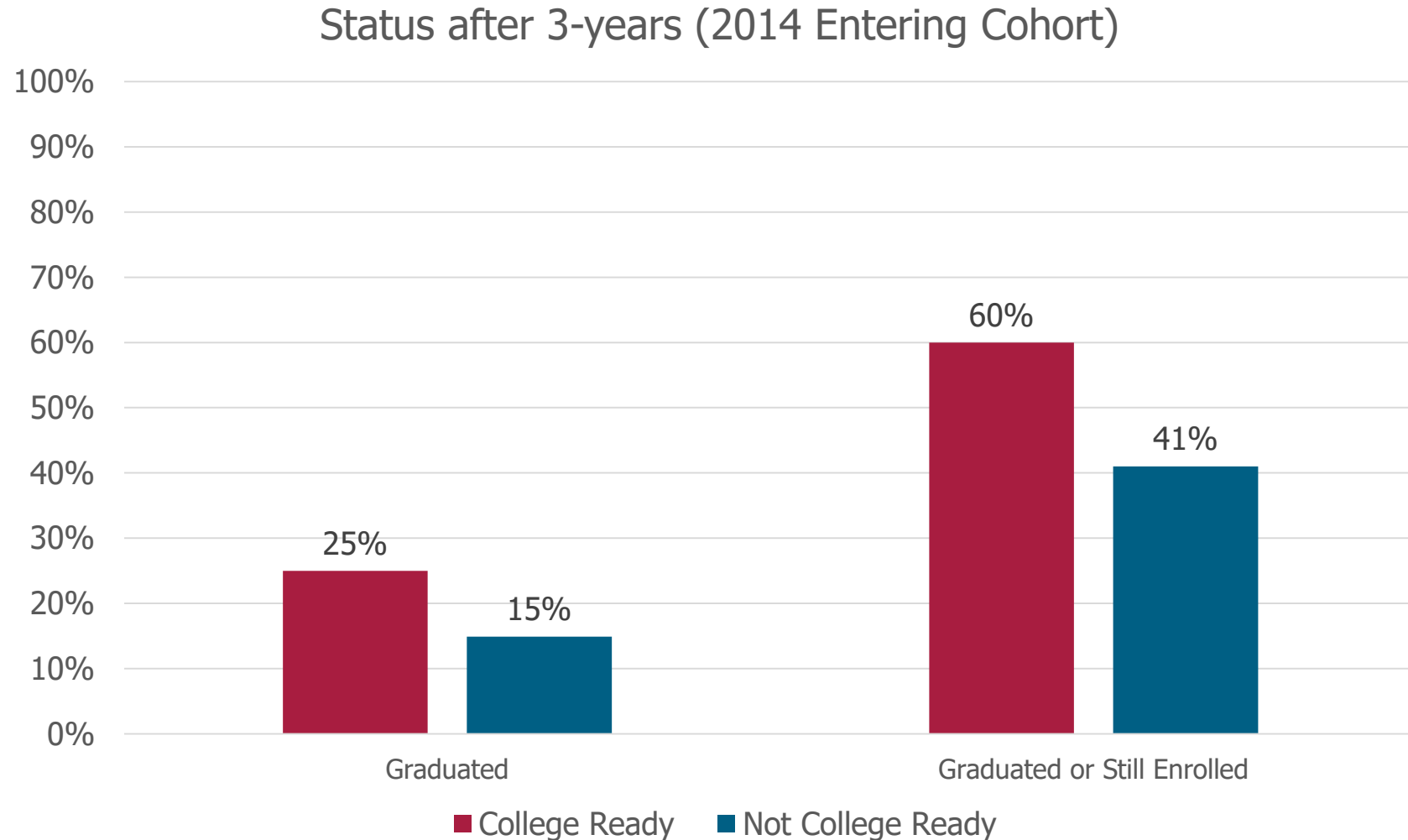
UNIVERSITIES (FALL 2016 COHORT, 1-YEAR FOLLOW UP)



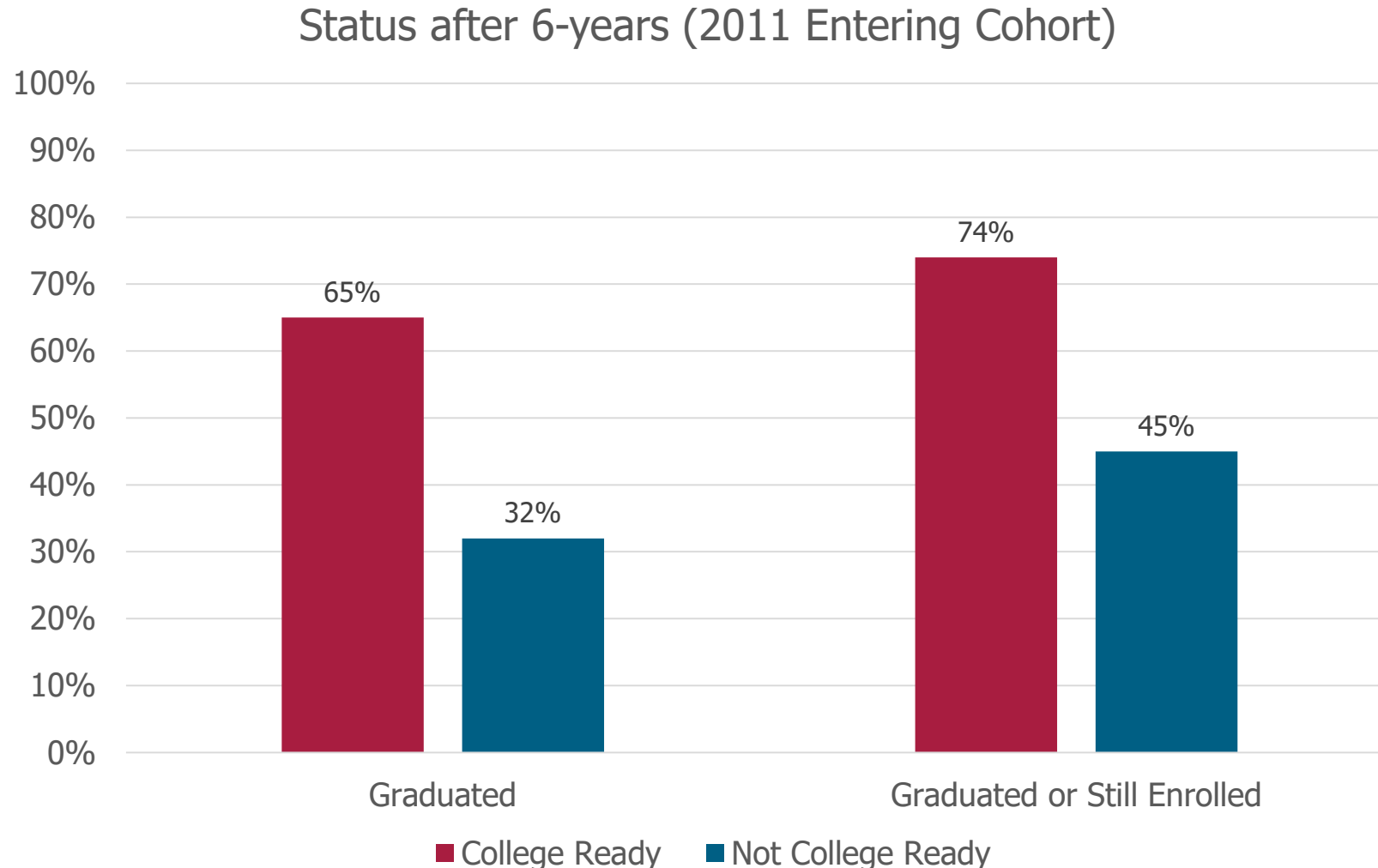
2-YEAR COLLEGES (FALL 2016 COHORT, 1-YEAR FOLLOW UP)



Completion rates at two-year colleges are 10 percentage points higher for college-ready students compared to students who enter not college-ready.



At universities, completion rates are more than 30 percentage points higher for college-ready students



Adult Education and Literacy Programs (AEL)

Where we're going!

The Future of Serving Underprepared Students in the State of Texas.

TSIA 2.0 | HB2223 | AEL Services | College Prep Course | Expanding Support

Texas Success Initiative Assessment (TSIA), Version 2.0

Anticipated Changes:

- Integrate Reading and Writing
 - Aligns with SAT/ACT, Secondary Education
 - Expands current delivery of IRW at exit level to all levels
- Improve transportability of test results
- Reduce diagnostics to one test
- Anticipated effective date: Fall 2020

Statewide Plan for Supporting Underprepared Students

[Developmental Education Update and 2018-2023 Statewide Plan for Supporting Underprepared Students \(November 2018\)](#)

DE Report – January 2019

- approved by the Board and sent to Governor and Legislators
- reports on most efficient and effective ways to serve underprepared students
- includes outcomes for the CPC (HB 1776, 85th Texas Legislature)

DE Report – January 2019

- Includes 4 Recommendations for Serving Underprepared Students
 - Developmental education is delivered via corequisite models by 2023;
 - All community colleges have access to Adult Education and Literacy programs, either directly or through partnerships;
 - All students completing the high school College Preparatory Course (Section 28.014) be administered the TSI Assessment;
 - Funding for serving underprepared students addresses all students, including those identified as not college-ready and those college-ready but are still struggling.

House Bill 2223 (85th Legislature)

- HB2223 requires each IHE to develop and scale corequisite model(s) for certain underprepared students.
- Each institution shall ensure that at least 75 percent of the institution's students enrolled in developmental coursework, other than adult basic education or basic academic skills education, are enrolled in developmental coursework described by this subsection.
- Read the bill language at [Texas Legislature Online](#)

When do HB 2223 requirements take effect?

- 2018-2019: At least 25% of the IHE's students enrolled in DE coursework must be enrolled in corequisite models
- 2019-2020: At least 50% of the IHE's students enrolled in DE coursework must be enrolled in corequisite models
- 2020-2021: At least 75% of the IHE's students enrolled in DE coursework must be enrolled in corequisite models
- How is HB2223 measured?
 - By subject area
 - By institution or campus (per CBM reporting)
 - By semester, including summer

HB 2223 Applies To The Following:

- Students ENROLLED in a DE Course/Intervention **AND**:
 - with TSIA *Developmental Education Diagnostic* results (e.g., TSIA math score of 336-349); **OR**
 - with TSIA *ABE Diagnostic* results of Levels 5 and 6
- Underprepared students enrolled in developmental education courses/interventions not otherwise exempt

Which students are exempt from HB2223? (unduplicated)

- Students ENROLLED in a DE Course/Intervention **AND**
 - i. assessed at *ABE Diagnostic* levels 1-4 on the TSI Assessment* or enrolled in BASE NCBOs (*initial semester only*);
 - ii. reported as college ready;
 - iii. enrolled in adult education/AEL or reported with ESOL waiver;
 - iv. enrolled in a degree plan not requiring a freshman–level academic mathematics course; OR
- Students that meet one or more of the exemptions as outlined in §4.54 (relating to Exemptions, Exceptions, and Waivers)

Definition of Corequisite (aka Mainstreaming, Co-Enrollment, Course Pairing)

Rule 4.53(7):

- Co-requisite (also known as corequisite or mainstreaming)--An instructional strategy whereby *undergraduate students* as defined in paragraph (24) of this section are co-enrolled or concurrently enrolled in a developmental education course or NCBO, as defined in paragraph (18) of this section, and the entry-level freshman course of the same subject matter within the same semester.

Definition of Corequisite (aka Mainstreaming, Co-Enrollment, Course Pairing)

- [Rule 4.53\(7\)](#): *(continued)*

The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, and makes necessary adjustments as needed in order to advance students' success in the entry-level freshman course. *Participation in the entry-level freshman course is not contingent upon performance in the developmental education component of the corequisite.**

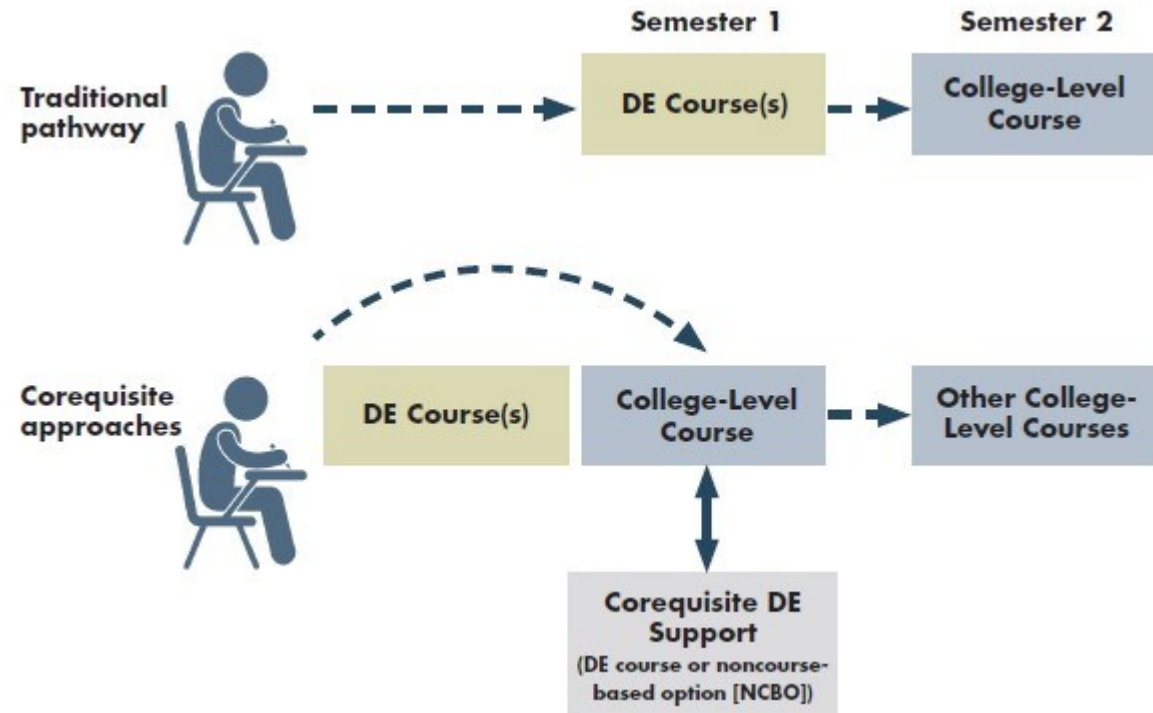
**sequential models*

Definition of Undergraduate

- [Rule 4.53\(24\)](#):
- (24) Undergraduate student—a student, other than a high school student enrolled in college-level coursework for dual credit, who enrolls at a Texas public institution of higher education in a field or program of study.
- *Corequisite models are for high school complete students **only***

HB2223 Simplified

- Allows students to enroll first-college-level-course(s) sooner with just-in-time support
- Reduces the amount of time and money students spend taking DE courses
- DE Hours Eligible for Funding are **Reduced** (Section 51.340)
 - Universities: Reduced from 18 hours to 9 hours
 - Community Colleges: Reduced from 27 hours to 18 hours
 - ESOL: Remains at 18 hours/Universities and 27/CC



Rand Corp, 2018

Adult Education and Literacy Programs

- Funded by the Texas Workforce Commission (TWC)
- AEL programs are designed to deliver basic foundational skills, workforce preparation, Workforce Training, and other career advancement services necessary to prepare Texans to support their families, careers, and communities.

Adult Education and Literacy Programs Contd.

- Supports Texans with barriers to employment and advancement, by identifying transferable skills valued by employers and by delivering education and training to individuals who want to complete postsecondary education and training and find employment in in-demand industry sectors and occupations.

Table 1: ABE Levels, by Subject, as Percent of Total Population Classified as “Underprepared”

Diagnostic	Score	Reporting Year '16	% Total Underprepared Population	Reporting Year '17	% Total Underprepared Population
ABE Math	Score = 1	207	0.05%	331	0.08%
	Score = 2	569	0.14%	796	0.18%
	Score = 3	2,529	0.62%	3,067	0.71%
	Score = 4	15,065	3.69%	16,807	3.89%
ABE Reading	Score = 1	68	0.03%	81	0.03%
	Score = 2	453	0.18%	568	0.22%
	Score = 3	467	0.19%	525	0.21%
	Score = 4	3,986	1.62%	4,260	1.66%
ABE Writing	Score = 1	239	0.09%	405	0.15%
	Score = 2	238	0.09%	212	0.08%
	Score = 3	1,134	0.44%	1,146	0.43%
	Score = 4	5,256	2.05%	5,823	2.18%

CPC Analysis

Key CPC Findings

- Relatively few students across the state were reported by institutions with the college prep exemption: 523 students in math, 600 students in reading, and 795 students in writing in 2016-17;
- 57 percent of institutions reported at least one CPC partnership with a school district or IHE in 2017-18, down from 64 percent reported in 2015-16;
- Among institutions that reported partnerships, 3 out of 5 (60%) reported partnerships only with school districts, meaning that the CPC exemption would not apply to another institution;

CPC Analysis

- Fewer than half of institutions (41%) that accept the CPC exemption reported multiple standards used for successful completion of the course. Multiple standards might lead to more difficulty in documenting students' eligibility to receive and apply the exemption.
- About 1/4 of institutions in math (26%) and a third in English Language Arts (31%) reported using the TSIA college readiness standard as demonstration of "successful completion" of the course.

CPC Analysis

Among those students who enrolled in a CPC and enrolled in a first college-level course in 2016-17, the successful completion rates were as follows:

- 53 percent - math-intensive course
 - 55 percent - reading-intensive course
 - 69 percent - writing-intensive course
-
- Approximately 46 - 56 percent of students who were reported as enrolled in a CPC in high school and who enrolled in a Texas public two- or four-year college in fall 2016 met TSI in the relevant subject area.

CPC Outcomes Data

	College Prep in HS; Enrolled in College	Students who enrolled in first college level course (FCLC)									
		Enrolled in FCLC		Successful Completion (A, B, or C)		Complete (D or Credit)		F		Withdrawal/ Other	
		N	%*	N	%	N	%	N	%	N	%
	Total										
High School Graduates First Time In College Fall 2015**											
Math	2,013	749	37%	401	54%	92	12%	119	16%	137	18%
Reading	1,426	689	48%	439	64%	76	11%	100	15%	74	11%
Writing	1,426	709	50%	487	69%	53	7%	84	12%	85	12%
High School Graduates First Time In College Fall 2016											
Math	2,556	932	36%	491	53%	102	11%	172	18%	167	18%
Reading	1,148	513	45%	332	65%	53	10%	84	16%	44	8%
Writing	1,148	533	46%	369	69%	47	9%	74	14%	43	8%

Best Practices for Optimizing CPC

Meets with partnering IHE

- Review outcomes data (how are students with CPC TSI exemption faring in their college-level courses?)
- Review CPC curriculum to ensure alignment with [REVISED TxCCRS](#)
- CPC Math should prepare students for any pathway (see UT's [Dana Center](#) for excellent resource)
- Revisit "successful completion"
 - Require that all students completing the CPC take the TSIA
 - Enact "No Risk" policy

Best Practices for Optimizing CPC

“No Risk” Policy

- Student meets TSIA CR benchmark
 - Meets CCRM Accountability Measure for Student Achievement
 - Counts in the Annual TSIA Summary Score Report (by school district)
 - Student earns TSI exemption valid 5 years at any Texas IHE

Best Practices for Optimizing CPC

“No Risk Policy”

- Student does not meet TSIA CR benchmark – **OPTION 1**
 - Still counts for HS graduation purposes
 - Still counts for “local determination of successful completion”
 - Meets CCRM Accountability Measure for Student Achievement
 - Counts in the Annual TSIA Summary Score Report (by school district)
 - Student earns TSI exemption valid 2 years only at partnering IHE*; student must enroll in applicable college-level course within 1 year of matriculation at IHE
 - Student has access to TSIA diagnostic information when enrolling in college-level course at IHE

**IHE may have reciprocity agreements with other IHEs*

Best Practices for Optimizing CPC

“No Risk Policy”

- Student does not meet TSIA CR benchmark – **OPTION 2**
 - Still counts for HS graduation purposes
 - Student is not “college ready,” but is treated similar to a TSI exempt student and is guaranteed a seat in a **corequisite model*** (required by HB2223) at the partnering IHE
 - Student has access to TSIA diagnostic information when enrolling in college-level course at IHE

**corequisite models are available only to HS complete students*

Best Practices for Optimizing CPC

Corequisite model = enrollment in college-level course BUT student is also required to co-enroll in an intervention designed to support the student's successful completion of the college course

- Example of Corequisite Model:
 - ENGLISH 1301 + IRW 0310
 - Meets regular time for ENGLISH 1301
 - Meets 2 times/week right after ENGLISH 1301
 - Review concepts taught in ENGLISH 1301
 - Identify "muddy points" or areas of reteaching/review
 - Provide additional time for practice and just-in-time feedback
 - IRW faculty meets regularly with college course faculty
 - Align curriculum and assignments
 - Check on progress of IRW students

86th Legislative Session)

Some highlights of proposed bills:

- incorporating TSIA in K-12 Accountability and ESSA Testing
- allowing score set by the Board on HS equivalency tests (GED, HiSET, TASC) to be eligible for TSI exemption
 - Study needed to determine appropriate score(s)
- reducing mandatory testing for K-12 students
- improving transferability and applicability of courses

Contact Information

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