

# TSI and DE Clarifications and Updates

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Summer TACRAO Meetings  
2019



Texas Higher Education  
Coordinating Board

# Agenda

- Overview of Texas Higher Education Strategic Plan (60x30TX)
  - [www.60x30TX.com](http://www.60x30TX.com)
- Overview of College Readiness
  - Definitions
  - Data Trends
- Policy Updates and Clarifications
  - HB2223 Overview and Fall 2018 Outcomes Data
  - 2018-2023 Statewide DE Plan Recommendations
  - Holistic Advising
  - TSIA 2.0
- 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

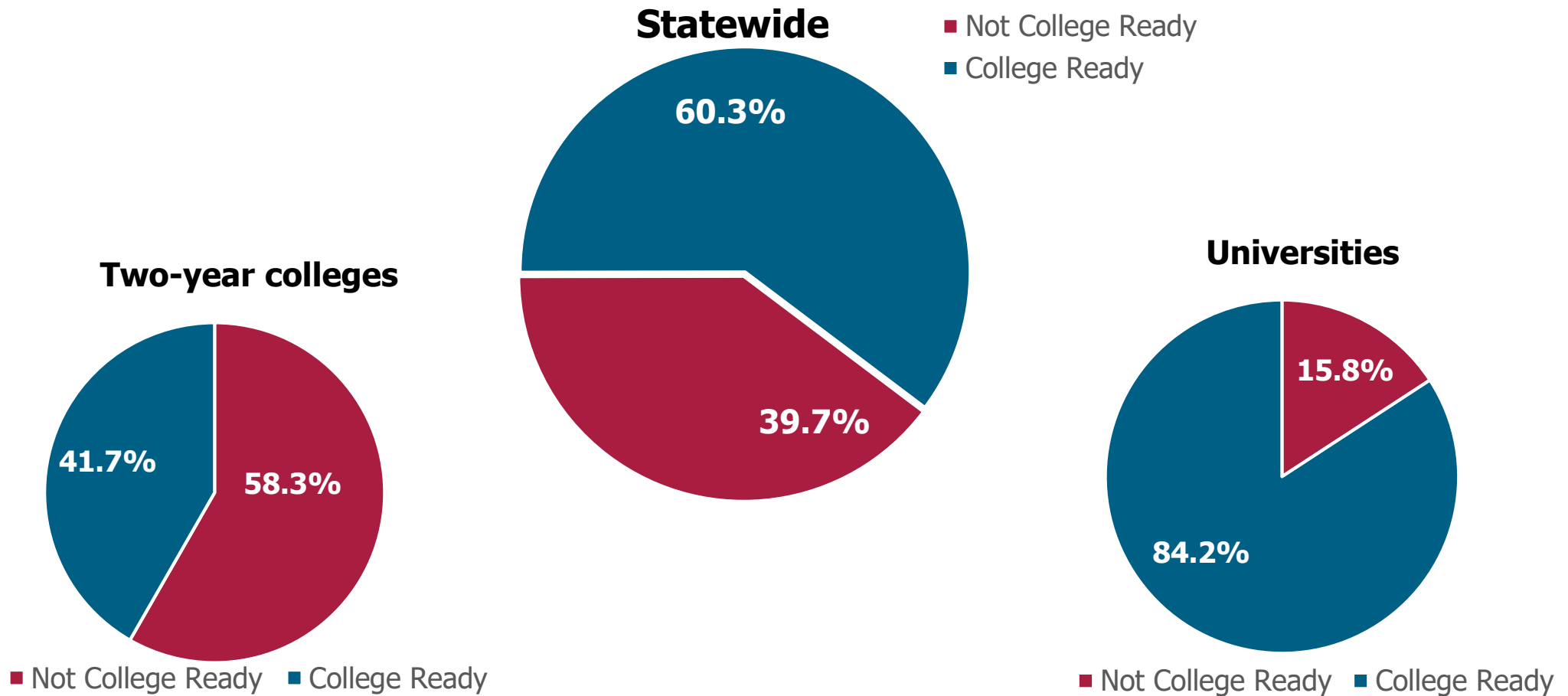
Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

- *Helps students graduate with manageable debt*

# College Readiness

Definitions and Trends

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



# 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 ([TAC §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 ([TAC §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 (TAC §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**).



# Demonstration of College-readiness and TSI Exemptions

- TSIA scores
- ACT scores
- SAT scores
- STAAR EOC – English III and Algebra II (4000)
- HS College Preparatory Course\*
- Completion of a college-level course, as determined by the receiving institution

*\*must meet additional criteria*

# 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	
<a href="#">TSIA Interpreting Your Score Document</a>		

- If the college readiness benchmark is NOT met, student MUST complete a diagnostic.
- **Incomplete score profiles may NOT be used for placement**
  - E.g. Placement test score that does not meet the CR benchmark, but the student did not complete the required diagnostic
  - E.g. Student completed the essay portion of the writing section, but not the placement test portion (multiple choice).

# 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 do not satisfy the TSI requirement until the successful completion of a reading, writing, or math-intensive college-level course with a 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*

# TEA CCMR Accountability

- Questions regarding ISD accountability measures for CCMR, **including TSIA results**, should be directed to your TEA representative
- ISDs who partner with institutions of higher education to administer the TSIA (at your high school or at the college)
  - Work with the institution's test administrator to securely share appropriate data
- ALL TSIA results, regardless of where student tested, are in your platform database



# Becoming a TSIA Testing Site

- [www.thecb.state.tx.us](http://www.thecb.state.tx.us), type “TSI” in the search bar
- Scroll to “TSI Assessment Resources”
- Click “How to Become a TSIA Testing Site”
- Requirement to administer a Pre-Assessment Activity (PAA) to all TSIA test takers
  - Importance of TSIA (how this test affects you)
  - Practice test questions and feedback
  - What happens if you don’t meet the college readiness benchmark?
  - Campus and community resources to be a successful college student
- [www.QUERIUM.com](http://www.QUERIUM.com) (free, online PAA—“Colleges and High Schools,” click *Texas PAA*)

# Developmental Education (DE) Strategies for Acceleration

# DE Acceleration Strategies

- Corequisites (HB 2223)
  - Enrollment and participation in both the DE course/intervention AND entry-level course of the same subject matter within the same semester, providing just-in-time support
- Non-Course Competency-Based Options (NCBOs)
  - Intervention designed to address a student's identified weaknesses while building on student's strengths
    - Addresses ACGM learning outcomes; however, students' mastery of outcomes is acknowledged, and students' content of the NCBO is targeted to meet the outcomes not yet mastered.
  - Ex. Tutoring, supplemental instruction, labs

# DE Acceleration Strategies (Cont'd)

- Integrated Reading and Writing (IRW)
  - DE course or intervention (NCBO) in which reading and writing instruction is integrated
  - IRW is required at the EXIT LEVEL (i.e., with corequisite models)
  - Starting spring 2019, only IRW course/interventions will count as part of the institution's required corequisite percentage for HB 2223
    - Corequisites reported with DE Reading or DE Writing course/intervention will NOT count in the institution's corequisite percentage

# Policy Clarifications & Updates

# 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 **undergraduate 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](#)

# 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 Student

- [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***

# 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:

- 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)

# Additional Changes from HB2223

- 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

# OTHER POLICY CLARIFICATIONS

- **Holistic advising is used to place underprepared students [Rule §4.55\(c\)](#)**
  - Cannot be used to make a student “college-ready”
  - Cannot be used for high school students wishing to enroll in college-level coursework through dual credit
  - Should be used to determine best course/intervention placement for student (e.g., course, NCBO, ALP, SI, 4 – 48 SCH)
- **TSI Statute requires institutions to**
  - assess entering, non-exempt undergraduate students on the TSIA for college readiness
  - develop an individualized Plan for Academic Success for those not meeting the college readiness benchmark

# OTHER POLICY CLARIFICATIONS (cont'd)

- **TSI does not require students to be “TSI-met/complete” in order to graduate**
  - Most students will be TSI-met/complete through TSIA, DE, and/or successful college-level coursework completion
  - Individualized Plan for Academic Success
    - The institution determines the support necessary that aligns with faculty expectations for students’ programs/degree plans
    - Example: AAS students who complete a college-level science course in lieu of college-level math

# OTHER POLICY CLARIFICATIONS (cont'd)

- **Institutions must determine when a student will be required to repeat the college-level course that is part of the corequisite model**
- Policies and guidance regarding “successful completion” for THECB accountability purposes (i.e., completion with an A, B, or C) must be followed **for reporting**. However, what is required for reporting may or may not align with what is required to fulfill local course completion requirements.
- TSI Rule 4.59 allows **the institution** to determine when the student has met college readiness based on completion of DE and/or the college-level course



# OTHER POLICY CLARIFICATIONS (cont'd)

## Rule §4.59(e)

- An institution shall, as soon as practicable and feasible, indicate a student's readiness in reading, mathematics, and writing **on the transcript of each student**. Student readiness in mathematics is indicated as either:
  1. ready for any entry-level freshman mathematics coursework; or
  2. ready only for non-Algebra intensive courses, including MATH 1332/1342/1442 (or their local equivalent).

# Texas Success Initiative Assessment (TSIA), Version 2.0

## Anticipated Enhancements:

- Alignment to revised standards
  - TxCCR, Revised TEKS, AEL 2.0 Standards, NRS EFLDs
- Integration of Reading and Writing
- Reduce diagnostics to one test
- Improve transportability of test results for students and test administrators
- Test administrator training and data matching
- Free, customized online learning support for students not meeting the college readiness benchmarks
- Effective date: Fall 2020\*

*\* Current TSIA scores can be used for fall 2020 placements*

# Reporting and Calculating the Corequisite Percentage for HB 2223

# Reporting for HB 2223

- Percentage of DE students in corequisite models will be determined through CBM reports
- State reporting officials provide THECB data on:
  - College-readiness status of each student
  - TSIA and ABE Diagnostic level scores
  - TSIA waiver and exemption status
  - Developmental coursework taken by each student (i.e., subject and type of DE instruction)
- **Communication with your institution's reporting official is important – ensure corequisite courses are being reported correctly**
- For questions about reporting, please contact Melissa Humphries (THECB):  
[Melissa.Humphries@theqb.state.tx.us](mailto:Melissa.Humphries@theqb.state.tx.us), (512) 427-6546

# Reporting for HB 2223

## **As of spring 2019:**

- Only IRW DE courses will count as a corequisite model for HB 2223
  - CIP Approval Codes (e.g., CTCs)
    - 32.0108.59 12
    - 32.1018.60 12
- The following courses/interventions will no longer count as part of a corequisite model (e.g., CTCs)
  - DE Reading 32.0108.52/61 12
  - DE Writing 32.0108.53/62 12

# Calculating the HB2223 Percentage

**Numerator:** Number of students enrolled in a corequisite DE model

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**Denominator:** Total number of students enrolled in DE (with certain student populations removed)

- Percentage is calculated separately for math and reading/writing/IRW for each semester
- A student is only counted once in the numerator and denominator, even if they are enrolled in more than one DE course/intervention in the same subject and same semester

# Calculating the Denominator for Math

	<b><u>Student population</u></b>	<b><u>Identification on CBM</u></b>
Start with	All students enrolled in a math DE course or intervention	CIP/Approval Codes (reported on the 00S for CTCs, reported on the 003 for universities, then matched to the 00S)
Remove	Students with an ABE score of 1 – 4 (reported in the semester in question)	CBM002, Item #80
Remove	Students also enrolled in a BASE NCBO in math	CIP/Approval Codes (reported on the 00S for CTCs, reported on the 003 for universities, then matched to the 00S)
Remove	Students in an AEL program	CBM002, revised Item #10
Remove	Students who have a TSI waiver or exemption in math	CBM002, Item #21A
Remove	Students who are college-ready in math	CBM002, Item #20
Remove	Students enrolled in a degree plan that does not require freshman-level academic mathematics and the student is not taking college-level math	CBM002, revised Item #10

# Calculating the Denominator for Reading/Writing/IRW

	<b><u>Student population</u></b>	<b><u>Identification on CBM</u></b>
Start with	All students enrolled in a reading, writing or IRW DE course or intervention	CIP/Approval Codes (reported on the 00S for CTCs, reported on the 003 for universities, then matched to the 00S)
Remove	Students with an ABE score of 1 – 4 in reading and writing (reported in the semester in question)	CBM002, Items #81, #82
Remove	Students also enrolled in a BASE NCBO in reading, writing or IRW	CIP/Approval Codes (reported on the 00S for CTCs, reported on the 003 for universities, then matched to the 00S)
Remove	Students in an AEL program	CBM002, revised Item #10
Remove	Students who have a TSI waiver or exemption in both reading and writing	CBM002, Items #41A and #61A
Remove	Students who are college-ready in both reading and writing	CBM002, Items #40 and #60



Institution:  
Semester: Spring 2019

**HB2223 CTC MATH Calculation Summary**

Numerator:	0
Dominator:	0
HB2223 MATH %:	#DIV/0!

Section	Description	CBM Items Used		
Denominator Calculation	MD1. All students reported as enrolled in a DE course or intervention in math (identified through Approval Number/CIP codes). - unduplicated*	CBM00S: Item #26, Value of 3201045119, 3201045319, 301045219, or 3201045419		
	once in the denominator. If at least one of these DE courses/NCBOs are a corequisite, they will count once in the numerator			
	<b>Note: Section MD2 will be subtracted from Section MD1.</b>			
	From the students identified in MD1, the number who meet any of the following criteria. A student should only be counted once in this number even if they meet more than one of the following exemptions:			
	MD2.	1) Students who have a TSIA score reported for initial placement with an ABE score of 1 – 4 in math. This applies for students whose TSIA score used for initial placement is reported to the THECB in the semester being measured.	CBM002: Item #80, Value of 1 - 4	
		2) Students enrolled in a BASE NCBO in math	CBM00S: Item #26, Value of 3201045519	
3) Students who are reported as being in an adult education or Adult Education and Literacy (AEL) program.		CBM002: Item #10, Option 8		
4) Students who have a TSI waiver or exemption in math		CBM002: Item #21A, Option 2, 3, 4, 5, 7, 8, A, B, C, D, E, F, or H		
5) Students who are college-ready in math		CBM002: Item #20, Option 1, 2, 3, or 4		
	6) Students enrolled in a degree plan that does not require freshman-level academic mathematics course.	CBM002: Item #10, Option 9		
<b>Do not Enter data below this line</b>				
MD3.	Total HB2223 MATH Denominator (MD1 - MD2)		0	

Numerator Calculation	MN1.	Among the remaining students in the denominator (MD3), how many students are reported as being enrolled in a corequisite DE math course/NCBO	CBM00S: Item #22, Option 8, 9, or A	

Disclaimer: This worksheet is a tool to help institutions estimate their HB 2223 percentages. The official HB 2223 numbers will be based on CBM data reported to the THECB.

# HB2223 Calculation Wkst

- **Unofficial** tool available to assist institutions estimate HB2223 percentages for each subject area (math & IRW). **The official HB2223 numbers are based on CBM data reported to the THECB.**
- Different versions for CTC's and Universities
- Follow the steps and enter values into the YELLOW boxes
- Worksheets are located on the THECB TSI & DE Webpage ([Click here to access](#))

# Notes on students in DE ESOL

- Students enrolled in Writing for Non-Native speakers, ESOL Reading and Vocabulary (CTCs), or DE English for Speakers of Other Languages (Univ) WILL be counted in the denominator
  - Unless they have an ESOL waiver
- Students enrolled in ESOL oral communication or Grammar for Non-native speakers (CTCs) will not be included in the denominator (unless they are also enrolled in another eligible Reading/Writing/IRW course or intervention)

# Note on students assessed at TSIA ABE levels 1-4

- THECB will only check for ABE 1-4 scores in the semester in question
  - Will not go back to previous semesters to find scores.
- Two other ways to capture students at levels 1-4
  - Through enrollment in a BASE NCBO
  - Through enrollment in an AEL program\*

*\*in order to accurately capture this population of students, your registrar must be informed of students enrolled in AEL programs*

# Fall 2018: Corequisite Enrollment

Fall 2018: Number and Percent of Institutions that Met Threshold of 25% Eligible<sup>1</sup> DE Students Enrolled in a Corequisite Model in Reading/Writing/Integrated Reading and Writing (IRW) and Math

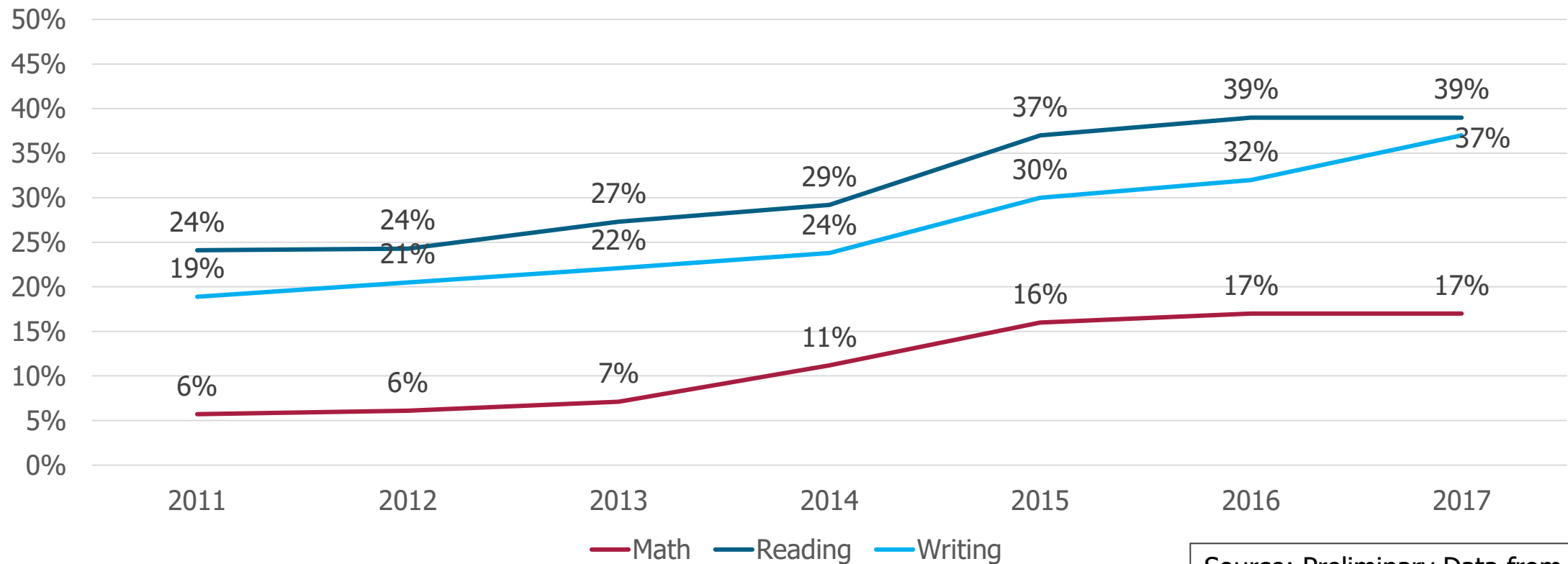
Institution Type	Reading/Writing/IRW			Math		
	Total <sup>2</sup>	Met Threshold (#)	Met Threshold (%)	Total <sup>2</sup>	Met Threshold (#)	Met Threshold (%)
Community, State, and Technical Colleges	74	56	76%	75	54	72%
Universities	27	18	67%	26	17	65%
All Institutions	101	74	73%	101	71	70%

<sup>1</sup> HB 2223 eligible students include all students enrolled in DE Reading/Writing/IRW or Math in Fall 2018, and who meet all other requirements of the statute.

<sup>2</sup> Excludes institutions that have uncertified data and institutions with no DE students reported in that subject.

# Successful completion of FCLC by students not college ready has increased over past 6 years

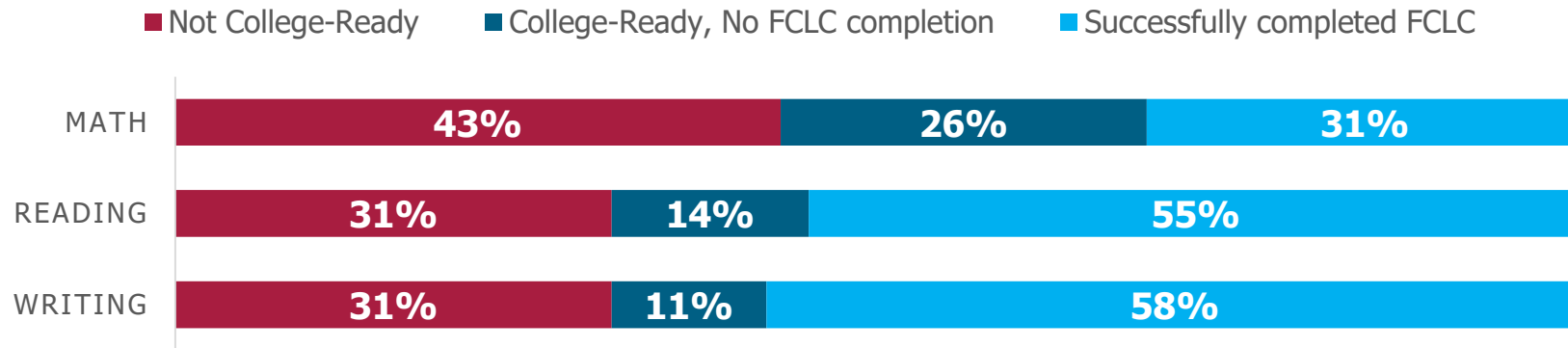
Percent of students not college-ready who complete a FCLC in non-ready subject within one year, Statewide



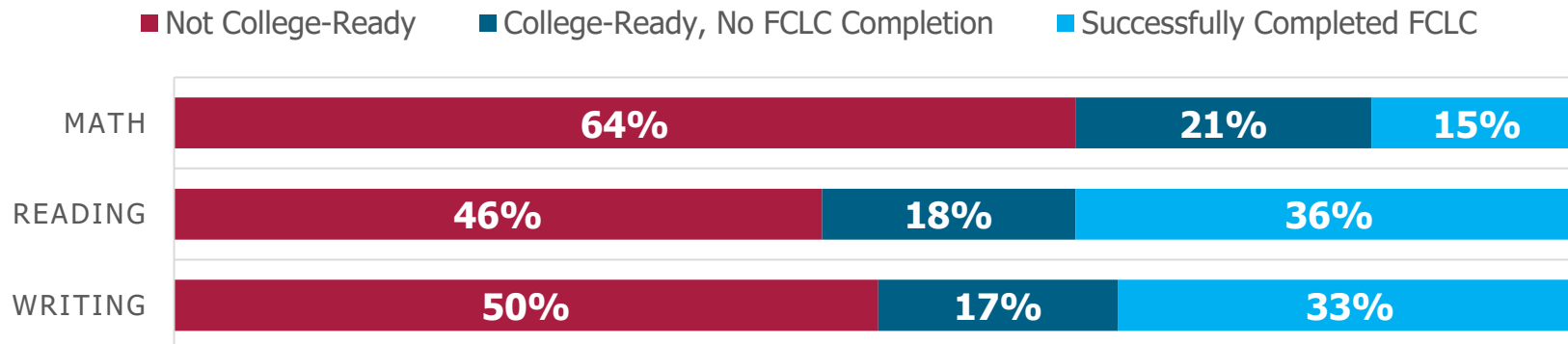
Source: Preliminary Data from CBM 002 and CBM 00S

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 2017 COHORT, 1-YEAR FOLLOW UP)



### 2-YEAR COLLEGES (FALL 2017 COHORT, 1-YEAR FOLLOW UP)



Source:  
Preliminary Data  
from CBM 002  
and CBM 00S

## Fall 2018: Outcomes after One Semester for HB 2223 Eligible<sup>1</sup> Students - Community, State, and Technical Colleges

Math			
	Total Students	% Met TSI	% Successful Completion of First College-Level Course <sup>2</sup>
HB 2223 Eligible DE Students not Enrolled in Corequisite Model	39,154	28.6%	0.5%
HB 2223 Eligible DE Students Enrolled in Corequisite Model	16,861	55.1%	43.1%
All HB 2223 Eligible DE Students	56,015	36.6%	13.3%

Reading, Writing, Integrated Reading and Writing (IRW)			
	Total Students	% Met TSI in <i>Reading and Writing</i>	% Successful Completion of First College-Level Course <sup>2</sup> in <i>Reading and Writing</i>
HB 2223 Eligible DE Students not Enrolled in Corequisite Model	16,711	31.2%	3.4%
HB 2223 Eligible DE Students Enrolled in Corequisite Model	12,304	65.3%	41.6%
All HB 2223 Eligible DE Students	29,015	45.7%	19.6%

Note: Numbers are calculated without data from 3 institutions whose data was not certified at time of publication.

<sup>1</sup> HB 2223 eligible students include all students enrolled in DE math or DE Reading/Writing/IRW in Fall 2018, and who meet all other requirements of the statute.

<sup>2</sup> Successful completion is considered earning an A, B, or C in a first college-level course in that subject.

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# Findings from fall 2018 HB 2223 outcomes: CTCs

- Students in corequisite models showed better outcomes after one semester than eligible students not enrolled in coreq
  - Higher percentage meeting TSI requirements
  - Higher percentage successfully completing a first college-level course
- Results cannot be interpreted as causal because of possible selection effect
  - Non-college-ready students may be specifically selected for a corequisite model based on having higher academic indicators
  - However all students in sample meet HB 2223 requirements

Fall 2018: Outcomes after One Semester for HB 2223 Eligible<sup>1</sup> Students - Community, State, and Technical Colleges  
**Math**

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HB 2223 Eligible DE Students Enrolled in Corequisite Model	3,147	59.3%	43.0%
All HB 2223 Eligible DE Students	67,612	28.3%	3.1%

Note: Numbers are calculated without data from 3 institutions whose data was not certified at time of publication.

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HB 2223 Eligible DE Students Enrolled in Corequisite Model	3,147	59.3%	43.0%
All HB 2223 Eligible DE Students	67,612	28.3%	3.1%

Note: Numbers are calculated without data from 3 institutions whose data was not certified at time of publication.

<sup>1</sup> HB 2223 eligible students include all students enrolled in DE math or DE Reading/Writing/IRW in Fall 2018, and who meet all other requirements of the statute.

<sup>2</sup> Successful completion is considered earning an A, B, or C in a first college-level course in that subject.

# Findings from 2017/2018 comparisons: CTC Math

- Increase in number of students enrolled in a corequisite model in from Fall 2017 to Fall 2018
  - 3,147 to 16,861
- Percentage of students meeting TSI requirements in corequisite models declined slightly between Fall 2017 and Fall 2018
  - Same pattern for CTC IRW and University math and IRW
- Slight decline in DE outcomes is an anticipated part of scale up
  - Expansion of corequisite models leads to a more heterogeneous population of enrolled students

**HB2223 Result: 10,567 more FCLC completions in fall 2018 vs. fall 2017**

# 86th Legislative Session

## Highlights of passed bills:

- **HB1891**: allowing score set by the Board on HS equivalency tests (GED, HiSET) to be eligible for TSI exemption
  - Study will be conducted to determine appropriate score(s)
- **SB25**: improving transferability and applicability of college-level courses
- **HB1**: increasing Community College Success Point funding from \$172 to \$214

# Resources/Support

- [www.thecb.state.tx.us/tsi](http://www.thecb.state.tx.us/tsi)
- Statewide Professional Development supporting HB2223 implementation  
**Texas Corequisite Project, Austin Community College** in collaboration with Catch the Next, Inc. and the Texas Community College Education Initiative

Training topics include, but are not limited to:

- Advising and Placement
- DE and College-level Faculty Collaborations
- Corequisites for non-English/Math courses
- Model Evaluation and Continuous Improvement
- Administration and Adjunct Support

# Discussion/Q&A

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