TSI and DE Clarifications and Updates

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Division of College Readiness and Success

Summer TACRAO Meetings
2019
Agenda

• Overview of Texas Higher Education Strategic Plan (60x30TX)
  • 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
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.

Texas Success Initiative Assessment (TSIA)
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
Effective Fall 2017, the minimum passing standards “cut scores” are as follow:

<table>
<thead>
<tr>
<th>Section</th>
<th>Minimum Passing Score(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>351</td>
</tr>
<tr>
<td>Mathematics</td>
<td>350</td>
</tr>
<tr>
<td>*Writing</td>
<td>340 (Objective) and 4 (Essay)</td>
</tr>
<tr>
<td>*Writing</td>
<td>&lt; 340 (Objective) and ABE Diagnostic &gt;= 4 and Essay &gt;= 5</td>
</tr>
</tbody>
</table>

*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

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

**TSIA Interpreting Your Score Document**

- 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 - 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*
**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*
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**, 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** (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
• 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
• 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
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@thecb.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

**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

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

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

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Reading/Writing/IRW</th>
<th>Math</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Met Threshold (#)</td>
<td>Met Threshold (%)</td>
</tr>
<tr>
<td>Community, State, and Technical Colleges</td>
<td>74</td>
<td>56</td>
<td>76%</td>
</tr>
<tr>
<td>Universities</td>
<td>27</td>
<td>18</td>
<td>67%</td>
</tr>
<tr>
<td>All Institutions</td>
<td>101</td>
<td>74</td>
<td>73%</td>
</tr>
</tbody>
</table>

1. 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.

2. 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)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Not College-Ready</th>
<th>College-Ready, No FCLC completion</th>
<th>Successfully completed FCLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>43%</td>
<td>26%</td>
<td>31%</td>
</tr>
<tr>
<td>READING</td>
<td>31%</td>
<td>14%</td>
<td>55%</td>
</tr>
<tr>
<td>WRITING</td>
<td>31%</td>
<td>11%</td>
<td>58%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Not College-Ready</th>
<th>College-Ready, No FCLC Completion</th>
<th>Successfully Completed FCLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>64%</td>
<td>21%</td>
<td>15%</td>
</tr>
<tr>
<td>READING</td>
<td>46%</td>
<td>18%</td>
<td>36%</td>
</tr>
<tr>
<td>WRITING</td>
<td>50%</td>
<td>17%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Source: Preliminary Data from CBM 002 and CBM 00S
## Fall 2018: Outcomes after One Semester for HB 2223 Eligible¹ Students - Community, State, and Technical Colleges

<table>
<thead>
<tr>
<th>Math</th>
<th>Total Students</th>
<th>% Met TSI</th>
<th>% Successful Completion of First College-Level Course²</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB 2223 Eligible DE Students not Enrolled in Corequisite Model</td>
<td>39,154</td>
<td>28.6%</td>
<td>0.5%</td>
</tr>
<tr>
<td>HB 2223 Eligible DE Students Enrolled in Corequisite Model</td>
<td>16,861</td>
<td>55.1%</td>
<td>43.1%</td>
</tr>
<tr>
<td>All HB 2223 Eligible DE Students</td>
<td>56,015</td>
<td>36.6%</td>
<td>13.3%</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Reading, Writing, Integrated Reading and Writing (IRW)</th>
<th>Total Students</th>
<th>% Met TSI in Reading and Writing</th>
<th>% Successful Completion of First College-Level Course² in Reading and Writing</th>
</tr>
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<tr>
<td>HB 2223 Eligible DE Students not Enrolled in Corequisite Model</td>
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<td>3.4%</td>
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<tr>
<td>HB 2223 Eligible DE Students Enrolled in Corequisite Model</td>
<td>12,304</td>
<td>65.3%</td>
<td>41.6%</td>
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<tr>
<td>All HB 2223 Eligible DE Students</td>
<td>29,015</td>
<td>45.7%</td>
<td>19.6%</td>
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Note: Numbers are calculated without data from 3 institutions whose data was not certified at time of publication.

¹ 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.

² Successful completion is considered earning an A, B, or C in a first college-level course in that subject.
### Fall 2018: Outcomes after One Semester for HB 2223 Eligible Students - Community, State, and Technical Colleges

#### Math

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#### Reading, Writing, Integrated Reading and Writing (IRW)

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1. 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.
2. Successful completion is considered earning an A, B, or C in a first college-level course in that subject.
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 Students - Community, State, and Technical Colleges

#### Math

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<th>% Successful Completion of First College-Level Course&lt;sup&gt;2&lt;/sup&gt;</th>
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<tr>
<td>HB 2223 Eligible DE Students not Enrolled in Corequisite Model</td>
<td>39,154</td>
<td>28.6%</td>
<td>0.5%</td>
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<td>HB 2223 Eligible DE Students Enrolled in Corequisite Model</td>
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#### Fall 2017

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**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.
### Fall 2018: Outcomes after One Semester for HB 2223 Eligible Students - Community, State, and Technical Colleges

#### Math

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2. 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

- 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
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  Division of Strategic Planning and Funding
  • DE/TSI Reporting