

**Annual TSI High School Summary Report**

**Student Performance on Texas Success Initiative (TSI) Readiness Measures  
2018-2019 High School Graduates Enrolled in Texas Public Higher Education  
in Fall 2019**

**Texas Higher Education Coordinating Board  
Austin, TX  
March 2021**

**Texas Higher Education Coordinating Board  
Annual Texas Success Initiative (TSI) Report of Student Readiness Status  
2018-2019 High School Graduates Enrolled in Texas Public Higher Education in Fall 2019  
Statewide Summary Report**

[Link to 2018-2019 Individual School District Report](#)  
[Link to Statewide Summary Data](#)

## **Introduction**

As mandated by state statute, the Texas Success Initiative (TSI) includes standards for minimum test scores or performance in the areas of mathematics, writing, and reading that indicate students' readiness to enroll in freshman-level academic college coursework. Public higher education institutions must have a developmental education plan for students who do not meet minimum standards.

Every semester, Texas public higher education institutions report information to the Texas Higher Education Coordinating Board (THECB) about their students' TSI status at the time of initial enrollment. The data collected is used to produce this report about the TSI status of recent public high school graduates who enroll in Texas public higher education the following fall and for a number of other reports.

As with prior TSI high school reports, this TSI report contains state-level data summaries disaggregated by student ethnicity, gender, high school diploma type, and economic status. Additionally, the report includes public school district results for each county, and district(s) within each county, listed alphabetically, but without further disaggregation. The data for very small districts (those with fewer than five graduates or five students enrolled or for which no students passed any one of the TSI Standards categories) are combined into a single row at the top of the district-specific section of the report.

State-level data for the current report is available below and can be accessed through a link on the top of page 2. Public school district data can be accessed in the [ISD report](#) using the link here or at the top of this page. **No direct comparisons should be made with the data in reports prior to 2009 (see relevant 2009 policy change in the following section).**

## **Policy Changes Over Time: Interpreting TSI College Readiness Rates**

From 2009 to present, there have been several policy changes, by statute and administrative rule, that have had an impact on how TSI college readiness rates are reported. These include changes in reporting methodology, assessments used, and modifications in the TSI college readiness standards, as summarized below.

### **Fall 2017 | Change in TSIA Writing Section Readiness Standards**

College readiness standards for the TSIA Writing section were modified effective Fall 2017, as amended in Texas Administrative Code (TAC) §4.57, and apply to both first-time-in-college enrollees and those who enrolled prior to 2017 who had not yet demonstrated readiness in writing. Between the 2015-2016 and the 2016-2017 reports, these new standards likely account for a portion of some increases in college readiness rates for TSIA Writing and for all TSIA sections taken in the state-level summaries by group and school district. The methodology for determining TSI college readiness rates remained unchanged from 2009.

### **2014 – 2015 | Modified High School Graduation Testing Requirements**

Between the 2013-2014 report and the 2014-2015 report, the percentage of high school graduates entering college for the first time who were TSI-met decreased substantially. This decrease likely was related to changes in the high school graduation testing requirements that began in Fall 2014. The passage of HB 5 in the 84<sup>th</sup> legislative session removed the requirement that current and future high school students be required to take the STAAR English III and Algebra II End-of-Course (EOC) exams. Receiving a TAKS Exit Level or STAAR EOC score that meets the TSI college readiness standard in a section (Math, Reading, or Writing) is one of the allowable exemptions for meeting the college readiness standard specified in the Texas Administrative Code (TAC) §4.54. Prior to the 2014-2015 graduating cohort, almost all high school students were required to take the TAKS Exit-Level assessments and a large percentage of students entering higher education used scores on those assessments to demonstrate college readiness. For the 2014-2015 graduating cohort, the percentage of first-time-in-college (FTIC) students having automatic access to STAAR English III and Algebra II EOCs declined precipitously. Without these qualifying exams, students going to college needed to use other available tests to meet or exempt the TSI testing requirements (TSIA, ACT, SAT). Differences in purpose, alignment of content to high school coursework, cost, and timing and location of administration across these exams contribute to the changes in college readiness rates observed. The methodology for determining TSI college readiness status remained the same from 2009.

## Report Components & Definitions

**Total High School Graduates** ..... Number of students who graduated from a Texas public high school in academic year 2018-2019

**Enrolled in Texas Public Higher Education** ..... Number and percent of 2018-2019 high school graduates who enrolled in a public higher education institution the following fall (Fall 2019)

**Met TSI Standards**..... Number and percent of 2018-2019 high school graduates who enrolled in Texas public higher education the following fall and who met TSI minimum standards. The percentage of students who met TSI is calculated by dividing the number who met the standard(s) in one or all the TSI sections by the total number of students who enrolled in Texas Public Higher Education the following fall. **Note.** *Not included in the Met TSI Standards categories are enrollees for whom TSI minimum standards do not apply, are waived, or are exempted through military exemptions. Examples include students with military service, students enrolled in non-credit or non-degree programs, and students enrolled in a Level-One certificate program.*

**All Three Areas**... Number and percent of high school graduates enrolled in Texas public higher education who met TSI standards in all three subject areas prior to the Fall 2019 semester via (1) an approved test for TSI exemption (SAT, ACT, TAKS, or STAAR EOC), (2) the Texas Success Initiative Assessment (TSIA) and/or (3) other allowable means.

**Math** ..... Number and percent of high school graduates who met the TSI standard in math prior to the Fall 2019 semester via (1) the related section of a STAAR Algebra II EOC, TAKS, SAT, or ACT test, (2) the related section of the TSIA, or (3) other allowable means.

**Writing** ..... Number and percent of high school graduates who met the TSI standard in writing prior to the Fall 2019 semester via (1) the related section of a STAAR English III EOC, TAKS, SAT, or ACT test, (2) the related section of the TSIA, or (3) other allowable means.

**Reading**..... Number and percent of high school graduates who met the TSI standard in reading prior to the Fall 2019 semester via (1) the related section of a STAAR English III EOC, TAKS, SAT, or ACT test, (2) the related section of the TSIA, or (3) other allowable means.

**Annual TSI Test Report of Student Performance  
2014-2019 High School Graduates  
Enrolled in Texas Higher Education, Fall 2014 - Fall 2019  
Statewide Summary by Ethnicity**

Ethnicity (TEA)	Met TSI Standards in All Areas								
	2014			2015			2016		
	Grads Enr	N Met	% Met	Grads Enr	N Met	% Met	Grads Enr	N Met	% Met
Asian	8,864	7,783	87.8	9,345	7,693	82.3	9,592	7,974	83.1
Afr. Amer.	16,875	9,459	56.1	17,016	6,790	39.9	17,218	6,844	39.7
Hispanic	63,714	42,409	66.6	65,018	32,099	49.4	68,070	34,098	50.1
Amer. Indian	542	396	73.1	550	310	56.4	540	289	53.5
Hawaiian/Pac.Islander	165	124	75.2	197	116	58.9	159	92	57.9
Two or More Races	2,517	2,018	80.2	2,576	1,710	66.4	2,680	1,774	66.2
White	51,905	42,870	82.6	51,048	36,056	70.6	50,026	34,865	69.7
Total	144,582	105,059	72.7	145,750	84,774	58.2	148,285	85,936	58.0

Ethnicity (TEA)	Met TSI Standards in All Areas								
	2017			2018			2019		
	Grads Enr	N Met	% Met	Grads Enr	N Met	% Met	Grads Enr	N Met	% Met
Asian	9,916	8,455	85.3	11,051	9,609	87.0	11,599	10,173	87.7
Afr. Amer.	17,981	7,857	43.7	18,103	8,075	44.6	18,162	8,147	44.9
Hispanic	72,212	38,868	53.8	73,963	41,004	55.4	78,831	42,392	53.8
Amer. Indian	497	326	65.6	454	279	61.5	491	302	61.5
Hawaiian/Pac.Islander	214	140	65.4	189	126	66.7	173	98	56.6
Two or More Races	2,834	1,996	70.4	3,010	2,117	70.3	3,159	2,183	69.1
White	50,984	37,192	72.9	50,202	37,241	74.2	49,172	36,052	73.3
Total	154,638	94,834	61.3	156,972	98,451	62.7	161,587	99,347	61.5

*Note.* Texas Education Agency (TEA) categorizations of race and ethnicity have been used for this analysis.

**Annual TSI Test Report of Student Performance  
2018-2019 High School Graduates  
Enrolled in Texas Higher Education, Fall 2019  
Statewide Summary by Ethnicity**

		Enrolled		Met TSI Standards							
				All Areas		Math		Writing		Reading	
Ethnicity (TEA)	HS Grads	N	% Grads	N	% Enrs	N	% Enrs	N	% Enrs	N	% Enrs
Asian	16,564	11,599	70.0	10,173	87.7	10,599	91.4	11,209	96.6	10,674	92.0
Afr. Amer.	43,952	18,162	41.3	8,147	44.9	8,961	49.3	14,981	82.5	12,293	67.7
Hispanic	180,672	78,831	43.6	42,392	53.8	45,968	58.3	68,534	86.9	58,282	73.9
Amer. Indian	1,293	491	38.0	302	61.5	324	66.0	436	88.8	387	78.8
Hawaiian/Pac.Islander	537	173	32.2	98	56.6	112	64.7	148	85.5	121	69.9
Two or More Races	7,018	3,159	45.0	2,183	69.1	2,268	71.8	2,926	92.6	2,724	86.2
White	105,577	49,172	46.6	36,052	73.3	37,125	75.5	45,967	93.5	43,907	89.3
Total	355,613	161,587	45.4	99,347	61.5	105,357	65.2	144,201	89.2	128,388	79.5

*Note.* Texas Education Agency (TEA) categorizations of race and ethnicity have been used for this analysis.

**Annual TSI Test Report of Student Performance  
2018-2019 High School Graduates  
Enrolled in Texas Higher Education, Fall 2019  
Statewide Summary by Gender**

		Enrolled		Met TSI Standards							
				All Areas		Math		Writing		Reading	
Gender	HS Grads	N	% Grads	N	% Enrs	N	% Enrs	N	% Enrs	N	% Enrs
Male	177,419	72,035	40.6	45,442	63.1	48,151	66.8	63,148	87.7	57,208	79.4
Female	178,194	89,552	50.3	53,905	60.2	57,206	63.9	81,053	90.5	71,180	79.5
Total	355,613	161,587	45.4	99,347	61.5	105,357	65.2	144,201	89.2	128,388	79.5

Source: Texas Higher Education Coordinating Board

**Annual TSI Test Report of Student Performance  
2018-2019 High School Graduates  
Enrolled in Texas Higher Education, Fall 2019  
Statewide Summary by Economically Disadvantaged Status**

		Met TSI Standards									
		Enrolled		All Areas		Math		Writing		Reading	
Economic	HS Grads	N	% Grads	N	% Enrs	N	% Enrs	N	% Enrs	N	% Enrs
N/A	170,089	86,426	50.8	61,386	71.0	63,605	73.6	80,341	93.0	75,128	86.9
Free Meal	127,517	49,458	38.8	24,111	48.8	26,614	53.8	41,790	84.5	34,543	69.8
Red. Price	16,678	7,947	47.6	4,783	60.2	5,121	64.4	7,134	89.8	6,303	79.3
Other	41,329	17,756	43.0	9,067	51.1	10,017	56.4	14,936	84.1	12,414	69.9
Total	355,613	161,587	45.4	99,347	61.5	105,357	65.2	144,201	89.2	128,388	79.5

Source: Texas Higher Education Coordinating Board



**Annual TSI Test Report of Student Performance  
2018-2019 High School Graduates  
Enrolled in Texas Higher Education, Fall 2019  
Statewide Summary by Diploma Type**

		Enrolled		Met TSI Standards							
				All Areas		Math		Writing		Reading	
Grad Type	HS Grads	N	% Grads	N	% Enrs	N	% Enrs	N	% Enrs	N	% Enrs
Distinguished	439	240	54.7	139	57.9	150	62.5	213	88.8	184	76.7
Individual Ed Plan	10,584	1,300	12.3	59	4.5	97	7.5	490	37.7	209	16.1
Minimum	5,677	862	15.2	70	8.1	94	10.9	349	40.5	166	19.3
Recommended	645	54	8.4	7	13	10	18.5	32	59.3	24	44.4
Foundation	338,268	159,131	47	99,072	62.3	105,006	66	143,117	89.9	127,805	80.3
Total	355,613	161,587	45.4	99,347	61.5	105,357	65.2	144,201	89.2	128,388	79.5

Note: Students entering high school before the 2014-2015 school year (including the cohort highlighted in this report) have the option to graduate under the new Foundation High School Program or the existing Minimum High School Program, Recommended High School Program, or Distinguished Achievement Program. The first cohort that graduated using only the new Foundation Program began high school in 2014-2015 and graduated in 2017-2018.