

Annual TSI High School Summary Report

Student Performance on Texas Success Initiative (TSI)
Readiness Measures

2019-2020 High School Graduates Enrolled in Texas
Public Higher Education in Fall 2020

March, 2022

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Annual Texas Success Initiative (TSI) Report of Student Readiness Status

Statewide Summary Report

[Link to 2019-2020 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 (FTIC) 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 84th 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 2019-2020

Enrolled in Texas Public Higher Education

Number and percent of 2019-2020 high school graduates who enrolled in a public higher education institution the following fall (Fall 2020)

Met TSI Standards

Number and percent of 2019-2020 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 2020 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 2020 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 2020 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 2020 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 Enrolled in Texas Higher Education

Table 1. Summary by Ethnicity: High School Graduates Enrolled in Texas Higher Education, Fall 2018 - Fall 2020

Ethnicity (TEA)	Met TSI Standards in All Areas								
	2018			2019			2020		
	Grads Enrolled	Met (N)	Met (%)	Grads Enrolled	Met (N)	Met (%)	Grads Enrolled	Met (N)	Met (%)
Asian	11,051	9,609	87.0	11,599	10,173	87.7	10,259	8,926	87.0
African American	18,103	8,075	44.6	18,162	8,147	44.9	15,344	6,352	41.4
Hispanic	73,963	41,004	55.4	78,831	42,392	53.8	64,511	34,339	53.2
American Indian	454	279	61.5	491	302	61.5	395	211	53.4
Hawaiian/ Pacific Islander	189	126	66.7	173	98	56.6	157	105	66.9
Two or More Races	3,010	2,117	70.3	3,159	2,183	69.1	2,843	1,902	66.9
White	50,202	37,241	74.2	49,172	36,052	73.3	44,822	30,981	69.1
Total	156,972	98,451	62.7	161,587	99,347	61.5	138,331	82,816	59.9

Source: THECB, TEA High School Graduates data

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

Table 2. Summary by Ethnicity: 2019-2020 High School Graduates Enrolled in Texas Higher Education in Fall 2020

Ethnicity (TEA)	HS Grads	Enrolled in HE	Met TSI Standards			
			All areas	Math	Writing	Reading
Asian	17,126	60% (10,259)	87% (8,926)	90% (9,195)	95% (9,698)	92% (9,419)
African American	44,729	34% (15,344)	41% (6,352)	45% (6,973)	73% (11,228)	63% (9,683)
Hispanic	184,060	35% (64,511)	53% (34,339)	57% (37,045)	81% (52,236)	72% (46,700)
American Indian	1,226	32% (395)	53% (211)	58% (228)	78% (306)	72% (285)
Hawaiian/ Pacific Islander	557	28% (157)	67% (105)	69% (108)	87% (136)	81% (127)
Two or More Races	7,307	39% (2,843)	67% (1,902)	70% (1,977)	88% (2,494)	84% (2,393)
White	105,215	43% (44,822)	69% (30,981)	72% (32,108)	89% (39,850)	86% (38,345)
Total	360,220	38% (138,331)	60% (82,816)	63% (87,634)	84% (115,948)	77% (106,952)

Source: THECB, TEA High School Graduates data

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

Table 3. Summary by Gender: 2019-2020 High School Graduates Enrolled in Texas Higher Education in Fall 2020

			Met TSI Standards			
Gender	HS Grads	Enrolled in HE	All areas	Math	Writing	Reading
Male	179,665	33% (59,324)	61% (36,411)	65% (38,529)	82% (48,756)	77% (45,663)
Female	180,555	44% (79,007)	59% (46,405)	62% (49,105)	85% (67,192)	78% (61,289)
Total	360,220	38% (138,331)	60% (82,816)	63% (87,634)	84% (115,948)	77% (106,952)

Source: THECB, TEA High School Graduates data

Table 4. Summary by Economically Disadvantaged Status: 2019-2020 High School Graduates Enrolled in Texas Higher Education in Fall 2020

			Met TSI Standards			
Economic Status	HS Grads	Enrolled in HE	All areas	Math	Writing	Reading
N/A	173,826	45% (77,990)	68% (53,081)	71% (55,190)	88% (68,784)	84% (65,485)
Free Meal	125,566	31% (39,136)	47% (18,411)	52% (20,150)	77% (30,152)	67% (26,196)
Red. Price	17,355	41% (7,102)	55% (3,931)	60% (4,228)	82% (5,835)	75% (5,314)
Other	43,473	32% (14,103)	52% (7,393)	57% (8,066)	79% (11,177)	71% (9,957)
Total	360,220	38% (138,331)	60% (82,816)	63% (87,634)	84% (115,948)	77% (106,952)

Source: THECB, TEA High School Graduates data

Note: Texas Education Agency (TEA) categorizations of economically disadvantaged status have been used for this analysis.

Table 5. Summary by Diploma Types: 2019-2020 High School Graduates Enrolled in Texas Higher Education in Fall 2020

			Met TSI Standards			
Diploma Types	HS Grads	Enrolled in HE	All areas	Math	Writing	Reading
Distinguished	603	49% (294)	57% (166)	63% (186)	79% (232)	75% (219)
Individual Ed Plan	10,461	8% (863)	4% (34)	6% (50)	28% (238)	14% (123)
Minimum	5,568	12% (664)	13% (88)	15% (97)	39% (258)	25% (168)
Recommended	349	5% (19)	21% (4)	21% (4)	63% (12)	58% (11)
Foundation	343,239	40% (136,491)	61% (82,524)	64% (87,297)	84% (115,208)	78% (106,431)
Total	360,220	38% (138,331)	60% (82,816)	63% (87,634)	84% (115,948)	77% (106,952)

Source: THECB, TEA High School Graduates data

**Texas Higher
Education**
COORDINATING BOARD

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