

# **Annual TSI High School Summary Report**

**Student Performance on Texas Success Initiative (TSI) Readiness  
Measures**

**2020-2021 High School Graduates Enrolled in Texas Public Higher  
Education in Fall 2021**

**May, 2023**

**This page has been left blank intentionally.**

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

[Link to 2020-2021 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.

### Spring 2021 | Implementation of TSIA2

The Texas Success Initiative, Version 2.0 (TSIA2) was launched on January 11, 2021. A major change included integration of Reading and Writing tests into one new test (English Language Arts and Reading (ELAR)) and reduction of diagnostic tests to one per subject area.

### 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 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 2020-2021

### **Enrolled in Texas Public Higher Education**

Number and percent of 2020-2021 high school graduates who enrolled in a public higher education institution the following fall (Fall 2021)

### **Met TSI Standards**

Number and percent of 2020-2021 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 2021 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 2021 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 2021 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 2021 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 2019 - Fall 2021**

Ethnicity (TEA)	Met TSI Standards in All Areas								
	2019			2020			2021		
	Grads Enrolled	Met (N)	Met (%)	Grads Enrolled	Met (N)	Met (%)	Grads Enrolled	Met (N)	Met (%)
Asian	11,599	10,173	87.7	10,259	8,926	87.0	10,154	8,555	84.3
African American	18,162	8,147	44.9	15,344	6,352	41.4	14,944	5,701	38.1
Hispanic	78,831	42,392	53.8	64,511	34,339	53.2	66,134	31,934	48.3
American Indian	491	302	61.5	395	211	53.4	371	201	54.2
Hawaiian/ Pacific Islander	173	98	56.6	157	105	66.9	160	90	56.3
Two or More Races	3,159	2,183	69.1	2,843	1,902	66.9	2,951	1,816	61.5
White	49,172	36,052	73.3	44,822	30,981	69.1	42,914	28,148	65.6
Total	161,587	99,347	61.5	138,331	82,816	59.9	137,628	76,445	55.5

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: 2020-2021 High School Graduates Enrolled in Texas Higher Education in Fall 2021**

Ethnicity (TEA)	HS Grads	Enrolled in HE	Met TSI Standards			
			All areas	Math	Writing	Reading
Asian	18,030	56% (10,154)	84% (8,555)	87% (8,870)	89% (9,072)	89% (9,004)
African American	44,018	34% (14,944)	38% (5,701)	42% (6,331)	58% (8,679)	56% (8,346)
Hispanic	183,306	36% (66,134)	48% (31,934)	54% (35,352)	69% (45,326)	65% (42,776)
American Indian	1,195	31% (371)	54% (201)	61% (226)	70% (260)	70% (259)
Hawaiian/ Pacific Islander	553	29% (160)	56% (90)	62% (99)	73% (116)	71% (114)
Two or More Races	7,842	38% (2,951)	62% (1,816)	65% (1,929)	78% (2,300)	77% (2,258)
White	103,898	41% (42,914)	66% (28,148)	69% (29,757)	81% (34,725)	80% (34,377)
Total	358,842	38% (137,628)	56% (76,445)	60% (82,564)	73% (100,478)	71% (97,134)

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: 2020-2021 High School Graduates Enrolled in Texas Higher Education in Fall 2021**

Gender	HS Grads	Enrolled in HE	Met TSI Standards			
			All areas	Math	Writing	Reading
Male	178,240	34% (60,381)	56% (34,013)	62% (37,151)	71% (42,612)	69% (41,634)
Female	180,602	43% (77,247)	55% (42,432)	59% (45,413)	75% (57,866)	72% (55,500)

Total	358,842	38% (137,628)	56% (76,445)	60% (82,564)	73% (100,478)	71% (97,134)
-------	---------	------------------	-----------------	-----------------	------------------	-----------------

Source: THECB, TEA High School Graduates data

**Table 4. Summary by Economically Disadvantaged Status: 2020-2021 High School Graduates Enrolled in Texas Higher Education in Fall 2021**

Economic Status	HS Grads	Enrolled in HE	Met TSI Standards			
			All areas	Math	Writing	Reading
N/A	175,302	44% (76,729)	64% (49,151)	68% (52,027)	80% (61,018)	78% (59,984)
Free Meal	126,123	32% (40,781)	43% (17,583)	49% (19,770)	64% (25,923)	60% (24,321)
Red. Price	14,790	42% (6,253)	53% (3,294)	58% (3,626)	71% (4,432)	69% (4,311)
Other	42,627	33% (13,865)	46% (6,417)	52% (7,141)	66% (9,105)	61% (8,518)
Total	358,842	38% (137,628)	56% (76,445)	60% (82,564)	73% (100,478)	71% (97,134)

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: 2020-2021 High School Graduates Enrolled in Texas Higher Education in Fall 2021**

Diploma Types	HS Grads	Enrolled in HE	Met TSI Standards			
			All areas	Math	Writing	Reading
Distinguished	564	50% (280)	48% (135)	53% (147)	64% (179)	62% (173)
Individual Ed Plan	10,728	10% (1,017)	4% (41)	5% (53)	11% (114)	10% (99)
Minimum	4,915	14% (669)	7% (47)	11% (70)	16% (107)	13% (86)
Recommended	165	10% (17)	35% (6)	35% (6)	47% (8)	47% (8)
Foundation	342,470	40% (135,645)	56% (76,216)	61% (82,288)	74% (100,070)	71% (96,768)
Total	358,842	38% (137,628)	56% (76,445)	60% (82,564)	73% (100,478)	71% (97,134)

Source: THECB, TEA High School Graduates data

**Texas Higher  
Education**  
**COORDINATING BOARD**

**For more information contact:**

Randy Gesn, Ph.D.  
Division of Data Management and Research  
Texas Higher Education Coordinating Board  
P.O. Box 12788  
Austin, TX 78711  
Phone: 512-427-6203  
[Randy.Gesn@highered.texas.gov](mailto:Randy.Gesn@highered.texas.gov)