

Annual TSI High School Summary Report

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

**2021-2022 High School Graduates Enrolled in Texas Public Higher
Education in Fall 2022**

March, 2024

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

[Link to 2021-2022 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 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 2021-2022

Enrolled in Texas Public Higher Education

Number and percent of 2021-2022 high school graduates who enrolled in a public higher education institution the following fall (Fall 2022)

Met TSI Standards

Number and percent of 2021-2022 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 2022 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 2022 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 2022 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 2022 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 2020 - Fall 2022

	Met TSI Standards in All Areas								
	2020			2021			2022		
Ethnicity (TEA)	Grads Enrolled	Met (N)	Met (%)	Grads Enrolled	Met (N)	Met (%)	Grads Enrolled	Met (N)	Met (%)
Asian	10,259	8,926	87.0	10,154	8,555	84.3	10,747	9,183	85.4
African American	15,344	6,352	41.4	14,944	5,701	38.1	16,297	6,232	38.2
Hispanic	64,511	34,339	53.2	66,134	31,934	48.3	74,707	36,383	48.7
American Indian	395	211	53.4	371	201	54.2	375	200	53.3
Hawaiian/ Pacific Islander	157	105	66.9	160	90	56.3	159	98	61.6
Two or More Races	2,843	1,902	66.9	2,951	1,816	61.5	3,318	2,041	61.5
White	44,822	30,981	69.1	42,914	28,148	65.6	43,317	28,525	65.9
Total	138,331	82,816	59.9	137,628	76,445	55.5	148,920	82,662	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: 2021-2022 High School Graduates Enrolled in Texas Higher Education in Fall 2022

			Met TSI Standards			
Ethnicity (TEA)	HS Grads	Enrolled in HE	All areas	Math	Writing	Reading
Asian	18,794	57% (10,747)	85% (9,183)	89% (9,552)	90% (9,720)	90% (9,678)
African American	45,227	36% (16,297)	38% (6,232)	43% (7,043)	57% (9,243)	55% (8,965)
Hispanic	191,125	39% (74,707)	49% (36,383)	55% (40,913)	67% (50,074)	65% (48,305)
American Indian	1,159	32% (375)	53% (200)	59% (222)	70% (262)	68% (256)
Hawaiian/ Pacific Islander	569	28% (159)	62% (98)	65% (103)	75% (119)	76% (120)
Two or More Races	8,641	38% (3,318)	62% (2,041)	66% (2,175)	77% (2,554)	77% (2,558)
White	103,171	42% (43,317)	66% (28,525)	70% (30,340)	80% (34,718)	80% (34,716)
Total	368,686	40% (148,920)	56% (82,662)	61% (90,348)	72% (106,690)	70% (104,597)

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: 2021-2022 High School Graduates Enrolled in Texas Higher Education in Fall 2022

			Met TSI Standards			
Gender	HS Grads	Enrolled in HE	All areas	Math	Writing	Reading
Male	184,109	36% (65,816)	57% (37,345)	63% (41,245)	70% (46,095)	69% (45,360)
Female	184,577	45% (83,104)	55% (45,317)	59% (49,103)	73% (60,595)	71% (59,237)

Total	368,686	40% (148,920)	56% (82,662)	61% (90,348)	72% (106,690)	70% (104,597)
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Source: THECB, TEA High School Graduates data

Table 4. Summary by Economically Disadvantaged Status: 2021-2022 High School Graduates Enrolled in Texas Higher Education in Fall 2022

			Met TSI Standards			
Economic Status	HS Grads	Enrolled in HE	All areas	Math	Writing	Reading
N/A	174,988	45% (79,145)	65% (51,417)	69% (54,664)	79% (62,836)	79% (62,381)
Free Meal	126,367	35% (44,581)	43% (19,138)	50% (22,079)	62% (27,458)	59% (26,307)
Red. Price	13,105	44% (5,792)	51% (2,973)	57% (3,306)	69% (3,977)	67% (3,872)
Other	54,226	36% (19,402)	47% (9,134)	53% (10,299)	64% (12,419)	62% (12,037)
Total	368,686	40% (148,920)	56% (82,662)	61% (90,348)	72% (106,690)	70% (104,597)

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: 2021-2022 High School Graduates Enrolled in Texas Higher Education in Fall 2022

			Met TSI Standards			
Diploma Types	HS Grads	Enrolled in HE	All areas	Math	Writing	Reading
Distinguished	80	40% (32)	59% (19)	69% (22)	81% (26)	75% (24)
Individual Ed Plan	11,227	11% (1,186)	5% (55)	8% (97)	14% (167)	11% (132)
Minimum	3,786	15% (572)	8% (45)	12% (66)	20% (114)	16% (94)
Recommended	53	13% (7)	43% (3)	43% (3)	71% (5)	71% (5)
Foundation	353,540	42% (147,123)	56% (82,540)	61% (90,160)	72% (106,378)	71% (104,342)
Total	368,686	40% (148,920)	56% (82,662)	61% (90,348)	72% (106,690)	70% (104,597)

Source: THECB, TEA High School Graduates data

Texas Higher Education

COORDINATING BOARD

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