

Texas Success Initiative: Policies, Process, and Practice

AVATAR Meeting

June 6, 2014

Suzanne Morales-Vale, Ph.D.



TEXAS HIGHER EDUCATION
COORDINATING BOARD

Agenda

- Texas Success Initiative (TSI)
 - Background
 - TSI Assessment Process
 - Use of Placement and Diagnostic Results
 - TSI Operational Plan
 - Next Steps
- Considerations for Counselors, Parents, and Students

Texas Success Initiative (Sec. 51.3062)

- *An institution of higher education shall assess the academic skills of each entering undergraduate student to determine the student's readiness to enroll in freshman-level academic coursework.*
- **TSI Exemptions**
 - SAT/ACT/TAKS/STAAR EOC
 - College Prep Course (successful completion)
 - Level 1 Certificate
 - Non-degree seeking
 - Military
 - transfer students/Dual Credit completions (as applicable)

Changes to TSI

Old TSI Assessment

- various standards
- multiple assessment instruments
- placements often based solely on cut-score

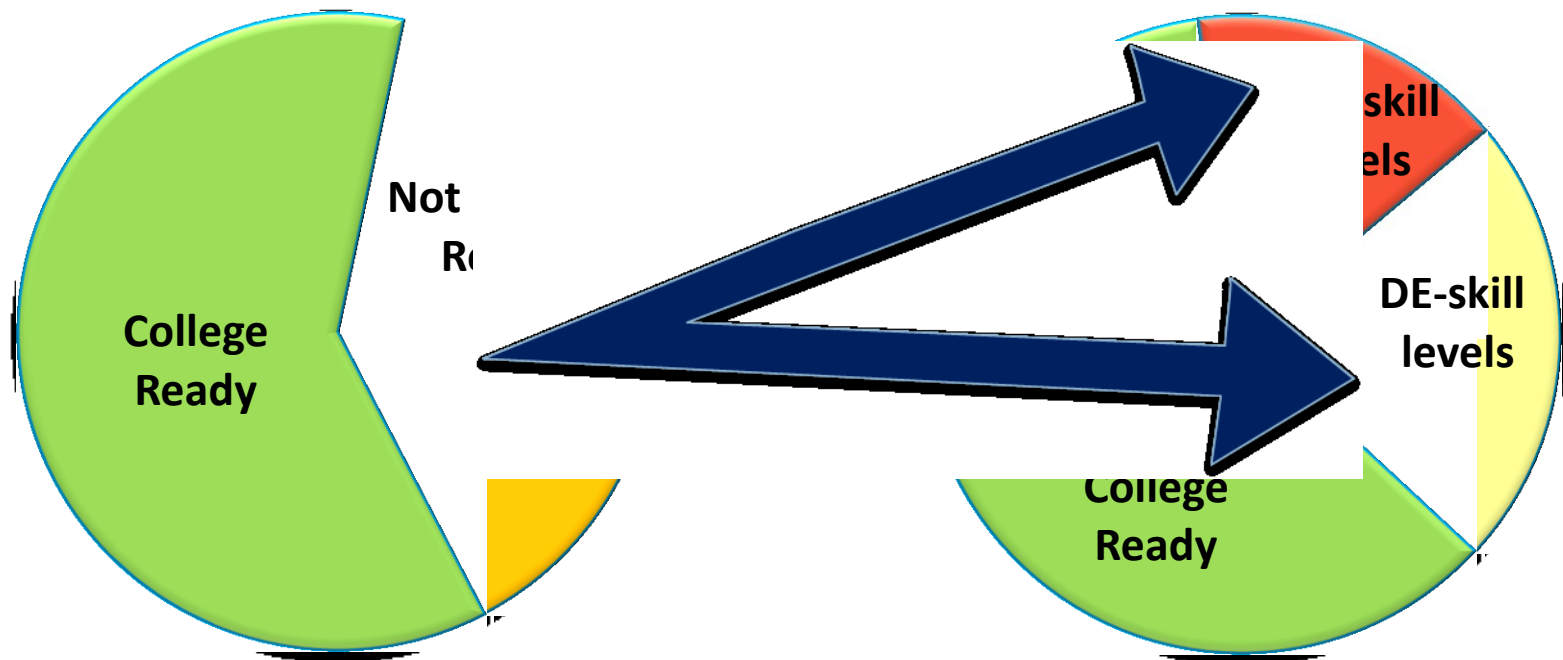
New TSI Assessment

- one assessment instrument with one college readiness threshold
- use of multiple factors in placement (i.e., holistic advising)
 - ❑ effective
 - ❑ complex
 - ❑ high-touch

More accurate determination of skill levels

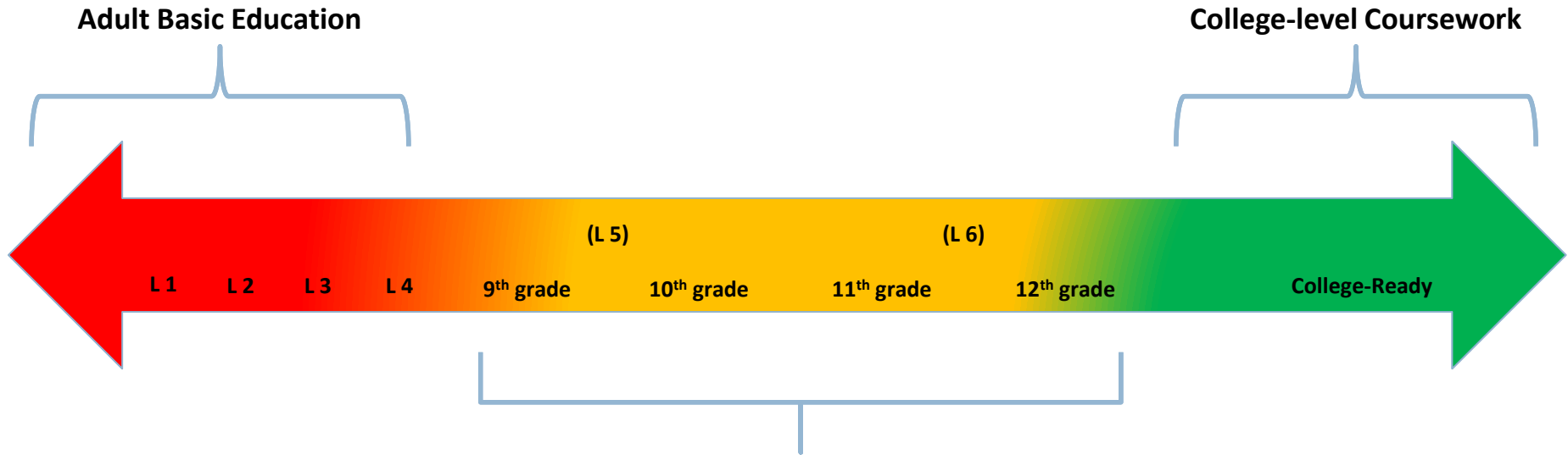
Previous Assessments

New TSI Assessment



The new assessment allows more precise, holistic targeting of academic support services

Demonstrated Knowledge & Skills



Developmental Education

May include mainstreaming, NCBO, modular, emporium or traditional offerings depending on individual advising

Students demonstrating L6 or L5 on ABE Diagnostic must be provided developmental education services.

Students demonstrating L4 ABE Diagnostic may be provided developmental education services on case-by-case basis.

Texas Success Initiative (Sec. 51.3062)

Rule §4.59

- An institution can determine when an underprepared student has demonstrated college readiness
 - Developmental coursework/interventions
 - Non-developmental coursework/interventions
 - Assessments (including TSIA retake)

Changes to TSI

- **Pre-Assessment Activity (PAA) required of all students prior to taking the TSIA (Rule §4.55)**
 - Importance of assessment in students' academic career;
 - Assessment process and components, including practice with feedback of sample test questions in all disciplinary areas;
 - Developmental education options including course-pairing, non-course-based, modular, and other non-conventional interventions;
 - Institutional and/or community student resources

Changes to TSI

Holistic Advising (Rule §4.55)

- **Use of multiple factors for placement considerations**
 - HS GPA/class ranking
 - Non-cognitive factors (motivation, self-efficacy, time management, etc.)
 - Other formal/informal training
 - Family-life issues (job, transportation, child care)

TSI ASSESSMENT – TESTING PROCESS

READING/MATHEMATICS

1. Student participates in PAA
2. Student takes TSI Placement Component
 - Meets or exceeds CR threshold? (M = 350; R=351)
 - Yes = enrolls in credit course
 - No= takes Diagnostic Component
 - DE Diagnostic OR
 - ABE Diagnostic



TSI ASSESSMENT

READING/MATHEMATICS

Use Diagnostic Results help inform placements

- Examples for consideration:
 - DE: 3-4 domains “Proficient” and/or “LP” = Mainstreaming/NCBOs
 - DE: 1-2 domains “Proficient” and/or “LP” = Modular/ Emporium/IRW NCBOs
 - ABE: Levels 5 and 6 = treated same as DE Placements
 - ABE: Level 4 = mainstreaming to DE
 - ABE: Level 3 = CE/Integrated Pathways (e.g., I-Best/ATX, boot camps, etc.)



TSI ASSESSMENT DIAGNOSTIC PROFILE

EXAMPLE: READING



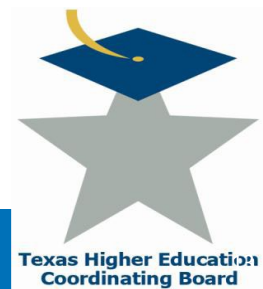
Use this space to provide a Diagnostic Score Report Message that can be customized by each site.

TSI Reading Diagnostic Test				
Domain	Needs Improvement	Limited Proficiency	Proficient	Score
Main Idea and Supporting Details				2
Demonstrate an understanding of informational texts by selecting the main idea and identifying supporting details when the answer choices are restated from the passage.				
Author's Use of Language				4
Identify the author's purpose, tone, organization, rhetorical strategies; determine the meaning of words using context; and analyze the use of evidence in the passage when the information is stated in the passage or presented as a straightforward answer choice.				
Inferences in a Text or Texts				5
Make basic inferences about informational texts, supporting the inferences with relevant textual evidence; demonstrate limited understanding by making few generalizations about paired texts				
Literary Analysis				11
Analyze literary texts by applying knowledge of universal themes and the ways in which literary devices contribute to the development of plots and characters; analyze consistently how the author's use of diction and figurative language supports meaning in fiction or literary nonfiction				

TSI ASSESSMENT – TESTING PROCESS

WRITING

1. Student participates in PAA
2. Student takes TSI Placement Component
 - Meets or exceeds ABE threshold? (350)
 - Yes = takes Essay component
 - Essay 4 and 363+ = CR (student enrolls in credit course) OR
 - Essay 5-8 = CR (student enrolls in credit course)
 - Essay 0-3 OR Essay 4 and <363 = takes DE Diagnostic
 - No= takes ABE Diagnostic Component (*essay may be administered later*)
 - ABE Diagnostic Results = Levels 4, 5 and 6 → takes Essay component (*see above*), OR
 - ABE Diagnostic Results = Levels 1-3



TSI ASSESSMENT

WRITING

Use Diagnostic Results to help inform placements

- Examples for consideration:
 - DE: 3-4 domains “Proficient” and/or “LP” = Mainstreaming/IRW NCBOs
 - DE: 1-2 domains “Proficient” and/or “LP” = Emporium/ IRW NCBOs
 - ABE: Levels 5 and 6 = treated same as DE Placements
 - ABE: Level 4 = mainstreaming to DE
 - ABE: Level 3 = CE/Integrated Pathways (e.g., I-Best/ATX, boot camps, etc.)



TSI ASSESSMENT DIAGNOSTIC PROFILE

EXAMPLE: WRITING

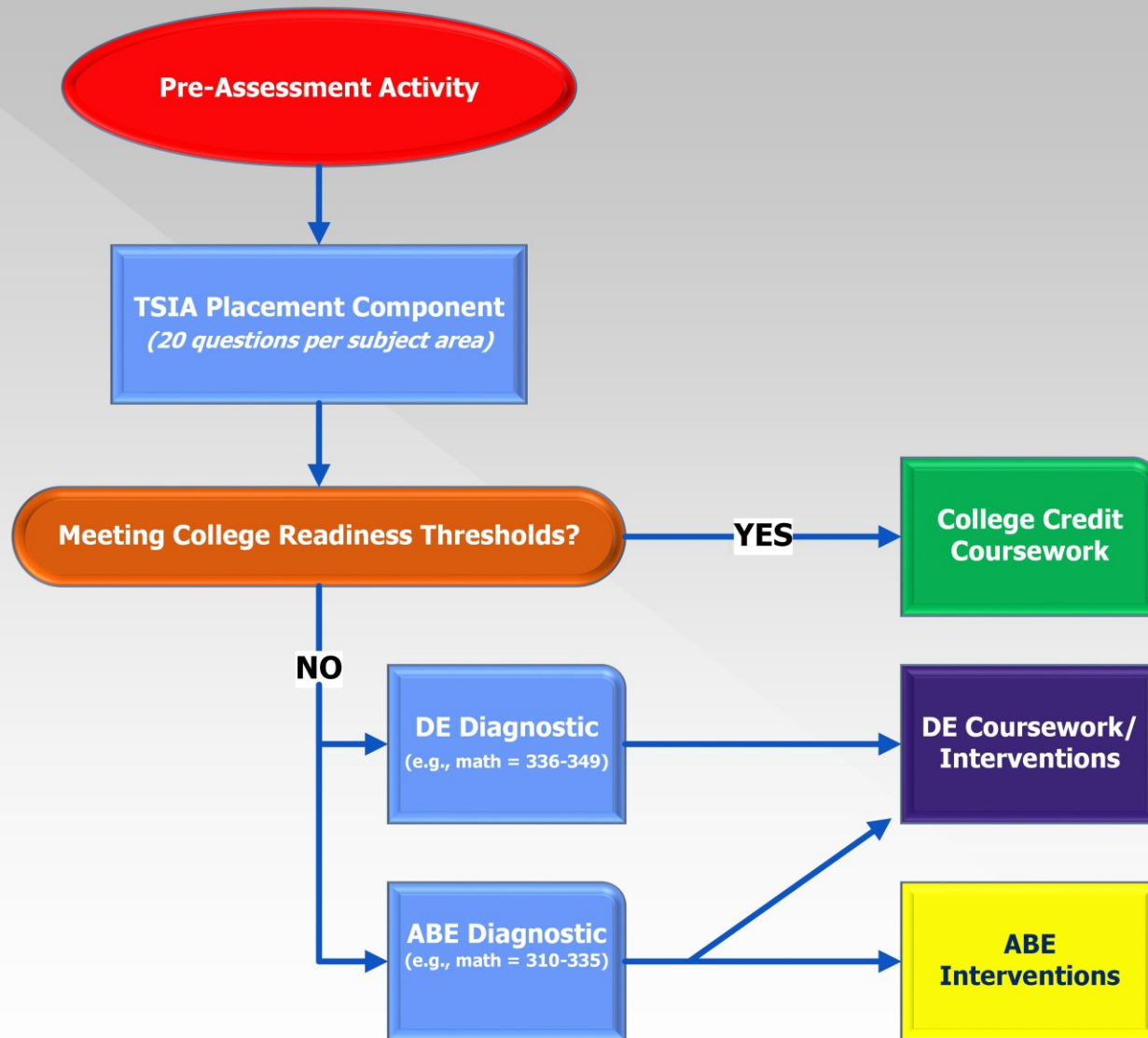


Use this space to provide a Diagnostic Score Report Message that can be customized by each site.

TSI Reading Diagnostic Test

Domain	Needs Improvement	Limited Proficiency	Proficient	Score
Main Idea and Supporting Details				2
<p>Demonstrate an understanding of informational texts by selecting the main idea and identifying supporting details when the answer choices are restated from the passage.</p>				
Author's Use of Language				4
<p>Identify the author's purpose, tone, organization, rhetorical strategies; determine the meaning of words using context; and analyze the use of evidence in the passage when the information is stated in the passage or presented as a straightforward answer choice.</p>				
Inferences in a Text or Texts				5
<p>Make basic inferences about informational texts, supporting the inferences with relevant textual evidence; demonstrate limited understanding by making few generalizations about paired texts</p>				
Literary Analysis				11
<p>Analyze literary texts by applying knowledge of universal themes and the ways in which literary devices contribute to the development of plots and characters; analyze consistently how the author's use of diction and figurative language supports meaning in fiction or literary nonfiction</p>				

TSIA Assessment (TSIA) Process



ABE INTERVENTIONS

- ABE Diagnostic (grade equivalent 1st-8th)
- Newly-identified population of students in higher education
- Courses/Interventions
 - Basic academic skills support with co-enrollment
 - Intensive “boot camps”
 - Mainstream into Developmental Education (*level 4*)
 - Basic Academic Skills Education (BASE)

Goal of TSI Operational Plan

To *better* serve students exhibiting basic skill levels based on the **TSI Assessment**

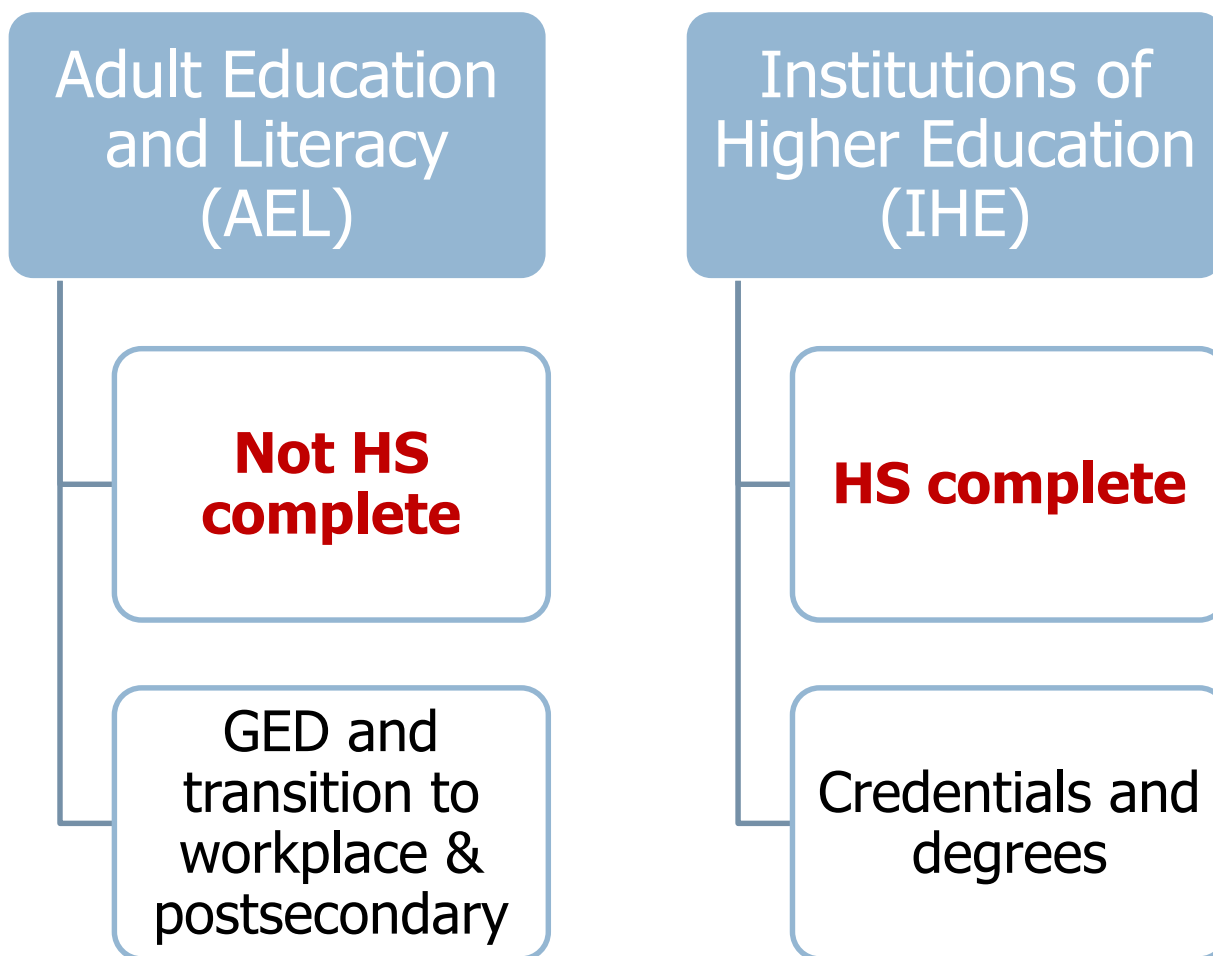
Multi-agency collaboration:

Texas Workforce Commission, Texas Workforce Investment Council, Texas Education Agency

Framing Questions

- Which population is appropriately served by the resources available to institutions of higher education?
- How should this population be served?
- Which population is better served by partner organizations and agencies?

Differentiating Priority Populations



TSI Operational Plan

RECOMMENDATIONS

Recommendation 1: Phase-in Implementation of the Plan

Phase I, starting **fall 2014**

- Identify and select colleges to
 - ❑ implement, or continue to implement, various programs and initiatives that serve students testing into basic academic skill levels;
 - ❑ inform statewide ongoing professional development efforts
 - ❑ mentor other colleges in implementing or scaling initiatives/programs

- Provide statewide professional development for all institutions

Recommendation 1, cont.

Phase II, starting **fall 2015**

- Selected colleges from Phase I to continue as mentor colleges in Phase II;
- All institutions to implement or scale programmatic initiatives serving students testing at basic academic skill levels; and
- Professional development and training opportunities to continue during this phase.

Recommendation 2: Refer Students **Not HS Complete**

Institutions shall not use the TSI Assessment to test students without a high school diploma or its equivalent, but instead should advise and refer them to GED programs or other high school completion programs, both internal and external to the institution, including community or school-based Drop Out Recovery programs *(students under the age of 26)*

This recommendation does not pertain to high school students pursuing college credit through dual credit or dual enrollment.

Recommendation 3: Clarify and Identify Terms

Developmental Education (DE) courses/interventions for students who are

- Directed by Developmental Education Diagnostic *or*
- Directed by ABE Diagnostic with Levels 5-6

NEW: Basic Academic Skills Education (BASE) courses/interventions for students who are

- Directed by ABE Diagnostic with Levels 3-4

Recommendation 4: Identify/Develop BASE NCBOs

Faculty content experts **identify and/or develop non-course competency-based options (NCBOs)** to be included in the *Lower-Division Academic Course Guide Manual* (ACGM) and specially designed to address needs of students assessing at Levels 3-4 (BASE).

Examples of current Non-course Competency Based Options (NCBOs)

- 3-week intensive basic skills “boot camp”
- 1-3 hour weekly tutorials concurrent with WECM or ACGM course
- Contextualized basic skills support with course

Recommendation 5: Support Strengths of Multiple Skill-levels

Institutions should advise students assessed at skill levels that vary across content areas (reading, writing, and/or mathematics) to consider options supporting their strengths and be placed in the **higher level course(s)/intervention(s)** with appropriate, accelerated interventions and support to ensure academic progress and success in all content areas.

Recommendation 6: Advise and Refer Levels 1-2

Institutions will serve students testing into **Levels 1-2 in all three content areas**, who may or may not be English Language Learners (ELL), by providing advisement and appropriate referrals, both internal and external, to best address students' academic and career goals.

College Ready	<ul style="list-style-type: none">• Enroll in entry-level college credit coursework
Developmental Education	<ul style="list-style-type: none">• Developmental education and Levels 5-6• Enroll in accelerated developmental education options
Adult Basic Education	<ul style="list-style-type: none">• Enroll in BASE NCBOs or• REFERRALS for Levels 1-2 in all three subject areas

Recommendation 7: Develop Statewide Referral System

In collaboration with multiple state agencies, THECB will assist in the development of a cohesive **statewide online resource and referral system** used by institutions of higher education and adult education providers to optimize the services to students assessed at basic skill levels.

Recommendation 8: Increase Funding Options

Recommend that the Texas Legislature increase funding for ABE interventions. The THECB, partnering agencies and other stakeholders will recommend that the Texas Legislature increase funding options for institutions that serve ABE students.

Recommendation 9: Implement Professional Development Program

In preparation for full implementation of the Plan, THECB will develop and implement a comprehensive, multi-agency **professional development program**, beginning summer 2014, regarding

- Curriculum
- NCBOs
- Assessment
- Advising
- Operations
- Partnerships
- Funding
- Technology

Recommendation 10: Review and Revise the TSI Operational Plan

THECB will analyze data and institutional utilization of BASE NCBOs and other interventions serving students assessed at levels below high school.

THECB will review and revise, as appropriate and with stakeholder input, the recommendations of the TSI Operational Plan.

Topics for HS Students and Parents

- HS completion \neq College readiness
- Being College Ready before graduation
 - Dual Credit courses
 - AP/STEM endorsement/Distinguished Achievement
 - College Prep Course(s)
 - Summer bridge programs
 - Anything free!
- TSI Requirements and Exemptions

Topics for HS Students and Parents

- College options for students not college ready
 - Old: standard 16-week DE course
 - New: accelerated options (NCBOs, compressed courses, mainstreaming)
 - Options are *institutional specific*
- Cost/Time Comparisons
 - Importance of TSIA prep
 - Knowing your major/degree path

Next Steps:

Advisor/Counselor Summer Institute July 14, 2014, Austin

Institute topics will include:

- Understanding the TSI Assessment Diagnostic Profile
- Use of a holistic advising protocol
- Pre-assessment activities
- Advising students assessed at lower skill levels
- P-20 collaboration and the impact on advising
- Building Advising Teams
- Faculty Advising Using low-tech Early Alert Systems

Next Steps:

Pathways to Progress Institute

September 21-23, 2014

Dallas Fairmont Hotel

www.pathwaystoprogress.org

I

THECB CONTACTS:

- **Suzanne Morales-Vale**
Director, Developmental and Adult Education
suzanne.morales-vale@thecb.state.tx.us (512) 427-6262
- **Terri Daniels**
Assistant Director, Developmental Education
terri.daniels@thecb.state.tx.us (512) 427-6267
- **Alan Bugbee**
Sr. Project Manager, TSI Assessment
alan.bugbee@thecb.state.tx.us (512) 427-6244
- **Linda Munoz**
Director, Adult Education
linda.munoz@thecb.state.tx.us (512) 427-6525

RESOURCE INFORMATION

THECB website:

www.thecb.state.tx.us/tsi