

## Changes to Manual Introduction Fall 2014—CBM002 (Changes highlighted in yellow)

### Waivers

It is critical to understand the difference between a waiver and an exemption. “Waiver” is a term that is used for TSI reporting purposes to differentiate between exemptions in the TSI rules that are permanent (the student will always be exempted) and those that are not (the student is “waived” from TSI requirements for the current semester). Students with permanent exemptions are considered to have met TSI standards for reporting purposes. A student with a waiver has not satisfied the TSI obligation and may not be reported as such. For the purposes of reporting, the term waiver is also used for dual credit students who have not met TSI obligations but have permission to take dual credit courses under dual credit rules.

Students with a waiver should be reported in item #10 and in items #20, #40, and #60 as ‘0’ (no, not satisfied or obligation is waived). The waiver status should also be reported in items #21A, #41A, and #61A as ‘6’ or ‘7’ for every reporting period that the waiver applies. If a student in a waiver category has satisfied or permanently exempted TSI standards in some subject areas, the institution should report the student as having satisfied or exempted TSI standards in items #20, #40, and #60 for the applicable areas.

When TSI-related test or course information is available for students who have been granted a waiver, institutions should report this information on the CBM002. However, there is one exception to this rule. If a dual credit or concurrent enrollment student in grade 11 or lower is administered a placement test and does *not* meet the TSI standard, the institution should *not* report the student’s TSI placement score/s, but rather report ‘0’ in items #22A, #42A, and/or #62A. Initial scores used for TSI placement should be reported the first time the student meets the standard, or after the student has completed grade 11 or higher.

Students may be reported as waived from the TSI requirements under the following circumstances:

- Non-degree-seeking or non-certificate-seeking students:

An institution of higher education *may* waive the requirements of the TSI for non-degree-seeking or non-certificate-seeking students.

- Certificate programs of one year or less:

TSI requirements *do not apply* to students in Level-One certificate programs. Level-One certificates consist of at least 15 but no more than 42 semester credit hours (23-63 quarter hours) designed to be completed in one year or less.

- Military:

TSI requirements *do not apply* to a student who:

- is serving on active-duty as a member of the armed forces of the United States or the Texas National Guard; or

- is serving as a member of a reserve component of the armed forces of the United States and has been serving for at least the three-year period preceding enrollment.
- English as a Second Language (ESL)/English for Speakers of Other Languages (ESOL) Waiver:

An institution of higher education *may* grant a temporary waiver from the TSI assessment for students with demonstrated limited English proficiency in order to provide appropriate ESOL/ESL coursework.

- Waiver for college prep course

Students are reported as waived if they have taken a college prep course (under TEC, § 28.014) that the reporting institution developed with the student's local ISD or that the reporting institution agreed to accept via MOU from the institution that developed the course.

Institutions should NOT report a waiver for a prep course developed by another institution unless an MOU agreement exists between the two institutions of higher education.

- Dual credit enrollment via approved score (waiver for *current* dual credit students):

Changes to rules relating to dual credit eligibility went into effect for fall 2014. The Coordinating Board rules that apply to dual credit requirements can be found in Chapter 4, Subchapter D, §4.85 at <http://www.theccb.state.tx.us/Rules/>. The following includes a summary of the key eligibility rules with scores included, but see the rules for complete details.

#### Dual Credit Eligibility - Academic Course or Course in a Level 2 Certificate Program or Higher

##### Eleventh Grade

*NOTE: While the following scores establish dual credit eligibility, they do not satisfy TSI requirements and should **NOT** be reported on the CBM002.*

- Eligibility for students to take academic dual credit courses during their junior year is established if the student receives a minimum scale score 4000 on English II STAAR EOC; 4000 on Algebra II STAAR EOC; or 4000 on Algebra I STAAR EOC AND a passing grade in the Algebra II course (C or better), as applicable.
- PSAT/NMSQT, PLAN and ACT-Aspire tests can be used to establish eligibility for high school juniors to take academic dual credit courses.
  - PSAT/NMSQT: Combined score of 107 and minimum of 50 on the reading and/or math test, as applicable.
  - PLAN: Composite score of 23 with 19 or higher in English and/or math, as applicable.
  - ACT-Aspire: Score of 435 in English or a score of 431 in math, as applicable (composite score not a part of criteria).

##### Twelfth Grade

- A twelfth grade student who enrolled in a dual credit course in the eleventh grade and demonstrated eligibility in eleventh grade under STAAR EOC.
- A twelfth grade student who passed dual credit course in eleventh grade and demonstrated eligibility in eleventh grade under PSAT/NMSQT, PLAN, or Aspire.

#### Dual Credit Eligibility - Course in Level 1 Certificate Program or Program with Credential of Less than Level 1 Certificate

- A high school student in the eleventh or twelfth grade is eligible to enroll and does not need to demonstrate additional college readiness.

A student who is granted a TSI waiver to take dual credit courses while still in high school based on eligible scores is not exempt from TSI. However, if the student receives an A, B, or C in an applicable dual credit course, the receiving higher education institution may determine that TSI obligations have been met.

Other provisions also apply to dual credit students, including information for students who wish to take more than 2 dual credit classes in a semester, students who in grades 9 and 10, and students enrolled in Early College High Schools. The Coordinating Board rules that apply to dual credit requirements can be found in Chapter 4, Subchapter D, §4.85 at <http://www.theccb.state.tx.us/Rules/> and those that apply to Early College High Schools specifically, are located in Chapter 4, Subchapter G, §4.161.

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#### CRITERIA EFFECTIVE FOR STUDENTS TAKING AN INITIAL TEST FOR TSI PURPOSES ON OR AFTER THE FIRST CLASS DAY OF FALL 2013

Beginning on the first class day of Fall 2013, all state higher education institutions will use the new TSI Assessment (TSIA) for determining college readiness. For reading and math, standards on the TSI assessment will be phased in; for writing, performance standards will be effective as of the first class data of Fall 2013. Institutions will no longer be allowed to set higher performance standards for students than those established for TSI. Scores from the initial testing attempt used for placement purposes when a student is first enrolled are reported on the CBM002 (scores for students who test before grade 12 should not be reported unless they meet TSI standards). Note that TSI exemptions will still be allowable (see exemptions on page 2.1).

Requirements for meeting TSI obligation:

Effective Fall 2013 (Phase 1)

- Math - 350
- Reading - 351
- Writing - essay score of 5 or essay score of 4 and multiple choice score of 363

Effective Fall 2017 (Phase 2)

- Math - 356
- Reading - 355
- Writing - essay score of 5 or essay score of 4 and multiple choice score of 363

Effective Fall 2019 (Final Phase)

- Math - 369
- Reading - 359
- Writing - essay score of 5 or essay score of 4 and multiple choice score of 363

For a student who does not meet the minimum scores required to meet TSI obligations on the initial attempt of an approved test used for placement, an institution shall determine when the student is ready to perform freshman-level academic coursework on an individual basis according to the needs of the student. As indicators of readiness, institutions shall consider as appropriate:

- Performance in developmental education
- Performance in appropriate non-developmental coursework
- Performance on an approved TSI assessment instrument or performance on an institutionally selected assessment
- Other indicators of readiness as determined by the institution

#### General Criteria about Test Attempts Used for Placement

The THECB wants to know the status of your student at the time of placement when the student initially entered your institution before any instruction. If a student's exemption status, test scores, or other indicator of TSI status were reported in a prior semester by your institution or another Texas public institution of higher education, use the previously reported or non- applicable category for related items. For example, if a student transferring from one Texas public institution to another was determined by the initial institution to have met TSI obligations in math, the receiving institution should report the student in item #20 as having met TSI obligation at another institution and then report 'previously reported or not applicable' in items #21A and #22A. If the same student had not met the obligation for reading at the first institution, the receiving institution should report 'no, not satisfied or obligation is waived' in item #40, 'no, no exemption or waiver granted' in #41A, and 'not applicable' in item #42A, provided the initial assessment results were previously reported by the other institution. Scores for a high school student who tests before grade12 should only be reported if the student meets TSI standards and enrolled in and successfully completed a dual credit course in the area. Previously tested students who have not enrolled by the first class day of 2013 must take the TSI assessment if they are not exempt.

If student placement is based on a TSIA score which required the student to take the ABE diagnostic portion of the TSIA, then the institution should also report the associated ABE Diagnostic Level Score (level one through six) for the subject area. Institutions should report the ABE Diagnostic Level Score for Math in Item #80, for Reading in Item #81, and for Writing in Item #82. Institutions should report 0 for all students who did not take the ABE diagnostic portion of the TSIA for a subject area. If a diagnostic score was reported in a prior semester, 0 for previously report may also be selected.

#### Clarification on Reporting TSIA Writing Scores

To meet TSI, the student must make 1) a 5 on the essay or 2) a 4 on the essay AND a 363 or higher on the multiple choice.

The student can complete the multiple choice and essay portion of the TSIA writing test on separate days

TSIA essay and multiple choice writing scores from different sittings can be used to meet TSI. If the student took the assessment and made a score of between 350 and 362 on the multiple choice portion and at least a 4 on the writing and then later retook the assessment and made a 363 or higher on the multiple choice portion, then the student has met TSI in writing (regardless of whether the student also retook the essay or what score the student made on the essay retest). Likewise, if the student took the assessment and made a score of 363 or higher on the multiple choice portion but did not make at least a 4 on the writing and then later retook the assessment and made a 4 or higher on the essay portion, then the student has met TSI in writing (regardless of whether the student also retook the multiple choice portion or what score the student made on the multiple choice retest).

Institutions should report the scores used at the time of placement when the student initially entered the institution before any instruction. If scores from different sittings were used for placement, then these scores should be reported.

TSIA essay and multiple choice writing scores from different sittings can be used to meet TSI from the point that the TSIA was first implemented. The rules for combining TSIA essay and multiple choice writing scores from different sittings apply only to the TSIA. TSIA writing scores may not be combined with scores from earlier assessments to meet TSI.

#### Developmental Education Courses and Other Interventions

All developmental education coursework must be reported on the CBM00S, regardless of a student's TSI status. The one exception to this rule is high school students taking developmental education which is not state-funded. These students should not be reported (see TAC 9.146 for more information). Students who have completed non-course-based developmental education should be reported on the CBM002 in items #23, #43, and #63 with a '1' if they were determined to have satisfied TSI using this method in the semester being reported. Students should be reported with a '2' if they did not satisfy TSI using this method (whether previously satisfied or not). Include only participation in interventions that have been reported in the institution's Developmental Education Program Survey (DEPS). Interventions that meet the criteria for state formula funding for non-course-based (non-semester-length) developmental education under Rider 59 should be reported in this item and on the CBM00S. Any student who meets TSI obligations during a semester (after the Census date) should be reported in items #24, #44, and #64 as option 1. This includes students who participated in developmental education activities at another institution.

#### Math TSI Obligation Determined To Be Satisfied for Non-Algebra-Intensive Courses

Effective fall 2014, institutions that offer non-algebra intensive pathways for developmental mathematics may report students as meeting the math TSI obligation for non-algebra intensive math courses. See rules §4.54 and §4.58-9 for more information.

Readiness for non-algebra-intensive math pathways relates ONLY to preparation through developmental education courses and interventions; the status can ONLY apply to students who were NOT college-ready in math at entry.

If a student completes dev ed for non-algebra-intensive math courses but then wants to take an algebra-intensive college math course, the institution may require the student to take additional dev ed.

Students who are reported as ready for non-algebra intensive college math courses are considered TSI met and are considered to be prepared for non-algebraic pathways. Institutions should not change the met status for these students unless it is determined that the student is prepared for algebraic pathways.