

La Joya ISD  
STAAR End-of-Course Exclusion Procedures  
August 27, 2016

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La Joya ISD  
Procedures for State and Local Testing

Documentation of STAAR EOC Exclusions

Purpose: To establish uniform procedures for documenting that students have met STAAR graduation requirements in situations where students are not required to take the STAAR test in a particular subject or through Individual Graduation Committee (IGC) decisions.

1. Campus testing coordinators (CTCs) will train counselors and the campus principal to use the Student STAAR End-of-Course Exclusion Form to document situations where a student has met STAAR graduation requirements in a particular subject by means other than taking the STAAR test for that subject.
2. CTCs and counselors will work together to determine whether a student has met graduation requirements for each required STAAR tested subject. Refer to the applicable laws.
  - a. Credit from Private School: TAC 101.3021(e)
  - b. Credit from out of State/Country: TAC 101.3021(e)
  - c. Credit Awarded Prior to Spring 2012: TAC 101.3021(e), STAAR FAQ #30
  - d. Substitute Assessment: TAC 101.4002, STAAR FAQ #26
  - e. ARD Committee Decision: TAC 101.3022(f), FAQ #65
  - f. Texas Success Initiative (TSI): TAC 101.4002
  - g. English I ELL Provision: TAC 101.3022(c)
  - h. English I or II Transition: TAC 101.3022(b)
  - i. Individual Graduation Committee (IGC): TAC 101.3022(e)
3. For any situation where a student meets the STAAR graduation requirement without actually taking or passing a STAAR test (eg. out-of-State credit, credit prior to 2012, etc.) documented with a Student STAAR End-of-Course Exclusion Form, counselors or designated staff will check the box for “Exempt” in Skyward so that “N/A” is displayed on the transcript for that end-of-course test. Enter the administration and year in which the student met the graduation requirement for each STAAR EOC (eg. Spring 2016 if student earned credit out of state that semester).
4. The completed Student STAAR End-of-Course Exclusion Form and supporting source documentation will be kept in the student’s permanent record in the assessment folder. The CTC will send a copy of that documentation to the District Testing Coordinator.

Created: January 22, 2015  
Revised: August 9, 2016



# Student STAAR End-of-Course Exclusion Form

Campus Name: \_\_\_\_\_ Student's Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

PEIMS Number: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Local ID Number: \_\_\_\_\_

Check subject box or boxes that apply. Then initial in the box that matched the justification. **This original form and hard copy source document(s) should be in student's permanent record.** A copy of this completed form and source document(s) must be provided to the Office of Curriculum and Evaluation.

<input type="checkbox"/> ALGEBRA I	<input type="checkbox"/> BIOLOGY	<input type="checkbox"/> US HISTORY	<input type="checkbox"/> ENGLISH I	<input type="checkbox"/> ENGLISH II
<b>JUSTIFICATION</b>	<b>JUSTIFICATION</b>	<b>JUSTIFICATION</b>	<b>JUSTIFICATION</b>	<b>JUSTIFICATION</b>
<input type="checkbox"/> Credit from private school				
<input type="checkbox"/> Credit from out of state/country				
<input type="checkbox"/> Credit awarded prior to spring 2012	<input type="checkbox"/> Credit awarded prior to spring 2012	<input type="checkbox"/> Credit awarded prior to spring 2012	<input type="checkbox"/> Credit awarded prior to spring 2012	<input type="checkbox"/> Credit awarded prior to spring 2012
<input type="checkbox"/> Substitute Assessment Type: : _____				
<input type="checkbox"/> ARD Committee Decision				
<input type="checkbox"/> TSI			<input type="checkbox"/> Provision	<input type="checkbox"/> TSI
			<input type="checkbox"/> Transition	<input type="checkbox"/> Transition
<input type="checkbox"/> IGC (Test if enrolled.)				

### The above information has been verified by:

Counselor's Name: \_\_\_\_\_ (Print) Counselor's Signature: \_\_\_\_\_ Date \_\_\_\_\_

### Information has been certified by:

Principal's Name: \_\_\_\_\_ (Print) Principal's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Date turned into CTC \_\_\_\_\_ CTC's Name: \_\_\_\_\_ (Print) CTC's Signature \_\_\_\_\_

\* For substitution type see TEA Substitution Assessments Standards Chart

## Division 2. Participation and Assessment Requirements for Graduation

### §101.3021. Required Participation in Academic Content Area Assessments.

- (a) Beginning with students first enrolled in Grade 9 in the 2011-2012 school year, a student enrolled in a course for which an end-of-course (EOC) assessment exists as required by the Texas Education Code (TEC), §39.023(c), shall take the appropriate assessment.
- (b) A student is required to meet the EOC assessment graduation requirements of §101.3022 of this title (relating to Assessment Requirements for Graduation) to receive a Texas diploma if a student:
  - (1) is participating in a distance-learning or correspondence course as outlined in §74.23 of this title (relating to Correspondence Courses and Distance Learning) for which there is an EOC assessment as listed in the TEC, §39.023(c); or
  - (2) is participating in a dual-credit course as specified in §74.25 of this title (relating to High School Credit for College Courses) for which there is an EOC assessment as listed in the TEC, §39.023(c).
- (c) An EOC assessment administered under the TEC, §39.023(c), cannot be used for purposes of credit by examination as specified in §74.24 of this title (relating to Credit by Examination).
- (d) Beginning in the 2011-2012 school year, a student in Grade 8 or lower who takes a high school course for credit is required to take the applicable EOC assessment specified in the TEC, §39.023(c). The EOC assessment result shall be applied toward the student's assessment graduation requirements, as specified in §101.3022 of this title.
- (e) If a student earned high school credit for a course for which there is an EOC assessment as listed in the TEC, §39.023(c), prior to enrollment in a Texas public school district and the credit has been accepted by a Texas public school district, or a student completed a course for Texas high school credit in a course for which there is an EOC assessment prior to the 2011-2012 spring administration, the student is not required to take the corresponding EOC assessment as listed in the TEC, §39.023(c).
- (f) A student may retake an EOC assessment under the TEC, §39.023(c), only if the student previously failed the EOC assessment. A student is not required to retake a course in order to be administered a retest of an EOC assessment.

*Statutory Authority: The provisions of this §101.3021 issued under the Texas Education Code, §39.023 and §39.025, and House Bill 5, Sections 36 and 79, 83rd Texas Legislature, Regular Session, 2013.*

*Source: The provisions of this §101.3021 adopted to be effective May 29, 2012, 37 TexReg 3827; amended to be effective March 25, 2014, 39 TexReg 2077; amended to be effective December 10, 2015, 40 TexReg 8761.*

### §101.3022. Assessment Requirements for Graduation.

- (a) Beginning with students first enrolled in Grade 9 in the 2011-2012 school year, a student must meet satisfactory performance on each end-of-course (EOC) assessment listed in the Texas Education Code (TEC), §39.023(c), except in cases as provided by subsections (b), (e), and (f) of this section and §101.3021(e) of this title (relating to Required Participation in Academic Content Area Assessments), in order to be eligible to receive a Texas diploma. The standard in place when a student first takes an EOC assessment is the standard that will be maintained throughout the student's school career.
- (b) A student who was administered separate reading and writing EOC assessments under the TEC, §39.023(c), for the English I or English II course has met that course's assessment graduation requirement if the student has met the following criteria:
  - (1) achieved satisfactory performance on either the reading or writing EOC assessment for that course;
  - (2) met at least the minimum score on the other EOC assessment for that course; and
  - (3) achieved an overall scale score of 3750 or greater when the scale scores for reading and writing are combined for that course.

- (c) Exceptions to subsection (a) of this section related to English I shall apply to English language learners who meet the criteria specified in §101.1007 of this title (relating to Assessment Provisions for Graduation).
- (d) If a student failed a course but achieved satisfactory performance on the applicable EOC assessment, that student is not required to retake the assessment if the student is required to retake the course.
- (e) Effective beginning with the 2014-2015 school year, a student who has taken, but failed to achieve the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC) under the TEC, §28.0258.
  - (1) A student may not graduate under an IGC if the student did not take each EOC assessment required by this subchapter or an approved substitute assessment in Subchapter DD of this chapter for each course in which the student was enrolled in a Texas public school for which there is an EOC assessment. A school district or charter school shall determine whether the student took each required EOC assessment or an approved substitute assessment required by Subchapter DD of this chapter. For purposes of this section only, a student who does not make an attempt to take all required EOC assessments may not qualify to graduate by means of an IGC.
  - (2) A student who is an English language learner (ELL) and qualifies for the English I special provision in §101.1007 of this title may graduate without an IGC if the student achieves satisfactory performance on the remaining EOC assessments that the student is required to take.
    - (A) The qualifying ELL becomes eligible for IGC review by failing to achieve satisfactory performance on the English I EOC assessment and one other EOC assessment or by failing to achieve satisfactory performance on no more than two of the remaining EOC assessments if the student achieved satisfactory performance on the English I EOC assessment.
    - (B) If a qualifying ELL does graduate by means of an IGC, the student is required to complete IGC requirements for each course in which the student did not achieve satisfactory performance on the EOC assessment for that course.
  - (3) Notwithstanding any action taken by a student's IGC, a school district or charter school must provide a student an opportunity to retake an EOC assessment under the TEC, §39.023(c), if the student has not previously achieved satisfactory performance on an assessment for that course. A student is not required to retake a course in order to be administered a retest of an EOC assessment.
  - (4) This subsection only applies to a student classified by the school district or charter school as an 11th or 12th grade student in the 2014-2015, 2015-2016, or 2016-2017 school year.
  - (5) Provisions of this subsection expire September 1, 2017. A student may graduate by means of an IGC if the student has qualified for an IGC under the TEC, §28.0258, and that IGC convened prior to September 1, 2017.
- (f) A student who is receiving special education services or has been dismissed from a special education program under the TEC, Chapter 29, Subchapter A, is subject to the provisions of this subsection.
  - (1) A student receiving special education services is not subject to the requirements in the TEC, §28.0258. As provided in §89.1070 of this title (relating to Graduation Requirements) and §101.3023 of this title (relating to Participation and Graduation Assessment Requirements for Students Receiving Special Education Services), a student's admission, review, and dismissal (ARD) committee determines whether a student is required to achieve satisfactory performance on an EOC assessment to graduate.
  - (2) A student dismissed from a special education program who achieved satisfactory performance on an alternate EOC assessment while enrolled in a special education program is not required to take and achieve satisfactory performance on the general EOC assessment to graduate. A student who took an EOC assessment while enrolled in a special education program is not required to retake and achieve satisfactory performance on the EOC assessment if the student's ARD committee

determined that the student was not required to achieve satisfactory performance on the EOC assessment to graduate. A student dismissed from a special education program must achieve satisfactory performance on any remaining EOC assessments that the student is required to take. If the student fails to achieve satisfactory performance on no more than two of the remaining EOC assessments, the student is eligible for IGC review under the TEC, §28.0258, and is subject to the provisions of subsection (e) of this section.

*Statutory Authority: The provisions of this §101.3022 issued under the Texas Education Code, §§28.025(h), 28.0258(k), 39.023, and 39.025.*

*Source: The provisions of this §101.3022 adopted to be effective May 29, 2012, 37 TexReg 3827; amended to be effective July 3, 2013, 38 TexReg 4183; amended to be effective March 25, 2014, 39 TexReg 2077; amended to be effective September 6, 2015, 40 TexReg 5458.*

**§101.3023. Participation and Graduation Assessment Requirements for Students Receiving Special Education Services.**

- (a) As stipulated by §89.1070 of this title (relating to Graduation Requirements), a student receiving special education services under the Texas Education Code (TEC), Chapter 29, Subchapter A, who successfully completes the requirements of his or her individualized education program (IEP), including performance on a state assessment required for graduation, shall receive a Texas high school diploma. A student's admission, review, and dismissal (ARD) committee shall determine if the student will be required to meet satisfactory performance on an assessment for purposes of graduation.
- (b) Beginning with the 2011-2012 school year, all Grades 9-12 students with significant cognitive disabilities who are assessed with an alternate assessment as specified in the student's IEP will be assessed using alternate versions of end-of-course (EOC) assessments as listed in §101.3011(b)(2) of this title (relating to Implementation and Administration of Academic Content Area Assessment Instruments).
- (c) For the 2011-2012 through 2013-2014 school years, a student who is receiving special education services under the TEC, Chapter 29, Subchapter A, and who is first enrolled in Grade 9 or below in the 2011-2012 school year shall be administered an alternative version of an EOC assessment instrument upon completion of the corresponding course as required by the student's IEP. Beginning with the 2014-2015 school year, a student who is receiving special education services under the TEC, Chapter 29, Subchapter A, whose IEP does not specify the administration of an alternate assessment and who is first enrolled in Grade 9 or below in the 2011-2012 school year shall be administered an EOC assessment instrument upon completion of the corresponding course as required by the student's IEP.

*Statutory Authority: The provisions of this §101.3023 issued under the Texas Education Code, §39.023 and §39.025, and House Bill 5, Sections 36 and 79, 83rd Texas Legislature, Regular Session, 2013.*

*Source: The provisions of this §101.3023 adopted to be effective May 29, 2012, 37 TexReg 3827; amended to be effective March 25, 2014, 39 TexReg 2077.*

**§101.3024. Assessment Requirements for Students First Enrolled in Grade 9 Prior to 2011-2012 School Year or First Enrolled in Grade 10 or Above in 2011-2012 School Year.**

- (a) Students who were first enrolled in Grade 9 prior to the 2011-2012 school year or enrolled in Grade 10 or above in the 2011-2012 school year must fulfill testing requirements for graduation with the assessments required by the Texas Education Code (TEC), §39.023(c), as that section existed before amendment by Senate Bill (SB) 1031, 80th Texas Legislature, 2007. For purposes of this section, coursework necessary to graduate means all the coursework required under the student's graduation plan.
- (b) For a student who is receiving special education services under the TEC, Chapter 29, Subchapter A, who is enrolled above Grade 9 in the 2011-2012 school year and for whom an IEP specifies that the student shall take a modified version of an assessment, the modified assessments as required by the TEC, §39.023, as that section existed before amendment by SB 1031, 80th Texas Legislature, 2007, will continue to be the student's assessment requirement.
- (c) With the exception of students who meet the criteria described in subsection (d) of this section, students who were enrolled as follows shall fulfill testing requirements for graduation with the assessments as

required by the TEC, §39.023(c), as that section existed before amendment by SB 1031, 80th Texas Legislature, 2007, with the applicable performance standards established by the commissioner of education and published on the Texas Education Agency (TEA) website:

- (1) in Grade 9 or higher on January 1, 2001, regardless of when they are scheduled to graduate; or
  - (2) in Grade 8 or lower on January 1, 2001, if they were on an accelerated track and fulfilled all coursework necessary to graduate by September 1, 2004.
- (d) A student who entered Grade 11 in the 1989-1990 school year or an earlier school year shall fulfill testing requirements for graduation with assessments as required by the TEC, §39.023(c), as that section existed before amendment by SB 1031, 80th Texas Legislature, 2007, under an applicable performance standard established by the commissioner of education that corresponds to the performance standard in effect for the exit level Texas Educational Assessment of Minimum Skills (TEAMS) when the student was first eligible to take the exit level TEAMS. Performance standards that apply to TEAMS students will be published on the TEA website.
- (e) A student fulfilling testing requirements under subsection (c) of this section will be required to take only those sections of the exit level Texas Assessment of Knowledge and Skills (TAKS) that correspond to the subject areas formerly assessed by the exit level Texas Assessment of Academic Skills (TAAS) (reading, writing, and mathematics) for which the student has not yet met the passing standard.
- (1) If a student has not yet met the passing standard on TAAS reading, the student will be administered only the reading multiple-choice items from the TAKS English language arts (ELA) test.
  - (2) If a student has not yet met the passing standard on TAAS writing, the student will be administered only the writing prompt and the revising and editing multiple-choice items from the TAKS ELA test.
- (f) A student fulfilling testing requirements under subsection (d) of this section will be required to take only those sections of the exit level TAKS that correspond to the subject areas formerly assessed by the exit level TEAMS (reading and mathematics) for which the student has not yet met the passing standard. If a student has not yet met the passing standard on TAAS reading, the student will be administered only the reading multiple-choice items from the TAKS ELA test.
- (g) Notwithstanding any of the requirements in subsections (a)-(f) of this section, students who pass all of the required exit level TAKS tests have fulfilled their testing requirements for graduation.
- (h) Beginning with the 2011-2012 school year, students first enrolled in Grade 9 or lower must fulfill testing requirements for graduation with the end-of-course assessment instruments, as specified in the TEC, §39.023(c), as amended by SB 1031, 80th Texas Legislature, 2007.

*Statutory Authority: The provisions of this §101.3024 issued under the Texas Education Code, §39.023 and 39.025.*

*Source: The provisions of this §101.3024 adopted to be effective May 29, 2012, 37 TexReg 3827.*

### **Division 3. Security of Assessments, Required Test Administration Procedures and Training Activities**

#### **§101.3031. Required Test Administration Procedures and Training Activities to Ensure Validity, Reliability, and Security of Assessments.**

- (a) Purpose. To ensure that each assessment instrument is reliable and valid and meets applicable federal requirements for measurement of student progress, the commissioner of education shall establish test administration procedures and required training activities that support the standardization and security of the test administration process.
- (b) Test administration procedures. These test administration procedures shall be delineated in the test administration materials provided to school districts and charter schools annually. Districts and charter schools must comply with all of the applicable requirements specified in the test administration materials. Test administration materials shall include, but are not limited to, the following:

## Chapter 101. Assessment

### Subchapter DD. Commissioner's Rules Concerning Substitute Assessments for Graduation

#### §101.4002. State of Texas Assessments of Academic Readiness End-of-Course Substitute Assessments.

(a) For purposes of this subchapter, "equivalent course" is defined as a course having sufficient content overlap with the essential knowledge and skills of a similar course in the same content area listed under §74.1(b)(1)-(4) of this title (relating to Essential Knowledge and Skills).

(b) Effective beginning with the 2011-2012 school year, in accordance with the Texas Education Code (TEC), §39.025(a-1), (a-2), and (a-3), the commissioner of education adopts certain assessments as provided in the chart in this subsection as substitute assessments that a student may use in place of a corresponding end-of-course (EOC) assessment under the TEC, §39.023(c), to meet the student's assessment graduation requirements. An approved substitute assessment may be used in place of only one specific EOC assessment, except in those cases described by subsection (d)(1) of this section.

#### Figure: 19 TAC §101.4002(b)

(c) A student is eligible to use a substitute assessment as provided in the chart in subsection (b) of this section if:

- (1) a student was administered an approved substitute assessment for an equivalent course in which the student was enrolled;
- (2) a student received a satisfactory score on the substitute assessment as determined by the commissioner and provided in the chart in subsection (b) of this section; and
- (3) a student using a Texas Success Initiative (TSI) assessment also meets the requirements of subsection (d) of this section.

(d) Effective beginning with the 2014-2015 school year, a student must meet criteria established in this subsection in order to qualify to use TSI as a substitute assessment.

(1) A student must have been enrolled in a college preparatory course for English language arts (PEIMS code CP110100) or mathematics (PEIMS code CP111200) and, in accordance with the TEC, §39.025(a-1), have been administered an appropriate TSI assessment at the end of that course.

(A) A student under this paragraph who meets all TSI English language arts score requirements provided in the chart in subsection (b) of this section satisfies both the English I and English II EOC assessment graduation requirements.

(B) A student under this paragraph may satisfy an assessment graduation requirement in such a manner regardless of previous performance on an Algebra I, English I, or English II EOC assessment.

(2) In accordance with the TEC, §39.025(a-3), a student who did not meet satisfactory performance on the Algebra I or English II EOC assessment after retaking the assessment may use the corresponding TSI assessment in place of that EOC assessment.

(A) For a student under this paragraph who took separate reading and writing assessments for the English II EOC assessment and who did not meet the English II assessment graduation requirement using those tests as specified in §101.3022(b) of this title (relating to Assessment Requirements for Graduation), the separate TSI reading or writing assessment may not be used to substitute for the corresponding English II reading or writing EOC assessment.

(B) The provisions of this paragraph expire September 1, 2017. A student may meet the assessment graduation requirements under this paragraph using the TSI if the student has met the necessary score requirements as specified in the chart in subsection (b) of this section prior to September 1, 2017.

(e) A student electing to substitute an assessment for graduation purposes must still take the corresponding EOC assessment required under the TEC, §39.023(c), unless the student met the requirements specified in subsection (c) of this section.

(f) A student who fails to perform satisfactorily on the PSAT or the ACT-PLAN as indicated in the chart in subsection (b) of this section must take the appropriate end-of-course assessment required under the TEC, §39.023(c), to meet the assessment graduation requirements for that subject.

*Statutory Authority: The provisions of this §101.4002 issued under the Texas Education Code, §§39.023(c); 39.025(a), (a-1), (a-3), and (f); and House Bill 5, Section 80, 83rd Texas Legislature, Regular Session, 2013.*

*Source: The provisions of this §101.4002 adopted to be effective December 16, 2013, 38 TexReg 9024; amended to be effective December 10, 2015, 40 TexReg 8762.*

Figure: 19 TAC §101.4002(b)

### Substitute Assessments Standards Chart

Substitute Assessment	STAAR Algebra I		STAAR Biology		STAAR English I		STAAR English II		STAAR U.S. History	
	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
ACT^	Mathematics	22			Reading	21	Reading	21		
					Combined English/Writing	18	Combined English/Writing	18		
AP			Biology	3	English Language and Composition	3	English Language and Composition	3	U.S. History	3
IB*			Biology	4	Language A: Language and Literature	4	Language A: Language and Literature	4	History of the Americas	4
PLAN	Mathematics	19								
PSAT	Mathematics	47								
SAT	Mathematics	500			Critical Reading	500	Critical Reading	500		
					Writing	500	Writing	500		
TSI**	Mathematics	***			Reading	***	Reading	***		
					Objective Writing/Sentence Skills	350	Objective Writing/Sentence Skills	350		
					Writing	5	Writing	5		

^ To use the ACT as a substitute for the STAAR EOC English I or English II assessment, a student must take the optional ACT writing assessment and achieve a combined English/writing score of 18

\* The set passing score for the IB substitute assessments applies to both Standard Level and Higher Level examinations.

\*\* The TSI English language arts assessment may only be used to fulfill both the English I EOC and English II EOC requirements in those cases described by subsection (d)(1) of this section. In all other cases, an approved substitute assessment may be used in place of only one specific EOC assessment.

\*\*\* A student must meet the score indicating readiness to enroll in entry-level freshman coursework on the TSI assessment as specified in §4.57(a) of this title (relating to College Ready and Adult Basic Education (ABE) Standards).

# Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 1</u>	TEXAS HIGHER EDUCATION COORDINATING BOARD
<u>CHAPTER 4</u>	RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS
<u>SUBCHAPTER C</u>	TEXAS SUCCESS INITIATIVE
RULE §4.57	College Ready and Adult Basic Education (ABE) Standards

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(a) The following minimum passing standards (also known as "cut scores") for reading and mathematics on the TSI Assessment shall be used by an institution to determine a student's readiness to enroll in entry-level freshman coursework:

- (1) Phase I as defined in §4.53(21) of this title (relating to Definitions) - Reading 351; Mathematics 350;
- (2) Phase II as defined in §4.53(21) of this title - Reading 355; Mathematics 356; and
- (3) Final Phase as defined in §4.53(21) of this title - Reading 359; Mathematics 369.

(b) The following standards on the TSI Assessment may be used by an institution for consideration of courses and/or interventions addressing the educational and training needs of students at the Adult Basic Education levels (below the following cut scores, with no phase-in period):

- (1) Reading 342;
- (2) Writing 350;
- (3) Mathematics 336.

(c) The Phase I, II, and Final Phase college readiness passing standard for the writing portion of the TSI Assessment is a placement score of at least 350, and an essay score of at least a 5. Other demonstrations of writing college readiness include a placement score of at least 363, and an essay score of 4; or a placement score of less than 350, and an ABE Diagnostic level of at least a 4, and an essay score of at least a 5.

(d) An institution shall not require higher Phase I, II, and Final Phase college readiness standards on any or all portions of the TSI Assessment to determine a student's readiness to enroll in any entry-level freshman course.

(e) Determination of applicable Phase I, II, or Final Phase standards as defined in subsections (a), (c), and (d) of this section is based on the student's initial TSI Assessment testing date in any subject area. TSI Assessment results are valid for five (5) years from date of testing.

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**Source Note:** The provisions of this §4.57 adopted to be effective December 3, 2003, 28 TexReg 10753; amended to be effective August 27, 2012, 37 TexReg 6587; amended to be effective August 15, 2013, 38 TexReg 5063; amended to be effective November 21, 2013, 38 TexReg 8195; amended to be effective May 25, 2015, 40 TexReg 2754

# Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 1</u>	TEXAS HIGHER EDUCATION COORDINATING BOARD
<u>CHAPTER 4</u>	RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS
<u>SUBCHAPTER C</u>	TEXAS SUCCESS INITIATIVE
RULE §4.53	Definitions

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The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Acceleration--The reorganization of instruction and curricula in ways that expedite the completion of coursework or credentials based on an assessment of students' strengths and needs. It involves a departure from the traditional multi-course sequence in favor of a more streamlined structure. Some examples include, but are not limited to emporium models and modular models, co-requisites, course-pairing, and computer-assisted instruction.
- (2) Advising--The ongoing and intentional process by which faculty and/or staff members assist students to navigate their choice of courses or majors, access campus and community services, develop career goals and short/long-term plans.
- (3) Assessment--The use of a Board-approved instrument to determine the academic skills of each entering undergraduate student and the student's readiness to enroll in freshman-level academic coursework.
- (4) Board--The Texas Higher Education Coordinating Board.
- (5) Compressed Course--A developmental course that has the same number of contact hours and addresses the same learning outcomes as a traditional course but meets in a shortened overall time period (e.g., four weeks at twelve contact hours per week or eight weeks at six contact hours per week instead of sixteen weeks at three contact hours per week), thus allowing for multiple developmental courses to be completed in the same time period as one traditional course.
- (6) Contextualized/Intensive Coursework--Strategies that accelerate learning for lower skilled learners whereby contextualized coursework integrates career subject matter with pre-college skills development in reading, writing, and mathematics; and intensive coursework shortens the overall delivery of a course through lengthened class meeting times (e.g., four hours per class meeting instead of two hours).
- (7) Co-requisite (also known as mainstreaming)--An instructional strategy whereby students are co-enrolled in a developmental education course or NCBO, as defined in paragraph

(18) of this section, and the entry-level freshman course of the same subject matter within the same semester. The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, and makes necessary adjustments as needed in order to advance students' success in the entry-level freshman course.

- (8) Course Pairing--An instructional strategy whereby students are co-enrolled in a developmental education course and the entry-level freshman course of the same subject matter within the same semester. The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, and makes necessary adjustments as needed in order to advance students' success in the entry-level freshman course.
- (9) Developmental Coursework and/or Intervention--Non-degree-credit coursework and/or activity designed to address a student's strengths and needs in the areas of reading, writing, integrated reading and writing (IRW), mathematics, and student success.
- (10) Developmental Education--Pre-college, non-degree credit courses, interventions, tutorials, laboratories, and other means of assistance that are included in a plan to ensure the success of a student in performing entry-level academic coursework.
- (11) Differentiated Instruction--The different instructional processes used to work within a student's varied skill levels, motivational attitudes, and learning preferences.
- (12) Differentiated Placement--Advising and placement of students based on individual strengths and needs.
- (13) Entry-level course (sometimes referred to as entry-level freshman coursework)--Any course for academic credit in which a freshman student typically enrolls: the course shall not have prerequisites and is open to any student meeting TSI standards as defined in §4.57 of this title (relating to College Ready and Adult Basic Education (ABE) Standards) and/or meeting at least one of the exemptions or waivers as defined in §4.54 of this title (relating to Exemptions, Exceptions, and Waivers). These courses (or their local equivalent in Texas Common Core Numbering System) include, but are not limited to, ENGL 1301, HIST 1301, PSYC 2301, GOVT 2305/2306, MATH 1314/1414/1324/1332/1342, SOCI 1301, PHIL 1301, SPCH 1311/1315, COSC 1401, HUMA 1301, ARTS 1301, and BIOL 1306/1406.
- (14) Institution of higher education or institution--Any public technical institute, public junior college, public senior college or university, medical or dental unit, or other agency of higher education as defined in Texas Education Code, §61.003(8).
- (15) Mathematics Pathway Models--Developmental and basic academic skills coursework/interventions that prepare students for academic/workforce training programs and careers.

- (16) Measurable Learning Outcomes--Knowledge, skills, and abilities, and/or attitudes that students should be able to demonstrate upon completion of a course and/or intervention.
- (17) Minimum Passing Standards--The minimum scores which must be attained by a student in reading, writing, and mathematics in the TSI Assessment Instrument that indicates the student's readiness to enroll in entry-level freshman courses as defined in paragraph (12) of this section. These scores are set forth in §4.57 of this title.
- (18) Non-Course Competency-Based Developmental Education Interventions (also known as Non-Semester-Length Interventions or NCBO)--Interventions that use learning approaches designed to address a student's identified weaknesses and effectively and efficiently prepare the student for college-level work. These interventions must be overseen by an instructor of record, must not fit traditional course frameworks, and cannot include advising or learning support activities already connected to a traditional course; interventions may include, but are not limited to, tutoring, supplemental instruction, or labs.
- (19) Non-Degree Credit Course--A course which may not be counted toward a degree or certificate. The term includes developmental education, pre-collegiate, and general continuing education courses.
- (20) Professional Development--The provision of ongoing and systematic learning opportunities for developmental educators and support staff that focus on research-based strategies, methodologies, and best practices resulting in effective and efficient coursework and/or interventions advancing the cognitive and non-cognitive skills of underprepared students seeking post-secondary enrichment, certificates, and degrees.
- (21) Program Evaluation--A systematic method of collecting, analyzing, and using information to answer questions about developmental education courses, interventions, and policies, particularly about their effectiveness and cost-efficiency.
- (22) Technology--The use of instructional aids, methods and/or other computer-based tools that enhance student learning.
- (23) TSI Assessment Time Periods--For phase-in of TSI Assessment college-ready standards, the following time periods shall be applicable:
  - (A) Phase I--Start date: institution's first class day of fall 2013; expiration: the day immediately before the first class day of fall 2017;
  - (B) Phase II--Start date: institution's first class day of fall 2017; expiration: the day immediately before the first class day of fall 2019; and
  - (C) Final Phase--Start date: institution's first class day of fall 2019; no expiration.

(24) TSI Assessment--The Board-approved assessment instrument designated in §4.56 of this title (relating to Assessment Instrument) for use by institutions of higher education for assessing a student's readiness to enroll in an entry-level freshman course.

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Source Note: The provisions of this §4.53 adopted to be effective December 3, 2003, 28 TexReg 10753; amended to be effective November 28, 2012, 37 TexReg 9358; amended to be effective August 15, 2013, 38 TexReg 5063; amended to be effective November 21, 2013, 38 TexReg 8195; amended to be effective September 4, 2014, 39 TexReg 6841; amended to be effective May 25, 2015, 40 TexReg 2754