

**Annual Texas Academic Skills Program/Alternative (TASP/A) Test
Report of Student Performance
Initial Test Pass Rates (with/without Exemptions) by Test Area
by Ethnicity, Gender, High School Curriculum, Economically Disadvantaged
1998-2002 High School Graduating Classes**



**Texas Higher Education Coordinating Board
Texas Success Initiative
Austin, Texas**

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**Texas Higher Education Coordinating Board
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Initial Test Pass Rates (without Exemptions) by Test Area by Ethnicity
1998-2002 High School Graduating Classes**

- Changes in pass rates for the high school graduating classes from 1998 through 2002 reflect the following changes to the Texas Academic Skills Program (TASP):
 - Effective fall 1995: The THECB increased the passing score on the reading and math sections of the TASP Test from 220 to 230. The THECB also lowered the TASP exemption cut-off scores on the Texas Assessment of Academic Skills (TAAS), ACT, and Scholastic Assessment Test (SAT) to meet a legislative mandate to exempt up to 15 percent of the entering freshman class from TASP testing. Therefore, fewer college-ready students from the 1995 high school class took the TASP Test, which resulted in a lower pass rate for the cohort of students that took the test.
 - Effective fall 1997: The THECB lowered the TASP exemption cut-off scores on the TAAS, ACT, and SAT to meet a legislative requirement to exempt students whose scores on these tests indicated a 95 percent probability of passing the TASP Test.
 - Effective fall 1998: Students were allowed to take an approved alternative test for TASP purposes.
 - Effective fall 1998: Entering students were required to take a test for TASP purposes *before* enrolling in collegiate-level course work at public higher education institutions, rather than within nine semester credit hours of admission.
 - Effective September 1, 2001 to August 31, 2003: Texas Academic Skills Program exemptions, based on high school graduates with 3.5 or above GPA in Recommended or Advanced Curriculum were allowed.
- Report data may not reflect fully the preparedness level of a high school's graduating class:
 - Some students who enrolled in public higher education institutions did not take the TASP Test prior to September 2003.
 - Students who entered out-of-state or independent Texas colleges or universities are not included.
 - Students who met state standards on the TAAS, the ACT, the SAT, or high school graduates with 3.5 or above GPA in Recommended or Advanced Curriculum were exempt from taking the TASP Test.
 - Inaccurate or incomplete data may have prevented successful matching of records from the various data sources used to compile this report.
 - Students could take developmental education before they were required to take the TASP Test.

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1998-2002 High School Graduating Classes**

Ethnicity.....Ethnic origin of students.

High School Class.....School year of graduation for spring, summer, and prior fall graduates.

GraduatesNumber of students who graduated in school year.

Tested.....Students who: (1) took the TASP Test or an alternative test and were enrolled in a public institution of higher education at the time of the data collection; or (2) took the TASP Test or an alternative test but had not enrolled in a public institution of higher education at the time of data collection.

Pass Rate

All 3 Parts.....Number and percentage of students who were tested and passed all three parts of the TASP Test or an alternative test on the first attempt.

Reading.....Number and percentage of students who were tested and passed the reading section of the TASP Test or an alternative test on the first attempt.

Math.....Number and percentage of students who were tested and passed the math section of the TASP Test or an alternative test on the first attempt.

Writing.....Number and percentage of students who were tested and passed the writing section of the TASP Test or an alternative test on the first attempt.

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1998-2002 High School Graduating Classes**

Ethnicity	High School Class	Graduates	Tested	Pass Rate							
				All 3 Parts		Reading		Math		Writing	
Total	1998	197,186	81,159	25,816 *	31.8%	48,368 *	59.6%	36,103 *	44.5%	58,384 *	71.9%
	1999	203,393	77,562	22,214	28.6%	43,604	56.2%	31,930	41.2%	53,003	68.3%
	2000	212,925	73,821	19,976	27.1%	40,709	55.1%	29,759	40.3%	49,544	67.1%
	2001	215,316	72,561	18,404	25.4%	38,656	53.3%	28,296	39.0%	47,692	65.7%
	2002	225,167	67,777	14,630	21.6%	33,224	49.0%	23,222	34.3%	43,617	64.4%
White	1998	104,792	41,733	16,902 *	40.5%	28,754 *	68.9%	21,868 *	52.4%	33,512 *	80.3%
	1999	107,777	39,620	14,539	36.7%	25,758	65.0%	19,356	48.9%	30,053	75.9%
	2000	109,720	36,110	12,812	35.5%	23,129	64.1%	17,558	48.6%	26,994	74.8%
	2001	109,634	34,544	11,699	33.9%	21,648	62.7%	16,241	47.0%	25,591	74.1%
	2002	112,386	30,954	9,136	29.5%	18,082	58.4%	13,105	42.3%	22,413	72.4%
Black	1998	25,165	10,727	1,888 *	17.6%	4,902 *	45.7%	2,971 *	27.7%	6,511 *	60.7%
	1999	25,708	10,412	1,665	16.0%	4,493	43.2%	2,688	25.8%	5,830	56.0%
	2000	27,507	10,671	1,620	15.2%	4,610	43.2%	2,751	25.8%	5,963	55.9%
	2001	28,295	10,802	1,543	14.3%	4,424	41.0%	2,731	25.3%	5,672	52.5%
	2002	30,030	10,757	1,290	12.0%	4,074	37.9%	2,341	21.8%	5,640	52.4%
Hispanic	1998	60,362	25,812	5,988 *	23.2%	13,087 *	50.7%	9,396 *	36.4%	16,571 *	64.2%
	1999	63,082	25,058	5,181	20.7%	12,004	47.9%	8,382	33.5%	15,666	62.5%
	2000	68,316	24,556	4,794	19.5%	11,678	47.6%	7,977	32.5%	15,187	61.8%
	2001	69,595	24,798	4,499	18.1%	11,370	45.9%	7,935	32.0%	15,030	60.6%
	2002	74,466	23,895	3,611	15.1%	10,021	41.9%	6,640	27.8%	14,247	59.6%
Asian	1998	6,263	2,646	953 *	36.0%	1,476 *	55.8%	1,754 *	66.3%	1,619 *	61.2%
	1999	6,340	2,316	783	33.8%	1,261	54.4%	1,432	61.8%	1,349	58.2%
	2000	6,861	2,325	692	29.8%	1,193	51.3%	1,400	60.2%	1,285	55.3%
	2001	7,218	2,236	617	27.6%	1,117	50.0%	1,320	59.0%	1,275	57.0%
	2002	7,707	2,006	553	27.6%	956	47.7%	1,072	53.4%	1,198	59.7%
Native American	1998	604	241	85 *	35.3%	149 *	61.8%	114 *	47.3%	171 *	71.0%
	1999	486	156	46	29.5%	88	56.4%	72	46.2%	105	67.3%
	2000	521	159	58	36.5%	99	62.3%	73	45.9%	115	72.3%
	2001	574	181	46	25.4%	97	53.6%	69	38.1%	124	68.5%
	2002	578	165	40	24.2%	91	55.2%	64	38.8%	119	72.1%

*Estimated.

Note: Beginning with the 1998 high school graduating class, pass rates include alternative test results.

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Initial Test Pass Rates with Exemptions by Test Area
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1999-2002 High School Graduating Classes

- Changes in pass rates with exemptions for the high school graduating classes from 1999 through 2002 reflect the following changes to the Texas Academic Skills Program (TASP):
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 - Effective fall 1997: The THECB lowered the TASP exemption cut-off scores on the TAAS, ACT, and SAT to meet a legislative requirement to exempt students whose scores on these tests indicated a 95 percent probability of passing the TASP Test.
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- Report data may not reflect fully the preparedness level of a high school's graduating class:
 - Some students who enrolled in public higher education institutions did not take the TASP Test prior to September 2003.
 - Students who entered out-of-state or independent Texas colleges or universities are not included.
 - Students who met state standards on the TAAS, the ACT, the SAT, or high school graduates with 3.5 or above GPA in Recommended or Advanced Curriculum were exempt from taking the TASP Test and were assumed to have passed the test for this analysis.
 - Inaccurate or incomplete data may have prevented successful matching of records from the various data sources used to compile this report.
 - Students could take developmental education before they were required to take the TASP Test.
 - For 1998-1999, exemptions were not disaggregated for (1) academic and (2) non-academic exemptions and waivers. Thus, test performance took precedence over all exemptions, and all exemptions/waivers without test performance were counted as "pass."
 - For 1999-2000 and later, exemptions were disaggregated for (1) academic and (2) non-academic exemptions and waivers. Thus, test performance took precedence over non-academic exemptions and waivers, and all academic exemptions were counted as "pass."

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 by Ethnicity, Gender, High School Curriculum, Economically Disadvantaged
 1999-2002 High School Graduating Classes**

- EthnicityEthnic origin of students.
- Gender.....Gender of students.
- High School Curriculum.....Type of curriculum under which students graduated from high school.
- Economically DisadvantagedIndicator of students' economic status while in high school.
- High School ClassSchool year of graduation for spring, summer, and prior fall graduates.
- Graduates.....Number of students who graduated in school year.
- Exempt or Tested.....Students who: (1) took the TASP Test or an alternative test and were enrolled in a public institution of higher education at the time of the data collection; (2) took the TASP Test or an alternative test but had not enrolled in a public institution of higher education at the time of data collection; or (3) enrolled in a public institution of higher education but did not take the TASP Test or an alternative test due to test scores on ACT, SAT, TAAS, or high school graduates with 3.5 or above GPA in Recommended or Advanced Curriculum.
- College ReadyIt is assumed that students who met the qualifying standard for academic exemptions would have passed the test and therefore are counted as college ready students.
 - All 3 Parts.....Number and percentage of students who were: (1) exempt; or (2) tested and passed all three parts of the TASP Test or an alternative test on the first attempt.
 - ReadingNumber and percentage of students who were: (1) exempt; or (2) tested and passed the reading section of the TASP Test or an alternative test on the first attempt.
 - Math.....Number and percentage of students who were: (1) exempt; or (2) tested and passed the math section of the TASP Test or an alternative test on the first attempt.
 - Writing.....Number and percentage of students who were: (1) exempt; or (2) tested and passed the writing section of the TASP Test or an alternative test on the first attempt.

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1999-2002 High School Graduating Classes**

Ethnicity	High School Class	Graduates	Exempt or Tested	College Ready							
				All 3 Parts		Reading		Math		Writing	
Total	1999	203,393	109,192	53,844	49.3%	75,234	68.9%	63,560	58.2%	84,633	77.5%
	2000	212,925	108,295	52,458	48.4%	73,841	68.2%	62,560	57.8%	82,885	76.5%
	2001	215,316	110,361	53,503	48.5%	74,692	67.7%	63,948	57.9%	83,937	76.1%
	2002	225,167	112,787	56,804	50.4%	76,292	67.6%	65,936	58.5%	86,908	77.1%
White	1999	107,777	63,663	38,582	60.6%	49,801	78.2%	43,399	68.2%	54,096	85.0%
	2000	109,720	61,646	37,413	60.7%	48,062	78.0%	42,325	68.7%	52,047	84.4%
	2001	109,634	61,801	37,828	61.2%	48,219	78.0%	42,602	68.9%	52,265	84.6%
	2002	112,386	62,177	39,283	63.2%	48,627	78.2%	43,457	69.9%	53,023	85.3%
Black	1999	25,708	11,894	3,147	26.5%	5,975	50.2%	4,170	35.1%	7,312	61.5%
	2000	27,507	12,311	2,947	23.9%	6,034	49.0%	4,103	33.3%	7,401	60.1%
	2001	28,295	12,891	3,199	24.8%	6,213	48.2%	4,445	34.5%	7,512	58.3%
	2002	30,030	13,481	3,596	26.7%	6,520	48.4%	4,696	34.8%	8,118	60.2%
Hispanic	1999	63,082	29,181	9,304	31.9%	16,127	55.3%	12,505	42.9%	19,789	67.8%
	2000	68,316	29,595	9,141	30.9%	16,234	54.9%	12,434	42.0%	19,819	67.0%
	2001	69,595	30,894	9,655	31.3%	16,825	54.5%	13,251	42.9%	20,534	66.5%
	2002	74,466	32,134	10,682	33.2%	17,399	54.1%	13,917	43.3%	21,763	67.7%
Asian	1999	6,340	4,230	2,697	63.8%	3,175	75.1%	3,346	79.1%	3,263	77.1%
	2000	6,861	4,503	2,820	62.6%	3,332	74.0%	3,545	78.7%	3,424	76.0%
	2001	7,218	4,497	2,685	59.7%	3,245	72.2%	3,491	77.6%	3,408	75.8%
	2002	7,707	4,723	3,102	65.7%	3,551	75.2%	3,701	78.4%	3,780	80.0%
Native American	1999	486	224	114	50.9%	156	69.6%	140	62.5%	173	77.2%
	2000	521	240	137	57.1%	179	74.6%	153	63.8%	194	80.8%
	2001	574	278	136	48.9%	190	68.3%	159	57.2%	218	78.4%
	2002	578	272	141	51.8%	195	71.7%	165	60.7%	224	82.4%

Note: Beginning with the 1998 high school graduating class, pass rates include alternative test results.

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Initial Test Pass Rates with Exemptions by Test Area by Gender
1999-2002 High School Graduating Classes**

Gender	High School Class	Graduates	Exempt or Tested	College Ready							
				All 3 Parts		Reading		Math		Writing	
Total	1999	203,393	109,192	53,844	49.3%	75,234	68.9%	63,560	58.2%	84,633	77.5%
	2000	212,925	108,295	52,458	48.4%	73,841	68.2%	62,560	57.8%	82,885	76.5%
	2001	215,316	110,361	53,503	48.5%	74,692	67.7%	63,948	57.9%	83,937	76.1%
	2002	225,167	112,787	56,804	50.4%	76,292	67.6%	65,936	58.5%	86,908	77.1%
Female	1999	103,812	59,416	28,690	48.3%	41,048	69.1%	33,132	55.8%	48,045	80.9%
	2000	109,060	59,352	28,065	47.3%	40,305	67.9%	32,705	55.1%	47,234	79.6%
	2001	110,273	60,040	28,413	47.3%	40,364	67.2%	33,345	55.5%	47,405	79.0%
	2002	115,595	61,368	30,742	50.1%	41,322	67.3%	35,054	57.1%	49,010	79.9%
Male	1999	99,581	49,776	25,154	50.5%	34,186	68.7%	30,428	61.1%	36,588	73.5%
	2000	103,865	48,943	24,393	49.8%	33,536	68.5%	29,855	61.0%	35,651	72.8%
	2001	105,043	50,321	25,090	49.9%	34,328	68.2%	30,603	60.8%	36,532	72.6%
	2002	109,572	51,419	26,062	50.7%	34,970	68.0%	30,882	60.1%	37,898	73.7%

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1999-2002 High School Graduating Classes**

High School Curriculum	High School Class	Graduates	Exempt or Tested	College Ready							
				All 3 Parts		Reading		Math		Writing	
Total	1999	203,393	109,192	53,844	49.3%	75,234	68.9%	63,560	58.2%	84,633	77.5%
	2000	212,925	108,295	52,458	48.4%	73,841	68.2%	62,560	57.8%	82,885	76.5%
	2001	215,316	110,361	53,503	48.5%	74,692	67.7%	63,948	57.9%	83,937	76.1%
	2002	225,167	112,787	56,804	50.4%	76,292	67.6%	65,936	58.5%	86,908	77.1%
Distinguished	1999	2,821	1,754	1,630	92.9%	1,688	96.2%	1,671	95.3%	1,707	97.3%
	2000	7,809	4,824	4,249	88.1%	4,548	94.3%	4,418	91.6%	4,610	95.6%
	2001	10,661	6,332	5,454	86.1%	5,864	92.6%	5,710	90.2%	5,938	93.8%
	2002	13,008	7,914	6,959	87.9%	7,397	93.5%	7,276	91.9%	7,448	94.1%
Advanced	1999	53,360	36,630	22,078	60.3%	28,598	78.1%	25,586	69.8%	31,270	85.4%
	2000	2,635	1,656	936	56.5%	1,266	76.4%	1,079	65.2%	1,363	82.3%
Recommended	1999	27,739	18,638	12,375	66.4%	15,150	81.3%	13,973	75.0%	16,142	86.6%
	2000	74,377	47,609	28,661	60.2%	36,621	76.9%	33,200	69.7%	39,878	83.8%
	2001	99,454	61,652	35,226	57.1%	45,803	74.3%	41,511	67.3%	50,437	81.8%
	2002	117,996	70,484	40,174	57.0%	51,199	72.6%	46,288	65.7%	57,481	81.6%
Regular	1999	100,005	45,585	15,727	34.5%	26,397	57.9%	19,817	43.5%	31,284	68.6%
	2000	41,038	16,508	5,481	33.2%	9,325	56.5%	7,048	42.7%	11,109	67.3%
	2001	14,217	5,848	2,047	35.0%	3,326	56.9%	2,543	43.5%	4,024	68.8%
	2002	8,653	3,573	1,519	42.5%	2,250	63.0%	1,769	49.5%	2,628	73.6%
Minimum	1999	12,693	5,433	1,826	33.6%	3,083	56.7%	2,279	41.9%	3,856	71.0%
	2000	80,194	36,783	13,111	35.6%	21,951	59.7%	16,758	45.6%	25,739	70.0%
	2001	83,610	35,424	10,761	30.4%	19,542	55.2%	14,148	39.9%	23,338	65.9%
	2002	78,528	29,904	8,138	27.2%	15,327	51.3%	10,559	35.3%	19,165	64.1%
Individual Education Plan	1999	6,775	1,152	208	18.1%	318	27.6%	234	20.3%	374	32.5%
	2000	6,872	915	20	2.2%	130	14.2%	57	6.2%	186	20.3%
	2001	7,374	1,105	15	1.4%	157	14.2%	36	3.3%	200	18.1%
	2002	6,982	912	14	1.5%	119	13.0%	44	4.8%	186	20.4%

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