PREDICTIVE VALIDITY OF THE TEXAS SUCCESS INITIATIVE ASSESSMENT FOR

HIGH SCHOOL STUDENT SUCCESS IN DUAL-ENROLLMENT COURSES

ABSTRACT

College campuses are no longer the only place where a student can earn college credit. Students

can earn college credits during high school by taking dual enrollment courses. Dual enrollment

has gained popularity. Research reveals that students are prepared better for college if they take

dual enrollment courses. The problem addressed by this study is that the predictive validity of the

Texas Success Initiative Assessment (TSIA) for success in dual-enrollment is unknown. The

TSIA is a mandated placement test for all students in Texas who desire to enroll in college

courses. Without knowledge of the predictive validity, it is also unknown if students are

academically prepared to take the TSIA. The purpose of this study is to investigate the predictive

validity of the TSIA for high school student success in dual enrollment courses. Investigating the

predictive validity will provide an indicator if students are academically prepared for the material

tested on the TSIA. Students in the 8th grade, 9th grade, 10th grade and 11th grades will be

examined separately. The study will replicate Cui and Bay's (2017) Predictive Placement

Validity Study of the Texas Success Initiative Assessment (TSIA), but will study a different

population. The population for this study consisted of 100 students at a public school district in

South Texas who took the TSIA, and then enrolled in a dual enrollment course during 9th, 10th,

11th, or 12th grade. Operationism of Steven's measurement theory is the framework for the study.

The independent variables in this study will be the same as in Cui and Bay's (2017) study, TSIA

cut-off scores for each subject area class. The dependent variable is passage or failure in the dual

enrollment courses taken the following school year after the TSIA. This study addresses one

guiding research question and 40 individual research questions. The guiding research question

asks which of 40 models are most predictive of the relationship between TSIA cut-off scores and

passage in subsequently taken dual-enrollment classes among high school students in a South

Texas school district. Binomial logistic regression models will be calculated to predict the

probability of succeeding in dual-enrollment courses using TSIA cut-off scores.