

A Study of the Correlation between Grade 10 Social Studies Performance and World History and World Geography Course Performance

Overview

Texas Education Code Section 39.182(a)(6) mandates an evaluation of the correlation between student grades and student performance on state-mandated assessment instruments. To comply with this statute, the Student Assessment Division at the Texas Education Agency has conducted periodic studies to determine the relationship between students' classroom performance and their scores on statewide criterion-referenced assessments.

This report describes the most recent study, which compares the pass/fail rates of grade 10 Texas students on their spring 2006 Texas Assessment of Knowledge and Skills (TAKS) tests with their passing credit/no passing credit rates in their past related courses. Specifically, TAKS grade 10 social studies was selected for this year's grade correlation study. Student performance on 2006 TAKS grade 10 social studies was compared with pass/fail rates for the World History and World Geography courses. For students who enrolled in a course multiple times through the years of 2002-2006, the most recent course enrollment was used for the comparison.

Results

Overall Student Performance

Table 1 presents student performance results for the comparison of TAKS grade 10 social studies to World History and World Geography overall. The table is presented in three sections. The first section (columns one, two, and three) identifies the TAKS test (social studies) and course for which the comparison is being made as well as the sample size for each comparison group. Only those students who had both TAKS and course data available were considered in each comparison, resulting in a total sample size of 233,644 students in this study enrolled in World History and 254,695 students in this study enrolled in World Geography. The second section of the table (columns four and five highlighted in gray) presents spring passing rates for TAKS social studies and passing rates for the enrolled course. The third section (columns six through nine) presents joint TAKS and course pass/fail performance.

Overall, 83% of the students passed TAKS social studies. The course passing rates were slightly higher for students enrolled in World Geography (92%) than in World History (90%). When looking at the joint TAKS and course pass/fail performance, the percentage of students passing both TAKS and the course was slightly

higher for students enrolled in World Geography (79%) than for those enrolled in World History (77%). Approximately 5% of the students passed only TAKS, and 13% of the students passed only the course, while less than 4% of the students passed neither TAKS nor the course.

Table 1. Overall Student Performance on Social Studies Grade 10 Compared with World History and World Geography

TAKS	Course	Student Course Enrollment	TAKS Passing Rates	Course Passing Rates	% Passing Both	% Passing TAKS Only	% Passing Course Only	% Not Passing Either
Social Studies	World History	233,644	83%	90%	77%	6%	13%	4%
Social Studies	World Geography	254,695	83%	92%	79%	5%	13%	3%

Note: This table is based on students who have both TAKS and course data available.

Due to rounding, the percentages may not add up to 100%.

Student Performance by Ethnic Group

African American Students

Results for African American students are presented in Table 2 and organized the same way as the results in Table 1. There were 32,361 African American students in this study enrolled in World History and 34,489 students in this study enrolled in World Geography. As with the overall student performance results, TAKS passing rates were slightly higher for African American students enrolled in World Geography than for those enrolled in World History. Course passing rates were also higher for African American students enrolled in World Geography than in World History. The percentage of students passing their enrolled course tended to be higher than the percentage of students passing TAKS. The joint TAKS and course pass/fail performance results show that the percentage of African American students passing both TAKS and the course was higher for World Geography than for World History. The percentage of students who passed their enrolled course but did not pass TAKS was slightly higher for World Geography than for World History. The percentage of students not passing either TAKS or the enrolled course was slightly higher for students taking World History than World Geography.

Table 2. African American Student Performance on Social Studies Grade 10 Compared with World History and World Geography

TAKS	Course	Student Course Enrollment	TAKS Passing Rates	Course Passing Rates	% Passing Both	% Passing TAKS Only	% Passing Course Only	% Not Passing Either
Social Studies	World History	32,361	74%	87%	68%	6%	19%	7%

Social Studies	World Geography	34,489	75%	90%	70%	5%	20%	5%
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Note: This table is based on students who have both TAKS and course data available.

Due to rounding, the percentages may not add up to 100%.

Hispanic Students

Results for Hispanic students are presented in Table 3. There were 93,125 Hispanic students in this study enrolled in World History and 100,559 students in this study enrolled in World Geography. As with the overall student performance results, TAKS passing rates were slightly higher for Hispanic students enrolled in World Geography than for those enrolled in World History. Course passing rates were also higher for Hispanic students enrolled in World Geography than in World History. The percentage of students passing their enrolled course tended to be higher than the percentage of students passing TAKS. The joint TAKS and course pass/fail performance results show that the percentage of Hispanic students passing both TAKS and the course was higher for World Geography than for World History. The percentage of students who passed their enrolled course but did not pass TAKS was slightly higher for World Geography than for World History. The percentage of students not passing either TAKS or the enrolled course was slightly higher for students taking World History than World Geography.

Table 3. Hispanic Student Performance on Social Studies Grade 10 Compared with World History and World Geography

TAKS	Course	Student Course Enrollment	TAKS Passing Rates	Course Passing Rates	% Passing Both	% Passing TAKS Only	% Passing Course Only	% Not Passing Either
Social Studies	World History	93,125	75%	86%	68%	7%	18%	7%
Social Studies	World Geography	100,559	76%	89%	70%	6%	19%	5%

Note: This table is based on students who have both TAKS and course data available.

Due to rounding, the percentages may not add up to 100%.

White Students

Results for White students are presented in Table 4. There were 100,243 White students in this study enrolled in World History and 110,047 students in this study enrolled in World Geography. TAKS passing rates were the same for White students enrolled in World Geography and those enrolled in World History. Course passing rates were slightly higher for white students enrolled in World Geography than for those enrolled in World History. The percentage of students passing their enrolled course tended to be slightly higher than the percentage of students passing TAKS. The joint TAKS and course pass/fail performance results show that

the percentage of white students passing both TAKS and the course was slightly higher for World Geography than for World History. The percentage of students who passed their enrolled course but did not pass TAKS was slightly higher for World Geography than for World History. The percentage of students not passing either TAKS or the enrolled course was slightly higher for students taking World History than for students taking World Geography.

Table 4. White Student Performance on Social Studies Grade 10 Compared with World History and World Geography

TAKS	Course	Student Course Enrollment	TAKS Passing Rates	Course Passing Rates	% Passing Both	% Passing TAKS Only	% Passing Course Only	% Not Passing Either
Social Studies	World History	100,243	92%	94%	88%	4%	6%	2%
Social Studies	World Geography	110,047	92%	96%	89%	3%	7%	1%

Note: This table is based on students who have both TAKS and course data available.

Due to rounding, the percentages may not add up to 100%.

Summary of Student Performance by Ethnic Group

African American and Hispanic student groups more often had higher percentages of students passing the course rather than passing TAKS social studies. The World History course was slightly more difficult than the World Geography course for all ethnic groups. Overall, passing rates in both the courses and on TAKS were higher for white students than they were for African American and Hispanic students.

Student Performance by Gender Group

Female Students

Results for female students are presented in Table 5. There were 117,783 female students in this study enrolled in World History and 129,165 female students in this study enrolled in World Geography. The TAKS passing rates of female students enrolled in World Geography were slightly higher than for female students enrolled in World History. Course passing rates were also slightly higher for female students enrolled in World Geography than for those enrolled in World History. The percentage of students passing their enrolled course tended to be higher than the percentage of students passing TAKS. The joint TAKS and course pass/fail performance results show that the percentage of female students passing both TAKS and the course was slightly higher for World Geography than for World History. The percentage of students who passed their enrolled course but did not pass TAKS was the same for World Geography and World History.

The percentage of students not passing either TAKS or the enrolled course was slightly higher for students taking World History than for students taking World Geography.

Table 5. Female Student Performance on Social Studies Grade 10 Compared with World History and World Geography

TAKS	Course	Student Course Enrollment	TAKS Passing Rates	Course Passing Rates	% Passing Both	% Passing TAKS Only	% Passing Course Only	% Not Passing Either
Social Studies	World History	117,783	81%	92%	77%	4%	15%	4%
Social Studies	World Geography	129,165	82%	93%	78%	4%	15%	3%

Note: This table is based on students who have both TAKS and course data available.

Due to rounding, the percentages may not add up to 100%.

Male Students

Results for male students are presented in Table 6. There were 115,780 male students in this study enrolled in World History and 125,452 male students in this study enrolled in World Geography. The TAKS passing rates of male students enrolled in World Geography were slightly higher for male students enrolled in World History. Course passing rates were also slightly higher for male students enrolled in World Geography than in World History. The percentage of students passing their enrolled course tended to be higher than the percentage of students passing TAKS. The joint TAKS and course pass/fail performance results show that the percentage of male students passing both TAKS and the course was slightly higher for World Geography than for World History. The percentage of students who passed their enrolled course but did not pass TAKS was slightly higher for World Geography than World History. The percentage of students not passing either TAKS or the enrolled course was slightly higher for students taking World History than World Geography.

Table 6. Male Student Performance on Social Studies Grade 10 Compared with World History and World Geography

TAKS	Course	Student Course Enrollment	TAKS Passing Rates	Course Passing Rates	% Passing Both	% Passing TAKS Only	% Passing Course Only	% Not Passing Either
Social Studies	World History	115,780	84%	88%	77%	7%	11%	5%
Social Studies	World Geography	125,452	85%	91%	79%	6%	12%	3%

Note: This table is based on students who have both TAKS and course data available.

Due to rounding, the percentages may not add up to 100%.

Summary of Student Performance by Gender Group

In general, both gender groups showed similar patterns of pass/fail to those of overall student performance. Particularly, both gender groups and the overall student group had the same rates of passing both course and TAKS (77-79%). One pattern of note was that TAKS passing rates were slightly higher for males, but course passing rates were slightly higher for females.

Student Performance by Economically Disadvantaged Status

Economically Disadvantaged Students

Results for economically disadvantaged students are presented in Table 7. There were 98,441 economically disadvantaged students in this study enrolled in World History and 105,428 economically disadvantaged students in this study enrolled in World Geography. As with the overall student performance results, TAKS passing rates were slightly higher for economically disadvantaged students enrolled in World Geography than those enrolled in World History. Course passing rates were also slightly higher for economically disadvantaged students enrolled in World Geography than in World History. The percentage of students passing their enrolled course tended to be higher than the percentage of students passing TAKS. The joint TAKS and course pass/fail performance results show that the percentage of economically disadvantaged students passing both TAKS and the course was slightly higher for World Geography than for World History. The percentage of students who passed their enrolled course but did not pass TAKS was the slightly higher for World Geography than World History. The percentage of students not passing either TAKS or the enrolled course was slightly higher for students taking World History than World Geography.

Table 7. Economically Disadvantaged Student Performance on Social Studies Grade 10 Compared with World History and World Geography

TAKS	Course	Student Course Enrollment	TAKS Passing Rates	Course Passing Rates	% Passing Both	% Passing TAKS Only	% Passing Course Only	% Not Passing Either
Social Studies	World History	98,441	74%	86%	67%	7%	19%	7%
Social Studies	World Geography	105,428	75%	89%	68%	6%	20%	5%

Note: This table is based on students who have both TAKS and course data available.

Due to rounding, the percentages may not add up to 100%.

Non-Economically Disadvantaged Students

Results for the non-economically disadvantaged students are presented in Table 8. There were 134,924 non-economically disadvantaged students in this study enrolled in World History and 148,996 such students in this study enrolled in World Geography. The TAKS passing rates were slightly higher for the students enrolled in World Geography than those enrolled in World History. Course passing rates were also slightly higher for students enrolled in World Geography than in World History. The percentage of students passing their enrolled course tended to be higher than the percentage of students passing TAKS. The joint TAKS and course pass/fail performance results show that the percentage of students passing both TAKS and the course was slightly higher for World Geography than for World History. The percentage of students who passed their enrolled course but did not pass TAKS was slightly higher for World Geography than World History. The percentage of students not passing either TAKS or the enrolled course was slightly higher for students taking World History than World Geography.

Table 8. Non-Economically Disadvantaged Student Performance on Social Studies Grade 10 Compared with World History and World Geography

TAKS	Course	Student Course Enrollment	TAKS Passing Rates	Course Passing Rates	% Passing Both	% Passing TAKS Only	% Passing Course Only	% Not Passing Either
Social Studies	World History	134,924	89%	93%	85%	4%	8%	3%
Social Studies	World Geography	148,996	90%	95%	86%	4%	9%	2%

Note: This table is based on students who have both TAKS and course data available.

Due to rounding, the percentages may not add up to 100%.

Summary of Student Performance by Economically Disadvantaged Status

In general, results grouped by economically disadvantaged status were similar to those of the overall student performance group and the ethnic group breakouts. Higher percentages of economically disadvantaged students typically passed the course than passed the associated TAKS. This trend was less prevalent for students who were non-economically disadvantaged. In general, passing rates were higher for the non-economically disadvantaged group.