A Study of the Correlation between STAAR Performance and Course Performance on English I

Overview

Texas Education Code Section 39.332(b)(6) mandates an evaluation of the correlation between student classroom assessment grades and student performance on state-mandated assessments. To comply with this statute, the Texas Education Agency (TEA) has conducted periodic studies to determine the association between students' classroom performance and their scores on statewide criterion-referenced assessments.

The current report presented the most recent study, which examined the relationship between passing (i.e., meeting the *Approaches Grade level* Performance standard on) the spring 2019 State of Texas Assessment of Academic Readiness (STAAR) English I assessment and passing (i.e., receiving credit for) the English I course. The passing rates for the spring 2019 STAAR English I assessment were compared with the passing rates for the English I course based on the course completion information submitted to TEA by districts for the 2018–2019 school year. All students in the state who had both STAAR English I data and English I course data available were considered for comparison. As done in previous studies, if students who enrolled in the same course multiple times through 2018–2019 school year had different credit results (i.e., pass or fail), the observation including a passing result was used for comparison. Otherwise, the result from the most recent course enrollment was used for comparison.

Results

Overall Student Performance

Table 1 presents the overall passing rates for students who were available for the comparison study. The table has three sections. The first section (column 1) reports the total number of students included in the current study. The second section of the table (columns 2 and 3, highlighted in gray) presents the passing rates for the STAAR assessment and passing rates for the course, respectively. The third section (columns 4 through 7) presents the rates for passing both the STAAR assessment and the course, for passing the STAAR assessment only, for passing the course only, and the percentage of students who passed neither the STAAR

assessment nor the course.

Overall, the study included 383,151 students where 72 percent of students passed the STAAR English I assessment and 94 percent of them passed the English I course. Seventy-one (71) percent of students passed both STAAR English I assessment and the English I course. The overall percentage of students who passed the course (94 percent) was 22 percent higher than those who passed the STAAR English I (72 percent). There was a small percentage of students that passed only the STAAR assessment (2 percent). The proportion of students passing only the English I course was 23 percent. Five percent of students passed neither the STAAR assessment nor the course.

Table 1 *Overall Student Performance for STAAR EOC English I and English I Course*

Student Course Enrollment	STAAR Passing Rate	Course Passing Rate	Passing Both	Passing STAAR Only	Passing Course Only	Not Passing Either
383,151	72%	94%	71%	2%	23%	5%

Note: This table is based on students who have both STAAR and course data for English I available.

The remainder of this report is dedicated to presenting similar results disaggregated by student groups based on ethnicity, sex, and economic status. Some groups of students constitute a large portion of the population, and others a small portion. To avoid generating imprecise results due to small sample sizes for some student groups, the selected student groups that was analyzed in this section only included those that correspond to five percent or more of the total number of students enrolled. Table 2 shows the population size and corresponding percentage of the included subgroups.

Table 2 *Students Population and Percentage for Subgroups*

Subgroup		Number of Students	Percentage
Ethnicity	Black/African American	48,783	13%
	Hispanic/Latino	204,123	53%
	White	103,112	27%
Sex	Female	185,290	48%
	Male	197,859	52%
Economic Status	Economically Disadvantaged	223,895	58%
	Non-Economically Disadvantaged	159,066	42%

Note: This table is based on students who have both STAAR and course data for English I available.

Student Performance by Ethnicity

Across all ethnic groups, the passing rates for English I course were higher than the passing rates of the STAAR English I assessment. The percentages passing the STAAR assessment, the course, and both the assessment and course were higher for White students than for Black/African American students and Hispanic/Latino students. The comparison results across three ethnic groups are shown in Table 3, the passing rates for the English I course ranged from 92 percent to 97 percent, and the passing rates for STAAR English I assessment ranged from 63 percent to 84 percent. The specific results for each ethnicity group are presented below.

Black/African American Students. Results for Black/African American students are presented in the first row in Table 3. Among 48,783 Black/African American students, the overall percentage of students passing the English I course (92 percent) was higher than those who passed the STAAR English I assessment (63 percent). Sixty-one percent of Black/African American students passed both the assessment and the English I course. Two percent passed only the STAAR English I only, 31 percent passed only the English I course, and six percent passed neither.

Table 3 *Student Performance by Ethnicity for STAAR English I and English I Course*

Ethnicity	Student Course Enrollment	STAAR Passing Rate	Course Passing Rate	Passing Both	Passing STAAR Only	Passing Course Only	Not Passing Either
Black/African American	48,783	63%	92%	61%	2%	31%	6%
Hispanic/Latino	204,123	67%	92%	65%	2%	27%	6%
White	103,112	84%	97%	82%	1%	14%	2%

Note: This table is based on students who have both STAAR and course data for English I available.

Hispanic/Latino Students. The total sample size for Hispanic/Latino students was 204,123. For all Hispanic/Latino students, 67 percent of them passed the STAAR assessment while 92 percent passed the English I course. Sixty-five percent of Hispanic/Latino students passed both the STAAR English I assessment and the English I course. Two percent of Hispanic/Latino students passed the STAAR English I assessment only while 27 percent passed the English I course only. Six percent of students passed neither.

White Students. Results for White students are presented in the third row in Table 3. For 103,112 White students, 97 percent of them received the course credit, which was 13 percent higher than those who passed the STAAR assessment (84 percent). Eighty-two percent of White students passed both STAAR English I assessment and the English I course. One percent of them passed STAAR English I assessment only, 14 percent passed the English I course only, and two percent passed neither.

Student Performance by Sex

In the current study, 185,290 female students and 197,859 male students enrolled in the English I course. Female students had higher passing rates for the STAAR English I assessment than male students. Furthermore, the English I course passing rate was also higher for females than males. Specific details for each sex group are presented in Table 4.

Female Students. Results for female students are presented in Table 4. Seventy-nine percent of female students who enrolled in the English I passed the STAAR English assessment while 96 percent of female students passed the English I course. Seventy-seven percent of female students passed both the STAAR English I assessment and the English I course. Two percent of female students passed only the STAAR English I assessment while 18 percent passed the course only. Three percent passed neither.

Table 4 *Student Performance by Sex for STAAR EOC English I and English I Course*

Sex	Student Course Enrollment	STAAR Passing Rate	Course Passing Rate	Passing Both	Passing STAAR Only	Passing Course Only	Not Passing Either
Female	185,290	79%	96%	77%	2%	18%	3%
Male	197,859	66%	91%	64%	2%	27%	6%

Note: This table is based on students who have both STAAR and course data for English I available.

Male Students. Results for male students are presented in the second row in Table 4. Among all male students, 66 percent of them passed the STAAR English assessment whereas 91 percent passed the English I course. Sixty-four of male students passed both the English I assessment and

the course. Two percent of male students only passed STAAR English I assessment, 27 percent only passed the English I course, and six percent passed neither.

Student Performance by Economic Status

Overall, the rates for non-economically disadvantaged students were higher than for economically disadvantaged students on passing the STAAR English I assessment, passing the English I course, and passing both. The passing rates results for economically disadvantaged students and non-economically disadvantaged students are presented in Table 5.

Economically Disadvantaged Students. Among 223,895 economically disadvantaged students who enrolled in the English I course, 64 percent and 91 percent of them passed the STAAR English I assessment and the English I course, respectively. The rate of passing both was 61 percent. Three percent of economically disadvantaged students passed the STAAR English I assessment only, 30 percent passed only the English I course, and six percent passed neither.

Table 5 *Student Performance by Economic Status for STAAR EOC English I and English I Course*

Economic Status	Student Course Enrollment	STAAR Passing Rate	Course Passing Rate	Passing Both	Passing STAAR Only	Passing Course Only	Not Passing Either
Economically Disadvantaged	223,895	64%	91%	61%	3%	30%	6%
Non-Economically Disadvantaged	159,066	85%	97%	84%	1%	13%	2%

Note: This table is based on students who have both STAAR and course data for English I available.

Non-Economically Disadvantaged Students. There were 159,066 non-economically disadvantaged students that took the English I course. Eighty-five percent of them passed the STAAR English I assessment while 97 percent of the students received credits for the English I course. For non-economically disadvantaged group, 84 percent of them passed both STAAR English I assessment and the course. One percent of the students passed only the STAAR English I assessment, 13 percent passed only the English I course, and two percent passed neither the assessment nor the course.

Summary

This current study compared the passing rates for the STAAR English I assessment and the English I course. The overall results of the study showed that most students in the current study (71 percent) passed both the STAAR English I assessment and the English I course. The percentage of students passing the English I course (94 percent) was higher than the percentage passing the STAAR English I assessment (72 percent). This finding was consistent across all subgroups in the current study.

Across three ethnic groups, passing rates regarding both the STAAR English I assessment and the course ranged from 61 to 82 percent. In addition, the passing rate for the English I course (92 to 97 percent) was higher than the passing rate for the STAAR English I assessment (63 to 84 percent) across Black/African American, Hispanic/Latino and White groups. Regarding the passing rates between female and male students, the STAAR English I assessment had lower passing rates (79 and 66 percent) than the course (96 and 91 percent). Female group had a higher rate in passing both the assessment and the course (77 percent) than that of the male group (64 percent). In terms of economic status, the results of the study showed that the passing rates on the STAAR English I assessment, the course, and on both STAAR English I and the course were higher for the non-economically disadvantaged students than for the economically disadvantaged ones. Additionally, both groups had higher passing rates on the English I course. The English I course passing rates were 91 percent and 97 percent, respectively, for the economically disadvantaged group and the non-economically disadvantaged group whereas the passing rates for the STAAR English I assessment were 64 percent and 85 percent, respectively.