APPENDIX 25

GRADE CORRELATION STUDY

A Study of the Correlation between Grade 9 English I Course Performance and Grade 9 Reading TAKS Performance

Overview

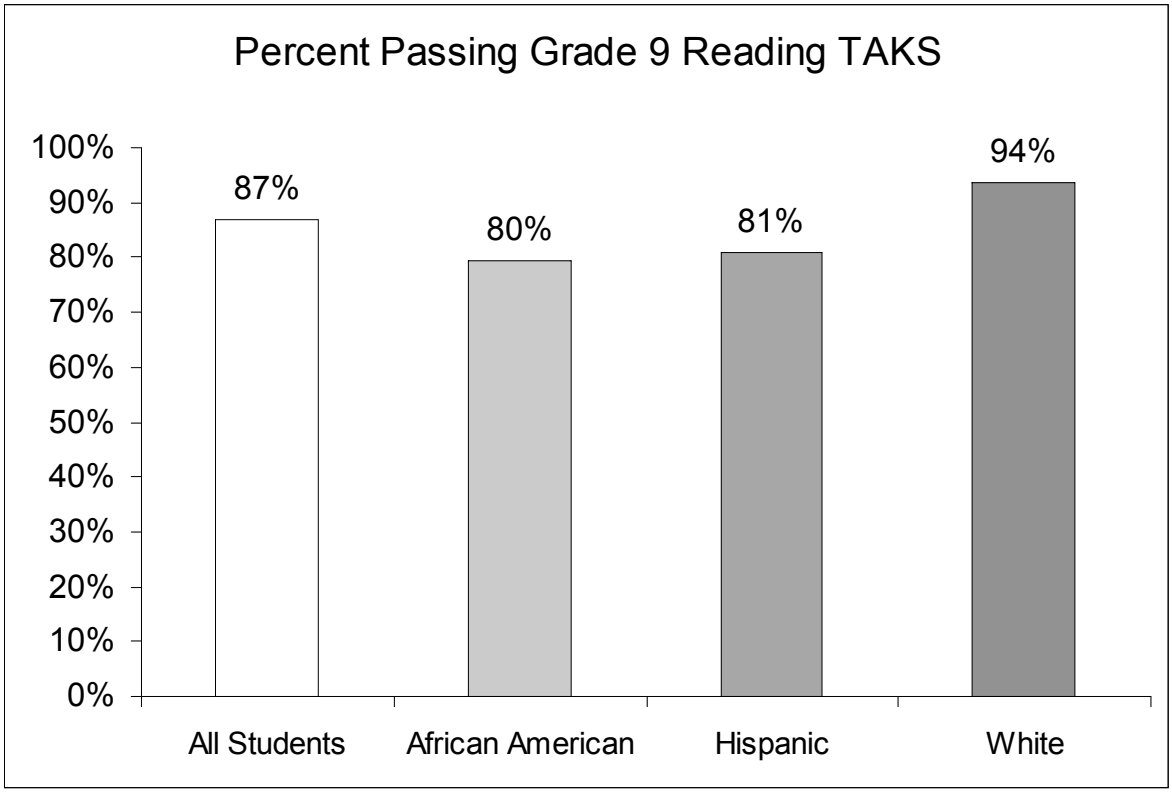
Texas Education Code Section 39.182(a)(6) mandates an evaluation of the correlation between student grades and student performance on state-mandated assessment instruments. To comply with this statute, the Student Assessment Division at the Texas Education Agency has conducted periodic studies to determine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

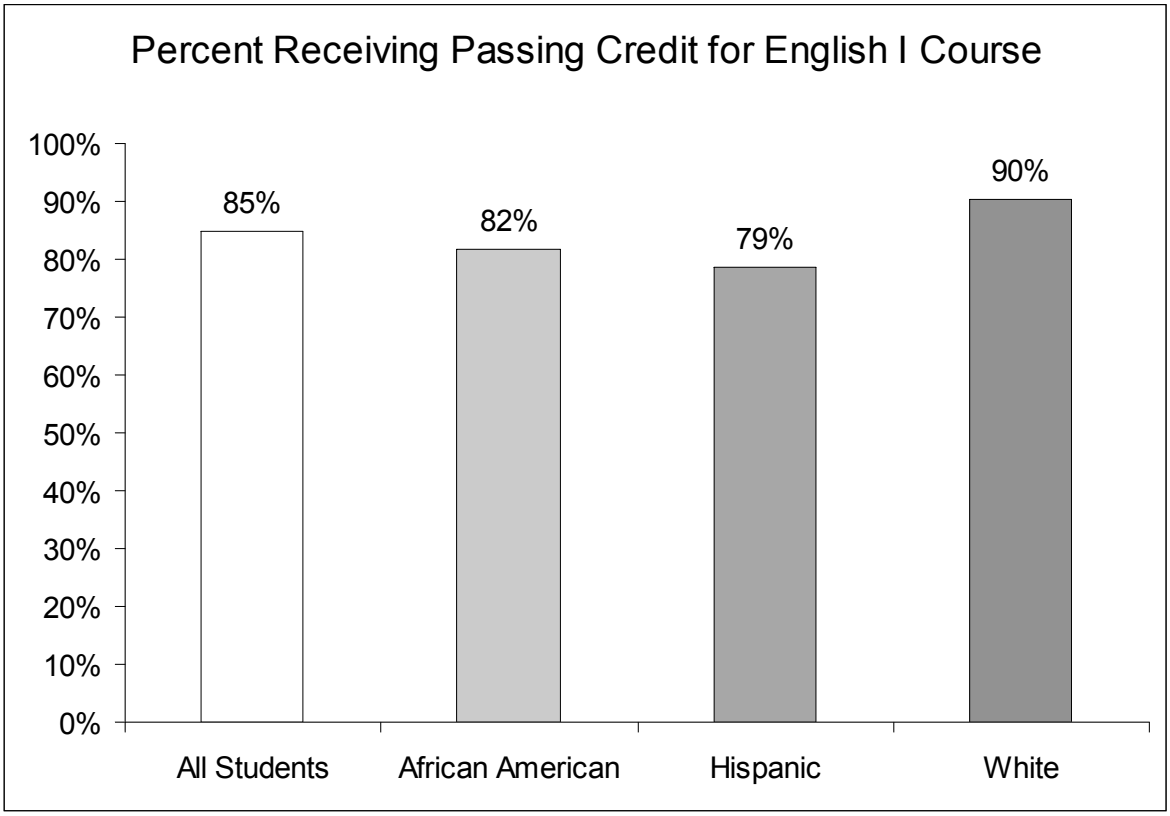
This section describes the most recent study, which compares the passing credit/no passing credit rates of grade 9 Texas students in their 2003-2004 academic year English I course with their pass/fail rates on the spring 2004 grade 9 reading TAKS. Matched results were found for 269,916 students. Passing the grade 9 reading TAKS in spring 2004 required a scale score of at least 2059.

Results

All Students and by Ethnic Group

Overall, 87 percent of students in the study passed the grade 9 reading TAKS, while 85 percent received passing credit in their English I course. The passing rates for the grade 9 reading TAKS and for the English I course for all students and by ethnicity are shown in the following charts.


Percent Passing Grade 9 Reading TAKS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
87%
80%
81%
94%
All Students
African American
Hispanic
White


Percent Receiving Passing Credit for English I Course
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
85%
82%
79%
90%
All Students
African American
Hispanic
White

The tables below give the joint grade 9 reading TAKS and English I course pass/fail performance for all students and for the three major ethnic groups.

Performance on Grade 9 Reading TAKS Compared to Performance in English I Course

ALL STUDENTS

	Received Passing Credit in Course	Did Not Receive Passing Credit in Course
Passed TAKS	77%	10%
Failed TAKS	8%	5%

AFRICAN AMERICAN

	Received Passing Credit in Course	Did Not Receive Passing Credit in Course
Passed TAKS	69%	11%
Failed TAKS	13%	8%

HISPANIC

	Received Passing Credit in Course	Did Not Receive Passing Credit in Course
Passed TAKS	68%	13%
Failed TAKS	11%	8%

WHITE

	Received Passing Credit in Course	Did Not Receive Passing Credit in Course
Passed TAKS	86%	7%
Failed TAKS	4%	2%

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

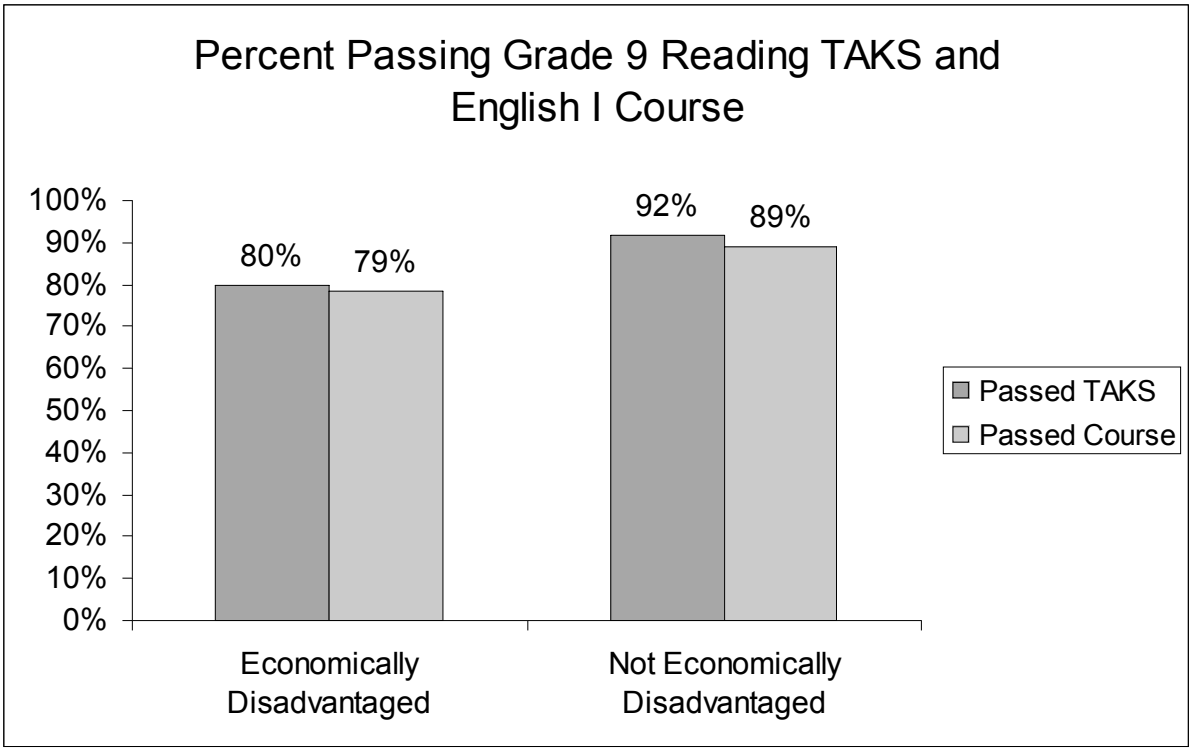
As can be seen in the "All Students" table, 77 percent of the students passed both their grade 9 reading TAKS and received passing credit in their English I course, whereas 5% failed both their grade 9 reading TAKS and did not receive passing credit in their English course. A small percentage (10 percent) passed the grade 9 reading TAKS but did not receive passing

credit in their English I course; a smaller percentage (8 percent) received passing credit in their English I course but failed the grade 9 reading TAKS.

For the African American student group, slightly more students received passing credit in their English I course but failed the grade 9 reading TAKS than passed the grade 9 reading TAKS but did not receive passing credit in their English I course. Of all African American students in the sample, 13 percent received passing credit in their English I course but failed the grade 9 reading TAKS, whereas only 11 percent passed the grade 9 reading TAKS but did not receive passing credit in their English I course. For the Hispanic and white student groups, more students passed the grade 9 reading TAKS but did not receive passing credit in their English I course than received passing credit in their English I course but failed the grade 9 reading TAKS.

Economically Disadvantaged

The chart below presents the percent of students passing the grade 9 reading TAKS and the percent passing the English course by economically disadvantaged status.



For both groups of students, those classified as economically disadvantaged and those classified as not economically disadvantaged, a slightly lower percentage of students received passing credit in their English I course than passed the grade 9 reading TAKS. Seventy-nine percent of students classified as economically disadvantaged received passing credit in their English I course whereas 80 percent passed the grade 9 reading TAKS. Likewise, 89 percent of students classified as not economically disadvantaged received passing credit in their English course, whereas 92 percent passed the grade 9 reading TAKS.

The tables below give the joint grade 9 reading TAKS and English I course pass/fail performance by economically disadvantaged status.

Performance on Grade 9 Reading TAKS Compared to Performance in English I Course

ECONOMICALLY DISADVANTAGED

	Received Passing Credit in Course	Did Not Receive Passing Credit in Course
Passed TAKS	67%	13%
Failed TAKS	12%	8%

NOT ECONOMICALLY DISADVANTAGED

	Received Passing Credit in Course	Did Not Receive Passing Credit in Course
Passed TAKS	84%	8%
Failed TAKS	5%	3%

For both groups (economically disadvantaged and not economically disadvantaged) a slightly lower percentage of students received passing credit in their English I course and failed the grade 9 reading TAKS than passed the grade 9 reading TAKS and did not receive passing credit in their English I course. As can be seen in the above table, 12 percent of economically disadvantaged students received passing credit in their English I course but failed the grade 9 reading TAKS, whereas 13 percent passed the grade 9 reading TAKS but did not receive passing credit in their English I course. A similar pattern can be seen for the not economically disadvantaged group.