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 2023 State of Texas Assessment of Academic Readiness (STAAR) Algebra I assessment and passing (i.e., receiving credit for) the Algebra I course. The passing rates for the spring 2023 STAAR Algebra I assessment were compared with the passing rates for the Algebra I course based on the course completion information submitted to TEA by districts for the 2022–2023 school year. All students in the state who had both STAAR Algebra I data and Algebra I course data available were considered for comparison. As done in previous studies, if students who enrolled in the same course multiple times through 2022–2023 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.

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 425,098 students where 83 percent of students passed the STAAR Algebra I assessment and 91 percent of them passed the Algebra I course. Seventy-nine percent of students passed both STAAR Algebra I assessment and the Algebra I course. The overall percentage of students who passed the course (91 percent) was eight percent higher than those who passed the STAAR Algebra I (83 percent). There was a small percentage of students that passed only the STAAR assessment (four

Across all ethnic groups, the passing rates for the Algebra I course were higher than the passing rates of the STAAR Algebra 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 Algebra I course ranged from 89 percent to 95 percent, and the passing rates for STAAR Algebra I assessment ranged from 75 percent to 90 percent. The specific results for each ethnicity group are presented below.

Results for Black/African American students are presented in the first row in Table 3. Among 54,841 Black/African American students, the overall percentage of students passing the Algebra I course (89 percent) was higher than those who passed the STAAR Algebra I assessment (75 percent). Seventy-one percent of Black/African American students passed both the assessment and the Algebra I course. Five percent passed only the STAAR Algebra I, 18 percent passed only the Algebra I course, and seven percent passed neither.

Student Performance by Ethnicity for STAAR Algebra I and Algebra 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	54,841	75%	89%	71%	5%	18%	7%
Hispanic/Latino	227,390	80%	89%	75%	5%	14%	6%
White	106,207	90%	95%	87%	2%	8%	2%

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

The total sample size for Hispanic/Latino students was 227,390. For all Hispanic/Latino students, 80 percent of them passed the STAAR assessment while 89 percent passed the Algebra I course. Seventy-five percent of Hispanic/Latino students passed both the STAAR Algebra I assessment and the Algebra I course. Five percent of Hispanic/Latino students passed the STAAR Algebra I assessment only while 14 percent passed the Algebra I course only. Six percent of students passed neither.

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

Among 252,343 economically disadvantaged students who enrolled in the Algebra I course, 78 percent and 88 percent of them passed the STAAR Algebra I assessment and the Algebra I course, respectively. The rate of passing both was 73 percent. Five percent of economically disadvantaged students passed the STAAR Algebra I assessment only, 15 percent passed only the Algebra I course, and seven percent passed neither.

Student Performance by Economic Status for STAAR EOC Algebra I and Algebra I Course

Economic Status	Student Course Enrollment	STAAR Passing Rate	Course Passing Rate	Passing Both	Passing STAAR Only

This current study compared the passing rates for the STAAR Algebra I assessment and the Algebra I course. The overall results of the study showed that most students in the current study (79 percent) passed both the STAAR Algebra I assessment and the Algebra I course. The percentage of students passing the Algebra I course (91 percent) was higher than the percentage passing the STAAR Algebra I assessment (83 percent). This finding was consistent across all subgroups in the current study.

Across three ethnic groups, passing rates regarding both the STAAR Algebra I assessment and the course ranged from 71 to 87 percent. In addition, the passing rate for the Algebra I course (89 to 95 percent) was higher than the passing rate for the STAAR Algebra I assessment (75 to 90 percent) across Black/African American, Hispanic/Latino and White groups. Regarding the passing rates between female and male students, the STAAR Algebra I assessment had lower passing rates (80 and 86 percent) than the course (90 and 92 percent). Female group had a higher rate in passing both the assessment and the course (82 percent) than that of the male group (76 percent). In terms of economic status, the results of the study showed that the general students Algebr (s)-11 (e)-6 ((