

A Study of the Correlation between STAAR Performance and Course Performance on U.S. History

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 2025 State of Texas Assessment of Academic Readiness (STAAR) U.S. History assessment and passing (i.e., receiving credit for) the U.S. History course. The passing rates for the spring 2025 STAAR U.S. History assessment were compared with the passing rates for the U.S. History course based on the course completion information submitted to TEA by districts for the 2024–2025 school year. All students in the state who had both STAAR U.S. History data and U.S. History course data available were considered for comparison. As done in previous studies, if students who enrolled in the same course multiple times through 2024–2025 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 385,994 students where 95 percent of students passed the STAAR U.S. History assessment and 96 percent of them passed the U.S. History course. Ninety-one percent of students passed both STAAR U.S. History assessment and the U.S. History course. The overall percentage of students who passed the course (96 percent) was one percent higher than those who passed the STAAR U.S. History (95 percent). There was a small percentage of students that passed only the STAAR assessment (four percent). The proportion of students passing only the U.S. History course was five percent. One percent of students passed neither the STAAR assessment nor the course.

Table 1 Overall Student Performance for STAAR EOC U.S. History and U.S. History Course

Student Course Enrollment	STAAR Passing Rate	Course Passing Rate	Passing Both	Passing STAAR Only	Passing Course Only	Not Passing Either
385,994	95%	96%	91%	4%	5%	1%

Note: This table is based on students who have both STAAR and course data for U.S. History 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 were 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	Asian	20,288	5%
	Black/African American	48,890	13%
	Hispanic/Latino	205,889	53%
	White	97,163	25%
Sex	Female	190,254	49%
	Male	195,559	51%
Economic Status	Economically Disadvantaged	213,701	55%
	Non-Economically Disadvantaged	171,736	44%

Note: This table is based on students who have both STAAR and course data for U.S. History available.

Student Performance by Ethnicity

Across all ethnic groups, the passing rates for the U.S. History course were higher than the passing rates of the STAAR U.S. History 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, but lower than for Asian students. The comparison results across three ethnic groups are shown in Table 3. The passing rates for the U.S. History course ranged from 94 percent to 99 percent, and the passing rates for STAAR U.S. History assessment ranged from 93 percent to 98 percent. The specific results for each ethnicity group are presented below.

Asian Students. Results for Asian students are presented in the first row in Table 3. Among 20,288 Asian students, the overall percentage of students passing the U.S. History course (99 percent) was higher than those who passed the STAAR U.S. History assessment (98 percent). Ninety-seven percent of Asian students passed both the assessment and the U.S. History course. One percent passed only the STAAR U.S. History assessment, two percent passed only the U.S. History course, and less than one percent passed neither.

Black/African American Students. Results for Black/African American students are presented in the second row in Table 3. Among 48,890 Black/African American students, the overall percentage of students passing the U.S. History course (95 percent) was higher than those who passed the STAAR U.S. History assessment (93 percent). Eighty-nine percent of Black/African American students passed both the assessment and the U.S. History course. Four percent passed only the STAAR U.S. History assessment, six percent passed only the U.S. History course, and one percent passed neither.

Table 3 *Student Performance by Ethnicity for STAAR U.S. History and U.S. History Course*

Ethnicity	Student Course Enrollment	STAAR Passing Rate	Course Passing Rate	Passing Both	Passing STAAR Only	Passing Course Only	Not Passing Either
Asian	20,288	98%	99%	97%	1%	2%	0%
Black/African American	48,890	93%	95%	89%	4%	6%	1%
Hispanic/Latino	205,889	93%	94%	88%	5%	6%	1%
White	97,163	97%	98%	96%	1%	2%	0%

Note: This table is based on students who have both STAAR and course data for U.S. History available.

Hispanic/Latino Students. The total sample size for Hispanic/Latino students was 205,889. For all Hispanic/Latino students, 93 percent of them passed the STAAR assessment while 94 percent passed the U.S. History course. Eighty-eight percent of Hispanic/Latino students passed both the STAAR U.S. History assessment and the U.S. History course. Five percent of Hispanic/Latino students passed the STAAR U.S. History assessment only while six percent passed the U.S. History course only. One percent of students passed neither.

White Students. Results for White students are presented in the last row in Table 3. For 97,163 White students, 98 percent of them received the course credit, which was one percent higher than those who passed the STAAR assessment (97 percent). Ninety-six percent of White students passed both STAAR U.S. History assessment and the U.S. History course. One percent passed STAAR U.S. History assessment only, two percent passed the U.S. History course only, and less than one percent passed neither.

Student Performance by Sex

In the current study, 190,254 female students and 195,559 male students enrolled in the U.S. History course. Female students had higher passing rates for the STAAR U.S. History assessment than male students. Furthermore, the U.S. History 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 the first row in Table 4. Ninety-five percent of female students who enrolled in the U.S. History passed the STAAR U.S. History assessment while 96 percent of female students passed the U.S. History course. Ninety-two percent of female students passed both the STAAR U.S. History assessment and the U.S. History course. Three percent of female students passed only the STAAR U.S. History assessment while four percent passed the course only. One percent passed neither.

Table 4 *Student Performance by Sex for STAAR EOC U.S. History and U.S. History Course*

Sex	Student Course Enrollment	STAAR Passing Rate	Course Passing Rate	Passing Both	Passing STAAR Only	Passing Course Only	Not Passing Either
Female	190,254	95%	96%	92%	3%	4%	1%
Male	195,559	94%	95%	90%	4%	5%	1%

Note: This table is based on students who have both STAAR and course data for U.S. History available.

Male Students. Results for male students are presented in the second row in Table 4. Among all male students, 94 percent of them passed the STAAR U.S. History assessment whereas 95 percent passed the U.S. History course. Ninety percent of male students passed both the U.S. History assessment and the course. Four percent of male students only passed STAAR U.S. History assessment, five percent only passed the U.S. History course, and one 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 U.S. History assessment, passing the U.S. History 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 213,701 economically disadvantaged students who enrolled in the U.S. History course, 92 percent and 94 percent of them passed the STAAR U.S. History assessment and the U.S. History course, respectively. The rate of passing both was 88 percent. Five percent of economically disadvantaged students passed the STAAR U.S. History assessment only, six percent passed only the U.S. History course, and one percent passed neither.

Table 5 *Student Performance by Economic Status for STAAR EOC U.S. History and U.S. History 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	213,701	92%	94%	88%	5%	6%	1%
Non-Economically Disadvantaged	171,736	97%	98%	95%	2%	3%	0%

Note: This table is based on students who have both STAAR and course data for U.S. History available.

Non-Economically Disadvantaged Students. There were 171,736 non-economically disadvantaged students that took the U.S. History course. Ninety-seven percent of them passed the STAAR U.S. History assessment while 98 percent of the students received credit for the U.S. History course. For non-economically disadvantaged group, 95 percent of them passed both STAAR U.S. History assessment and the course. Two percent of the students passed only the STAAR U.S. History assessment, three percent passed only the U.S. History course, and less

than one percent passed neither the assessment nor the course.

Summary

This current study compared the passing rates for the STAAR U.S. History assessment and the U.S. History course. The overall results of the study showed that most students in the current study (91 percent) passed both the STAAR U.S. History assessment and the U.S. History course. The percentage of students passing the U.S. History course (96 percent) was higher than the percentage passing the STAAR U.S. History assessment (95 percent). This finding was consistent across all subgroups in the current study.

Across four ethnic groups, passing rates regarding both the STAAR U.S. History assessment and the course ranged from 88 to 97 percent. In addition, the passing rate for the U.S. History course (94 to 99 percent) was higher than the passing rate for the STAAR U.S. History assessment (93 to 98 percent) across Asian, Black/African American, Hispanic/Latino, and White groups. Regarding the passing rates between female and male students, the STAAR U.S. History assessment had lower passing rates (95 and 94 percent) than the course (96 and 95 percent). Female group had a higher rate in passing both the assessment and the course (92 percent) than that of the male group (90 percent). In terms of economic status, the results of the study showed that the passing rates on the STAAR U.S. History assessment, the course, and on both STAAR U.S. History 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 U.S. History course. The U.S. History course passing rates were 94 percent and 98 percent, respectively, for the economically disadvantaged group and the non-economically disadvantaged group whereas the passing rates for the STAAR U.S. History assessment were 92 percent and 97 percent, respectively.