

ABSTRACT

A Comparison of Low SES High School Curriculum and Instruction Per Pupil Allocation and the Effect on Algebra I and English I STAAR EOC Scores

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The purpose of this study was to analyze the high school curriculum and instruction per pupil allocation and the effect on the Algebra I and English I State Assessment of Academic Readiness (STAAR) End of Course (EOC) scores. A mixed Analysis of Variance (ANOVA) was used to find if the high school curriculum and instruction per pupil allocation makes a difference on Algebra I and English I STAAR EOC scores.

The Accountability Rating Index report was used to select 40 secondary campuses based on 2014-2015 STAAR EOC scores. The mixed ANOVA considered Algebra I and English I STAAR EOC scores for the 2013–2014 school year, 2014–2015 school year, and 2015–2016 school year, and the per pupil allocation by high schools for curriculum and instruction budget. The results from this research study showed that there was not a significant difference among low, medium, and high levels of curriculum and instruction per pupil allocation over three years (2013-2014, 2014-2015, and 2015-2016) on Algebra I and English I STAAR EOC scores at low SES high schools in Texas. In addition, research results indicated that it appears that not enough money

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is provided to low SES high school campuses in the state of Texas to guarantee student success in Algebra I and English I STAAR EOC scores.