

PREDICTIVE VALIDITY OF THE TEXAS SUCCESS INITIATIVE ASSESSMENT FOR
HIGH SCHOOL STUDENT SUCCESS IN DUAL-ENROLLMENT COURSES

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ABSTRACT

College campuses are no longer the only place where a student can earn college credit. A student can earn college credit while in high school by taking dual-enrollment courses. Dual-enrollment has gained popularity. Research reveals that students are prepared better for college if they take dual-enrollment courses. The problem addressed in this study was that the predictive validity of the Texas Success Initiative Assessment (TSIA) for success in dual-enrollment courses is unknown and without knowledge of the predictive validity, it is unknown if students are academically prepared to take the TSIA. The purpose of this study was to investigate the predictive validity of the TSIA for high school student success in dual-enrollment courses. Investigating the predictive validity provided an indicator of students' preparedness for the material tested on the TSIA. Students in the 8th grade, 9th grade, 10th grade and 11th grade were analyzed separately. The study replicated Cui and Bay's (2017) *Predictive Placement Validity Study of Texas Success Initiative Assessment (TSIA)*, but studied a different population. The population for the study consisted of 889 students at a public school district in South Texas who took the TSIA and then enrolled in a dual-enrollment course during 9th, 10th, 11th, or 12th grade. Operationism of Steven's (1946) measurement theory was the framework for the study. The

independent variables in this study were the same as in Cui and Bay's (2017) study, TSIA cut-off scores. TSIA mathematics and reading test scores were used to predict success in the mathematics courses and reading dual-enrollment courses. TSIA Writing and WritePlacer test scores were used to predict success in English composition courses. The dependent variable was passage or failure in the dual-enrollment courses taken the following school year after the TSIA as measured by end-of-course grades. The researcher posed one guiding research question and 40 individual research questions to address the problem and fulfill the purpose of the study. The guiding research question asked which of 40 models are most predictive of the relationship between TSIA scores and grades in subsequently taken dual-enrollment courses among high school students in a South Texas school district. Binomial logistic regression models were calculated to predict the probability of success in dual-enrollment courses using TSIA cut-off scores. Based on the study, the researcher found success or failure in dual-enrollment college courses cannot be determined based on TSIA scores taken in the 8th, 9th, 10th, or 11th grades except for one course; 12th grade US Government success or failure can be predicted by TSIA Reading taken in the 11th grade.