ALGEBRA I ACADEMIC PERFORMANCE AND ACHIEVEMENT:
A CORRELATIONAL STUDY
Laura Beth Szupinka

Abstract
This study proposed to determine the degree of correlation between Algebra I academic performance and academic achievement in a large, suburban school division located in Virginia. Academic performance is measured by classroom grades. Academic achievement is measured by scores on state standardized assessments. These variables are evaluated for the census population as a whole as well as for the following identification categories: general education, special education, English learners, and dually identified (special education/English learner). By analyzing and comparing data using these two variables, it will be possible to draw conclusions and compare the degree of correlation for the student population as a whole and for each identification category of students. The variations or trends of correlation between academic performance and achievement may suggest that all stakeholders in the educational system use fiscally responsible practices to evaluate assessment practices and procedures, make it possible to collect and analyze various educational data points in context, and make tailored changes to the instructional process that promote student success and provide meaningful representations of student Algebra I abilities.

Keywords: grading practices, data-based decision making, dual identification, English learners, general education, special education, standardized assessments, Standards of Learning