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Differences in Algebra I, English I and II, and U.S. History End-of-Course Exam Grade Level Performance of Texas High School English Learners by Gender: A Multiyear Statewide Investigation

The purpose of this journal-ready dissertation was to determine the extent to which differences were present for English Learner boys and girls in their performance on the Texas state-mandated End-of-Course exam in Algebra I, English I and II, and U.S. History. Specifically examined was the extent to which English Learner boys and girls differed in their performance on three Grade Level performance measures: Approaches Grade Level standard, Meets Grade Level standard, and Masters Grade Level standard during the 2016-2017, 2017-2018, and 2018-2019 school years.

Event Information
September 16, 2021
2:30 PM
TWC 109

Committee Members
Dr. John R. Slate
Dr. Cynthia Martinez-Garcia
Dr. Fred Lunenburg
Dr. Janene Hemmen



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