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constructs pairs of study subjects based on a series of observable variables. In this study, the variables matched were demographics (e.g., race/ethnicity, gender, economic status) and

retrospective cohort. The presence of these differences (all with effect sizes of greater than 0.05) means that statisti

## B.2. Evaluation Questions

The evaluation questions addressed in this report are listed in Table B.1.[7]

**Table B.1. GEAR UP Impact Study Evaluation Questions**

| Evaluation Questions |
|---|
| • What outcomes are associated with participation in GEAR UP? How do these differ by district?<br>• How do trends in outcomes for the class of 2024 GEAR UP cohort students differ in comparison to the state average?<br>• How do trends in outcomes for the class of 2024 GEAR UP cohort students differ in comparison to the students in a matched comparison group created through propensity score matching (PSM)?<br>• How do trends in outcomes for the class of 2024 students differ from students who attended the same schools one year prior to program implementation (i.e., the class of 2023)?<br>• How do trajectories of outcomes differ based on the length of time students attended GEAR UP schools? For example, do students who participate in GEAR UP in all grades differ compared to students who enter GEAR UP schools at a later grade level?<br>• Were there lasting positive effects of GEAR UP on outcomes at middle schools one to two years after GEAR UP implementation was completed?[8] |

*Note.* GEAR UP - Gaining Early Awareness and Readiness for Undergraduate Programs

## B.3. Analysis Procedures

This report focuses on two major outcomes for the middle school years that are tied to specific project objectives:

- Objective 1.1: By the end of the class of 2024's second year (Grade 8), 30% of class of 2024 students will complete Algebra I. By the end of the class of 2024's third year (Grade 9), 85% of class of 2024 students will complete Algebra I.
- Objective 4.2: At the end of the class of 2024's second year (Grade 8), the on-time promotion rate will exceed the baseline state average promotion rate.

Each of these objectives is related to one evaluation question: How does the academic performance of class of 2024 GEAR UP cohort students compare to retrospective cohort (class of 2023) students and non-participants (class of 2024 students from non-participating schools)? Examining differences in performance on the State of Texas Assessment of Academic Readiness (STAAR) in 2020 was a planned part of this report. However, the Coronavirus Disease 2019 (COVID-19) pandemic shuttered schools statewide in March 2020, just before testing was about to begin, and schools moved to virtual instruction for the rest of the 2019–20 school year; the STAAR exams were not administered.

[7] Note that there are additional evaluation questions guiding other aspects of the evaluation. Additional evaluation questions will be presented in other reports, as applicable.
[8] Because of limited available data, this evaluation question will be explored in future reports.

# APPENDIX C: Additional Technical Detail

### Table C.1. Class of 2024 GEAR UP Cohort Propensity Score Matched Students, 2018–19 to 2019–20

| | District 1 | District 2 | District 3 | District 4 | District 5 | District 6 | All |
|---|---|---|---|---|---|---|---|
| Matched | 233 | 147 | 492 | 708 | 31 | 97 | 1,708 |
| Unmatched | 29 | 10 | 20 | 61 | 0 | 15 | 135 |
| Matching Rate | 90% | 94% | 96% | 92% | 100% | 87% | 93% |

*Source.* Texas Education Agency, Public Education Information Management System (PEIMS), 2018–2020.
*Note.* GEAR UP - Gaining Early Awareness and Readiness for Undergraduate Programs.

### Table C.2. Characteristics of Class of 2024 GEAR17.7iBT/TT0 1 Tf-0.002 Tc Tw (-4.3 (aoho5 (i)4.t)11.3

## Table C.4. Characteristics of Class of 2024 GEAR UP Cohort and Retrospective Cohort Students in the Analytic Sample for the Algebra I Outcome Analysis

| Student Characteristic | |
|---|---|