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Grades 9–12 Comprehensive Outcomes Report

Texas GEAR UP State Grant Evaluation

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Submitted to:
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Submitted by:
ICF
9300 Lee Highway
Fairfax, VA 22031

and

Agile Analytics, LLC
1621 W 6th St
Austin, TX 78703

LONG TERM EFFECTS

Key Takeaway:

There were sustained increases in Grades 8 and 9 Algebra I completion for schools that implemented Texas GEAR UP SG for up to two years after program completion.

Completion rates for Algebra I increased for students in the primary cohort as compared to students in the retrospective cohort in both Grades 8 and 9, and the two follow-on cohorts had similarly high levels of Algebra I completion.

COHORT COMPARISONS

Key Takeaway:

Primary cohort students were less likely to meet five of the ten EOC standards examined than students in the retrospective cohort, and more likely to meet one of the ten standards in covariate MLM models, indicating a possible cost to the emphasis on advanced course taking. However, there were no differences between the primary and comparison cohort students in the models.

Table ES.4. STAAR EOC Performance Differences by Cohort Group

Outcome	Primary Cohort vs. Comparison		Primary Cohort vs. Retrospective	
	Group Level	Covariate Model	Group Level	Covariate Model
Algebra I Approaches Grade Level	-	-	-	Higher
Algebra I Meets Grade Level	-	-	Higher	-
English I Approaches Grade Level	-	-	Lower	Lower
English I Meets Grade Level	-	-	Lower	Lower
English II Approaches Grade Level	Higher	-	-	[illegible]

Cohort Comparisons

Key Takeaway:

Participation in Texas GEAR UP SG did not provide an advantage for students in terms of on-time promotion, graduation, or graduation under the Foundation High School Program with an endorsement or at the distinguished level of achievement.

Only 80% of primary cohort students were promoted from Grade 9 to Grade 10 on-time, which was substantially lower than the state average of 91%. A higher percentage of students in the primary cohort were promoted on-time from Grade 9 to Grade 10 than students in the retrospective cohort, but in the covariate MLM, once prior STAAR performance and other student characteristics were accounted for, retrospective cohort students were more likely to be promoted than primary cohort students. On the other hand, a slightly higher percentage of comparison cohort students were promoted from Grade 9 to 10 on time than students in the primary cohort, but there were no differences in the covariate MLM.

About 92% of Texas GEAR UP SG primary cohort students graduated early or on-time. This was slightly higher than the state of Texas (90%) for the class of 2018, but lower than the retrospective cohort (95%). However, there were no differences between cohorts in the MLM models for on-time graduation. A slightly lower percentage of primary cohort students (83%) graduated under the Foundation High School Program plus endorsement or at the distinguished level of achievement compared to the state (85%). However, there were no differences between the primary and comparison cohort for this outcome. Retrospective cohort students had the option to but were not required to graduate under the Foundation High School Program plus endorsement or at the distinguished level of achievement, so differences between cohorts were not assessed for this outcome. See Table ES.5.

Table ES.5. On-time Promotion/Graduation Differences by Cohort Group

Outcome	Primary Cohort vs. Comparison		Primary Cohort vs. Retrospective	
	Group Level	Covariate Model	Group Level	Covariate Model
On-time Promotion Grade 9 to 10	Lower	-	Higher	Lower
On-time Graduation	-	-	Lower	-
Graduation under the Foundation High School Program plus endorsement or at the distinguished level of achievement	-	-	n/a	n/a

Notes. Color indicates the direction of effect (blue = primary higher; orange = primary lower) and confidence in the observed results (darker shaded items, from the MLMs, indicate more reliability. “n/a” indicates that the area was not assessed, and “-“ indicates no significant differences between cohort groups.

Long-Term Effects

Differences between the primary cohort and the two follow-on cohorts for promotion from Grade 9 to Grade 10 were able to be examined for this outcome (graduation data were not available at the time of analysis). In the MLM models, retrospective cohort students were more likely to be promoted on time than students in the follow-on cohorts, once prior STAAR performance and other student characteristics were taken into account. Additionally, students in the primary cohort were more likely to be promoted on time than students in the second follow-on cohort.

Length of Time in Cohort

Students who were in the cohort for a longer period of time were more likely to have been promoted from Grade 9 to Grade 10 on time. However, there were no differences in the covariate MLMs for on time graduation or graduation under the Foundation High School Program plus endorsement or at the distinguished level of achievement.

Recommendations

- Algebra I completion was much higher for the primary cohort than the retrospective cohort, and the change was sustained for at least two subsequent years. However, there were no differences between cohort groups for Algebra II completion. If a goal of future programs is to increase advanced mathematics course taking through the end of high school, efforts should start early (as in the Texas G (n)11hf149.2 (bet6 0(n)R(gebr)- Uon.)]Plcww