Texas GEAR UP: Beyond Grad

Years 5–6 Biennial Impact Report

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Table of Contents

Tables

Figures

Acronyms and Abbreviations

ACT	ACT College Admissions Exam
AP	Advanced Placement
BE	Baseline Equivalency
COVID-19	Coronavirus Disease 2019
ED	U.S. Department of Education
EB/EL	Emergent Bilingual Student/English Learner
ELA	English Language Arts
EOC	End-of-Course
ES	Effect Size
FAFSA	Free Application for Federal Student Aid
FHSP	Foundation High School Program
GEAR UP	Gaining Early Access and Readiness for Undergraduate Programs
IB	International Baccalaureate
ISD	Independent School District
MLM	Multilevel Model
OR	Odds Ratio
PD	Professional Development
PEIMS	Public Education Information Management System
PSM	Propensity Score Matching
SAT	SAT College Admissions Exam
STAAR	State of Texas Assessments of Academic Readiness
TAPR	Texas Academic Performance Reports
TASFA	Texas Application for State Financial Aid
TEA	Texas Education Agency
TSIA	Texas Success Initiative Assessment

Executive Summary

The Texas Education Agency's (TEA's) Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program (referred to as "GEAR UP" in this report) serves approximately 10,000 students from six Texas independent school districts, including 12 middle schools and high schools in rural communities in West Texas, Southeast Texas, and the Coastal Bend.

The aim of GEAR UP is to provide targeted services to a grade-specific primary cohort of students who were in Grade 7 during the 2018–19 school year (i.e., the class of 2024) to high school graduation and through their first year of postsecondary education (i.e., through the 2024–25 academic year). GEAR UP also provides basic services to a priority cohort of students consisting of all other students in Grades 9–12 attending participating high schools in the grantee districts during each year of the 7-year grant (i.e., from school years 2018–19 to 2024–25). The following are core strategies integrated into GEAR UP programming to close the college achievement gap: 1) increasing academic rigor, 2) preparing middle school students, 3) expanding college and career advising and resources for high school students, 4) leveraging technology to expand advising capacity, and 5) developing local alliances. (A full description of GEAR UP strategies, goals, and objectives is listed in Appendix A).

Evaluating GEAR UP and the Purpose of this Report

This report presents findings from the impact evaluation during later years of the grant program—school years 2022–23 (Year 5) and 2023–24 (Year 6)—and focuses on the following evaluation questions:

- What outcomes are associated with participation in GEAR UP? How do these differ by district? How do trends in outcomes for the class of 2024 GEAR UP cohort students compare to state averages?
- How do trends in outcomes for the class of 2024 GEAR UP cohort students compare to a carefully matched sample of class of 2024 students in similar districts (i.e., the matched comparison cohort)?
- How do trends in outcomes for the class of 2024 students compare to students who are in the priority cohort (e.g., the classes of 2023 and 2025, the retrospective and follow-on cohorts)?
- How do trajectories of outcomes differ based on the length of time students attended GEAR UP schools? For example, does Algebra II completion increase for students who attended GEAR UP schools in all grades compared to students who only attended in high school?

The external evaluation consists of a longitudinal design that spans 6 years and follows a cohort model. There are four key cohort groups in the study:

- The **class of 2024 GEAR UP cohort** includes students at the six GEAR UP districts who received targeted services.

- The **matched comparison cohort** consists of a statistically matched sample of students also from the class of 2024 attending similar districts who did not participate in GEAR UP.
- The **retrospective cohort** includes students who attended GEAR UP districts 1 year prior to the start of the grant. These students are from the class of 2023 and received GEAR UP services as part of the priority cohort.
- The **follow-on cohort** includes students who attended the GEAR UP districts 1 year after the class of 2024. These students are from the class of 2025 and received GEAR UP services as part of the priority cohort. This cohort only had data for outcomes from Grade 11.

This report focuses on Years 5 and 6, when the class of 2024 was in Grades 11 and 12. The outcomes examined were related to key project objectives (see Appendix A). They are organized into to broad categories: **college readiness** (including advanced course completion, earning dual credit, standardized test taking, and completion of financial aid applications) and **high school graduation** (i.e., on-time graduation and graduating under the Foundation High School Program [FHSP] with endorsement or at the Distinguished Level of Achievement). When interpreting findings, it is important to remember that the outcome data used in this report are different than the data sources used in other GEAR UP reports such as previously published annual project outcome reports (e.g., Lamb, 2023; Wang, 2024).

Summary of Findings

Findings fall into three primary categories: assessing the impact of GEAR UP compared to a "business as usual" condition at non-GEAR UP schools (i.e., the matched comparison cohort) and contextualizing those findings with performance targets; comparing the class of 2024 to the priority GEAR UP cohorts; and assessing outcomes for the class of 2024 by length of time in cohort.

Impact of GEAR UP on Colleges Readiness and Graduation Outcomes

Table ES.1 presents results from analyses comparing the class of 2024 GEAR UP cohort to the propensity score matched (PSM) comparison group. These analyses explore the impact of attending a GEAR UP school versus attending a non-GEAR UP school.

The first column lists each of the outcomes that were explored as well as whether that outcome was associated with a GEAR UP project objective or had state average data available (see Appendix A for all GEAR UP project objectives). The second column presents the overall frequencies from the class of 2024, with the range of frequencies for each GEAR UP district included in parentheses. The third and fourth columns present outcome frequencies for the class of 2024 and matched comparison analytic samples (that is, students who were statistically matched using PSM on demographic characteristics and baseline academic outcomes). Not all class of 2024 students were able to be matched in the PSM, which is why the percentages for the class of 2024 GEAR UP analytic sample are slightly different from the average percentage for the class of 2024 as a whole.

Next, the results of two types of statistical testing are presented for analyses conducted with the analytic samples. First, chi-square tests (fifth column) present any statistically significant differences between the two groups without controlling for any covariates—including differences between schools or in student characteristics that did not reach baseline equivalence standards in the PSM. The final (sixth) column presents the results of the multilevel models (MLMs) that include these covariates and account for these differences. This final column offers a more conservative estimate of whether participation in GEAR UP was associated with each outcome after adjusting for school effects and any baseline differences between groups.

How do trends in outcomes for the class of 2024 GEAR UP cohort students compare to a carefully matched sample of class of 2024 students in similar districts (i.e., the matched comparison cohort)?

Key Takeaway:

The class of 2024 cohort had similar performance to the matched comparison cohort for nearly all outcomes; however, they had a notably higher Free Application for Federal Student Aid (FAFSA)/Texas Application for State Financial Aid (TASFA) completion rate. While there was no significant difference in the percentage of students who met the Approaches Grade Level standard, the class of 2024 cohort performed significantly lower in meeting the Masters Grade Level standard on State of Texas Assessments of Academic Readiness (STAAR®) U.S. History end-of-course exam in Grade 11.

Overall, the data show a wide range of variation in class of 2024 GEAR UP outcomes across districts as shown by the ranges in the second column. The MLM results should have greater weight than the chi-square test results in the interpretation of findings as the MLM results account for the district variations. **When focusing on the MLM results, there is no difference between the GEAR UP group and comparison group for most outcomes. This suggests that, for the class of 2024, attending a GEAR UP school did not significantly impact most outcomes** (Table ES.1).

Table ES.1. Outcomes Used in the GEAR UP Study: Class of 2024 and Matched Comparison Results

Outcomes	Average Percent for All GEAR UP Districts (Ranges Across Districts)	Percent of Matched Analytic Samples		Analysis Results: Class of 2024 vs. Matched Comparison	
	Class of 2024	Class of 2024[1]	Matched Comparison	chi-square	MLM
Completed Algebra II by Grade 11	60% (32%–88%)	62%	67%	lower	ns
Completed Algebra II by Grade 12	75% (49%–92%)	77%	84%	lower	ns
Completed AP course by Grade 11	33% (0%–46%)	35%	27%	higher	ns
Earned College Credit by Grade 12	33% (19%–96%)	34%	36%	ns	ns
Took SAT or ACT by Grade 11	67% (3%–91%)	70%	61%	higher	ns
Met College Readiness Criteria by Grade 11 on SAT, ACT, or TSIA	10% (1%–17%)	10%	7%	higher	ns
Met College Readiness Criteria by Grade 12 on TSIA	15% (4%–26%)	15%	9%	higher	ns
Met Approaches Grade Level Standard on STAAR U.S. History in Grade 11	96% (92%–100%)	95%	96%	ns	ns
Met Masters Grade Level Standard on STAAR U.S. History in Grade 11	25% (0%–29%)	25%	31%	lower	lower
Completed FAFSA or TASFA by Grade 12	72% (48%–92%)	76%	65%	higher	higher
Graduated On Time	91% (88%–97%)	99%	97%	higher	ns
Graduated Under the Foundation High School Plan with endorsement, or with the Distinguished Level of Achievement	90% (88%–99%)	94%	89%	higher	ns

Source. College Board SAT, ACT, and Texas Success Initiative Assessment (TSIA) data, 2020–21 to 2023–24. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24. TEA State of Texas Assessments of Academic Readiness (STAAR) U.S. History, spring 2023.
Note. ACT – ACT college admissions exam. AP – Advanced Placement. FAFSA – Free Application for Federal Student Aid. ns – not significant in multilevel model (MLM). PSM – Propensity Score Matching. SAT – SAT college admissions exam. TASFA – Texas Application for State Financial Aid. Project Objectives are listed in Appendix A. For the analysis results, "lower" indicates that the class of 2024 had a lower percentage of students achieving the outcome than the matched comparison group, and "higher" indicates a higher percentage, while "ns" means there was not a statistically significant difference between the two groups. The analytic samples and the number of students included in each group varied by outcome, see Tables C.1.1–C.2.16, Appendix C, for all results.

[1] To be included in these analyses, students must have been statistically matched to a comparison student, which required them to have data for certain student characteristics and Grade 7 STAAR results. Therefore, the frequencies in this table are slightly different for the class of 2024 compared to Table ES.1.

That said, there were two notable exceptions where there were significant differences in the MLM:

What outcomes are associated with participation in GEAR UP? How do these differ by district? How do trends in outcomes for the class of 2024 GEAR UP cohort students compare to state averages?

Key Takeaway:

Although many outcomes did not meet goals related to college readiness, graduation outcomes were met for the class of 2024. There were very large differences in outcomes by school.

- **GEAR UP students were significantly less likely to have met the Masters Grade Level standard on the State of Texas Assessments of Academic Readiness (STAAR®) U.S. History end-of-course exam in Grade 11 than the matched comparison group.** Academic rigor and academic achievement more broadly are a focus of GEAR UP; however, as documented in the annual implementation reports for Years 1–6, there was not an explicit focus on U.S. History or social studies performance more broadly, particularly compared to other content areas related to English Language Arts (ELA), science, and math (Spinney et al., 2021a; Spinney et al., 2021b; Spinney et al., 2022; Lamb et al., 2023; Kennedy et al., 2024).
- **GEAR UP students were significantly more likely to have completed the Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA) by Grade 12 compared to the matched comparison group.** Given the intensive focus placed on financial aid counseling, financial literacy, and college advising in the GEAR UP program (noted in more detail in in the annual implementation reports for Years 1–6), this finding does point to a logical and directly positive impact of the program on this outcome. This is even more notable given nationwide challenges and delays with the FASFA in the 2023–24 academic year.

In addition, for the outcomes that were connected to specific GEAR UP program objectives and had targets listed, in general those targets were not met except for the two graduation outcomes—graduating on time and graduating under the FHSP with an endorsement or with the Distinguished Level of Achievement. In both cases, the class of 2024 exceeded the targets.[2]

Outcomes for the Class of 2024 Compared to the Priority Cohorts

Students in the class of 2024 received targeted GEAR UP services, such as academic tutoring, college and career advising, financial aid workshops, campus visits, and mentoring, all designed to support their college readiness and long-term success. Students in the priority cohort, on the other hand, received basic GEAR UP services such general college and career information disseminated through various channels (e.g., newsletters, emails) and access to college and

[2] Findings are only related to project objectives when those objectives exactly match the data we obtained. For example, Project Objective 5.2 sets a target for meeting the college readiness criteria on SAT, ACT, and TSIA by Grade 12, but data were only available for all three exams in Grade 11, so there is no target listed.

career advising spaces. Additionally, students in the priority cohort received benefits related to GEAR UP, such as professional development for teachers and more emphasis on advanced coursework. Follow-on cohort data can additionally shed light on the sustainability of program practices. Initial analyses of baseline differences between the cohorts revealed several significant differences. Therefore, logistic regression analyses that take these differences into account are the best indicator of true differences between the groups and are reported in this section.

Similar to findings for the matched comparison cohort, the class of 2024 had a lower percentage of students than the retrospective cohort for completion of Algebra II by Grade 11 and 12 and achieving the Masters Grade Level Standard on STAAR U.S. History. The class of 2024 also had lower percentages of students who completed an Advanced Placement (AP) course by Grade 11 and completed FAFSA/TASFA by Grade 12 than the retrospective cohort. On the other hand, the class of 2024 had higher percentages of students who met the college readiness criteria for the Texas Success Initiative Assessment (TSIA) by Grade 12 and who met the Approaches Grade Level standard on STAAR U.S. History.

How do trends in outcomes for the class of 2024 students compare to students who are in the priority cohort (e.g., the classes of 2023 and 2025, the retrospective and follow-on cohorts)?

Key Takeaway:

Compared to the priority cohorts (which received some basic GEAR UP services), the class of 2024 had better results on three of the college readiness outcomes and worse results on five outcomes, indicating that there was not a consistently positive effect of targeted GEAR UP services on the college readiness outcomes measured.

The class of 2024 had lower rates of completion for Algebra II in Grade 11 compared to the follow-on cohort (the only grade in which this outcome was measured for that cohort), but they had higher rates of meeting college readiness criteria on SAT, ACT, and TSIA than the follow-on cohort.

In terms of graduation outcomes, both the retrospective cohort and the class of 2024 had the same on-time graduation rate, but the class of 2024 was more likely to graduate under the FHSP with endorsement or at the Distinguished Level of Achievement. See Table ES.2 for outcome comparisons.

Table ES.2. Differences in Outcomes for the Class of 2024 and Priority Cohorts

Outcome	Logistic Regression Analysis Results	
	vs. Retrospective Cohort	vs. Follow-On Cohort
Completed Algebra II by Grade 11	lower	lower
Completed Algebra II by Grade 12	lower	NA
Completed AP course by Grade 11	lower	ns
Earned College Credit by Grade 12	ns	NA
Took SAT or ACT by Grade 11	ns	ns
Met College Readiness Criteria by Grade 11 on SAT, ACT, or TSIA	ns	higher
Met College Readiness Criteria by Grade 12 on TSIA	higher	NA
Met Approaches Grade Level Standard on STAAR U.S. History in Grade 11	higher	ns
Met Masters Grade Level Standard on STAAR U.S. History in Grade 11	lower	ns
Completed FAFSA or TASFA by Grade 12	lower	NA
Graduated On Time	ns	NA
Graduated Under the Foundation High School Plan with Endorsement, or with the Distinguished Level of Achievement	higher	NA

Source. College Board SAT, ACT and TSIA data, 2019–20 to 2023–24. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24. TEA State of Texas Assessments of Academic Readiness (STAAR), spring 2017, 2018, spring 2023, spring 2024.
Note. NA – Not Applicable. ACT – ACT college admissions exam. AP – Advanced Placement. FAFSA – Free Application for Federal Student Aid. ns – not significant in multilevel model (MLM). PSM – Propensity Score Matching. SAT – SAT college admissions exam. TASFA – Texas Application for State Financial Aid. TSIA – Texas Success Initiative Assessment. For the analysis results, "lower" indicates that the class of 2024 had a lower percentage of students achieving the outcome than the priority cohort group (retrospective cohort or follow-on), and "higher" indicates a higher percentage, while "ns" means there was not a statistically significant difference between the two groups. The analytic samples and the number of students included in each group varied by outcome. See Tables C.3.1-C.4.13, Appendix C, for all results.

Outcomes for the Class of 2024 by Length of Time in Cohort

Students in the class of 2024 had between 1 and 6 years of potential participation; nearly half of the students in the sample were enrolled for all 6 years. Analyses revealed that students with longer participation had significantly better outcomes than students who had participated for less time on the majority of outcomes measured (see Table ES.3). However, there also were large and

How do trajectories of outcomes differ based on the length of time students attended GEAR UP schools?

Key Takeaway:

For most of the outcomes measured, students who were in the cohort for a longer period of time had better outcomes than those in the cohort for less time. These increases could have been due to GEAR UP services or pre-existing and unmeasured differences between the students.

significant differences in baseline characteristics for students participating from 1 to 3 years and from 4 to 6 years, including higher Grade 7 STAAR scores and lower rates of being identified as at risk or economically disadvantaged for those participating for a longer period of time. These differences were controlled for in the statistical model, but there may have been other unmeasured discrepancies that contributed to the differences between groups besides GEAR UP.

Table ES.3. Length of Time in Cohort and Outcomes

Outcome	Longer Time in Cohort
Completed Algebra II by Grade 11	higher
Completed Algebra II by Grade 12	ns
Completed AP course by Grade 11	higher
Earned College Credit by Grade 12	higher
Took SAT or ACT by Grade 11	higher
Met College Readiness Criteria by Grade 11 on SAT, ACT, or TSIA	ns
Met College Readiness Criteria by Grade 12 on TSIA	higher
Met Approaches Grade Level Standard on STAAR U.S. History in Grade 11	higher
Met Masters Grade Level Standard on STAAR U.S. History in Grade 11	ns
Completed FAFSA or TASFA by Grade 12	higher
Graduated On Time	higher
Graduated Under the Foundation High School Plan with Endorsement, or with the Distinguished Level of Achievement	higher

Source. College Board SAT, ACT and TSIA data, 2020–21 to 2023–24. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24. TEA State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2023.
Note. ACT – ACT college admissions exam. AP – Advanced Placement. FAFSA – Free Application for Federal Student Aid. ns – not significant in multilevel model (MLM). PSM – Propensity Score Matching. SAT – SAT college admissions exam. TASFA – Texas Application for State Financial Aid. TSIA – Texas Success Initiative Assessment. For the analysis results, "lower" indicates that the students in the class of 2024 participating for more years had a lower percentage of students achieving the outcome than the students participating for fewer years, and "higher" indicates a higher percentage, while "ns" means there was not a statistically significant difference related to length of time in cohort. For analytic samples and the number of students included in each group varied by outcome, see Tables C.5.1-C.5.16, Appendix C, for all results.

Study Conclusions, Recommendations, and Limitations

This section summarizes study conclusions and limitations and provides recommendations for future studies.

Conclusions

The effect of the GEAR UP program on college readiness and graduation outcomes was largely masked by large differences in those outcomes between schools participating in the program. For example, both graduation outcomes were higher for the class of 2024 than the matched comparison cohort at the group level, but once school was added to statistical models, the effects disappeared entirely. Likewise, there were some college readiness indicators that

favored the class of 2024, and a few that favored the matched comparison cohort, but the majority of these differences also vanished once school was taken into account. Therefore, it is not possible, in the majority of cases, to disentangle school effects from program effects.[3]

There were two exceptions. First, the matched comparison cohort was more likely to achieve the Masters Grade Level standard on STAAR U.S. History than the class of 2024. We also found that the class of 2024 was less likely to achieve this outcome than the retrospective cohort. Perhaps the increased emphasis of the program in math, science, and ELA led to a decreased emphasis on social studies outcomes for class of 2024 students. Importantly, however, there were no differences in the percentage of class of 2024 and matched comparison students that achieved the Approaches Grade Level standard for STAAR U.S. History, and class of 2024 students were more likely to reach this standard than the retrospective cohort.

The second exception was FAFSA and TASFA completion by Grade 12. The class of 2024 was more likely to complete these financial aid applications than the matched comparison cohort, even after controlling for school. GEAR UP services, including individual advising and parent information sessions, directly targeted this outcome. On the other hand, class of 2024 students were less likely to complete these financial aid forms than the retrospective cohort, but rates declined nationwide in 2024 due to a "botched FAFSA rollout" that deleted information entered into forms and displayed erroneous messages to frustrated parents and students.[4]

Conditions varied between school years in other atypical ways and may have accounted for some of the differences seen between the class of 2024 and the retrospective and follow-on cohorts. For example, Algebra II rates were lower for the class of 2024 than both the retrospective cohort and the follow-on cohort. Class of 2024 students were in Grades 8 and 9—the typical years that students take Algebra I—during the height of the Coronavirus disease 2019 (COVID-19) pandemic. Therefore, the class of 2024 may have been more likely than the other two cohorts to have missed some fundamental mathematics skills that made them less likely to complete more advanced courses in later years. Standardized tests also often change from year-to-year. For example, the STAAR U.S. History EOC exam was significantly redesigned for the 2022–23 school year, and statewide rates of reaching the Masters Grade Level standard declined from 44% in the 2021–22 school year (the year the retrospective cohort took the exam) to 39% (the year the class of 2024 took the exam). Therefore, the decline seen in reaching the standard between these two cohorts could be attributed to changes in the exam itself, and not to the GEAR UP program. As a result, it is difficult to disentangle the effects of the program from the broader impacts of the school year context.

The number of years spent in the GEAR UP cohort was positively related to many outcomes, including advanced coursework completion, earning college credit, meeting college readiness

[3] This means that there were differences in the outcomes between the GEAR UP schools in the study and the reasons for those differences remain unclear. They may be related to differences in how the GEAR UP model was implemented or to other school-level factors. However, the analysis did not include data on the fidelity of implementation. Collecting of this type of information along with more detailed data on student activity participation, could serve to reveal clearer connections between the program and student outcomes.

[4] See the U.S. Government Accountability Office's Botched FAFSA Rollout Leaves Uncertainty for Students Seeking Financial Aid for College.

criteria, on-time graduation, and completion of financial aid paperwork. This finding could indicate that students who participate in more GEAR UP services receive more benefits from the program. However, although statistical models accounted for measurable differences, analyses also indicated that students who participated in GEAR UP for longer periods of time differed significantly from those with shorter participation in ways that suggest unmeasured factors—such as family or peer stability—may have influenced outcomes beyond the program itself. Ultimately, this is another area where the effects of the program cannot be easily separated from other factors, leading to inconclusive results.

Study Limitations and Recommendations

Impact of the COVID-19 Pandemic

- The COVID-19 pandemic disrupted GEAR UP programming and schooling, especially during 2019–20 and 2020–21. These disruptions make it difficult to isolate the effects of GEAR UP from pandemic-related learning loss. For example, lower Algebra II completion rates among the class of 2024 may be linked to pandemic-era gaps in math instruction.

Variability in Implementation

- There was wide variation in student outcomes across GEAR UP campuses. This was the most severe limitation to the study, making it hard to tease apart the effects of the program and local school effects.
- This finding suggests that local implementation and school-level context played a major role in shaping student experiences. As reported by Kennedy et al. (2024), schools experienced various challenges with implementing certain elements of the program—such as providing one-on-one advising services discussing coursework, scheduling, and after-graduation plans—because there were not enough advising personnel. Schools did have successes, but they varied greatly by school.
- **Recommendation:** Future evaluations should measure implementation fidelity consistently to understand how closely schools follow the intended program model. Fidelity data can clarify whether student outcomes are tied to the program itself or to inconsistent implementation. Including fidelity measures in statistical models could help explain school-level variation in results.
- **Recommendation:** Provide additional support to programs experiencing implementation challenges. The earlier this support is offered, the better.
- **Recommendation:** Future iterations of the program should carefully consider the resources available to schools when establishing the project objectives. Some objectives might be de-emphasized for those schools that have more limited resources. For example, the program could have a few primary objectives that they hope all schools will meet, and secondary objectives, that, while still important, might be de-emphasized for schools that have fewer resources.

Missing Postsecondary Data

- College enrollment, GEAR UP's primary outcome of interest, was not included due to data availability constraints at the time of the evaluation. Small-scale survey data suggest most class of 2024 students who responded were enrolled in college and planned to return, but the sample was limited and likely biased toward students who felt more successful.
- **Recommendation:** Future grants should consider timing evaluation activities to align with postsecondary data availability.

Potential Unmeasured Benefits of GEAR UP

- GEAR UP may have supported student outcomes not captured in this study, such as improved college knowledge or motivation. Survey results from Year 7 showed high student participation in advising, college visits, career fairs, and test prep.
- **Recommendation:** Future evaluations should measure these intermediate outcomes and compare GEAR UP and non-GEAR UP schools to gain a fuller picture of impact. It may be difficult to get schools to respond, but TEA could consider incentivizing participation from comparison schools to support this data collection.

Lack of Participation and Dosage Data

- The evaluation used an "intent-to-treat" approach, treating all class of 2024 students at GEAR UP schools as participants. In reality, students received varying levels of support, and some likely received no services at all. Without participation or dosage data, it is difficult to assess how specific GEAR UP activities influenced outcomes.
- **Recommendation:** Collecting and analyzing this data in the future would allow evaluators to study which services are most effective. These insights would help the program allocate resources to the highest-impact activities.

1. Introduction

The U.S. Department of Education's (ED) Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) discretionary grant program provides 6- or 7-year grants to states to deliver services to students in high-poverty middle and high schools and through the first year of postsecondary education. The grant program aims to enhance the preparedness and success of low-income students in postsecondary education. GEAR UP allocates grants to states and partnerships to offer services at middle and high schools with high poverty rates. Recipients of GEAR UP grants support a full cohort of students starting no later than Grade 7 and continuing through their high school years. The purpose of GEAR UP grants is to improve college enrollment and success as well as to elevate the aspirations of students from low-income families.

1.1. The Texas GEAR UP: Beyond Grad Program

The Texas GEAR UP: Beyond Grad grant program (referred to as "GEAR UP" in this report) is funded through a discretionary grant from ED, worth $24.5 million over 7 years, which was awarded to the Texas Education Agency (TEA) in 2017.[5] Schools with a high proportion of students who came from an economically disadvantaged area (81% or greater) and a campus location in a rural or semi-rural community were eligible to apply to participate in the program. Approximately 10,000 students from six Texas independent school districts (ISDs), including 12 school campuses, in rural communities in West Texas, Southeast Texas, and the Coastal Bend were served by GEAR UP throughout the program (Table 1.1).

Table 1.1. Texas Districts and Schools Participating in GEAR UP

School District	Region	Middle School(s)	High School
Culberson County-Allamoore ISD	West	Van Horn School	Van Horn School
Education Service Center 19 with San Elizario ISD	West	Ann M. Garcia-Enriquez Middle School	San Elizario High School
Mathis ISD	Coastal Bend	Mathis Middle School	Mathis High School
Sinton ISD	Coastal Bend	E. Merle Smith Middle School	Sinton High School
Sheldon ISD	Southeast	C.E. King Middle School, Michael R. Null Middle School	C.E. King High School
Cleveland ISD	Southeast	Cleveland Middle School	Cleveland High School

Note. ISD – Independent school district.

GEAR UP provided targeted services to a grade-specific primary cohort of students at schools; students who were in Grade 7 during the 2018–19 school year and were expected to graduate

[5] For information about TEA's last GEAR UP state grant, awarded in 2012, please visit TEA's Program Evaluation website.

in the 2023–24 school year (i.e., the class of 2024) were a part of this cohort. Targeted GEAR UP services included various activities such as academic tutoring, college and career advising, financial aid workshops, campus visits, and mentoring. GEAR UP also provided basic services to a priority cohort of students consisting of all other students in Grades 9–12 attending participating high schools in the grantee districts during each year of the 7-year grant (i.e., from school years 2018–19 to 2024–25). Basic services were not as intensive or individualized as the targeted services offered to the class of 2024 and may have included general college and career information disseminated through various channels (e.g., newsletters, emails) and access to college and career advising spaces.

The core strategies conceptualized in GEAR UP to close the college achievement gap included increasing academic rigor, expanding college and career advising and resources for high school students, and developing local alliances (the full description of GEAR UP strategies is listed in Appendix A).

1.2. Evaluating GEAR UP and the Purpose of this Report

In November 2019, TEA contracted with ICF and Agile Analytics to conduct an external, mixed-method evaluation of GEAR UP to measure program impact, implementation, and sustainability, with a focus on identifying best and promising practices and examining statewide reach. The first GEAR UP impact report in 2021 presented findings from the first two program years—school years 2018–19 (Year 1) and 2019–20 (Year 2), when the class of 2024 students were in Grades 7 and 8 (Hutson et al., 2021).[6] Of note, the Coronavirus Disease 2019 (COVID-19) pandemic spread across the United States during that reporting period and substantially disrupted all aspects of schooling, including GEAR UP implementation, state testing, and the ICF team's evaluation. For example, there was no State of Texas Assessments of Academic Readiness (STAAR®) testing in the spring of 2020, and almost all students in the study across cohorts were promoted on time to the next grade level in the fall of 2020–21 (Hutson et al., 2021).

The pandemic continued to affect schools as reported in the Year 3 to 4 impact study reporting period (2020–21 to 2021–22; see Hutson et al., 2023).[7] For example, many schools used a virtual or hybrid model at the beginning of the 2020–21 school year. Planned GEAR UP programs and services (e.g., one-on-one counseling, tutoring, and college visits) were delayed or modified (e.g., converted to virtual services) in 2020–21. The results of the Years 3 to 4 impact study were inconclusive as to the positive effects of the GEAR UP program, with some outcomes indicating better performance of students in the class of 2024, and others indicating poorer performance than the matched comparison group.

In the current impact study reporting period (Years 5 and 6; 2022–23 to 2023–24), the COVID-19 pandemic was not strongly impacting school policies, students' ability to attend school in person, or GEAR UP services. However, meta-analyses of the long-term effects of COVID-19 on student achievement acknowledge the long-lasting negative impact of the pandemic on student achievement (DiPietro, 2023). For example, Patrinos et. al (2023) reported that U.S.

[6] *Texas GEAR UP: Beyond Grad Biennial Impact Report Evaluation of Years 1 and 2*
[7] *Texas GEAR UP: Beyond Grade Biennial Impact Report Evaluation of Years 3 and 4*

students experienced an average learning loss of 0.22 standard deviations due to school closures and other disruptions in the COVID year, adding up to almost one year of schooling. Without targeted supports to make up for these losses, some students may have fallen farther and farther behind in subsequent years.

Simultaneously, as a result of the COVID-19 pandemic, schools across the nation experienced an increase in teacher shortages. Teaching during the pandemic took an emotional toll on educators, causing many to retire early or leave education altogether. Schools around the nation are still grappling with how to address teacher shortages to ensure that all children are provided high-quality educators (Robinson et al., 2022). Teacher preparedness issues are particularly acute in rural and small-town Texas schools, where nearly 75% of new teachers hired in 2023–24 were uncertified (DiPietro, 2023; Patrinos et al., 2022; Robinson et al., 2022; Marder, 2024). To address these challenges, GEAR UP schools focused on offering professional development (PD) opportunities for teachers, increasing academic rigor of courses for students, continuing to promote Advanced Placement (AP) and dual credit courses for students, and providing college and career advising to students.

1.2.1. Evaluation Questions

This report addresses five key evaluation questions:

- What outcomes are associated with participation in GEAR UP? How do these differ by district?
- How do trends in outcomes for the class of 2024 GEAR UP cohort students compare to state averages?
- How do trends in outcomes for the class of 2024 GEAR UP cohort students compare to a carefully matched sample of class of 2024 students in similar districts (i.e., the matched comparison cohort)?
- How do trends in outcomes for the class of 2024 students compare to students who are in the priority cohort (e.g., the classes of 2023 and 2025, the retrospective and follow-on cohorts)?
- How do trajectories of outcomes differ based on the length of time students attended GEAR UP schools? For example, does Algebra II completion increase for students who attended GEAR UP schools in all grades compared to students who only attended in high school?

Key Terms Used in Report

Baseline Equivalence (BE)
A condition in which two groups being compared (e.g., GEAR UP students and matched comparison students) are statistically similar on key characteristics. Establishing baseline equivalence helps ensure that any differences in outcomes are more likely due to the program, not pre-existing differences.

Multilevel Models (MLMs)
Statistical models that account for the fact that students are nested within schools. MLMs help isolate program effects from school-level differences and provide more accurate estimates in hierarchical data. They can include additional variables like at-risk status if those variables were not equivalent at baseline.

Logistic Regression
A statistical method used to predict the probability of a specific outcome (such as graduating on time) based on one or more predictor variables. It is often used when the outcome is binary (e.g., yes/no, complete/incomplete). Logistic regressions can take additional variables like school and non-BE student characteristics into account.

Propensity Score Matching (PSM)
A statistical technique used to create comparable groups by accounting for differences in background characteristics. It estimates the probability (or "propensity") that a student would be in a particular group (such as attending a GEAR UP school) based on factors like demographics, prior achievement, and school characteristics. In this study, PSM scores are used to match students from the class of 2024 to similar students at campuses that did not offer GEAR UP services.

Statistical Significance
An indication of whether a result is likely due to chance. If a result is statistically significant, it means there is strong evidence that the observed difference is real and not random, typically using a threshold of less than 5% (p <.05).

1.2.2. Evaluation Design: Longitudinal and Quasi-Experimental

The external evaluation is a longitudinal design that spans 6 years and follows a cohort model.[8] There are four key cohort groups in the study:

- The **class of 2024 GEAR UP cohort** includes students at the six GEAR UP districts to whom targeted GEAR UP services were provided.
- The **matched comparison cohort** consists of a statistically matched sample of students also from the class of 2024 attending similar districts who did not participate in GEAR UP.

[8] The impact study does not span the seventh and final year of the grant as data were not available for analysis when the evaluation contract concluded in August 2025. However, a separate annual evaluation report documents implementation findings from the final year of the grant (Kennedy, et. al, 2025).

- The **retrospective cohort** includes students who attended GEAR UP districts and were one grade level ahead of the class of 2024 (i.e., the class of 2023). These students received basic GEAR UP services as part of the priority cohort but did not receive targeted services.
- The **follow-on cohort** includes students who attended the GEAR UP districts and were one grade level behind the class of 2024. These students are from the class of 2025 and also received basic GEAR UP services as part of the priority cohort. Like the retrospective cohort, they did not receive targeted services. The follow-on cohort can help us examine, for one, if successful practices put in place by GEAR UP for the class of 2024 were sustained in future years.

Table 1.2 illustrates the timeline and grade levels associated with the class of 2024 GEAR UP cohort across the grant period compared to the other cohorts of interest in which the majority of students were enrolled. This report focuses on Years 5 and 6, when the class of 2024 was in Grades 11 and 12. It is important to note that the cohorts were created based on the students' grade levels in Year 5 and Year 6. Students were included in the class of 2024 cohort if they attended a GEAR UP campus in Grade 11 in 2022–23 for Year 5 or Grade 12 in 2023–24 for Year 6.

Table 1.2. GEAR UP Evaluation Timeline: Grade in School by Grant Year by Cohort Group

Cohort Group	Biennial Impact Report 2021: Evaluation of Years 1 & 2 (Hutson et al., 2021)		Biennial Impact Report 2023: Evaluation of Years 3 & 4 (Hutson et al., 2023)		Biennial Impact Report 2025: Evaluation of Years 5 & 6 (Current Report)		First Year of College
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
Primary (Class of 2024)	Year 1 2018–19	Year 2 2019–20	Year 3 2020–21	Year 4 2021–22	Year 5 2022–23	Year 6 2023–24	Year 7 2024–25
Matched Comparison	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25
Retrospective (Class of 2023)	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
Follow-On (Class of 2025)	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26

1.2.3. Cohort Groups

1.2.3.1 GEAR UP Class of 2024

There were 2,204 students in the sample for the GEAR UP class of 2024 in Grades 11 and 12, a decrease of about 500 students from the previous impact study report.[9] Table 1.3 provides demographic information about the students by school. In future tables, to maintain confidentiality, schools are scrambled and masked by letters.

[9] *Texas GEAR UP: Beyond Grade Biennial Impact Report Evaluation of Years 3 and 4*

The sample was roughly split between male and female students. Fourteen percent of students were African American, six percent were White, less than one percent were of other races/ethnicities, and the remainder –almost four in five students (79%) were Hispanic. However, these percentages differed greatly by school: for example, about one in three students was classified as African American at C.E. King, compared to five percent or less at all other campuses. All of the students at San Elizario were classified as Hispanic, and Sinton had the largest proportion of White students (23%).

Most students in the sample were classified as economically disadvantaged (84%), and six in ten were classified as at-risk.[10] About one-third of students were identified as emergent bilingual students/English learners (EB/EL); this was one of the demographic variables with the highest variability among schools. For example, although almost half of students at San Elizario and about four in ten at Clevland were classified as EB/BL, less than 5 students were in this category at three GEAR UP campuses (Mathis, Sinton, and Van Horn). Only a small proportion of students were identified for gifted and talented and special education services. There were small differences in the STAAR scores for Grade 7 by school.

The districts also varied in their physical location and urbanicity. The grant served schools in southeast Texas (with two in the greater Houston area and two near Corpus Christi) and far west Texas. Three of the schools were on the edge of large cities (Houston and El Paso) while the other three were in less populated areas of the state. All schools served grades 9 through 12 except Van Horn School, which served students in Pre-Kindergarten through grade 12.

[10] At-risk status is reported annually in the Public Education Information Management System (PEIMS). There are 15 factors that determine if a student is classified as at-risk. They are listed In the 2022–23 Data Element Definitions in the Texas Education Data Standards on pp. 325–326.

Table 1.3. Class of 2024 GEAR UP Cohort Key Demographics by School

Category	C.E. King *N*=885	Cleveland *N*=748	Mathis *N*=112	San Elizario *N*=269	Sinton *N*=162	Van Horn *N*=28	All *N*=2,204
Gender (%)							
Male	51%	50%	55%	52%	51%	54%	51%
Race/Ethnicity (%)							
African American	29%	5%	<4%	0%	<3%	0%	14%
Hispanic	66%	87%	91%	100%	75%	82%	79%
White	3%	7%	8%	0%	23%	18%	6%
Economic Status (%)							
Economically Disadvantaged	81%	90%	79%	92%	59%	71%	84%
Instructional Program or Special Population (%)							
At-Risk	62%	55%	44%	78%	51%	71%	60%
EB/EL	23%	41%	<4%	47%	<3%	<18%	29%
Gifted and Talented	5%	3%	7%	7%	10%	<18%	5%
Special Education	8%	9%	16%	14%	14%	<18%	10%
STAAR Grade 7 Scale Score (Mean)							
Mathematics	1622	1636	1652	1631	1614	1590	1628
Reading	1618	1612	1648	1619	1632	1605	1619
Other School Details							
Region	Southeast	Southeast	Southeast	West	Southeast	West	
Urbanicity	Suburb: Large	Town: Fringe	Town: Distant	Rural: Fringe	Town: Distant	Rural: Remote	
Enrollment	3716	3627	408	985	547	381	
Grades Served	9-12	9-12	9-12	9-12	9-12	PK-12	

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24.

Note. GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs. EB/EL – Emergent bilingual students/English learners. PK – Pre-Kindergarten. To be included in the sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 11 student in 2022–23 and/or a Grade 12 student in 2023–24. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year). In cases where the student was missing Grade 11 data, values from fall of Grade 12 were used (fall of the 2023–24 school year). Cell counts of $n < 5$ are masked.

1.2.3.2 Matched Comparison Cohort

To understand if participation in the GEAR UP intervention was associated with improved college readiness and graduation, outcomes for the class of 2024 were compared to those from a matched comparison cohort, a statistically similar group of students from the same grade level and graduation cohort as the class of 2024 who attended schools not served by the GEAR UP program.

The creation of the matched comparison cohort began by finding schools that were as similar as possible to GEAR UP campuses. Schools were selected based on similarity of region and student characteristics (e.g., percentage of students classified as economically disadvantaged). Because several of the GEAR UP campuses were small, and because it was important to make

the best student-to-student match, more than one school was matched with each GEAR UP campus, with more being paired with smaller schools. The second step used propensity score matching (PSM) to find students at those schools who were statistically like students in the class of 2024 in terms of student characteristics (e.g., race/ethnicity, gender, economic status) and baseline academic achievement (i.e., STAAR-Mathematics and STAAR-Reading from Grade 7). Almost all (97%) students in the class of 2024 GEAR UP cohort with data for student characteristics listed in Table 1.4, below, were matched to a comparison student for a final sample size of 3,522 students. (See Appendix B for details on the PSM process.)

After completing the match, baseline equivalency (BE) was checked to determine how similar the groups were to each other. As demonstrated in Table 1.4, the two cohorts were quite similar. There were no significant differences between groups, and all effect sizes (ES) had Hedges' *g* <= 0.05, indicating statistical equivalency.[11, 12]

Table 1.4. Class of 2024 and Matched Comparison Cohorts: Key Demographics for Propensity Score Matched Students, Grades 11 and 12

Category	Class of 2024 (*n*=1755)	Matched Comparison (*n*=1767)	sig	ES
Gender (%)				
Male	50%	49%	ns	0.02
Race/Ethnicity (%)				
African American	14%	14%	ns	0
Hispanic	81%	81%	ns	0
White	4%	4%	ns	0
Economic Status (%)				
Economically Disadvantaged	85%	86%	ns	-0.03
Instructional Program or Special Population (%)				
At-Risk	61%	62%	ns	-0.02
EB/EL	28%	27%	ns	0.02
Gifted and Talented	6%	5%	ns	0.04
Special Education	8%	7%	ns	0.04
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1630	1631	ns	-0.01
Reading	1615	1617	ns	-0.02

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019. *Note.* EB/EL – Emergent bilingual students/English learners. PSM – Propensity Score Matching. To be included in the sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 11 student in 2022–23 and/or a Grade 12 student in 2023–24 and have been matched in the PSM. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year). In cases where the student was missing Grade 11 data, values from fall of Grade 12 were used (fall of the 2023–24 school year). Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with an effect size (ES) > 0.05 indicate baseline inequivalence between groups.

[11] A difference is considered statistically significant if there is a low probability, or *p*, that the difference occurred by chance (generally, the chance level is set to 5%).
[12] Hedges' *g* is a measure of effect size (standardized difference between means) that includes a correction for sample size, making it more robust than Cohen's *d* per the American Psychological Association.

Checking this initial baseline equivalency (BE) was not enough, as some students did not attend school for both Grade 11 and 12 or were missing data for one of the outcomes. Therefore, four distinct analytic samples were created for each grade level and outcome, and baseline differences were examined for each analytic sample (see Appendix B for details, and Tables C.2.1 – C.2.4, Appendix C, for BE data for analytic samples).

In two of the analytic samples – those for the STAAR U.S. History EOC exam and for graduation within 4 years, (see Tables C.2.3 and C.2.4, Appendix C), there was at least one student characteristic with a difference that had an effect size (ES) > 0.05. In these cases, those variables were added as covariates to multilevel models (MLMs). Students were also clustered by school in the MLMs to account for similarities between students attending the same schools (e.g., similar teachers, similar peer group). These MLMs are a more robust measure of the effect of GEAR UP on student outcomes, particularly in cases where there were slight differences in cohort composition.

1.2.3.3 Retrospective Cohort

Students in the retrospective cohort (class of 2023) attended the same schools and received some GEAR UP services as part of the priority cohort. They also shared a similar environment, teachers, and peers as the class of 2024. Unlike the class of 2024, they did not receive targeted GEAR UP services such as one-on-one tutoring and virtual college visits. Therefore, they provided a natural comparison group to examine the effects of targeted GEAR UP services on outcomes. Even so, it is important to remember that the cohorts are from different school years, and there may have been local, state and nationwide policies and events that may have caused differences in outcomes. For example, the COVID-19 pandemic affected both cohorts, but the class of 2024 was in Grades 8 and 9 during the height of the pandemic, while the retrospective cohort was in Grades 9 and 10, meaning the class of 2024 may have experienced greater disruption to foundational coursework, particularly in subjects like Algebra, which could have affected later academic outcomes.

Students in the retrospective cohort were in Grade 11 in 2021–22 and in Grade 12 in 2022–23. Analyses of student characteristics revealed some significant differences between the cohorts (see Table 1.5), and others with ES > 0.05 indicating the need to provide statistical corrections in the analytic models. Four analytic samples were created based on outcome participation. Any student characteristic variables that had differences with ES > 0.05 were added as covariates in logistic regression models (see Tables C.3.1 – C.3.4, Appendix C for BE information for each analytic sample). Additionally, school was added as a covariate to the models to account for similarities between students who attend the same schools (similar teachers, local environment, and so forth). Because there were significant differences in cohort composition, results from the logistic regression models provide the best estimate of the impact of cohort on outcomes.

Table 1.5. Class of 2024 and Retrospective Cohort Key Demographics, Grades 11 and 12

Student Characteristic	Class of 2024 (*n*=1,803)	Retrospective Cohort (*n*=1,700)	sig	ES
Gender (%)				
Male	50%	51%	ns	0.02
Race/Ethnicity (%)				
African American	14%	13%	ns	-0.03
Hispanic	81%	80%	ns	-0.03
White	4%	6%	ns	0.09
Economic Status (%)				
Economically Disadvantaged	85%	85%	ns	0
Instructional Program or Special Population (%)				
At-Risk	60%	55%	**	-0.10
EB/EL	28%	24%	*	-0.09
Gifted and Talented	5%	6%	ns	0.04
Special Education	8%	7%	ns	0.04
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1628	1635	ns	0.06
Reading	1615	1611	ns	0.03

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2021–22 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.

Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedges' g. To be included in the table above, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and/or Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have data for all student characteristics in the table above. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year for class of 2024, fall of the 2023–24 school year for retrospective cohort). In cases where the student was missing Grade 11 data, values from fall of Grade 12 were used (fall of the 2023–24 school year for class of 2024, fall of the 2022–23 school year for class of 2023). There were 113 students included in both the class of 2024 and the retrospective cohort groups. These students, originally in the retrospective cohort, were not promoted on time and thus became part of the class of 2024 cohort. Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

1.2.3.4 Follow-On Cohort

The follow-on cohort includes students who attended GEAR UP campuses one grade level behind the class of 2024 (i.e., the class of 2025).[13] Like the retrospective cohort, the follow-on cohort students received school-level GEAR UP services but did not receive targeted services. The follow-on cohort may have also benefited from practices put in place for the class of 2024. Therefore, results from this cohort can possibly shed light on the sustainability of successful practices. Of course, like the retrospective cohort, it is important to remember that the data were from different school years, and various events - including the COVID 19 pandemic- may have affected the cohorts differently. One way in which the pandemic affected the follow-on cohort differently was the cancellation of the STAAR assessment in spring 2020. For the retrospective and matched comparison cohorts, Grade 7 STAAR-Mathematics and STAAR-Reading scores are used to determine if the cohorts are equivalent in terms of pre-intervention academic

[13] Grade 11 students in the class of 2024 who were not promoted to the higher grade level in 2022–23 technically became part of the follow-on cohort. However, they are included as part of the class of 2024 in these analyses because they had the opportunity to receive targeted GEAR UP services.

outcomes. The follow-on cohort was in Grade 7 in spring of 2020, and thus did not have a Grade 7 STAAR, so Grade 6 STAAR data were used for both cohorts. Data were only available for Grade 11 outcomes.

Analyses comparing the class of 2024 to the follow-on cohort revealed several differences in student characteristics, two of which were statistically significant. Because participation by outcome varied, two separate analytic samples were created. The Grade 11 analytic sample is described below in Table 1.6, and an additional analytic sample is described in Table C.4.2, Appendix C. All variables that had differences with ES > 0.05 were added as covariates in logistic regression models. School was also added as a covariate to the models to account for similarities between students who attended the same schools. Because there were significant differences in cohort composition, results from the logistic regression models provide the best estimate of the impact of cohort on outcomes.

Table 1.6. Class of 2024 and Follow-On Cohort Key Demographics, Grade 11

Student Characteristic	Class of 2024 (*n*=1,727)	Follow-On (*n*=1,903)	sig	ES
Gender (%)				
Male	50%	50%	ns	0
Race/Ethnicity (%)				
African American	13%	14%	ns	-0.03
Hispanic	80%	79%	ns	0.02
White	5%	6%	ns	-0.04
Economic Status (%)				
Economically Disadvantaged	83%	86%	ns	-0.08
Instructional Program or Special Population (%)				
At-Risk	57%	63%	***	-0.12
EB/EL	25%	30%	n**	-0.11
Gifted and Talented	6%	6%	ns	0
Special Education	8%	8%	ns	0
STAAR Grade 6 Scale Score				
Mathematics	1609	1606	ns	0.03
Reading	1544	1538	ns	0.05

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2021–22 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.
Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedges' g. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 follow-on cohort) and have data for all student characteristics in the table above. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year for class of 2024, fall of the 2023–24 school year for retrospective cohort). In cases where the student was missing Grade 11 data, values from Grade 12 (fall 2023) were used for class of 2024 students. Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

1.3. Report Overview

Chapter 2, Student Outcomes, presents college readiness and graduation outcomes for each cohort group. Descriptive statistics associated with each of the outcomes and results by school are first provided to provide a foundation for the analyses that follow. Next, outcomes for the

class of 2024 are compared to those from matched comparison, retrospective, and follow-on cohorts. Finally, outcomes are examined by the length of time in the GEAR UP cohort. Additional details about the methodology accompany each of the various models in the main text (Appendix B provides more details on analyses, including cohort construction and statistical methodology). Findings in this report may differ from the annual project outcomes reports produced for the GEAR UP: Beyond Grad evaluation due to differences in data availability and analytic methodology. Appendix C provides tables that include additional details on the findings referenced throughout the chapter. A summary of findings is presented in Chapter 3, Summary and Conclusions, along with conclusions, a discussion of limitations, and recommendations.

2. Student Outcomes

The overall goal of the federal GEAR UP program is to improve college readiness and postsecondary education enrollment (see Appendix A for a list of all GEAR UP project goals and objectives). This chapter focuses on Grades 11 and 12 outcomes and focuses on two broad categories of outcomes: college readiness and high school graduation outcomes.

The first set of outcomes reflected GEAR UP's focus on college readiness. First, completion of Algebra II and AP and dual credit courses are examined. Next, SAT and ACT exam taking and meeting college readiness criteria for SAT, ACT, and the Texas Success Initiative Assessment (TSIA) are measured. To further examine college readiness, the percentage of students meeting standards for the STAAR U.S. History end-of-course (EOC) exam is also examined. Finally, Free Application for Federal Student Aid (FAFSA) and Texas Application for State Financial Aid (TASFA) completion are measured to assess students' financial readiness for college. Successful FAFSA completion may lead to increased college attendance and persistence in college (Bettinger et al., 2012).

The second set of outcomes are focused on graduation. There are two graduation-related outcomes: first, the percentage of students graduating within 4 years of beginning Grade 9 (i.e., on-time graduation), and second, the percentage of students graduating under the FHSP with an endorsement or at the Distinguished Level of Achievement. Student outcomes are first presented by school (Section 2.1), then by cohort (Sections 2.2, 2.3, and 2.4), and finally by length of time in cohort (2.5).

2.1. Student Outcomes by School

This section of the report presents the results for each outcome (i.e., frequencies) by school for students in the class of 2024. Frequencies are compared to the target for the grant project objective when appropriate or the state average when available. The findings in this section demonstrate that, although some schools had significant progress related to GEAR UP project goals and objectives, overall performance varied a great deal across schools. More details are in the subsections that follow.

2.1.1. College Readiness Outcomes

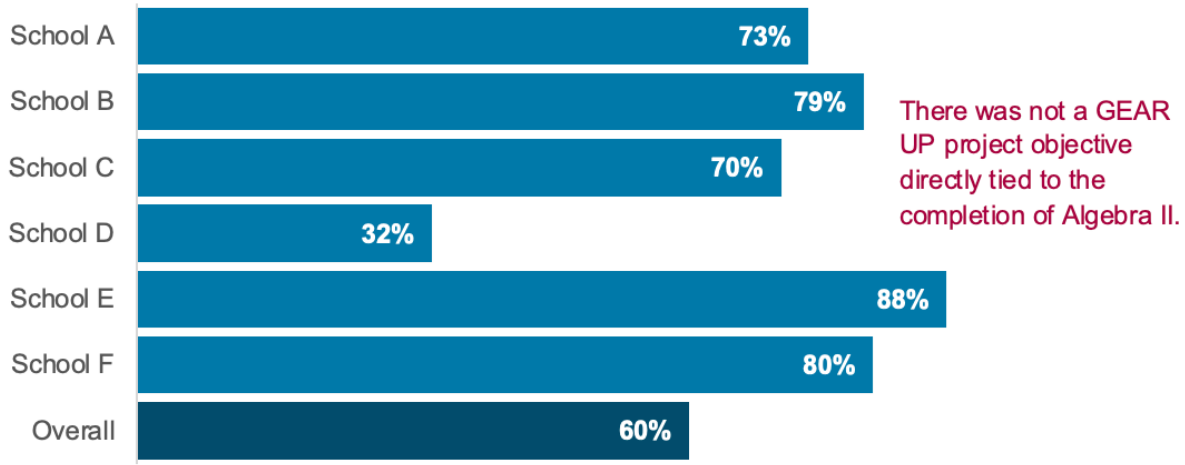
This section provides student outcomes by school for a range of college readiness outcomes for the class of 2024.

COMPLETED ALGEBRA II BY GRADE 11

To measure the percentage of students who completed Algebra II by Grade 11, Algebra II course completion data were examined for class of 2024 students in Grade 9 (2020–21) through Grade 11 (2022–23). If students successfully completed the course within that time frame, they were categorized as Algebra II completers. If students had not attempted the course or had attempted it but had not successfully completed it, then they were categorized as non-completers.

Sixty percent of the class of 2024 completed Algebra II by Grade 11, with large differences by school. Completion percentages ranged from 32% to 88% (Figure 2.2.1; Table C.1.1, Appendix C).

Figure 2.2.1. Algebra II Completion by Grade 11 (2022–23) for Class of 2024 by School



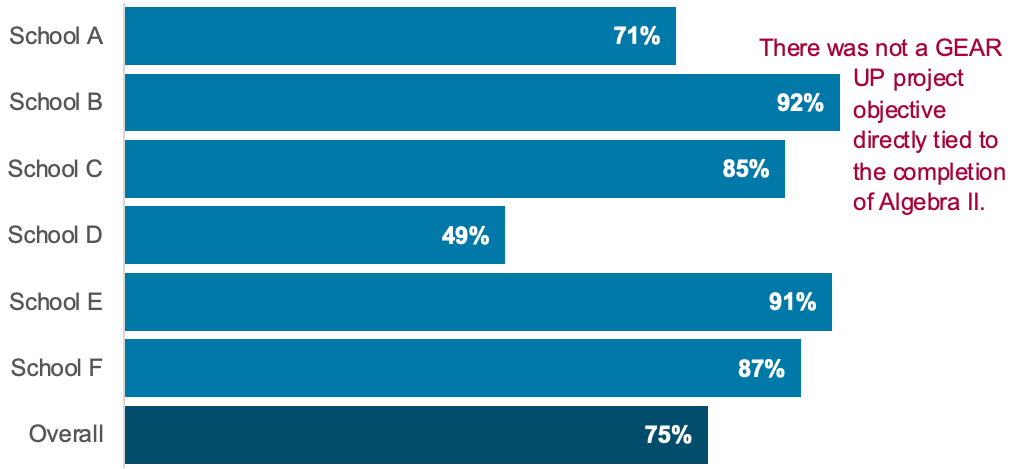
Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2022–23.
Note. Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 11 (spring 2023). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the sample (n=1,977), students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23.

COMPLETED ALGEBRA II BY GRADE 12

Algebra II course completion data were examined for class of 2024 students in Grade 9 (2020–21) through Grade 12 (2023–24). If students successfully completed the course within that time frame, they were categorized as Algebra II completers. If students had not attempted the course or had attempted it but had not successfully completed it, then they were categorized as non-completers.

Seventy-five percent of students in the class of 2024 completed Algebra II by Grade 12. As shown in Figure 2.2.2 and Table C.1.2, Appendix C, Algebra II completion by Grade 12 varied greatly by school, with almost all students (92%) completing the course by Grade 12 at School B and School E (91%) and slightly less than 50% at School D. Completion percentages at all schools but School A increased from Grade 11 to Grade 12; the apparent decrease in completion for School A was due to the fact that the samples required students to be enrolled as a student for either Grade 11 or Grade 12. Some students that had successfully completed the course by Grade 11 were no longer enrolled in School A in Grade 12, so they were removed from the data for that analysis.

Figure 2.2.2. Algebra II Completion by Grade 12 (2023–24) for Class of 2024 by School



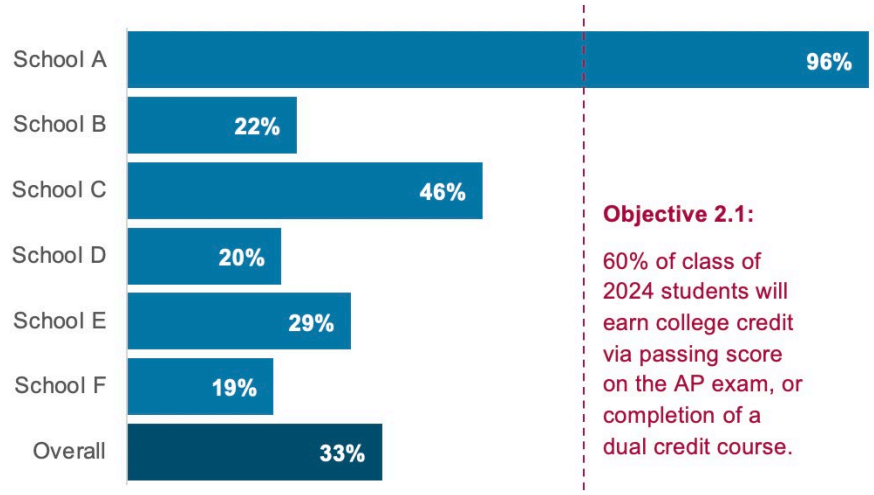
Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.
Note. Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 12 (spring 2024). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the sample *(n*=1,710), students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24.

COMPLETED AP COURSE BY GRADE 11

Project Objective 1.2 states, "By the end of the class of 2024's fifth year (Grade 11), 60% of class of 2024 students will complete a Pre-AP, Pre-IB, AP, or IB course."[14] Because none of the GEAR UP campuses offered Pre-IB or IB courses, and limited data about Pre-AP courses were available in the Public Education Information Management System (PEIMS), only AP course completion was examined. **One in three students (33%) in the class of 2024 sample completed an AP course by Grade 11.** There were large differences in completion by school; School B had the highest percentage (46%), while Schools A and E had no AP course completers. (See Figure 2.2.3; Table C.1.3, Appendix C.)

[14] The goals and objectives originally referred to the class of 2024 as the "primary cohort." The cohort is now referred to as the "class of 2024" for consistency with other reports.

Figure 2.2.3. Completion of an AP Course by Grade 11 (2022–23) for Class of 2024 by School



Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2022–23.
Note. AP – Advanced Placement. AP completers were defined as students who successfully completed an AP course by the end of Grade 11 (spring 2023). The set of non-completers includes both students who did not take AP courses and those who took an AP course but did not successfully complete it. To be included in the sample (*n*=1,977), students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23.

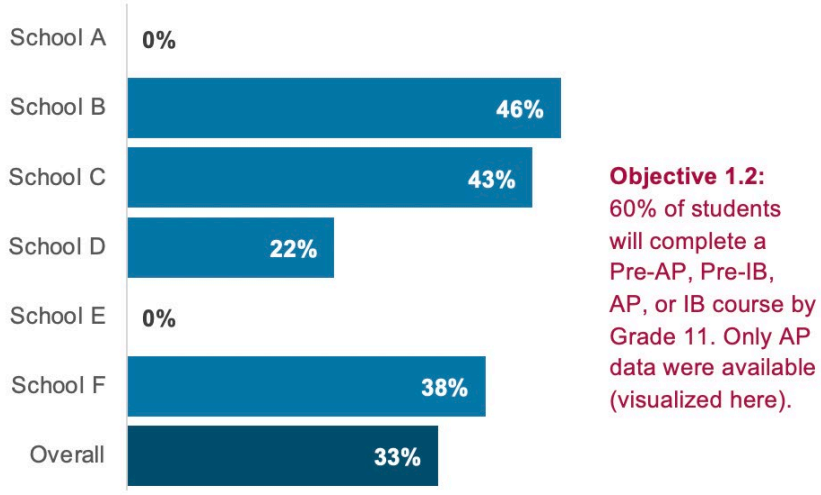
It should be noted that schools are not required to offer AP or IB courses though they are encouraged to do so; some schools instead choose to offer additional dual credit courses to better fit the needs of their students.[15] Some of the schools in the GEAR UP cohort decided to prioritize other ways of earning dual credit instead of AP courses.

EARNED COLLEGE CREDIT VIA PASSING AP EXAM OR COMPLETING DUAL CREDIT COURSE BY GRADE 12

Project Objective 2.1 states, "By Year 6, 60% of the class of 2024 students will be eligible to earn credit by passing an AP exam, International Baccalaureate (IB) exam, or passing a dual credit course."[16] **Across GEAR UP schools, only 33% of students met this goal**. Examination of these data by school found wide variation with 96% of students at School A meeting the objective compared to only 19% of students at School F (see Figure 2.2.4; Table C.1.4, Appendix C).

[15] Title 19 of the Texas Administrative Code [TAC] §74.11-13, 2023, amended to be effective August 1, 2022; §101.4002, 2023, amended to be effective August 9, 2022.
[16] IB exam data were not available as IB courses were not offered to students in GEAR UP districts.

Figure 2.2.4. Earned College Credit via Passing AP Exam or Completing Dual Credit Course by Grade 12 (2023–24) for Class of 2024 by School

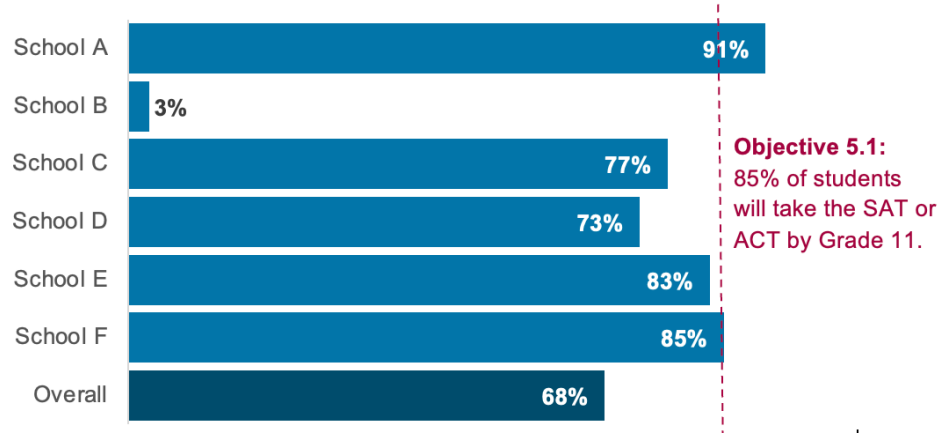


Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.
Note. AP – Advanced Placement. Students who earned college credit either successfully completed a dual credit course or passed an AP exam (earning a score of 3 or higher) by the end of Grade 12 (spring 2024). The set of students who did not earn college credit includes both students who did not take dual credit courses or AP exams and those who took a dual credit course/AP exam but did not earn credit/pass the exam. To be included in the sample (*n*=1,710), students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24.

TOOK SAT OR ACT EXAM BY GRADE 11

Project Objective 5.1 states, "In Grade 11, 85% of students will take the SAT or ACT exam." **About two in three (68%) of class of 2024 students met this target.** Completion of SAT and ACT varied by school, with School A (91%) and School F (85%) meeting the target, and School B having very few students (3%) who took the SAT or ACT (Figure 2.2.5; Table C.1.5, Appendix C).

Figure 2.2.5. SAT or ACT by Grade 11 (2022–23) for Class of 2024 by School



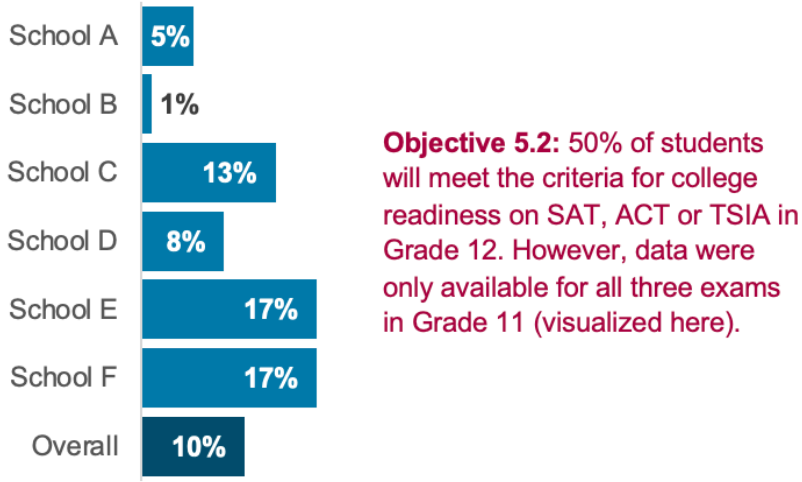
Source. Texas Education Agency (TEA), College Board ACT and SAT data, 2020–21 to 2022–23.

Note. Students were identified as taking the SAT or ACT if they took the SAT or ACT by the end of Grade 11 (spring 2023). Students were flagged as not taking the SAT or ACT if they did not take the SAT or ACT by the end of Grade 11. To be included in the sample (*n*=1,977), students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23.

MET COLLEGE READINESS CRITERIA FOR SAT, ACT, OR TSIA BY GRADE 11

Project Objective 5.2. states that "50% of class of 2024 students will meet the college readiness criteria on the SAT, ACT, or the TSIA by Grade 12." Due to limited data availability, we were unable to examine SAT and ACT scores for Grade 12. Therefore, progress toward this outcome for all three examinations was analyzed for Grade 11. Students met the objective if they met the college readiness criteria for any one of the three examinations**.** They were flagged as not meeting the objective if they did not meet the college readiness criteria or if they did not take one of the three exams. **Across all schools, only 10% of all students met the college readiness criteria for SAT, ACT or TSIA by Grade 11.** Once again, there was a large amount of variation across schools, with only 1% of students at School B and 17% at Schools E and F meeting college readiness criteria (See Figure 2.2.6 and Table C.1.6., Appendix C).

Figure 2.2.6. Met College Readiness Criteria for SAT, ACT or TSIA by Grade 11 (2022–23) for Class of 2024 by School

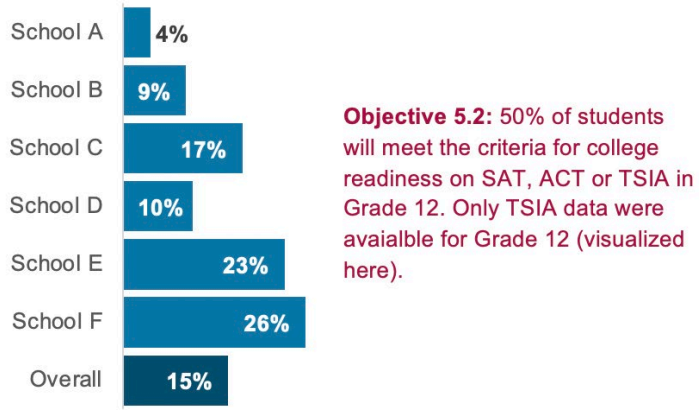


Source. Texas Education Agency (TEA), College Board ACT, SAT, and TSIA data, 2020–21 to 2022–23.
Note. TSIA – Texas Success Initiative Assessment. Students were identified as meeting college readiness criteria if they took the SAT, ACT or TSIA by the end of Grade 11 (spring 2023) and met respective college readiness criteria on one of the exams. Students were flagged as not meeting college readiness criteria on the SAT, ACT, or TSIA if they did not take the SAT, ACT or TSIA by the end of Grade 11 or if they took one of these exams but did not meet college readiness criteria on any of the exams. To be included in the sample (*n*=1,977), students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23.

MET COLLEGE READINESS CRITERIA FOR TSIA BY GRADE 12

As stated in the previous section, Grade 12 data were not available for ACT or SAT, but TSIA data were available to examine. **Rates of college readiness as measured by the TSIA increased somewhat compared to Grade 11—15% percent of students met the college readiness criteria for TSIA by Grade 12.** Once again, results strongly varied by school, with only 4% of students at School A meeting the college readiness criteria for TSIA in Grade 12, compared to 26% at School F (Figure 2.2.7; Table C.1.7, Appendix C).

Figure 2.2.7. Met College Readiness Criteria for TSIA by Grade 12 (2023–24) for Class of 2024 by School



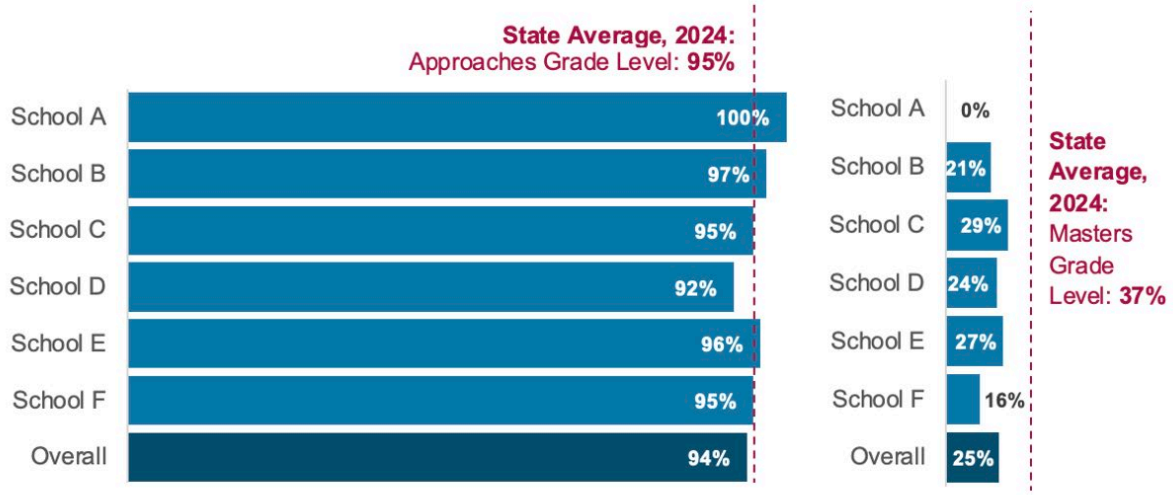
Source. Texas Education Agency (TEA), College Board TSIA data, Public Education Information Management System (PEIMS), 2020–21 to 2023–24.
Note. TSIA – Texas Success Initiative Assessment. Students were identified as meeting college readiness criteria if they took TSIA by the end of Grade 12 (spring 2024) and met TSIA college readiness criteria. Students were flagged as not meeting TSIA college readiness criteria if they did not take the TSIA by the end of Grade 12 or if they took the TSIA but did not meet TSIA college readiness criteria. To be included in the sample (*n*=1,710), students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23.

MET PERFORMANCE STANDARDS ON STAAR U.S. HISTORY EOC ASSESSMENT IN GRADE 11

College readiness was next examined via performance on the STAAR U.S. History EOC exam in Grade 11. **Overall, 94% of students met the Approaches Grade Level Standard, which indicates that students generally understood and could apply the material taught in the course to familiar contexts**.[17] This percentage was slightly lower than the state average of 95%. However, only one in four students met the Masters Grade Level Standard, which indicates whether students are expected to succeed in the next grade or course without academic intervention. This percentage was much lower than the state average of 37% (See Figure 2.2.8; Table C.1.8, Appendix C).[18]

[17] TEA's STAAR Performance Standards webpage
[18] TEA's STAAR U.S. History Statewide Summary Report (2023)

Figure 2.2.8. STAAR U.S. History EOC Exam Performance for Class of 2024 Grade 11 (2022–23) by School



Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23; TEA, State of Texas Assessments of Academic Readiness (STAAR), spring 2023; 2022–23 STAAR Statewide EOC Results.

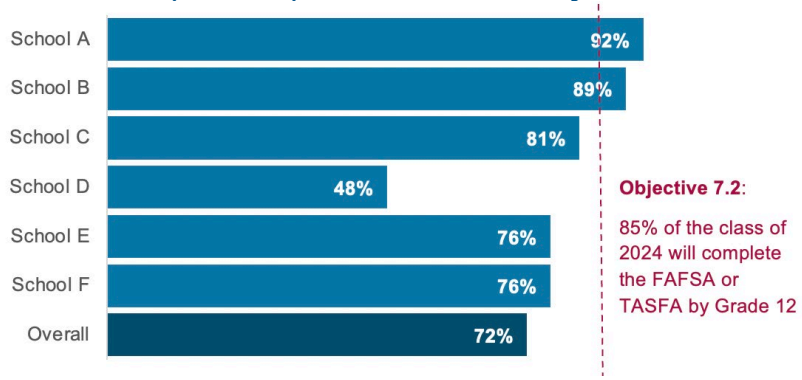
Note. EOC – End-Of-Course Exam. Data from the spring administration of the exam in 2023 were used. Students were identified as meeting Approaches Grade Level Standards if they took the STAAR U.S. History EOC exam by the end of Grade 11 (spring 2023) and met the cut score for the Approaches Grade Level standard. Students were identified as meeting Masters Grade Level Standards if they took the STAAR U.S. History EOC exam by the end of Grade 11 (spring 2023) and met the cut score for the Masters Grade Level standard. To be included in the sample (*n*=1,638), students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 and have a scored U.S. History EOC exam from spring 2023.

COMPLETED FAFSA OR TASFA BY GRADE 12

FAFSA or TASFA completion is a critical step in supporting college access, particularly for first-generation college students. GEAR UP helped students and families navigate this process through advising and resources. The program set an ambitious goal of having 85% of students complete the FAFSA or TASFA by Grade 12 (Project Objective 7.2). However, delays and technical issues with the rollout of a new version of FAFSA created new challenges for districts in the 2023–24 school year. For example, Kennedy et al. (2024) found that GEAR UP personnel largely agreed with the statement that "the FAFSA delay has made it difficult for students to submit college applications."

Despite the challenges with the FAFSA rollout, Kennedy et al. (2024) also reported that GEAR UP districts rose to the challenge, hosting FAFSA information nights and helping students complete their applications. **Almost three in four students (72%) completed their FAFSA or TASFA applications by Grade 12.** Percentages varied by school; Schools A and B exceeded the objective (Figure 2.2.9; Table C.1.9, Appendix C), but only 48% of students at School D met the objective.

Figure 2.2.9. Completion of FAFSA or TASFA by Grade 12 (2023–24) for Class of 2024 by School



Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24.
Note. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. Students were identified as completing the FAFSA or TASFA if they completed either by the end of Grade 12. Students were identified as a non-completer if they did not complete the FAFSA or TASFA by the end of Grade 12. To be included in the sample (*n*=1,710), students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24.

2.1.2. Graduation Outcomes

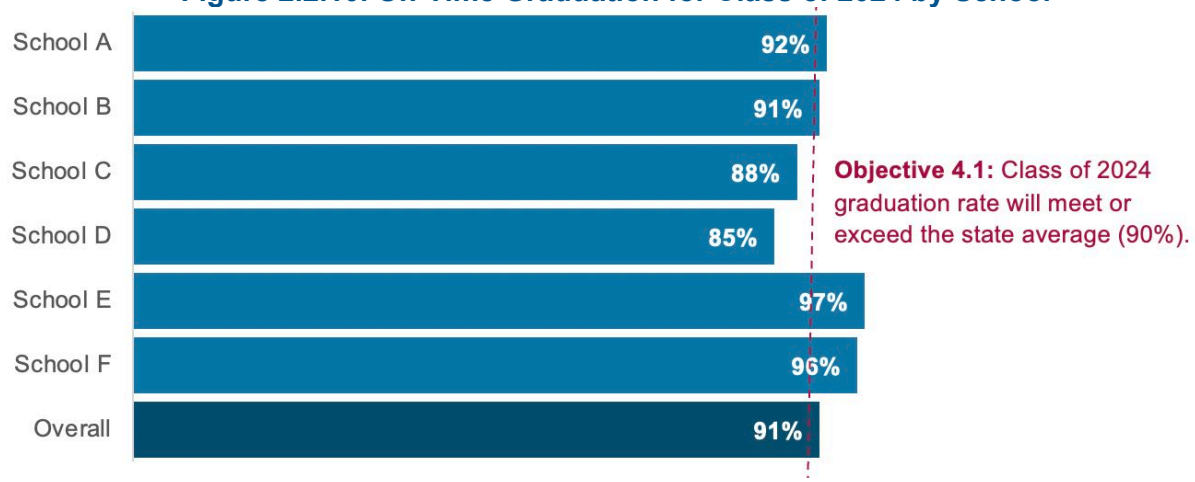
In this section, the percentage of students who graduated on time as well as the percentage of students who graduated under the FHSP with an endorsement or Distinguished Level of Achievement are presented.

GRADUATED ON TIME

Project Objective 4.1 states, “By the sixth year of the program, graduation rates will meet or exceed the state.” To assess this objective, the on-time graduation rate for a cohort of students

who entered GEAR UP schools in 2020–21 as Grade 9 students was examined.[19] **Across GEAR UP schools, the on-time graduation rate for the class of 2024 was 91%, slightly higher than the 2023 state average** (the most up-to-date figure as of reporting time) of 90.3% (TEA, 2024) (Figure 2.2.10; Table C.1.10, Appendix C).[20]

Figure 2.2.10. On-Time Graduation for Class of 2024 by School



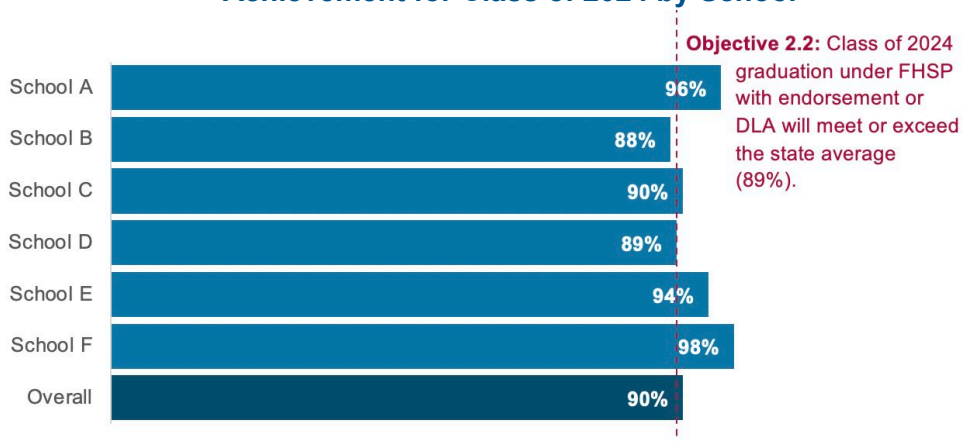
Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.
Note. To be included in the sample (*n*=1,912), students must have been enrolled in a GEAR UP campus as a Grade 9 student in 2020–21. Students were recorded as on-time graduates if they graduated from any Texas school by August 31, 2024. Students were identified as not being an on-time graduate if they did not graduate from any Texas school by August 31, 2024.

[19] The analyses for on-time graduation in this report differ from TEA's official graduation calculation because GEAR UP was designed to serve all students at participating districts beginning in Grade 9. Students who entered Grade 9 for the first time in fall 2020 were considered part of the 2020–21 GEAR UP analytic sample and were expected to graduate by August 31, 2024. Students in this sample were tracked to their expected graduation date, including students who changed campuses, were retained for one or more grade levels, or graduated early. Students who joined the sample after Grade 9 were not included. Students were only included in the final analytic sample if they graduated or were recorded as dropping out. Some of the students who were excluded from the calculation left the sample for a variety of reasons, including entering into homeschooling, enrolling in private schools, or schools outside of the state of Texas. This approach differs from TEA's graduation rate calculation in that TEA calculates dropout and graduation rates in accordance with standards and definitions adopted by the National Center for Education Statistics of the United States Department of Education and in compliance with the No Child Left Behind Act of 2001 (20 U.S.C. Section 6301 et sq.). These requirements specify the calculation of a longitudinal adjusted cohort graduation rate based on a cohort that takes into account students' progression from grade to grade, data on graduation status, and data on students who transfer in and out of a school, district, or state during the high school years. TEA defines a cohort as the group of students who begin Grade 9 in Texas public schools for the first time at any time in the same school year plus students, who in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students in the cohort are tracked to their expected graduation date, and all students remain in their original cohort including students who were retained in grade or graduated early. For the purposes of calculating the longitudinal graduation rate, students who leave the cohort for reasons other than graduating, receiving GED, certificates, or dropping out were excluded based on statutory requirements and were not included in the calculation. Please see *Secondary School Completion and Dropouts in Texas Public Schools 2022–23* for more information. TEA's methodology was not employed in this analysis. There may be limitations with this approach.
[20] TEA's *Secondary School Completion and Dropouts in Texas Public Schools 2022–23*.

GRADUATED UNDER FOUNDATION HIGH SCHOOL PROGRAM WITH AN ENDORSEMENT OR DISTINGUISHED LEVEL OF ACHIEVEMENT

The final objective assessed was Project Objective 2.2, which states, "The percentage of students in the class of 2024 who graduate on the FHSP with an endorsement or receiving the Distinguished Level of Achievement will meet or exceed the state average." **Ninety percent of students in the class of 2024 graduated under the FHSP with an endorsement or with the Distinguished Level Achievement, which was higher than the state average for 2023** (89%; TEA, 2024).[21] All GEAR UP schools but School B met this target (Figure 2.2.11; Table C.1.11, Appendix C).

Figure 2.2.11. Graduated under the Foundation High School Program with an Endorsement or Received the Distinguished Level of Achievement for Class of 2024 by School



Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.
Note. DLA – Distinguished Level of Achievement. FHSP – Foundation High School Plan. To be included in the sample *(n*=1,710*),* students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24.

2.2. Student Outcomes by Cohort: Matched Comparison

This section compares outcomes for students in the class of 2024 to those in a statistically matched comparison cohort (see Appendix B). Outcomes were first compared at the group level via Chi-squared analyses. Next, MLMs that clustered students by school and took into account any student characteristics that were different between the groups were created (see Appendix B and Tables C.2.1 – C.2.4 for more information).

There were significant differences at the cohort level on many college readiness outcomes, some favoring the class of 2024 (completing an AP course, earning a college credit by passing an AP exam or a dual language course, meeting college readiness requirement on TSIA, FAFSA/TASFA completion, and graduating on time, to name a few) and others favoring the matched comparison group (such as Algebra II completion and performance on the U.S. History

[21] TEA's *Secondary School Completion and Dropouts in Texas Public Schools 2022–23*.

EOC exam, graduating on the FHSP or received the Distinguished Level of Achievement, and completing the FAFSA or TASFA).

However, in subsequent MLM analyses that clustered students by school, there were only two significant differences between the cohorts (one favoring the class of 2024, and the other favoring the matched comparison group), indicating that, for most outcomes, variations by school better explained differences than GEAR UP participation. Detailed findings are presented in the subsections that follow.

2.2.1. College Readiness Outcomes

This section provides findings comparing the class of 2024 cohort and the matched comparison cohort for a range of college readiness outcomes.

COMPLETION OF ALGEBRA II

The class of 2024 was significantly less likely to complete Algebra II by Grade 11 than the matched comparison cohort (62% versus 67%).[22] **The class of 2024 was also significantly less likely to complete Algebra II by Grade 12 than the matched comparison cohort** (77% versus 84%).[23] There were substantial differences in Algebra II completion by school, and MLMs revealed that cohort group was not predictive of Algebra II course completion (Tables C.2.5 and C.2.6, Appendix C), indicating that school membership was a better predictor of Algebra II completion in both Grades 11 and 12 than participation in GEAR UP.

COMPLETED AP COURSE BY GRADE 11

In contrast to the findings for Algebra II, students in the class of 2024 were significantly more likely to complete an AP course by Grade 11 than were the matched comparison cohort at the group level (35% versus 27%).[24] However, as with the previous analyses, there was substantial variation in completion rates by school, and MLMs that grouped students by school revealed that cohort group was not predictive of AP course completion (Table C.2.7, Appendix C).

EARNED COLLEGE CREDIT VIA PASSING AP EXAM OR COMPLETING DUAL CREDIT COURSE BY GRADE 12

The class of 2024 had similar rates of earning college credit via AP exam or dual credit completion as the matched comparison group (34% and 36%, respectively). Additionally, MLMs revealed that cohort group was not predictive of earning college credit via passing an AP exam or completing a dual credit course by Grade 12 (Table C.2.8, Appendix C).

TOOK SAT OR ACT EXAM BY GRADE 11

Students in the class of 2024 were significantly more likely to take the SAT or ACT by Grade 11 than were students in the matched comparison cohort as a group (70% versus

[22] χ^2 (1, n=3,249) = 9.7, p < .01
[23] χ^2 (1, n=2,796) = 19.0, p < .001
[24] χ^2 (1, n=3,250) = 21.7, p < .001

61%).[25] Once again, there was substantial variation in completion rates by school. MLMs revealed that cohort group was not predictive of taking the SAT or ACT exam in Grade 11 once school membership was taken into account (Table C.2.9, Appendix C).

MET COLLEGE READINESS CRITERIA FOR SAT, ACT, AND/OR TSIA BY GRADE 11

The class of 2024 was significantly more likely to meet the college readiness criteria for SAT, ACT, and TSIA by Grade 11 than were the matched comparison cohort as a group (10% versus 7%).[26] However, MLMs revealed that cohort group was not predictive of meeting college readiness criteria for SAT, ACT, or TSIA by Grade 11 (Table C.2.10, Appendix C), indicating that school membership was a better predictor of meeting the college readiness criteria for SAT, ACT, or TSIA by Grade 11 than participation in GEAR UP.

MET COLLEGE READINESS CRITERIA FOR TSIA BY GRADE 12

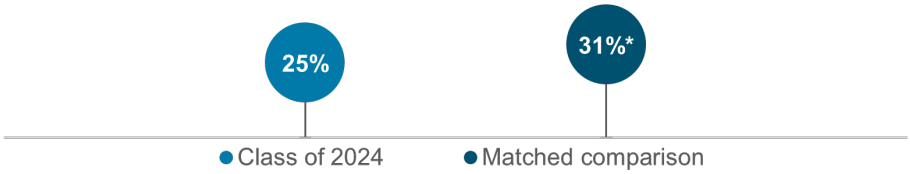
The class of 2024 was significantly more likely to meet the college readiness criteria for TSIA by Grade 12 than were the matched comparison cohort (15% versus 9%).[27] However, because of the variation in rates of meeting the criteria by school, cohort group was not predictive of meeting college readiness criteria for TSIA by Grade 12 in the MLM models (Table C.2.11, Appendix C).

MET STANDARDS ON STAAR U.S. HISTORY EOC ASSESSMENT IN GRADE 11

A similar percentage of the class of 2024 and the matched comparison cohort reached the Approaches Grade Level Standard on the STAAR U.S. History EOC Assessment in Grade 11 (95% and 96%, respectively; Table C.2.12, Appendix C). However, significantly more students in the matched comparison cohort achieved the Masters Grade Level standard than students in the class of 2024 (31% versus 25%, respectively).[28] **MLMs revealed that cohort group was predictive of mastering state standards on the STAAR U.S. History EOC Assessment by Grade 11, indicating that the matched comparison cohort was more likely to meet this standard than the class of 2024, even after school membership was taken into account** (odds ratio [*OR*] = 0.66, $p < .05$, Figure 2.3.1; Table C.2.13, Appendix C).

[25] χ^2 (1, n=3,250) = 32.6, $p < .001$
[26] χ^2 (1, n=3,250) = 8.8, $p < .01$
[27] χ^2 (1, n=2,796) = 22.0, $p < .001$
[28] χ^2 (1, n=2,722) = 13.2, $p < .001$

Figure 2.3.1. Masters Grade Level Standards on STAAR U.S. History EOC Grade 12 for Class of 2024 and Matched Comparison Cohorts



Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24. State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) exam spring 2023.

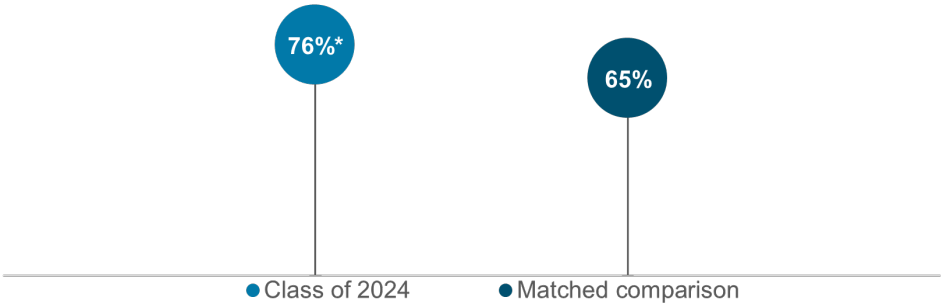
Note. *indicates statistical significance ($p < .001$). OR = Odds Ratio χ^2 – Chi-Squared Statistic. The difference, displayed above, was significant at the group level ($\chi^2(1, n=2{,}772) = -13.2$ $p < .001$; effect size (ES) = -0.13). Additionally, the difference was also significant in the logistic regression model (odds ratio; *OR* = 0.66, $p < .05$). To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus in the fall of 2022 as a Grade 11 student and been matched in the propensity score matching and had a scored STAAR U.S. History EOC exam from spring 2023.

COMPLETED FAFSA OR TASFA BY GRADE 12

A significantly higher percentage of the class of 2024 completed the FAFSA or TASFA by Grade 12 than did their matched comparison peers (76% versus 65%).[29] Once school was added to the MLM model, cohort remained a significant predictor of completing the FAFSA or TASFA by Grade 12 (OR = 2.17, $p < .05$; Figure 2.3.2; Table C.2.14, Appendix C). **That is, students attending GEAR UP campuses were more likely to complete FAFSA or TASFA than the matched comparison cohort, even after accounting for school membership.**

[29] $\chi^2(1, n=2{,}796) = 37.9$, $p < .001$

Figure 2.3.2. Completion of FAFSA and TASFA by Grade 12 for Class of 2024 and Matched Comparison Cohorts



Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.
Note. FAFSA – Free Application for Federal Student Aid. OR = Odds Ratio. TASFA – Texas Application for State Financial Aid. χ^2 – Chi-Squared Statistic. *indicates statistical significance ($p < .001$). The difference, displayed above, was significant at the group level $\chi^2(1, n=2{,}795) = 37.9$, $p < .001$; effect size (ES) = 0.24). Additionally, the difference was also significant in the logistic regression model ($OR = 2.17$, $p < .05$). To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 12 student in the fall of 2023 and have been matched in the propensity score matching.

2.2.2. Graduation Outcomes

This section provides findings comparing the class of 2024 cohort and the matched comparison cohort on two key graduation outcomes.

ON-TIME GRADUATION

Students in the class of 2024 were significantly more likely to graduate on time than were their peers in the matched comparison group (99% versus 97%).[30] However, cohort was not a significant predictor of graduating on time in the MLMs, indicating that school membership better explained the difference in promotion rates than did cohort membership (Table C.2.15, Appendix C).

GRADUATED UNDER THE FOUNDATION HIGH SCHOOL PROGRAM WITH AN ENDORSEMENT OR DISTINGUISHED LEVEL OF ACHIEVEMENT

Students in the class of 2024 were significantly more likely to graduate on the FHSP with an endorsement or Distinguished Level of Achievement than were their peers in the matched comparison cohort (94% versus 89%).[31] However, once school was added to the MLM model, cohort was no longer a significant predictor of graduating on the FHSP with an endorsement or Distinguished Level of Achievement (Table C.2.16, Appendix C).

[30] $\chi^2(1, n=2{,}502) = 5.7$, $p < .05$
[31] $\chi^2(1, n=2{,}796) = 23.7$, $p < .001$

2.3. Student Outcomes by Cohort: Retrospective

This section compares outcomes for students in the class of 2024 to those in the retrospective cohort. As a reminder, students in the retrospective cohort were in the class of 2023 and attended the same schools as the class of 2024. They also received some GEAR UP services as members of the priority cohort. Unlike the class of 2024,they did not receive targeted services (such as tutoring and college visits) from the program.

There were more differences in student characteristics between the class of 2024 and the retrospective cohort than with the matched comparison cohort. The differences were small, but several were significant. Therefore, logistic regressions that included school and the inequivalent characteristics were performed in addition to Chi-squared tests, and these should be considered as more reliable measures of the true influence of cohort membership on outcomes. (See Tables C.3.1–C.3.4, for information about the analytic samples and Appendix B for more information about the retrospective cohort).

Results indicated that students in the class of 2024 were significantly less likely to complete Algebra II, complete an AP course, and complete FAFSA/TASFA. They were more likely to meet college readiness criteria on the TSIA by Grade 12, achieve Approaches Grade Level standard on the STAAR U.S. History EOC exam, and graduate under the FHSP with an endorsement or at the Distinguished Level of Achievement. Detailed findings are presented in the subsections that follow.

2.3.1. College Readiness Outcomes

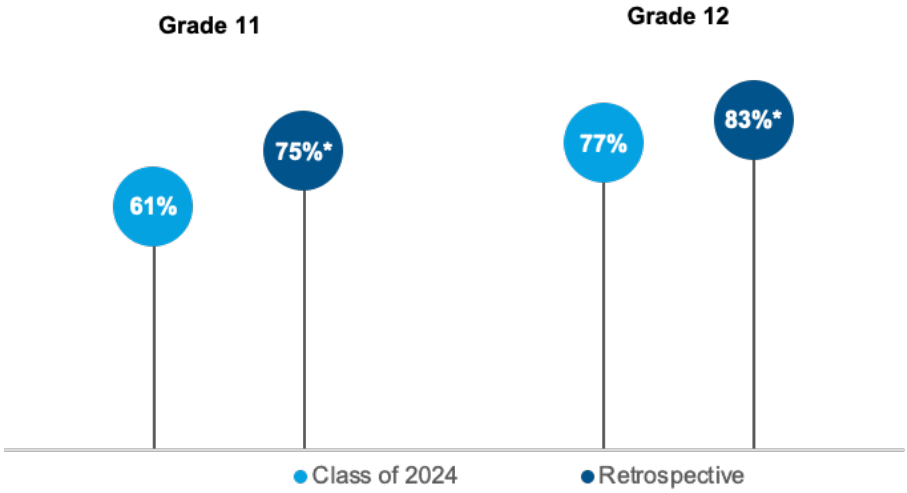
This section provides findings comparing the class of 2024 cohort and the retrospective cohort for a range of college readiness outcomes.

ALGEBRA II COURSE COMPLETION BY GRADE 11

Class of 2024 students were significantly less likely to complete Algebra II than were students in the retrospective cohort in both Grades 11 and 12 (Figure 2.4.1).[32] This difference was significant both at the group level and in logistic regressions that controlled for school and other variables with baseline inequivalences (*ORs* = 0.48 and 0.62, respectively, $p < .001$; Tables C.3.5–C.3.8, Appendix C). **That is, students in the class of 2024 were less likely to complete Algebra II by either Grade 11 or 12 than students in the retrospective cohort, regardless of school membership.**

[32] χ^2 (1, n=3,223) = 71.9, $p < .001$ for Grade 11 and χ^2 (1, n=2,792) = 15.2, $p < .001$ for Grade 12

Figure 2.4.1. Algebra II Completion by Grades 11 and 12 for Class of 2024 (2022–23) and Retrospective (2021–22) Cohorts



Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2022–24.

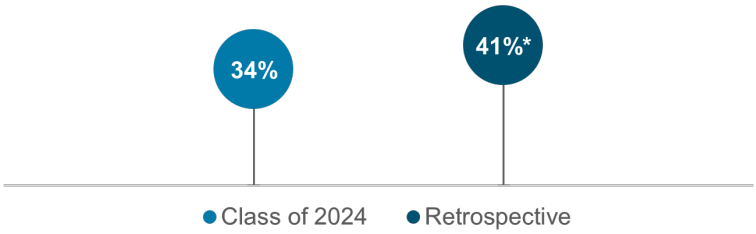
Note. *indicates statistical significance ($p < .001$). OR = Odds Ratio. χ^2 – Chi-Squared Statistic. The differences displayed here were significant at the group level (χ^2 (1, n=3,223) = 71.9, $p < .001$; effect size (ES) = -0.30) for Grade 11 and (χ^2 (1, n=2,792) = 15.2 $p < .001$; ES = -0.15 for Grade 12. Additionally, the difference was also significant in the logistic regression models (*ORs* = 0.48, $p < .001$ and 0.62, p <.001, respectively). Algebra II completers were defined as students who successfully completed Algebra II by the end of either Grade 11 (spring 2023 for class of 2024, spring 2022 for retrospective cohort) or Grade 12 (spring 2024 for the class of 2024, spring 2023 for the retrospective cohort). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and have had data for all background variables listed in Table C.3.1 or as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have had data for all background variables listed in Table C.3.2.

COMPLETION OF AN AP COURSE BY GRADE 11

Students in the class of 2024 were significantly less likely to take an AP course by Grade 11 than were students in the retrospective cohort (34% versus 41%; Figure 2.4.2).[33] **The difference persisted in the logistic regression model that controlled for school and student characteristic variables with baseline inequivalences** (*OR* = *0.*73, $p < .001$; Tables C.3.9–C.3.10, Appendix C).

[33] χ^2 (1, n=3,223) = 15.8, $p < .001$

Figure 2.4.2. Completion of an AP Course by Grade 11 for Class of 2024 and Retrospective Cohorts



Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2022–23.

Note. OR – Odds Ratio. AP – Advance Placement. χ^2 – Chi-Squared Statistic. *indicates statistical significance ($p < .001$). The difference, displayed above, was significant at the group level (χ^2 (1, *n=3,223*) = 15.8, $p < .001$; effect size (ES) = -0.15), Additionally, the difference was significant in the logistic regression model (*OR = 0.*73, $p < .001$). AP completers were defined as students who successfully completed an AP course by the end of Grade 11 (spring 2023 for class of 2024, spring 2022 for retrospective cohort). The set of non-completers includes both students who did not take AP courses and those who took an AP course but did not successfully complete it. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and have had data for all background variables listed in Table C.3.1.

EARNED COLLEGE CREDIT VIA PASSING AP EXAM OR COMPLETING DUAL CREDIT COURSE BY GRADE 12

The same percentage of students in the class of 2024 earned college credit by passing an AP exam or completing a dual credit course (34% overall). There was variability within school, which suggests that the percentage of students earning college credit via passing an AP exam or completing a dual credit course varied more based on individual school rather than cohort, which was not significant in the logistic regression models (Tables C.3.11 and C.3.12, Appendix C).

TOOK SAT OR ACT BY GRADE 11

A similar percentage of students in the class of 2024 took the SAT or ACT by Grade 11 compared to students in the retrospective cohort (70% vs 69%). This difference was not statistically significant nor was cohort significant in the logistic regression model. There was variability within school which suggests that the percentage of students taking the ACT and SAT varied more based on individual school rather than cohort (Tables C.3.13 and C.3.14, Appendix C).

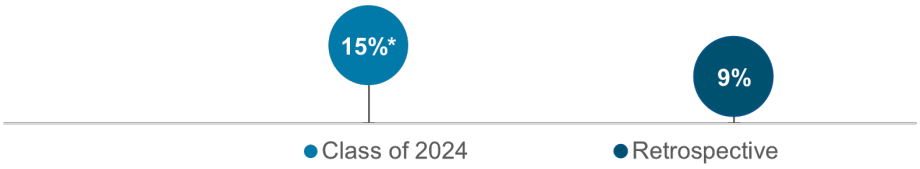
MET COLLEGE READINESS CRITERIA FOR ACT, SAT, TSIA BY GRADE 11

The same percentage of students in the class of 2024 and retrospective cohort (10%) met college readiness criteria on the ACT, SAT, or TSIA by Grade 11. However, there was strong variability by campus (Table C.3.15 and C.3.16, Appendix C).

MET COLLEGE READINESS CRITERIA FOR TSIA BY GRADE 12

A significantly higher percentage of students in the class of 2024 met the college readiness criteria for TSIA compared to students in the retrospective cohort (15% versus 9%).[34] The difference persisted in the logistic regression model that controlled for school and student characteristic variables with baseline inequivalences (*OR* = 1.87, *p* < .001; Figure 2.4.3; Tables C.3.17–C.3.18, Appendix C).

Figure 2.4.3. Met College Readiness Criteria for TSIA by Grade 12 for Class of 2024 and Retrospective Cohorts



Source. Texas Education Agency (TEA), College Board TSIA data, 2019–20 to 2023–24. TEA, Public Education Information Management System (PEIMS), 2019–20 to 2023–24. TEA, State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.

Note. Texas Success Initiative Assessment – TSIA. OR – Odds Ratio. χ^2 – Chi-Squared Statistic. *indicates statistical significance (p < .001); (χ^2 (1, n=2,792) = 25.4, p < .001; effect size (ES) = 0.19), Additionally, the difference was significant in the logistic regression model (*OR* = 1.87, p < .001). To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have had data for all background variables listed in Table C.3.2. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have had data for all background variables listed in Table C.3.2.

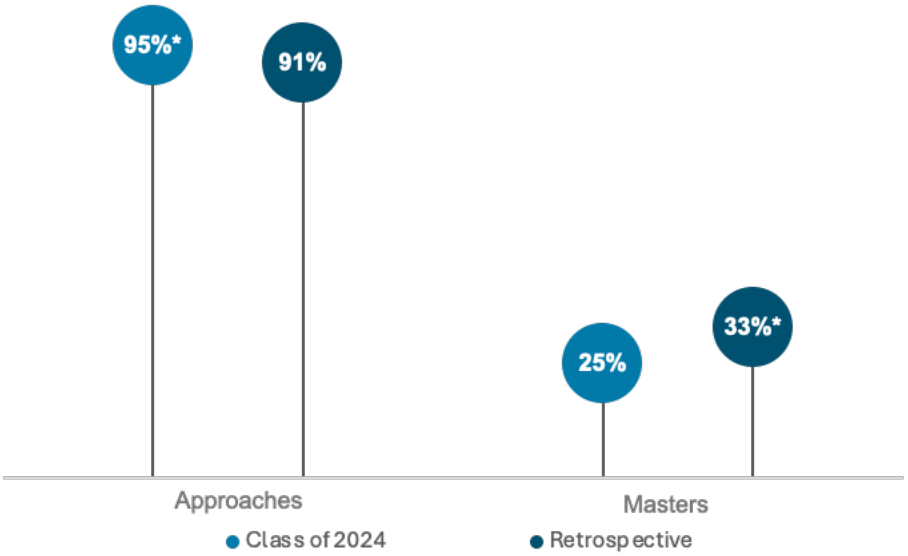
MET PERFORMANCE STANDARDS ON STAAR U.S. HISTORY EOC EXAM BY GRADE 11

Students in the class of 2024 were significantly more likely to reach the Approaches Grade Level standard on the STAAR EOC exam in U.S. History than were students in the retrospective cohort at both the group level (95% vs. 91%) and in the logistic regression models (OR = 2.91, p < .001; Figure 2.4.4; Table C.3.19 and Table C.3.20, Appendix C). On the other hand, significantly more students in the retrospective cohort reached the Masters Grade Level standard than the class of 2024 at both the group level and the logistic regression models (33% vs. 25%; OR = 0.65, p < .001; Figure 2.4.4., Table C.3.19 and Table C.3.21, Appendix C).

[34] χ^2 (1, n=2,792) = 25.4, p < .001

When interpreting these results, it is important to note that the STAAR U.S. History EOC exam was redesigned between spring 2022 (when the retrospective cohort took the exam) and spring 2023 (when the class of 2024 took the exam). There were corresponding statewide increases in the percentage of students who achieved the Approaches Grade Level standard and declines in the percentage of students who met the Masters Grade Level standard between the two years. Therefore, the differences seen here could both be explained by the test redesign instead of by effects attributable to the GEAR UP program.[35]

Figure 2.4.4. Performance Standards on STAAR U.S. History EOC Exam by Grade 11 for Class of 2024 and Retrospective Cohorts



Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2021–22 to 2022–23. State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019, spring 2022, spring 2023.

Note. EOC – End-of-Course. *indicates statistical significance ($p < .05$). χ^2 – Chi-Squared Statistic. Approaches Grade Level Standard: (χ^2 (1, n=2,772) = 23.9, $p < .001$; effect size (ES) = 0.16), Additionally, the difference was significant in the logistic regression model (OR = 2.91 , $p < .001$). Masters Grade Level Standard: The difference, displayed above, was significant at the group level (χ^2 (1, n=2,772) = 24.0, $p < .001$; ES = -0.18). Additionally, the difference was significant in the logistic regression model (OR = 0.65 $p <$ .001). To be included in the samples, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and have had data for all background variables listed in Table C.3.3 as well as a scored U.S. History EOC exam from Grade 11 (spring 2023 for class of 2024, spring 2022 for retrospective cohort).

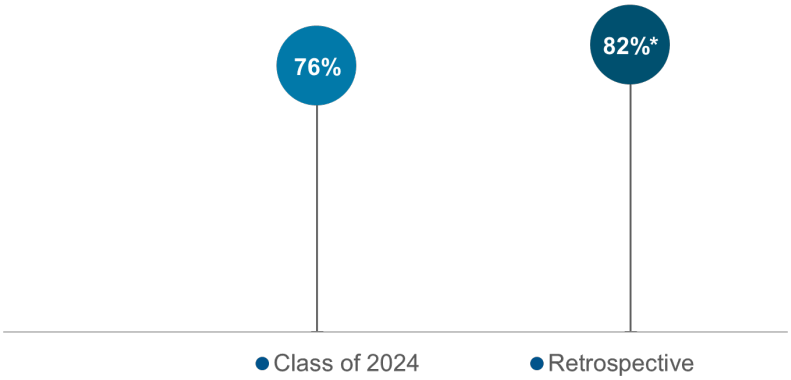
COMPLETED FAFSA OR TASFA BY GRADE 12

A significantly higher percentage of students in the retrospective cohort completed the FAFSA or TASFA in Grade 12 compared to the class of 2024 (82% versus 76%).[36] Once school was added to the MLM model, cohort remained a significant predictor of completing the

[35] https://tea.texas.gov/student-assessment/student-assessment-results/2022-2023-staar-analysis.pdf
[36] χ^2 (1, n=2,792) = 16.6, $p < .001$

FAFSA or TASFA by Grade 12 (*OR* = 0.60 $p < .001$; Figure 2.4.5; Tables C.3.22 and C.3.23, Appendix C).

Figure 2.4.5. Completed FAFSA or TASFA by Grade 12 for Class of 2024 and Retrospective Cohorts



Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24. Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.
Note. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. OR – Odds Ratio. *indicates statistical significance ($p < .05$). χ^2 – Chi-Squared Statistic. χ^2 (1, n=2,792) = 16.6, $p < .001$; effect size (ES) = -0.15). Additionally, the difference was significant in the logistic regression model (*OR* = 0.60, $p < .001$). To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have had data for all background variables listed in Table C.3.2.

2.3.2. Graduation Outcomes

This section provides findings comparing the class of 2024 cohort and the retrospective cohort for two key graduation outcomes.

GRADUATED ON TIME

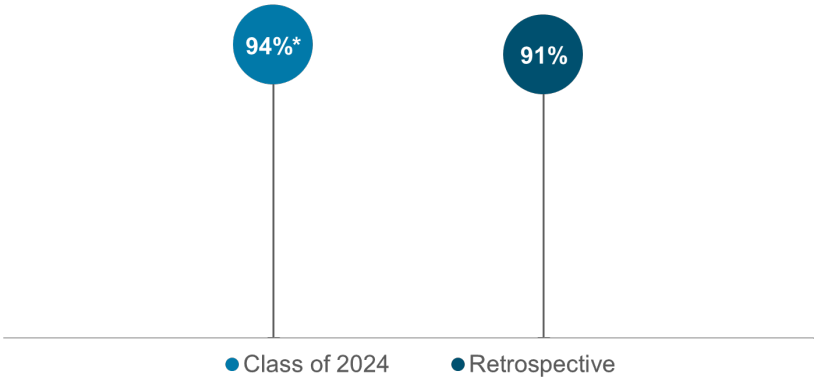
The percentage of the students in both the class of 2024 and the retrospective cohort who attended GEAR UP campuses in Grade 9 and were included in the on-time graduation calculation was equivalent with almost all (99%) graduating on time.[37] The class of 2024 did not differ significantly from the retrospective cohort after controlling for school and other covariates. There was no effect of cohort on graduation in any of the logistic regression models (Tables C.3.24 and C.3.25, Appendix C). It is important to remember that this 'on-time graduation' calculation is different from the official graduation rate reported by TEA.

[37] To be a part of the analytic sample, students must have entered a GEAR UP school in Grade 9, have had data for all baseline characteristics, and have been recorded as a graduate or dropout in PEIMS. They did not have to attend a GEAR UP campus at the time of graduation to be included in the calculation.

GRADUATED UNDER THE FOUNDATION HIGH SCHOOL PROGRAM WITH AN ENDORSEMENT OR DISTINGUISHED LEVEL OF ACHIEVEMENT

Students in the class of 2024 were significantly more likely to graduate under the FHSP with an endorsement or Distinguished Level of Achievement than were their peers in the retrospective cohort (94% versus 91%).[38] Cohort remained significant in the logistic regression models after controlling for school and other covariates (OR = 1.42, p <.05; Figure 2.4.6; Tables C.3.26 and C.3.27, Appendix C).

Figure 2.4.6. Graduated under the Foundation High School Program with an Endorsement or Distinguished Level of Achievement, by Grade 11 for Class of 2024 and Retrospective Cohorts



Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24. TEA, State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.

Note. *indicates statistical significance (p < .05). χ^2 – Chi-Squared Statistic. OR – Odds Ratio. The difference, displayed above, was significant at the group level (χ^2 (1, n=2,792) = 6.87 p < .05; effect size (ES) = 0.12). Additionally, the difference was significant in the logistic regression model (*OR* = 1.42, p < .05). To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have had data for all background variables listed in Table C.3.2.

2.4. Student Outcomes by Cohort: Follow-On

This section compares outcomes for the class of 2024 to the follow-on cohort. In the most recent year that data were available, students in the follow-on cohort had just completed Grade 11, so this section only focuses on college readiness outcomes measured in Grade 11. As mentioned in Section 2.1, Student Outcomes by School, there were large variations in college readiness outcomes by school. Additionally, there were some small but significant differences in student characteristics between the follow-on cohort and the class of 2024 (see Tables C.4.1 and C.4.2, Appendix C). For this reason, logistic regression models that controlled for school membership and any non-equivalent student characteristics were used as a more stringent test

[38] χ^2 (1, n=2,792) = 6.9, p < .05

of the relationship between cohort membership and outcome. See Appendix B for more detailed information about the follow-on cohort and analysis strategies used.

Results indicated that outcomes for students in the class of 2024 were mostly equivalent to those for the follow-on cohort. There were just two differences between the cohorts: class of 2024 students were more likely to reach the college readiness criteria for SAT, ACT, and TSIA in Grade 11 but were less likely to complete Algebra II by Grade 11 than the follow-on cohort. Detailed findings are presented in the subsections that follow.

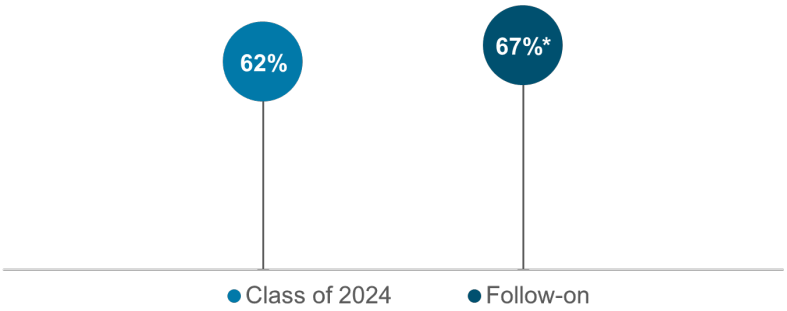
2.4.1. College Readiness Outcomes

This section provides findings comparing the class of 2024 cohort and the follow-on cohort for relevant college readiness outcomes for which data were available at the time of this study.

ALGEBRA II COURSE COMPLETION BY GRADE 11

A significantly higher percentage of students in the follow-on cohort completed Algebra II by Grade 11 than did students in the class of 2024 (67% versus 62%, respectively; Figure 2.5.1). This difference was significant both at the group level and in a logistic regression that controlled for school and other variables with baseline inequivalences (*OR* = 0.66, $p < .001$; Table C.4.1, Table C.4.3, and Table C.4.4, Appendix C). [39]

Figure 2.5.1. Algebra II Course Completion by Grade 11 for Class of 2024 and Follow-On Cohorts



Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24.

Note. *indicates statistical significance ($p < .01$). χ^2 – Chi-Squared Statistic. OR – Odds Ratio. The difference, displayed above, was significant at the group level (χ^2 (1, n=3,630) = -7.4, $p < .01$; effect size (ES) = -0.10). Additionally, the difference was significant in the logistic regression model (*OR* = 0.66, p < .001). Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 11 (spring 2023 for class of 2024, spring 2024 for follow-on cohort). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 (follow-on cohort) and have had data for all student characteristics listed in Table C.4.1.

[39] χ^2 (1, n=3,630) = 7.4, $p < .01$

COMPLETION OF AN AP COURSE BY GRADE 11

The percentage of students in the class of 2024 who completed an AP course by Grade 11 was similar to the percentage of students who completed an AP course by Grade 11 in the follow-on cohort (35% and 33%, respectively). There was no effect of cohort on AP completion in any of the logistic regression models (Table C.4.5 and Table C.4.6, Appendix C).

TOOK SAT OR ACT BY GRADE 11

The same percentage of students in the class of 2024 and the follow-on cohort took the SAT or ACT by Grade 11. There was no effect of cohort on SAT or ACT completion in any of the logistic regression models (71% for both groups; Table C.4.7 and Table C.4.8, Appendix C).

MET COLLEGE READINESS CRITERIA FOR ACT, SAT, TSIA BY GRADE 11

A significantly higher percentage of students in the class of 2024 met college readiness criteria on the ACT, SAT, or TSIA by Grade 11 as compared to the students in the follow-on cohort (12% versus 8%; Figure 2.5.2; Table C.4.9, Appendix C).[40] Additionally, cohort was a significant predictor of meeting college readiness criteria even after controlling for school membership and student characteristics with baseline inequivalences (OR = 1.41, p < .05; Table C.4.10).

Figure 2.5.2. Met College Readiness Criteria for ACT, SAT, TSIA by Grade 11 for Class of 2024 and Follow-On Cohorts

Source. Texas Education Agency (TEA), College Board ACT, SAT and TSIA data, 2020–21 to 2023–24. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.

Note. *indicates statistical significance ($p < .05$). χ^2 – Chi-Squared Statistic. OR – Odds Ratio. The difference, displayed above, was significant at the group level ($\chi\chi^2$ (1, n=3,630) = 12.25, $p < .001$; effect size (ES) = 0.14). Additionally, the difference was significant in the logistic regression model (OR = 1.41, $p < .05$). To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 (follow-on cohort) and have had data for all student characteristics in listed in Table C.4.1.

[40] χ^2 (1, n=3,630) = 12.5, $p < .001$

PERFORMANCE ON STAAR U.S. HISTORY EOC EXAM BY GRADE 11

The same percentage of students in the class of 2024 reached the Approaches Grade Level standard as the follow-on cohort (96% for both groups; Table C.4.11 and Table C.4.12, Appendix C). Additionally, the same percentage of students met the Masters Grade Level Standard in both cohorts (26%; Table C.4.11 and Table C.4.13, Appendix C.) There was no effect of cohort on meeting grade level standards in any of the logistic regression models.

2.5. Length of Time in Cohort

The next set of analyses are intended to provide insights into how outcomes are associated with the length of time students are in the GEAR UP cohort. That is, do students who have attended GEAR UP campuses for more years have better outcomes than those who have attended for fewer years? The current GEAR UP program has been in place since the 2018–19 school year when students in the class of 2024 entered Grade 7. Therefore, the number of potential years of treatment ranges from 1 to 6, representing the years 2018–19 to 2023–24. As shown in Table 2.6.1, there was an uneven distribution of students across years. About half of the students in the class of 2024 (49%) had been in the cohort for all six years, and only 10% had been in the cohort for just one year, but there was significant variation by school. For example, only 32% of students at School D had been in the cohort for all six years, compared to 67% for school A.

Table 2.6.1. Length of Time in Cohort Counts by School for Class of 2024

Length of Time in Cohort	School A	School B	School C	School D	School E	School F	All (*N*=1,805)
1 Year	17%	4%	9%	17%	2%	5%	10%
2 Years	0%	13%	11%	14%	5%	6%	11%
3 Years	0%	6%	6%	13%	5%	6%	8%
4 Years	0%	9%	7%	12%	8%	12%	9%
5 Years	17%	12%	11%	12%	14%	14%	12%
6 Years	67%	55%	57%	32%	66%	57%	49%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24.
Note. Response percentages may not total 100% due to rounding. To be included in the analytic sample for length of time in cohort, students must have been in the class of 2024, attended a GEAR UP campus in Grade 11 or 12, and have data for all student characteristic variables listed in Tables C.5.1–C.5.4, Appendix C).

In this section, analyses were conducted with the length of time variable set between 1 to 6 years for each student. Students were counted as being in the cohort for that year if they were present on snapshot day in the fall of the given year. Initial analyses examining baseline characteristics revealed that students who had been members of the cohort for between 1 and 3 years were significantly different than students who had been members of the cohort for between 4 and 6 years. (See Tables C.5.1–C.5.4 for all student characteristic variations.) Generally speaking, students who had been cohort members for 4 to 6 years were less likely to be at risk, classified as economically disadvantaged, identified for special education services, or identified as EB/BL. They had also had higher Grade 7 STAAR scores. Models took into account all non-equivalent baseline characteristics, but differences between students participating 1 to 3 years and 4 to 6 years were quite large (many significantly different from zero) and may be indicating some other unmeasured differences between students who participated in GEAR UP for differing amounts of time, such as differences in family structure

and stability. That is, there may be other explanations for the differences in outcomes rather than solely participation in GEAR UP.

Results indicated that students who had been in the cohort for a longer period of time tended to have better outcomes than those who had been in the cohort for a shorter period of time, even after controlling for demographic differences. They had better college readiness outcomes and were more likely to graduate on time. Detailed results are presented in the sections that follow.

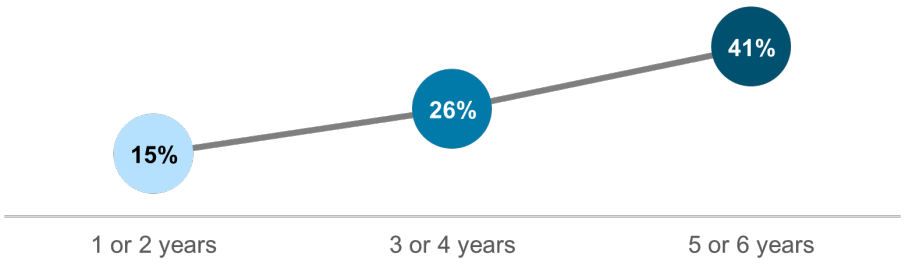
2.5.1. College Readiness

This section provides findings for the class of 2024 regarding the relationship between length of time in the cohort and a range of college readiness outcomes.

ALGEBRA II COURSE COMPLETION

Length of time in cohort was a significant predictor of Algebra II completion by Grade 11 in a logistic regression model that controlled for school and various student characteristics (OR = 1.12, p <.01). **Students who participated for more years of the program were more likely to have completed Algebra II by Grade 11 than were students who participated in the program for fewer years** (Figure 2.6.1; Table C.5.5, Appendix C). Length of time in cohort was not a significant predictor of Algebra II completion by Grade 12 in a similar logistic regression model (Table C.5.6, Appendix C).

Figure 2.6.1. Completion of Algebra II by Grade 11 by Length of Time in Cohort

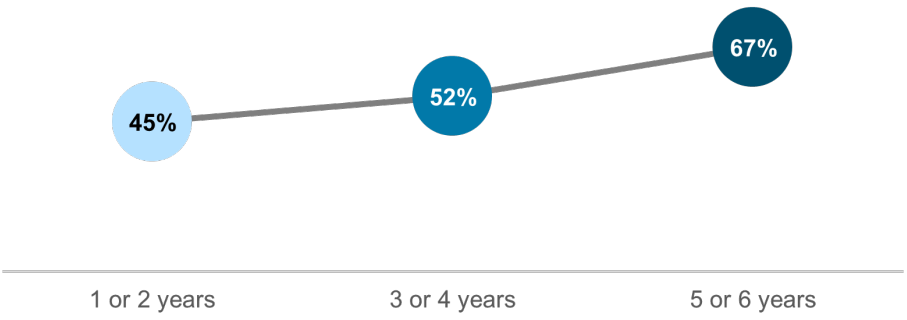


Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; TEA, State of Texas Assessments of Academic Readiness (STAAR), spring 2019.
Note. This figure shows the average outcome percentage for students participating in the cohort for 1 or 2 years, 3 or 4 years and 5 or 6 years. Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 11 (spring 2023). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the sample (*n*=1,666), students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 and have had data for all background variables listed in Table C.5.1.

AP COURSE COMPLETION BY GRADE 11

Length of time in cohort was a significant predictor of completing an AP course by Grade 11 (OR = 1.31, $p < .001$; Figure 2.6.2; Table C.5.7, Appendix C). **Students who had been in the cohort for a longer period of time were more likely to take an AP course by Grade 11 than were students who had been in the cohort for fewer years**, even after school and student characteristics were taken into account.

Figure 2.6.2. Completion of an AP Course by Grade 11 by Length of Time in Cohort

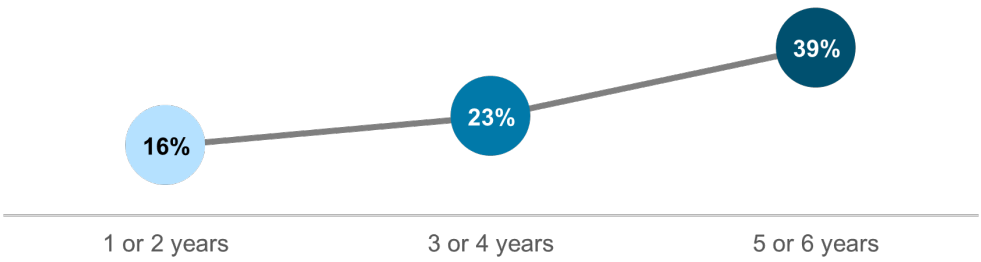


Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24.
Note. AP – Advanced Placement. This figure shows the average outcome percentage for students participating in the cohort for 1 or 2 years, 3 or 4 years, and 5 or 6 years. AP completers were defined as students who successfully completed an AP course by the end of Grade 11 (spring 2023). The set of non-completers includes both students who did not take AP courses and those who took an AP course but did not successfully complete it. To be included in the sample (*n*=1,666), students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 and have had data for all background variables listed in Table C.5.1.

EARNED COLLEGE CREDIT VIA PASSING AP EXAM OR COMPLETING DUAL CREDIT COURSE BY GRADE 12

Length of time in cohort was a significant predictor of earning a college credit via passing an AP exam or completing a dual credit course by Grade 12 (OR = 1.28, p < .001; Figure 2.6.3; Table C.5.8, Appendix C). That is, students who had been in the cohort for a longer period of time were more likely to earn college credit from passing an AP exam or completing a dual credit course than were students who had been in the cohort for fewer years after school and student characteristics were taken into account.

Figure 2.6.3. Earned a College Credit via Passing an AP Exam or Completing Dual Credit Course by Grade 12 by Length of Time in Cohort

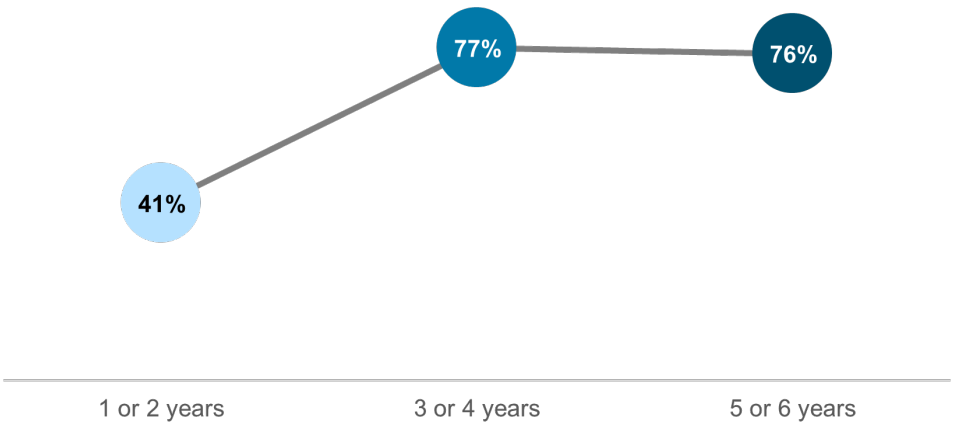


Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24.
Note. AP – Advanced Placement. This figure shows the average outcome percentage for students participating in the cohort for 1 or 2 years, 3 or 4 years, and 5 or 6 years. Students who earned college credit either successfully completed a dual credit course or passed an AP exam (earning a score of 3 or higher) by the end of Grade 12 (spring 2024). The set of non-completers includes both students who did not take dual credit courses or AP exams and those who took a dual credit course/AP exam but did not earn credit. To be included in the sample *(n*=1,405), students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 and have had data for all background variables listed in Table C.5.2.

TOOK SAT OR ACT EXAM BY GRADE 11

Length of time in cohort was a significant predictor of taking the SAT or ACT exam by Grade 11 (OR = 1.65, p < .001; Figure 2.6.4; Table C.5.9, Appendix C.) **Students who had been in the cohort for a longer period of time were more likely take the SAT or ACT than were students who had been in the cohort for fewer years,** once school and student characteristics were taken into account. Figure 2.6.4 shows that the increase in SAT and ACT exam taking was for students who had participated in GEAR UP for 3 or more years, with very little difference (in fact, a slight decrease) in completion of the exams for cohort membership of 5 years or more.

Figure 2.6.4. SAT or ACT Exam by Grade 11 by Length of Time in Cohort



Source. Texas Education Agency (TEA), College Board ACT and SAT data, 2019–20 to 2023–24. TEA, Public Education Information Management System (PEIMS), 2018–19 to 2023–24.
Note. This figure shows the average outcome percentage for students participating in the cohort for 1 or 2 years, 3 or 4 years, and 5 or 6 years. To be included in the sample *(n*=1,666), students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 and have had data for all background variables listed in Table C.5.1.

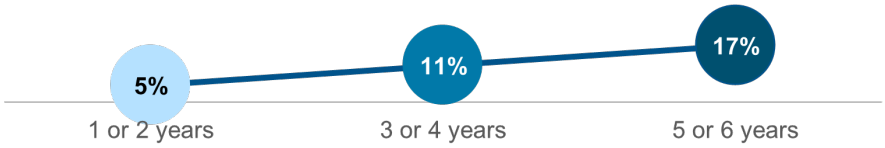
MET COLLEGE READINESS CRITERIA FOR SAT, ACT, TSIA BY GRADE 11

Length of time in cohort was not related to meeting college readiness criteria for SAT, ACT, or TSIA by Grade 11. (Table C.5.10, Appendix C).

MET COLLEGE READINESS CRITERIA FOR TSIA BY GRADE 12

Length of time in cohort was a significant predictor of meeting college readiness criteria for TSIA by Grade 12. (OR = 1.26, *p* <.01, Figure 2.6.5; Table C.5.11, Appendix C). **Students who had been in the cohort for a longer period of time were more likely to meet the college readiness criteria for TSIA than were students who had been in the cohort for fewer years once** school and student characteristics were taken into account.

Figure 2.6.5. Met College Readiness Criteria for TSIA by Grade 12 by Length of Time in Cohort

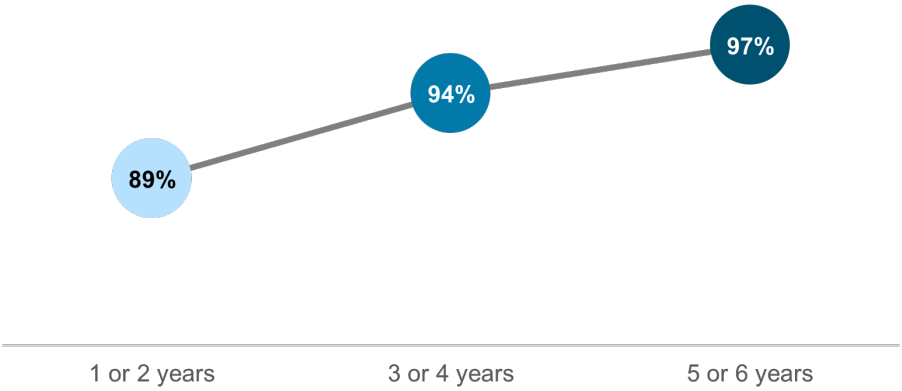


Source. Texas Education Agency (TEA), College Board TSIA data, 2019–20 to 2023–24. TEA, Public Education Information Management System (PEIMS), 2018–19 to 2023–24.
Note. TSIA – Texas Success Initiative Assessment. This figure shows the average outcome percentage for students participating in the cohort for 1 or 2 years, 3 or 4 years, and 5 or 6 years. To be included in the sample *(n*=1,405), students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 and have had data for all background variables listed in Table C.5.2.

MET PERFORMANCE STANDARDS ON STAAR U.S. HISTORY EOC ASSESSMENT IN GRADE 11

Length of time in cohort significantly predicted achieving Approaches Grade Level standard on the STAAR U.S. History EOC exam. **Students who had attended a GEAR UP campus for a longer number of years were more likely to meet the standard than were those students who had attended for fewer years**, once school and student characteristics were included in the model (*OR* = 1.24, $p < .05$; Figure 2.6.6; Table C.5.12, Appendix C). Length of time in cohort was not related to achieving Masters Grade Level standard on the STAAR U.S. History EOC exam (Table C.5.13, Appendix C).

Figure 2.6.6. Approaches Grade Level Standards on STAAR U.S. History EOC Exam by Length of Time in Cohort

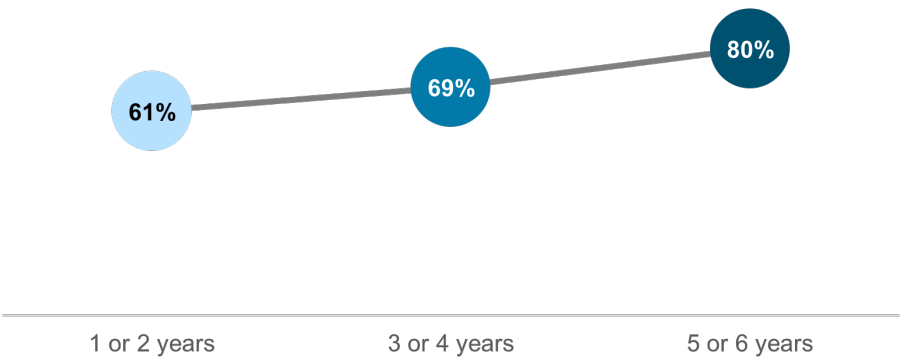


Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; TEA, State of Texas Assessments of Academic Readiness (STAAR), spring 2023.
Note. EOC – End-of-Course. This figure shows the average outcome percentage for students participating in the cohort for 1 or 2 years, 3 or 4 years, and 5 or 6 years. To be included in the sample (*n*=1,433), students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23, have a scored U.S. History EOC exam from the spring of 2023, and have had data for all background variables listed in Table C.5.3.

COMPLETED FAFSA OR TASFA BY GRADE 12

The length of time spent in a GEAR UP school significantly predicted completing the FAFSA or TASFA. That is, **students who had attended a GEAR UP school for more years were more likely to submit a FAFSA or TASFA than students who had attended a GEAR UP school for fewer years** (OR = 1.13, $p < .05$; Figure 2.6.7; Table C.5.14, Appendix C).

Figure 2.6.7. Completed FAFSA or TASFA by Grade 12 by Length of Time in Cohort



Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24.
Note. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. This figure shows the average outcome percentage for students participating in the cohort for 1 or 2 years, 3 or 4 years, and 5 or 6 years. To be included in the sample *(n*=1,405*),* students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 and have had data for all background variables listed in Table C.5.2.

2.5.2. Graduation Outcomes

This section provides findings for the class of 2024 regarding the relationship between length of time in the cohort and two key graduation outcomes.

GRADUATED ON TIME

Length of time in cohort significantly predicted achieving on-time graduation. That is, **students who had attended a GEAR UP campus for more time were more likely to graduate within 4 years than were students who attended a GEAR UP school for a shorter period of time**, once school and student characteristics were taken into account (OR = 3.02, p < .001; Figure 2.6.8; Table C.5.15, Appendix C). There were less than five students who had been in the GEAR UP cohort for 1 or 2 years who also had 4-year graduation data.

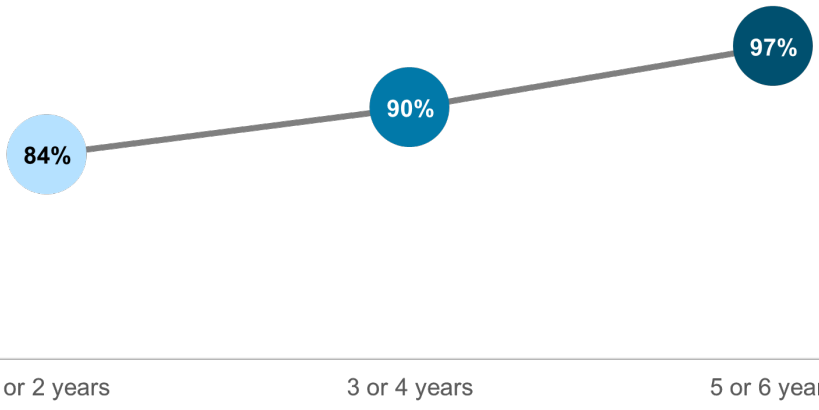
Figure 2.6.8. On-time Graduation by Length of Time in Cohort

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24.
Note. This figure shows the average outcome percentage for students participating in the cohort for 3 or 4 years and 5 or 6 years. To be included in the sample *(n*=1,281), students must have been enrolled in a GEAR UP campus as a Grade 9 student in 2020–21 and have had data for all background variables listed in Table C.5.2. There were less than five students who had been in the GEAR UP cohort for 1 or 2 years who also had 4-year graduation data, thus their results are masked in the figure.

GRADUATED UNDER FOUNDATION HIGH SCHOOL PROGRAM WITH AN ENDORSEMENT OR DISTINGUISHED LEVEL OF ACHIEVEMENT

Length of time in cohort significantly predicted whether students graduated under the FHSP with an endorsement or Distinguished Level Achievement. That is, **students who had attended a GEAR UP campus for 5 or more years were more likely to graduate under the FHSP with an endorsement or Distinguished Level of Achievement than were students who attended a GEAR UP school for fewer years**, once school and student characteristics were taken into account (OR = 1.58, $p < .001$; Figure 2.6.9; Table C.5.16, Appendix C).

Figure 2.6.9. Graduated under Foundation High School Program with an Endorsement or Distinguished Level of Achievement by Length of Time in Cohort



Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; TEA, State of Texas Assessments of Academic Readiness (STAAR), spring 2019, spring 2024.
Note. This figure shows the average outcome percentage for students participating in the cohort for 1 or 2 years, 3 or 4 years, and 5 or 6 years. To be included in the sample (n=1,405), students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 and have had data for all background variables listed in Table C.5.2.

3. Summary and Conclusions

This chapter summarizes findings and limitations of the Years 5–6 Impact Report and provides recommendations for future studies.

3.1. Key Findings

Overall, report findings generally indicate stronger performance by the class of 2024 on college and career readiness and graduation outcomes, but the findings are damped by the large variations by school and lack of significance of cohort in most of the statistical models. Key findings organized by college readiness, graduation, and length of time in cohort are presented below.

3.1.1. College Readiness

Overall, college readiness outcomes for the class of 2024 were mixed, with better results than the matched comparison cohort in many areas, but poorer results in others. There was a great deal of within-school variation which often better explained differences in outcome than cohort membership.

Completion of Algebra II. **Approximately 60% of the class of 2024 completed Algebra II by Grade 11, and 75% by Grade 12, lower than the matched comparison cohorts** There was significant variation by school, and in the matched comparison MLM analyses that grouped students by this variable, cohort was not a significant predictor of Algebra II completion.

AP Course Completion. **About one-third of the class of 2024 completed an AP course by Grade 11, a higher proportion than the matched comparison cohort.** Cohort, however, was not predictive of AP course completion in MLMs that accounted for the large differences by school for the class of 2024.

Earning College Credit in High School. **By Year 6, only one-third of the class of 2024 earned college credit, with a great deal of variation across schools and no significant differences across cohorts.** For example, almost all students earned college credit at one GEAR UP campus, and fewer than 25% earned credit at three of the other five campuses. There were no differences in college credit completion between the class of 2024 and the matched comparison cohort.

College Entrance Exam Completion. **About two-thirds of the class of 2024 took the SAT or ACT by Grade 11.** Completion of this outcome was higher for the class of 2024 than the matched comparison cohort at the group level, but cohort was not significant in the MLM models that took school membership into account.

Meeting the College Readiness Criteria for Standardized Tests. **The class of 2024 achieved higher college readiness rates on the SAT, TSIA, and ACT in Grade 11, and the TSIA in Grade 12 than the matched comparison cohort.** However, only about 10% of students were deemed college ready on the SAT, ACT or TSIA in Grade 11, and 15% on the TSIA in Grade 12. Cohort was not a significant predictor of performance in the MLM models that controlled for school membership.

Meeting Standards on the U.S. History EOC Exam. **Almost all of the class of 2024 students met the Approaches Grade Level standard on the STAAR U.S. History EOC exam but only 25% met the Masters Grade Level standard, which was lower than the matched comparison cohort.** This difference remained significant in the MLM model.

Completion of the FAFSA and/or TASFA. **The class of 2024 achieved higher FAFSA and TASFA completion rates than the matched comparison cohort** Seventy-two percent of students in the class of 2024 completed a FAFSA or TASFA; the rate of completion was significantly higher for the class of 2024 versus the matched comparison cohort both at the group level and in the MLMs.

3.1.2. Graduation

Overall, the class of 2024 surpassed state averages in both on-time graduation rates and degree plan achievements, demonstrating significant success compared to the matched comparison cohort. This was the strongest success of the program.

On-Time Graduation. **The class of 2024 had a 4-year graduation rate of 91%, which was significantly higher than the state and the matched comparison cohort.** However, the cohort difference was not significant in the MLM models that controlled for school membership.

Degree Plan. **Ninety percent of graduates in the class of 2024 graduated under the FHSP with an endorsement or with the Distinguished Level of Achievement, significantly higher than the state and the matched comparison cohort.** However, cohort was not significant in the MLM models that controlled for school.

3.1.3. Comparison to Priority Cohort

Retrospective and follow-on cohort students were part of the priority cohort – students who were one grade level ahead and behind, respectively, than the class of 2024. Students in the priority cohort received basic GEAR UP services. Comparisons to these two groups can shed light on the effect that targeted services have on student outcomes.

The two areas in which the class of 2024 had poorer results than the matched comparison cohort – Algebra II completion and meeting the Masters Grade Level standard on the STAAR U.S. History EOC exam – were also areas of poorer performance compared to the retrospective cohort. The class of 2024 also had lower Algebra II completion rates than follow-on cohort students. Additionally, class of 2024 students were less likely to complete an AP course by Grade 11 and the FAFSA or TASFA by Grade 12 than the retrospective cohort.

On the other hand, class of 2024 students were more likely to meet the college readiness criteria on TSIA by Grade 12, achieve the Approaches Grade Level standard, and graduate under the FHSP with an endorsement or at the Distinguished Level of Achievement than the retrospective cohort. Taken together, the class of 2024 had better results on three of the college readiness outcomes and worse results on five outcomes, indicating that there was not a consistently positive effect of targeted GEAR UP services on the college readiness outcomes measured.

3.1.4. Length of Time in Cohort

The number of years in the GEAR UP cohort was positively related to many outcomes, including advanced coursework completion, earning college credit, meeting college readiness criteria, on-time graduation, and completion of FAFSA and TASFA. Students who were members of the cohort for a longer period of time tended to have better outcomes than those who were in the cohort for a shorter period. Some of the effects were quite large – for example, only 16% of students who had been in the cohort for 1 to 2 years earned college credit while still in high school, compared to 39% of students who had been in the cohort for 5 or 6 years. These findings may mean that to receive the full benefits of GEAR UP, students must participate in the program for a longer period of time.

3.2. Study Conclusions, Recommendations, and Limitations

This next section summarizes study conclusions and limitations and provides recommendations for future studies.

3.2.1. Conclusions

The primary success of GEAR UP was improvements in graduation outcomes. **The class of 2024 exceeded targets related to on-time graduation rates and graduation under the FHSP with an endorsement or at the Distinguished Level of Achievement.** Additionally, they had higher on-time graduation rates than the matched comparison cohort and had higher percentages of students graduating under the FHSP with endorsement or at the Distinguished Level of Achievement than both the matched comparison cohort and the retrospective cohort. The increase in degree plan rates over the retrospective cohort could indicate a benefit of targeted GEAR UP services. However, for the matched comparison analyses, there were no significant differences in statistical models that took school into account. This lack of finding was likely due to the fact that there were substantial differences in outcomes by school, which made it difficult to disentangle program effects from school effects.

Compared to the matched comparison cohort, at the group level, college readiness indicators were mixed, with the class of 2024 having higher rates of ACT and SAT completion, meeting college readiness criteria on ACT, SAT, and TSIA, completing college financial aid paperwork, and completing AP courses by Grade 11, but having lower rates of Algebra II completion and achieving the Masters Grade Level standard for the STAAR U.S. History EOC exam. Once again, however, there were large variations in these outcomes by school, and cohort was not a predictor in statistical models that controlled for school in most cases.

There were two notable exceptions. First, students in the matched comparison cohort were more likely to meet the Masters Grade Level standard on the STAAR U.S. History exam than students in the class of 2024. Moreover, class of 2024 students were more likely to meet this standard than those in the retrospective cohort. One possible explanation is that the program's emphasis on math, science, and ELA may have reduced the focus on social studies outcomes. It is worth noting, however, that no difference was found between the class of 2024 and the matched comparison group in the percentage meeting the Approaches Grade Level standard, and class of 2024 students were more likely to meet this standard than were the retrospective cohort.

The second exception involved FAFSA and TASFA completion by Grade 12. GEAR UP services such as individual advising and family engagement events are two examples of services that were intended to influence TASFA and FAFSA completion. Students in the class of 2024 were more likely to complete these financial aid forms than those in the matched comparison group, even after controlling for school in the statistical models. Completion rates for the class of 2024 were lower than those for the retrospective cohort, likely due to widespread technical failures in the 2024 FAFSA system, which erased student data and generated incorrect error messages for users nationwide.

Differences in broader events and policies by year may also explain the variations seen between the class of 2024 and the retrospective or follow-on cohorts. For example, fewer class of 2024 students completed Algebra II compared to the other two cohorts. This group was in Grades 8 and 9 during the height of the COVID-19 pandemic, a time when students typically take Algebra I. These disruptions may have limited their opportunities to build foundational math skills, reducing the likelihood that they would enroll in advanced coursework later on. Such year-specific challenges make it difficult to attribute observed differences to the GEAR UP program versus broader contextual factors. Findings that favored the class of 2024 over the retrospective and follow-on cohorts, such as increased levels of meeting college readiness criteria, could similarly be due to non-program effects.

There was a consistent positive relationship between the number of years in the GEAR UP cohort and improved outcomes. Longer participation was associated with higher rates of advanced coursework completion, dual credit attainment, college readiness, on-time graduation, and financial aid form completion. This pattern could suggest that extended involvement in GEAR UP services enhances student success. However, there were very large differences between students who participated in the program for fewer years and those that participated for more years, and, even after adjusting for observable differences statistically, students with longer program participation may have differed in key ways from those with shorter exposure. These differences may reflect unmeasured influences, such as family support or peer stability, that also may have contributed to outcomes. Therefore, the relationship between program duration and student success, while promising, remains inconclusive due to the difficulty of fully isolating program effects from other underlying factors.

3.2.2. Study Limitations and Recommendations

The variability across campuses suggests that local implementation and contextual factors played a role in shaping student outcomes, and that future efforts may need to focus more intentionally on ensuring consistent support across all participating schools. This variability was similarly reflected in implementation study data that revealed various differences across GEAR UP campuses. For example, participation rates in college entrance exams, the perceived difficulty of advanced courses, and enrollment in advanced courses varied greatly across GEAR UP schools (Kennedy et al., 2025). **In future evaluation efforts, measuring the fidelity of implementation in a standardized manner may be one way to assess the degree to which implementing the program model with fidelity is associated with desired outcomes**. Implementation fidelity data could also provide further insight into whether outcomes are attributable to the GEAR UP program itself or to variations in how the program was carried out.

High levels of fidelity might allow for more accurate conclusions about GEAR UP's effectiveness. Conversely, low fidelity may reflect external factors or limited implementation that obscures the program's impact. Fidelity ratings could also serve as covariates in statistical models to account for variation across schools.

An important limitation in measuring GEAR UP impact is that the primary outcome of interest for GEAR UP, college enrollment, was not included in this study as data were not available by the time the evaluation contract concluded. As a result, while the impact study provides many important findings regarding the outcomes that GEAR UP did and did not achieve, this study is missing conclusive findings about an outcome of critical importance—college enrollment. We do know a little about the postsecondary experiences of the class of 2024 based on implementation study data collected during Year 7 of the grant. Most surveyed class of 2024 students were enrolled in college full-time, had chosen majors, and planned to re-enroll in college next year; however, these findings should be interpreted with caution due to the small sample size and likely selection bias of the survey (Kennedy et al., 2025). **Future grants may consider the timing of data availability to ensure that evaluations are able to capture additional key outcomes for measuring impacts such as college enrollment.**

It is also important to acknowledge that GEAR UP programming may have had other positive impacts not measured in the study, such as improving knowledge about college applications or enhancing students' intentions to graduate from college. For example, the Year 7 GEAR UP implementation study revealed that more than one-fifth of surveyed students participated with individual advising, college visits, college and career fairs, and work-based learning and nearly one-half of students in Grades 10–12 had participated with test preparation (Kennedy et al., 2025). Future studies that measure these outcomes across schools implementing GEAR UP and comparison schools can give a more nuanced view of the impact of GEAR UP on various student outcomes. **While the feasibility of administering surveys to non-participating schools may prove challenging, TEA may consider providing incentives for participation**.

The data collection infrastructure for TEA's GEAR UP grant did not permit the evaluation team to consider student participation data in the assessment of program impact. As such, the evaluation team used an "intent-to-treat" framework for the analysis by considering all members of the class of 2024 GEAR UP cohort as being part of the treatment group. In reality, however, it is likely that many class of 2024 students in the GEAR UP cohort did not participate in GEAR UP activities and services and/or received different levels of GEAR UP support. **Being able to include student participation data in the impact study would enable the evaluation team to assess program impacts on students who definitively received GEAR UP services and activities and at different dosage levels.** This may help to better isolate the effects of GEAR UP services and activities on student outcomes and explore how dosage interacts with outcomes of interest. In addition, the evaluation team could then additionally explore whether specific activities are more or less associated with desired outcomes, which would help the program team to iterate and focus more on those activities and services with the most promising evidence for leading to outcomes. This analysis would help program leaders maximize the use of their grant funds to focus on delivering the activities that yield the greatest impacts.

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APPENDIX A: Evaluation Questions and Project Goals and Objectives

A.1. GEAR UP: Beyond Grad Strategies

The core strategies conceptualized in the Gaining Early Access and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad program to close the college achievement gap are as follows:

1) Increasing academic rigor by facilitating an increase in access to, perceived value of, and student success in academically rigorous courses through extensive professional development for teachers, counselors, and administrators and targeted tutoring for students;
2) Preparing middle school students by empowering them with pathway information early on, through individualized college and career advising in middle school and adoption of a high-quality, Texas Essential Knowledge and Skills aligned career exploration course;
3) Expanding college and career advising and resources for high school students by mitigating the effects of high student-to-counselor ratios and providing robust, individualized college and career advising through the adoption of a college and career readiness advising model in GEAR UP: Beyond Grad;
4) Leveraging technology by expanding advisor capacity and amplifying high-quality resources through the adoption of targeted, user-centered technology tools for advisors, counselors, administrators, students, and parents; and
5) Developing local alliances by establishing or expanding existing alliances with business, higher education, and community partners that support student achievement and offer opportunities for career exploration.

A.2. Project Goals and Objectives

The Texas Education Agency (TEA) established the following goals and objectives for GEAR UP:

Project Goal 1: Increase access to rigorous courses in order to reduce the need for remediation

- 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.[41]

[41] The goals and objectives originally referred to the class of 2024 as the "primary cohort." These have been edited here to use "class of 2024" for consistency with the rest of the report and to clearly distinguish this cohort from the priority cohort.

- Objective 1.2: By the end of the class of 2024's fifth year (Grade 11), 60% of class of 2024 students will complete a Pre-Advanced Placement (AP), Pre-International Baccalaureate (IB), AP, or IB course.
- Objective 1.3: Each year, 90% of class of 2024 students who receive a failing grade on a progress report will receive targeted academic tutoring.

Project Goal 2: Graduating prepared for college and career

- Objective 2.1: By the end of the project's sixth year, 60% of class of 2024 students will be eligible to earn college credit through achievement of a passing score on the AP exam, IB exam, or completion of a rigorous dual credit course.
- Objective 2.2: By the end of the project's sixth year, the percentage of class of 2024 students graduating on the Foundation High School Program with an endorsement or receiving the Distinguished Level of Achievement will meet or exceed the baseline state average.

Project Goal 3: Provide educator training and professional development for rigorous academic programs

- Objective 3.1: Each year, 50% of high school core content teachers will participate in professional development that supports a rigorous curriculum (e.g., project-based learning, advanced instructional strategies, teacher externships, student engagement, etc.).
- Objective 3.2: Each year, teams of educators and administrators (middle school, high school, and institutions of higher education) will complete at least 5 days of vertical teaming in order to align curriculum and reduce the need for remediation at the postsecondary level.
- Objective 3.3: Each year, 20% of high school class of 2024 core content teachers will participate in at least three individualized educator coaching and/or mentoring sessions.
- Objective 3.4: By the end of the project's second year, all high school counselors will complete training in college and career advising.

Project Goal 4: Increase high school graduation

- Objective 4.1: The class of 2024 completion rate will meet or exceed the baseline state average completion rate.
- 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.

Project Goal 5: Support participation in postsecondary education and career preparation

- Objective 5.1: Each year, 85% of tenth graders will take the Preliminary SAT (PSAT) or ACT Aspire exam. Each year, 85% of eleventh graders will take the SAT or ACT exam.
- Objective 5.2: By the end of the class of 2024's sixth year (Grade 12), 50% of class of 2024 students will meet the college readiness criteria on the SAT, ACT, or the Texas Success Initiative Assessment (TSIA).

- Objective 5.3: At least 60% of class of 2024 students will enroll in postsecondary education in the fall after high school graduation.
- Objective 5.4: At least 60% of class of 2024 students who enroll in postsecondary education will place into college-level courses without the need for remediation.
- Objective 5.5: The number of class of 2024 students who complete the first year of college will meet or exceed the baseline district average.

Project Goal 6: Provide postsecondary and career preparation information to students and families

- Objective 6.1: Each year in ninth grade, students will receive information about the school's high-quality pathways and programs of study that align to postsecondary programs and high-demand careers available to them.
- Objective 6.2: Each year, students and parents will receive information about postsecondary and career options, preparation, and financing.
- Objective 6.3: Each year, 90% of class of 2024 students will receive at least one comprehensive, individualized college and career counseling session.
- Objective 6.4: By the end of the third year, 50% of class of 2024 parents will receive at least one individualized college and career counseling session.
- Objective 6.5: Each year, class of 2024 parent attendance at Texas GEAR UP events and services will increase.

Project Goal 7: Increase educational expectations for and awareness about postsecondary and career options

- Objective 7.1: Each year, 75% of class of 2024 students will attend at least one college visit.
- Objective 7.2: By the end of the class of 2024's sixth year (Grade 12), 85% of class of 2024 students will complete the Federal Application for Federal Student Aid (FAFSA).
- Objective 7.3: By the end of the class of 2024's sixth year (Grade 12), 85% of class of 2024 students will complete at least two college applications.
- Objective 7.4: Each year, 30% of class of 2024 students will attend a summer program (academic acceleration, enrichment, college exploration, etc.).
- Objective 7.5: Each year, 30% of class of 2024 and priority cohort students will participate in a work-based learning opportunity.

Project Goal 8: Build and expand community partnerships

- Objective 8.1: All participating districts will form business alliances that support higher student achievement and offer opportunities for career exploration.
- Objective 8.2: All participating districts will form alliances with governmental entities and community groups to enhance the information available to students regarding high school pathways, scholarships, financial aid, and college awareness.

Project Goal 9: Enhance statewide college and career readiness

- Objective 9.1: Each year, tri-agency partners (TEA, Texas Higher Education Coordinating Board, and Texas Workforce Commission) will convene quarterly to ensure alignment of statewide initiatives around college and career readiness.
- Objective 9.2: By the end of the project's fourth year, class of 2024 and priority cohort students will have access to a student-focused online resource to assist them in making informed decisions about their education and career pathway options.
- Objective 9.3: Annually increase the number of educators, counselors, and community members that complete specialized college and career readiness training.

APPENDIX B: Evaluation Design, Methods, and Analytics

The Gaining Early Access and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad evaluation is designed to produce credible, timely, and actionable information to support successful implementation, inform project personnel and stakeholders of the program's outcomes and impact, identify potential best/promising practices, and support program sustainability. Evaluation findings will support program improvement in the six districts participating in GEAR UP and also help the Texas Education Agency (TEA) scale initiatives across the state.

This appendix describes the evaluation design, methodology, and analytic approach used for the impact study component of the evaluation—the findings of which are shared in this report.

B.1. GEAR UP Logic Model

The evaluation design was developed based on a logic model that describes how GEAR UP might bring about change in student outcomes (Figure B.1). The logic model maps out the inputs, program activities (outputs), and intended outcomes of the program.

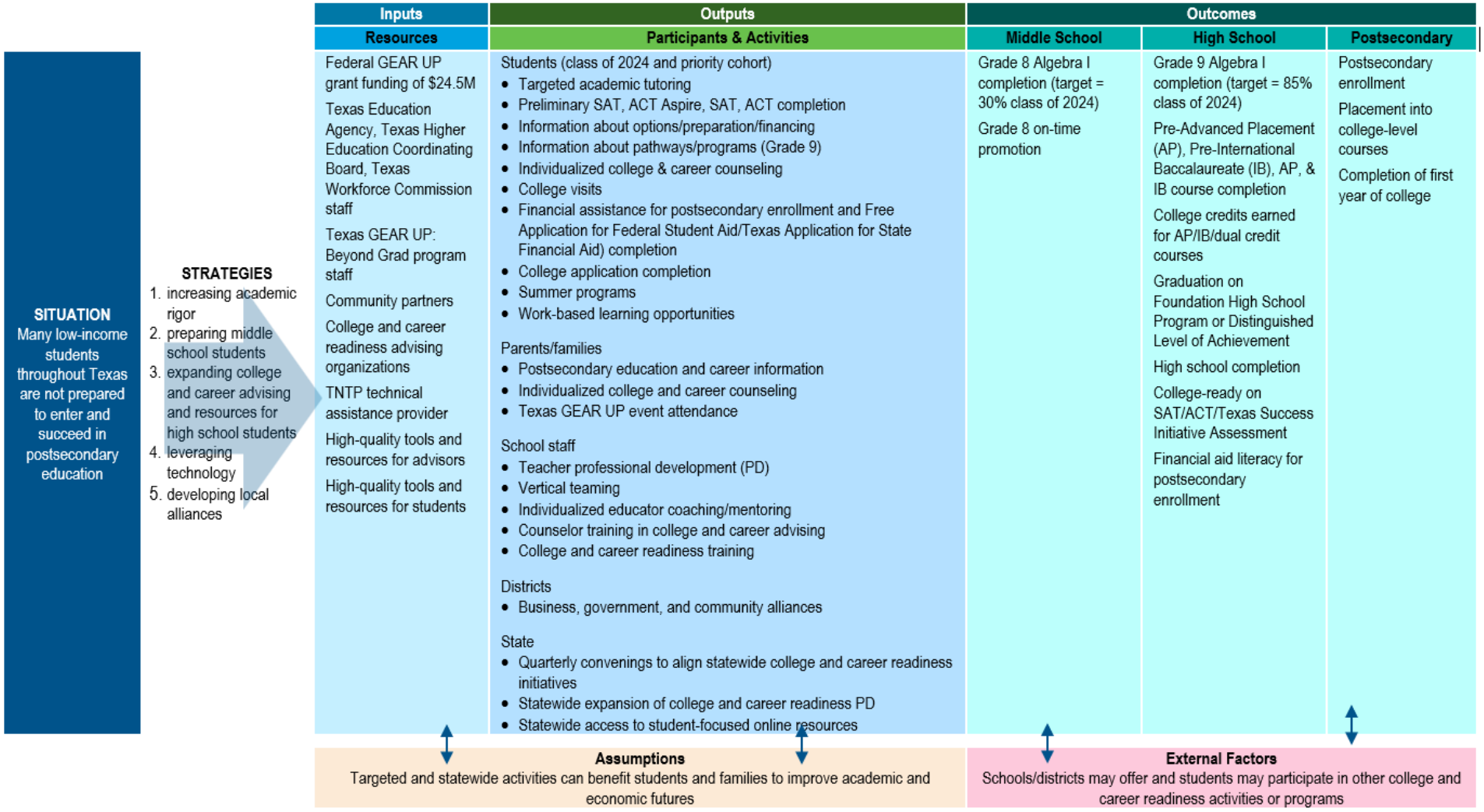
In the model, the leftmost column indicates the situation: that many low-income students in Texas are not prepared to enter and succeed in postsecondary education. The second column indicates strategies for improving the situation (e.g., "preparing middle school students"). The next column identifies the inputs into the program (e.g., funding, technical assistance).

The "Outputs" column details the activities in which individual students, parents/families, school staff, districts, and the state participate during the course of the grant. A few examples of program outputs are academic tutoring for students, professional development for teachers, and college informational visits for families.

Finally, outcomes indicate the program's effects on students. Outcomes are broken into middle school, high school, and postsecondary. In middle school, the program focuses on increasing Algebra I completion and on-time promotion. In high school, outcomes include preparation for college-level academic work, earning college credits, and on-time completion of high school. Postsecondary outcomes include enrollment in college, placing into college-level (versus remedial level) courses, and successful completion of the first year of college.

Figure B.1. Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad Logic Model

Mission: Texas GEAR UP: Beyond Grad seeks to accomplish the three main goals of the federal GEAR UP program: (1) increase the academic performance and preparation for postsecondary education of participating students; (2) increase the rate of high school graduation and participation in postsecondary education; and (3) increase the educational expectations and family knowledge of postsecondary education options, preparation, and financing.



B.2. Evaluation Questions

The evaluation questions addressed in this report are listed in Table B.2.1.[42]

Table B.2.1. GEAR UP Impact Study Evaluation Questions

Evaluation Questions
• What outcomes are associated with participation in GEAR UP? How do these differ by district? • How do trends in outcomes for the class of 2024 GEAR UP cohort students differ in comparison to state averages? • 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? • How do trends in outcomes for the class of 2024 students differ from students who attended the same schools but did not receive targeted services (i.e., the retrospective and follow-on cohorts)? • 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?

B.3. Methodology

The Years 5–6 impact report examined (1) how academic performance of primary cohort (i.e., class of 2024) students compares to retrospective cohort (i.e., class of 2023) students, follow-on cohort (i.e., class of 2025) students, and non-participants; (2) the longer-term impacts of GEAR UP programming on students with and without targeted services; and, (3) the effect of dosage (i.e., number of years in the program) on outcomes for students in the class of 2024. To achieve these objectives, the following comparisons were analyzed:

- Class of 2024 students within GEAR UP campuses against retrospective cohort students
- Class of 2024 students within GEAR UP campuses against follow-on cohort students
- Class of 2024 students within GEAR UP campuses against class of 2024 matched comparison non-GEAR UP campuses
- Within GEAR UP class of 2024 students by length of time in cohort

Years 5–6 impact report analyses were organized by the four main project goals for GEAR UP in the following bullets. For a project objective to be included in the impact analysis, data must have been available for the class of 2024 and for at least one of the other cohort groups.

- **Project Goal 1: Increase access to rigorous courses in order to reduce the need for remediation**

[42] Note that there are additional evaluation questions guiding other aspects of the evaluation which is why the question numbers in Table B.2.1 are not numbered.

- Objective 1.2: By the end of the class of 2024's fifth year (Grade 11), 60% of class of 2024 students will complete a Pre-Advanced Placement (AP), Pre-International Baccalaureate (IB), AP, or IB course.[43]

- **Project Goal 2: Graduating prepared for college and career**
  - Objective 2.1: By the end of the project's sixth year, 60% of class of 2024 students will be eligible to earn college credit through achievement of a passing score on the AP exam, IB exam, or completion of a rigorous dual credit course.
  - Objective 2.2: By the end of the project's sixth year, the percentage of class of 2024 students graduating on the Foundation High School Program with an endorsement or receiving the Distinguished Level of Achievement will meet or exceed the baseline state average.
- **Project Goal 4: Increase high school graduation**
  - Objective 4.1: The class of 2024 completion rate will meet or exceed the baseline state average completion rate.
- **Project Goal 5: Support participation in postsecondary education and career preparation**
  - Objective 5.1: Each year, 85% of tenth graders will take the Preliminary SAT (PSAT) or ACT Aspire exam. Each year, 85% of eleventh graders will take the SAT or ACT exam.
  - Objective 5.2: By the end of the class of 2024's sixth year (Grade 12), 50% of class of 2024 students will meet the college readiness criteria on the SAT, ACT, or the Texas Success Initiative Assessment (TSIA).
  - Objective 5.4: At least 60% of class of 2024 students who enroll in postsecondary education will place into college-level courses without the need for remediation.
- **Project Goal 7: Increase educational expectations for and awareness about postsecondary and career options**
  - Objective 7.2: By the end of the class of 2024's sixth year (Grade 12), 85% of class of 2024 students will complete the Federal Application for Federal Student Aid (FAFSA).

B.3.1. Creation of Matched Comparison Cohort

The creation of the matched comparison cohort began by finding schools that were as similar as possible to GEAR UP campuses. Schools were selected based on similarity of region and student characteristics (e.g., percentage of students classified as economically disadvantaged). Because several of the GEAR UP campuses were small, and because it was important to make the best student-to-student match, more than one school was matched with each GEAR UP campus, with more being paired with smaller schools. The second step used propensity score

[43] The goals and objectives originally referred to the class of 2024 as the "primary cohort." The cohort is now referred to as the "class of 2024" for consistency with other reports.

matching (PSM) to find students at those schools who were statistically like students in the class of 2024 in terms of student characteristics (e.g., race/ethnicity, gender, economic status) and baseline academic achievement (i.e., STAAR-Mathematics and STAAR-Reading from Grade 7). Almost all (97%) students in the class of 2024 GEAR UP cohort (with student characteristics listed in Table B.3.2.2), were matched to a comparison student for a final sample size of 3,522 students. Each of these two steps are described in more detail below.

Step 1. School Matching Process. The first step of identifying similar schools was initially completed in 2022 for the Years 3–4 report. GEAR UP schools were matched to nonparticipating schools in three areas: education service center region, demographic makeup, and prior academic performance (Table B.3.2.1). Because of the relatively smaller student population size of some GEAR UP schools, each GEAR UP school was matched with up to nine potential comparison schools (i.e., smaller schools were assigned with more potential matches).

Table B.3.2.1. Variables Used for Matching at the School Level

Item	Variable Name(s) in TAPR
School Type	GRADTYPE
Grades	GRADSPAN
Education Service Center Region • Region 2 match with Region 2, 3, 6, 13, or 20 • Region 4 match with Region 4, 6, 10, 11, 13, or 20 • Region 18 match with Region 18, 15 (schools located within 90 miles of the Texas border only), 9, 14, 15, 16, or 17 • Region 19 match with Region 19, 1, 2, 15, 18, or 20	REGION
AP/IB Participation	CA0BTA20R CA0BTA19R
Advanced/Dual Credit Participation	CA9AD20R CA9AD19R
School Size/Total Students	CPETALLC
Race/Ethnicity % (Black, Hispanic, White)	CPETBLAP CPETHISP CPETWHIP
Economically Disadvantaged %	CPETECOP
Urbanicity^	NCES Data
4-Year Graduation Rate Without Exclusions	CAGC420R CAGC419R
College Ready (Annual Graduates)	CA1GG20R CA1GG19R
EB/EL %	CPETLEPP
At-Risk %	CPETRSKP
STAAR Participation Rates	CDA00A00T019R
AP/IB Results (Examinees >= Criteria) (Grades 11–12)	CA0BKA20R CA0BKA19R

Source. School-level variables are sourced from Texas Academic Performance Reports 2020-21.
Note. AP – Advanced Placement. DC – Dual Credit. EB/EL – Emerging Bilingual Student/English Learner. IB – International Baccalaureate. STAAR – State of Texas Assessments of Academic Readiness. TAPR – Texas Academic Performance Reports.
^Urbanicity refers to the characteristics of a given geographic region wherein densely populated areas are considered "urban." The National Center for Education Statistics (NCES) relies on the Census Bureau's definition of urbanicity in which there are four locale types (City, Suburban, Town, and Rural). There are additional categories that can further describe regions; see the NCES website.

Step 2. Student-Level Matching Process. In the second step, individual students within the GEAR UP schools (i.e., the class of 2024) were statistically matched to similar students from the comparison schools identified in step one via a PSM procedure. Student-level matching was based on demographics for Grade 11 students (i.e., 2022–23 data from the fall semester) and Grade 7 STAAR data. (See Table B.3.2.2 for a list of matching criteria.) Demographic data were typically taken from Grade 11; if Grade 11 demographics were not available, Grade 12 (i.e., 2023–24) data were used.

To be included as a potential match, students must:

- Have been enrolled in either a GEAR UP or matched comparison campus in the fall snapshot of 2022–23 and/or 2023–24.
- Have data for all demographic and prior achievement variables in Table B.3.1.2.

Additionally, matched comparison students must not have ever attended a GEAR UP campus while the program was in place (i.e., from 2018–19 through 2024–25).

Table B.3.2.2. Variables Used for Matching at the Student Level and to Determine Baseline Equivalence for the Class of 2024 and the Matched Comparison Cohort

Item	Variable Name in PEIMS or STAAR
Gender	SEX
Race/Ethnicity (Black, Hispanic, White, Asian)	ETHNIC
Economically Disadvantaged	ECONOMIC
Gifted and Talented Program	GIFTED
Special Education	SPECED
Emerging Bilingual Student/English Learner (EB/EL)	LEP
At-Risk	AT_RISK
STAAR Grade 7 Reading Scale Score	R_SSC
STAAR Grade 7 Mathematics Scale Score	M_SSC

Note. PEIMS – Public Education Information Management System. STAAR – State of Texas Assessments of Academic Readiness. For all students in attendance in Grade 11, the 2022–23 fall demographic variable (Grade 11) was used. For those students only in attendance in Grade 12, the 2023–24 fall status (Grade 12) was used. Race was coded so that for each category, students could receive a 1 (member of category) or 0 (not member of category). Students who were not African American, White, or Hispanic would receive codes of "0" for each category.

PSM uses a logistic regression model where the outcome is the probability of being a member of a group (in our case, GEAR UP) and predictors are a set of covariates that describe the students (see Table B.3.2.2 for all covariates used in the analysis). The following equation expresses the basic logistic regression modeling framework:

$$Log(p_k / 1 - p_k) = \beta_{00} + \beta_{10} * predictor_k + \ldots$$

Note:

- Postscripts *k* stands for student.
- *p* is a probability that a student *k* is a GEAR UP participant.
- "*β*s" are parameters to be estimated.
- … indicates that the model will include multiple predictors and corresponding parameters (see Table B.3.2.2).

The logistic regression model produces a statistic called the predicted probability or propensity score based on derived coefficients (*β*s) and the values of the predictors. The propensity score is a balancing score, meaning that it balances all pretreatment group differences in observed covariates.

For each class of 2024 student, a matched comparison student in the same grade with the closest propensity score was selected using nearest neighbor and exact matching. In deriving a propensity score, the logistic regression algorithm considers the relative weight of predictors in their covariate correlation with the outcome. The PSM for this study employed one-to-one

matching: that is, each class of 2024 student was uniquely matched to exactly one comparison student.

The 2024 matched comparison cohort sample was created via three PSMs:

PSM 1. The first PSM matched students who attended GEAR UP campuses in both Grades 11 and 12. To be a part of the PSM process, students in both the class of 2024 and matched cohort pool must have met the following criteria:

- Have demographic and pre-intervention outcome data available (i.e., have data for all of the items in Table B.3.2.2).
- Have attended a GEAR UP or matched comparison school in **both** Grades 11 and 12.

This PSM comprised most of the sample (72%).

PSM 2. The second PSM matched students who only attended GEAR UP campuses in Grade 11 but not Grade 12. To be a part of the PSM process, students in both the primary and matched cohort pool must have met the following criteria:

- Have demographic and pre-intervention outcome data available (i.e., have data for all of the items in Table B.3.2.2).
- Attend a GEAR UP or matched comparison school in Grade 11 but **not** in Grade 12.

This PSM comprised 20% of the sample.

PSM 3. The third PSM matched students who only attended GEAR UP campuses in Grade 12 but not Grade 11. To be a part of the PSM process, students in both the primary and matched cohort pool must have met the following criteria:

- Have demographic and pre-intervention outcome data available (i.e., have data for all of the items in Table B.3.2.2).
- Attended a GEAR UP or matched comparison school in Grade 12 but **not** in Grade 11.

This PSM comprised 8% of the sample.

After the comparison students were selected, data were checked for baseline equivalency (BE) for all demographic and prior achievement data for the sample as a whole using Hedges' *g*. The goal of the PSM was to have groups with effect size (ES) differences of less than .05, which is generally considered to indicate sample equivalence per What Works Clearinghouse (2022) guidance.[44]

- If all equivalencies had ES <= 0.05, then the groups are considered statistically the same, and no additional balancing is needed.
- If there is inequivalence for ES > .25 for any variable, groups would be considered dissimilar; the PSM would be considered invalid and was to be repeated.

[44] See *What Works Clearinghouse Procedures and Standards Handbook* (Version 5.0).

- If there is inequivalence between ES .05 and .25, the difference is considered small but notable; the corresponding variable(s) would need to be added as a covariate to multilevel modeling (MLM) to adjust for the differences statistically.

After completing the matching process, baseline equivalency (BE) was checked to determine how similar the groups were to each other. As demonstrated in Table B.3.2.3, the two cohorts were quite similar. There were no significant differences between groups, and all effect sizes had Hedges' *g* <= 0.05, indicating statistical equivalency.[45,46]

Table B.3.2.3. Class of 2024 and Matched Comparison Cohorts: Key Demographics for Propensity Score Matched Students, Grades 11 and 12

	Class of 2024 (*n*=1,755)	Matched Comparison (*n*=1,767)	sig	ES
Gender (%)				
Male	50%	49%	ns	0.02
Race/Ethnicity (%)				
African American	14%	14%	ns	0.00
Hispanic	81%	81%	ns	0.00
White	4%	4%	ns	0.00
Economic Status (%)				
Economically Disadvantaged	85%	86%	ns	-0.03
Instructional Program or Special Population (%)				
At-Risk	61%	62%	ns	-0.02
EB/EL	28%	27%	ns	0.02
Gifted and Talented	6%	5%	ns	0.04
Special Education	8%	7%	ns	0.04
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1,630	1,631	ns	-0.01
Reading	1,615	1,617	ns	-0.02

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24; TEA, State of Texas Assessments of Academic Readiness (STAAR), spring 2019. *Note.* Sig – significance. EB/EL – Emergent Bilingual Students/English Learners. PSM – Propensity Score Matching. To be included in the sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 11 student in 2022–23 and/or a Grade 12 student in 2023–24 and have been matched in the PSM. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year). In cases where the student was missing Grade 11 data, values from fall of Grade 12 were used (fall of the 2023–24 school year).

Checking this initial BE was not enough as some students did not attend a GEAR UP or matched comparison school for both Grades 11 and 12 and thus were missing data for some of the outcomes. Therefore, four distinct analytic samples were created for each grade level and outcome, and baseline differences were examined for each analytic sample (see Tables C.2.1–C.2.4, Appendix C, for BE data for analytic samples).

In two of the analytic samples (Tables C.2.3 and C.2.4, Appendix C), there was at least one student characteristic with a difference that had an ES > 0.05. In these cases, those variables

[45] A difference is considered statistically significant if there is a low probability, or *p*, that the difference occurred by chance (generally, the chance level is set to 5%).
[46] Hedges' *g* is a measure of effect size (standardized difference between means) that includes a correction for sample size, making it more robust than Cohen's *d* per the American Psychological Association.

were added as covariates to MLMs. Students were also clustered by school in the MLMs to account for similarities between students attending the same schools (e.g., similar teachers, similar peer group).

B.3.3. Creation of Retrospective Cohort

The next group of interest was the retrospective cohort. Students in the retrospective cohort attended GEAR UP campuses and received some indirect services from the program, but did not receive targeted GEAR UP services. To be included in the analytic sample, students in the retrospective cohort must:

- Have demographic and pre-intervention outcome data available (i.e., have data for all of the items in Table B.3.3.1).
- Have attended a GEAR UP school in Grade 11 and/or Grade 12 (i.e., present on the fall snapshot day for either or both grades).

Table B.3.3.1. Variables Used to Determine Baseline Equivalence for the Retrospective Cohort Item	Variable Name in PEIMS or STAAR
Gender	SEX
Race/Ethnicity (Black, Hispanic, White, Asian)	ETHNIC
Economically Disadvantaged	ECONOMIC
Talented and Gifted Program	GIFTED
Special Education	SPECED
EB/EL	LEP
At-Risk	AT_RISK
STAAR Grade 7 Reading Scale Score	R_SSC
STAAR Grade 7 Mathematics Scale Score	M_SSC

Note. EB/EL – Emerging Bilingual Student/English Learner. PEIMS – Public Education Information Management System. STAAR – State of Texas Assessments of Academic Readiness. For all students in attendance in Grade 11, the 2021–22 fall demographic variable (Grade 11) was used. For those students only in attendance in Grade 12, the 2022–23 fall status (Grade 12) was used. Race/ethnicity was coded so that for each category students could receive a 1 (member of category) or 0 (not member of category). Students who were not Black, Hispanic, White, or Asian would receive codes of "0" for each category.

There were a number of students in the retrospective cohort who were not promoted on time from Grade 11 to 12 or did not graduate on time (remained in Grade 12 for 2 years) and were thus part of both the class of 2024 and the retrospective cohort. These students were added to the class of 2024 and were removed from the retrospective cohort for all analyses.

Analyses of student characteristics revealed some differences between the cohorts (Table B.4.2), indicating the need to provide statistical corrections in the analytic models. Because participation by outcome varied, four separate analytic samples were created and all variables that had differences with ES > 0.05 were added as covariates in logistic regression models (see Appendix B.4 and Tables C.3.1–C.3.4, Appendix C for BE information for each analytic sample). Additionally, school was added as a covariate to the models to account for similarities between students who attended the same schools who would have had similar exposures to teachers, local environment, and so forth.

Table B.4.2. Class of 2024 and Retrospective Cohort Key Demographics, Grades 11 and 12

Student Characteristic	Class of 2024 (*n*=1,803)	Retrospective Cohort (*n*=1,700)	sig	ES
Gender (%)				
Male	50%	51%	ns	0.02
Race/Ethnicity (%)				
African American	14%	13%	ns	-0.03
Hispanic	81%	80%	ns	-0.03
White	4%	6%	ns	0.09
Economic Status (%)				
Economically Disadvantaged	85%	85%	ns	0.00
Instructional Program or Special Population (%)				
At-Risk	60%	55%	ns	-0.10
EB/EL	28%	24%	ns	-0.09
Gifted and Talented	5%	6%	ns	0.04
Special Education	8%	7%	ns	0.04
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1,628	1,635	**	0.06
Reading	1,615	1,611	ns	0.03

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2021–22 to 2023–24; TEA, State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.
Note. EB/EL – Emergent Bilingual Students/English Learners. ES – Effect size of the difference using Hedges' *g*. To be included in the table above, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and/or Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have data for all student characteristics in the table above. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year for class of 2024, fall of the 2023–24 school year for retrospective cohort). In cases where the student was missing Grade 11 data, values from fall of Grade 12 were used (fall of the 2023–24 school year for class of 2024, fall of the 2022–23 school year for class of 2023). There were 113 students included in both the class of 2024 and the retrospective cohort groups. These students, originally in the retrospective cohort, were not promoted on time and thus became part of the class of 2024 cohort. Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

B.3.4. Creation of Follow-On Cohort

To measure lasting effects of the program, analyses comparing the class of 2024 to the follow-on cohort were conducted. Students in the follow-on cohort were in the class of 2025 and did not receive targeted GEAR UP services. They did, however, receive indirect school-level services as part of the priority cohort. In addition, practices established for delivering targeted services to the class of 2024 may still have been in place at these campuses, leading to potentially improved outcomes for students in the follow-on cohort. The follow-on cohort, therefore, is a way to examine the sustainability of the GEAR UP strategies after the primary cohort has progressed out of a particular grade. Students in the follow-on cohort had completed Grade 11 when data were collected. To be included in the analytic sample, students in the follow-on cohort must have:

- Demographic and pre-intervention outcome data available (i.e., have data for all of the items in Table B.3.4.1). The follow-on cohort is unique in that STAAR data were not available for them in Grade 7 (due to the Coronavirus Disease 2019 [COVID-19] pandemic and resulting school closures). Therefore, STAAR Grade 6 data, from spring 2019, were used for both the class of 2024 and the follow-on cohort instead.
- Attended a GEAR UP school in Grade 11 (i.e., present on the fall snapshot day).

Table B.3.4.1. Variables Used to Determine Baseline Equivalence for the Follow-On Cohort

Item	Variable Name in PEIMS or STAAR
Gender	SEX
Race/Ethnicity (Black, Hispanic, White, Asian)	ETHNIC
Economically Disadvantaged	ECONOMIC
Talented and Gifted Program	GIFTED
Special Education	SPECED
EB/EL	LEP
At-Risk	AT_RISK
STAAR Grade 6 Reading Scale Score	R_SSC
STAAR Grade 6 Mathematics Scale Score	M_SSC

Note. EB/EL – Emerging Bilingual Student/English Learner. PEIMS – Public Education Information Management System. STAAR – State of Texas Assessments of Academic Readiness. Race/ethnicity was coded so that for each category students could receive a 1 (member of category) or 0 (not member of category). Students who were not Black, Hispanic, White, or Asian would receive codes of "0" for each category.

As with the retrospective cohort, a small number of students in the follow-on cohort were retained; that is, these students were in the class of 2024 but were not promoted on time. However, because these students were served at one time by GEAR UP, they were considered GEAR UP participants for the analyses.

Analyses comparing the class of 2024 to the follow-on cohort revealed small differences in student characteristics. Because participation by outcome varied, two separate analytic samples were created. The Grade 11 analytic sample is described in Table B.4.3, and an additional analytic sample is described in Table C.4.2, Appendix C. All variables that had differences with ES > 0.05 were added as covariates in logistic regression models. School was also added as a covariate to the models to account for similarities between students who attended the same schools.

Table B.4.3. Class of 2024 and Follow-On Cohort Key Demographics, Grade 11

Student Characteristic	Class of 2024 (*n*=1,727)	Follow-On (*n*=1,903)	sig	ES
Gender (%)				
Male	50%	50%	ns	0.00
Race/Ethnicity (%)				
African American	13%	14%	ns	-0.03
Hispanic	80%	79%	ns	0.02
White	5%	6%	ns	-0.04
Economic Status (%)				
Economically Disadvantaged	83%	86%	ns	-0.08
Instructional Program or Special Population (%)				
At-Risk	57%	63%	ns	-0.12
EB/EL	25%	30%	ns	-0.11
Gifted and Talented	6%	6%	ns	0.00
Special Education	8%	8%	ns	0.00
STAAR Grade 6 Scale Score				
Mathematics	1,609	1,606	ns	0.03
Reading	1,544	1,538	ns	0.05

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2021–22 to 2023–24; TEA, State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.
Note. EB/EL – Emergent Bilingual Students/English Learners. ES – Effect size of the difference using Hedges' g. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 follow-on cohort) and have data for all student characteristics in this table. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year for class of 2024, fall of the 2023–24 school year for retrospective cohort). In cases where the student was missing Grade 11 data, values from Grade 12 (fall 2023) were used for class of 2024 students. Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

B.3.5. Creation of Length of Time in Cohort Variable

A final set of analyses looked within the class of 2024 to examine the effect that the length of time participating in GEAR UP had on academic outcomes. The number of years in the program, from 1 to 6, served as a predictor variable in the analyses. To be included in the analyses, students must have:

- Demographic and pre-intervention outcome data available (i.e., have data for all of the items in Table B.3.2.2).
- Have attended a GEAR UP school in Grade 11 and/or Grade 12 (i.e., present on the fall snapshot day for either or both grades).

Students were counted as attending for a particular year if they were present on the day of the fall snapshot for that year.

B.4. Analytic Samples

An overview of the analytic samples is included in Table B.4.1. Details are presented in the section that follows.

Table B.4.1. Analytic Samples and Corresponding Outcomes

Analytic Sample (AS)	Description	Outcomes
AS1: Grade 11	Students enrolled in Grade 11 in: • 2022–23 (for the primary and comparison cohort), • 2021–22 (for the retrospective cohort), • 2023–24 (for the follow-on cohort)	Objective 1.2: What percentage of students completed at least one Advanced Placement (AP) or International Baccalaureate (IB) course by the end of Grade 11?
		Objective 5.1: What percentage of students took the SAT or ACT exam in Grade 11?
		Objective 5.2: What percentage of students meet the college readiness criteria for SAT, ACT, or Texas Success Initiative Assessment (TSIA) by Grade 11?
		Objective 5.4: How many students (%) complete Algebra II by Grade 11?
AS2: Grade 12	Students enrolled in Grade 12 in: • 2023–24 (for the primary and comparison cohort), • 2022–23 (for the retrospective cohort)	Objective 2.1: What percentage of students achieved a passing score on an AP or IB exam or completed a dual credit course by Grade 12?
		Objective 2.2: What percentage of students graduated under the Foundation High School Program with an endorsement or met the Distinguished Level of Achievement?
		Objective 5.2: What percentage of students meet the college readiness criteria for TSIA by Grade 12?
		Objective 5.4: How many students (%) complete Algebra II by Grade 12?
		Objective 7.2: What percentage of students completed a Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA) application by Grade 12?
AS3: Grade 11 students	Students enrolled in Grade 11 in: • 2022–23 (for the primary and comparison cohort),	Objective 5.4: How many students (%) achieve the Approaches Grade Level and

Analytic Sample (AS)	Description	Outcomes
who took State of Texas Assessments of Academic Readiness (STAAR®) U.S. History End-of-Course (EOC) Exam	• 2021–22 (for the retrospective cohort), • 2023–24 (for the follow-on cohort) *AND* • Took the STAAR U.S. History EOC exam	Masters Grade Level standard on the Grade 11 STAAR EOC assessment?
AS4: Graduation Cohort	Students enrolled in a Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) or comparison school in Grade 9 in: • 2020–21 (for the primary and comparison cohort) • 2019–20 (for the retrospective cohort)	Objective 4.1: • What percentage of students graduated on time (i.e., within 4 years of beginning Grade 9)? • What percentage of students dropped out of school?

B.4.1. Matched Comparison

There were four analytic samples for the class of 2024 and matched comparison cohorts. To be included in any analytic sample, students must have had data for all demographic variables and prior achievement (i.e., STAAR Grade 7 Reading and Mathematics scale score). To be included in the first two analytic samples, students must have been enrolled in a GEAR UP or comparison school in Grade 11 or Grade 12 (depending on the analytic sample). To be included in the third analytic sample, students must have been enrolled in a GEAR UP or comparison campus in Grade 11 and have taken the STAAR U.S. History EOC exam that year. For the fourth analytic sample, students must have been part of the graduation cohort, established in Grade 9. This required them to have been enrolled at a GEAR UP or comparison school as of the fall 2020 snapshot. BE was formally assessed for each analytic sample, using Hedge's *g* to calculate the ES difference between the matched comparison and class of 2024. Determinations of equivalence were as follows:

- If the ES <= 0.05 for all demographic and prior achievement variables, the samples were deemed equivalent.

- If the ES is 0.05 < ES < 0.25, the samples were deemed partially equivalent; any differences noted in outcomes may be due to pre-existing differences between cohorts. These variables were added as covariates to the relevant MLMs.
- If the ES is >0.25, the samples were not equivalent, and it was inappropriate to compare differences in outcomes. In this scenario, a new PSM would be conducted to correct for the difference and new analytic samples would be made.

B.4.2. Retrospective Cohort

Students in the retrospective cohort were in Grade 11 in 2021–22 and in Grade 12 in 2022–23. Like the GEAR UP and comparison cohort analyses, there were four analytic samples for the class of 2024 versus retrospective cohort analyses, for students who:

(1) were enrolled in Grade 11 in 2022–23 (class of 2024) or 2021–22 (retrospective),
(2) were enrolled in Grade 12 in 2023–24 (class of 2024) or 2022–23 (retrospective),
(3) were enrolled in Grade 11 in 2022–23 and took the STAAR U.S. History EOC exam in spring 2023 (class of 2024) or 2021–22 (retrospective), and
(4) were enrolled in Grade 9 in 2020–21 (class of 2024) or 2019–20 (retrospective) making them part of the Grades 9–12 graduation cohort.

Even though students are from the same set of schools, the compositions of schools can change by year, so BE was formally assessed for each analytic sample, using Hedges' *g* to calculate the ES difference between the two groups (see Section B.4.1 for descriptions of how equivalence was determined).

B.4.3. Follow-On Cohort

There were two analytic samples for the class of 2024 and follow-on cohorts. To be included in the analytic sample, students must have had data for demographic variables and prior achievement on STAAR. The two analytic samples only included students who:

(1) were enrolled in Grade 11 in 2022–23 (class of 2024) or 2023–24 (follow-on), and
(2) were enrolled in Grade 11 in 2022–23 and took the STAAR U.S. History EOC exam in spring 2023 (class of 2024) or 2023–24 (follow-on).

- Even though students were from the same set of schools, the compositions of schools can change by year, so BE was formally assessed for each analytic sample, using Hedges' *g* to calculate the ES difference between the two groups (see Section B.4.1 for descriptions of how equivalence was determined).

B.4.4. Length of Time in Cohort

For length of time in cohort, there were six potential categories (for each year of the program). Because there were six categories for length of time in cohort (and not two), it was not practical to conduct BE tests for every variable. Instead, a BE test comparing the students who had participated for 4 to 6 years was conducted compared to those who had only attended GEAR UP schools for 1 to 3 years. There were four analytic samples, identical to the ones described in the matched comparison cohort section. To be included in the analytic sample, students must have been in the class of 2024 GEAR UP cohort and have data for demographic variables and prior achievement on STAAR and for the outcome of interest. For these analyses, if BE was

greater than .25, PSMs were not conducted to rebalance the samples due to low potential matches and because the outcome of interest was *not* comparing 1 to 3 years and 4 to 6 years of the program, but seeing the changes each year of participation predicted for the outcomes.

B.5. Analytic Strategies

This section details the analytic strategies used for each cohort.

B.5.1. Matched Comparison

First, college readiness and graduation outcomes were compared between the class of 2024 and the PSM matched comparison cohort.

Outcome comparisons. Cohort comparisons by outcome were presented using Chi-squared tests to examine differences between groups. For example, for the question, "How many students (%) successfully completed Algebra II by Grade 11?" the percentage of completers for each cohort within the analytic sample (in this case, all students who attended either a GEAR UP or matched comparison school in Grade 11 in 2022–23) was presented.

Multilevel model analyses. Second, and to control for shared characteristics among students attending the same schools as well as previous academic achievement, MLMs were created as a more stringent test of the impact of GEAR UP programming on outcomes. Each model was created in the following steps:

1. The **intercept model** documented the amount of variance in the outcome by school:
    1. Level 1 (Student Level): log (P / 1-P) = β_{0j}
    2. Level 2 (School Level): $\beta_{0j} = \gamma_{00} + \mu_{0j}$
2. The **main effects MLM model** added cohort group to the analysis (i.e., class of 2024 GEAR UP or matched comparison cohort):
    1. Level 1 (Student Level): log (P / 1-P) = β_{0j}
    2. Level 2 (School Level): $\beta_{0j} = \gamma_{00} + \gamma_{01}$ *[Cohort]* + μ_{0j}
3. The **covariate MLM model** was conducted if any baseline equivalency test's ES for the analytic sample was >0.05. Covariates were added to the main MLM, when applicable. For example, when gender and at-risk status had ES > 0.05, they were added to the model as follows:
    1. Level 1 (Student Level): log (P / 1-P) = $\beta_{0j} + \beta_1$* [*Male*]$_i + \beta_2$* [*At Risk*]$_i$ + …
    2. Level 2 (School Level): $\beta_{0j} = \gamma_{00} + \gamma_{01}$ *[Cohort]* + μ_0…

Where:

- P stands for the probability that a student successfully completes a course,
- postscripts *i* and *j* index, respectively, student and school,
- *β*s and *γ*s are parameters to be estimated,

- μs are school-specific residuals (estimated as random effects),
- Cohort is a binary indicator (1 if GEAR UP school, else 0), and
- … indicates that the model will include multiple predictors and corresponding parameters.

The model used a logistic function suitable for analyzing the binary outcome (i.e., logistic regression). The outcome examined (P in the model) was the probability of students attaining a certain outcome (e.g., completing an Algebra II course or graduating on time). The model explicitly drives school differences as Level 2 intercepts or random effects (expressed as β_{0j} in the equation) and used the Level 2 intervention variable to analyze the outcome variation between GEAR UP and matched comparison schools. Because the model included both Level 1 and Level 2 covariates, the impact coefficient (γ_{01}) and associated odds ratio (OR) measured the net magnitude of the GEAR UP program effectiveness on the outcome of interest. For example, if the OR was 2.1 for the class of 2024 for a particular outcome, an interpretation could be that the class of 2024 was 2.1 times more likely to meet that outcome than students in the matched comparison cohort, once school and any student characteristics with ES > 0.05 were considered.

School-level covariates entered into the model included:

- Cohort (1 if in GEAR UP, 0 if not in GEAR UP)
- School (*n*=40)

B.5.2. Retrospective Cohort

Next, comparisons between the class of 2024 GEAR UP cohort and students attending the same schools who were one grade level higher and did not receive targeted GEAR UP implementation (i.e., the retrospective cohort) were conducted.

Outcome comparisons. Comparisons of the class of 2024 and retrospective cohort by outcome were presented and compared via a Chi-squared analysis.

Logistic regression analyses. Binary logistic regressions were used for the remainder of the analyses. The logistic regression model examined the probability that students achieved a particular outcome, for example, of successfully completing an AP course by Grade 11 (represented as P in the model).

A binary logistic regression was used for these analyses instead of an MLM because of the relatively small number of schools in the analyses (six). The small number of Level 2 units increased both the chance that an MLM model would be underpowered and the likelihood of making a Type II Error (not seeing a difference between groups statistically when a true difference exists).

The logistic regression model is expressed as follows:

$$\log (P / 1\text{-}P) = \beta_0 + \beta_1 * [Class\_of\_2024]_i + \beta_2 * [School\_B]_j + \beta_3 * [Gender\_Male]_j \ldots$$

Where:

- P represents probability of the outcome occurring,
- postscript *i* indicates student i,
- *β*s are parameters to be estimated; β_{0j} is the intercept and all other parameters are tied to a predictor varible,
- *Class_of_2024* is a binary variable (1= class of 2024 GEAR UP cohort; 0= retrospective cohort),
- *School_A* is an example of a school membership variable (1 if School B, 0 if other schools),
- Gender_Male is an example of a student level covariate (1 if male, 0 if female; these covariates will only be added for variables with ES > 0.05), and
- … indicates that the model will include multiple predictors and corresponding parameters.

Being part of the class of 2024 served as a predictor variable for the model, along with school attended and other covariates (such as demographics and prior academic performance). If targeted GEAR UP services were associated with outcomes, the program impact was reflected in the size of the parameter β_1 and the associated OR as it captured the average performance difference of class of 2024 students and retrospective cohort students after school and student characteristics were considered. For example, if the OR is 2.1 for the class of 2024 for a particular outcome, an interpretation could be that the class of 2024 was 2.1 times more likely to meet that outcome than the retrospective cohort.

B.5.3. Follow-On Cohort

Next, comparisons between the class of 2024 cohort and students attending the same schools who were one grade level lower and not receiving targeted GEAR UP implementation (i.e., the follow-on cohort) were analyzed. The follow-on cohort completed Grade 11 in 2023–24, the last year data were available for this report; thus, no Grade 12 outcomes are analyzed.

Outcome comparisons. Comparisons of the class of 2024 and follow-on cohort by outcome were presented and compared via a Chi-squared analysis.

Logistic regression analyses. Like the class of 2024 versus retrospective cohort analyses, binary logistic regressions were used in the analyses. Please see section B.5.2, above, for more information about how the logistic regression analyses were structured.

B.5.4. Length of Time in Cohort

The final set of analyses examined the effect that the length of time in the class of 2024 cohort has on outcomes. The GEAR UP: Beyond Grad program has been in place since 2018–19, when students entered Grade 7. Only a few services were offered at that time, including college and career readiness curricula, college advising, and college visits. The length of time in cohort variable, therefore, ranged from 1 to 6 (i.e., 2018–19 to 2023–24). The purpose of the length in time in cohort analyses was to see if students who have participated for a longer time in the program had better outcomes than those newer to the program.

Logistic regression analyses. A logistic regression analysis served as the main way of describing the effect that number of years of participation in GEAR UP had on outcomes. Like

the analyses for the retrospective and follow-on cohorts, logistic regressions were used instead of an MLM because of the relatively small number of schools in the analyses (six). Again, the small number of Level 2 units increased the chance that an MLM model was underpowered and the likelihood of making a Type II Error (not seeing a difference between groups statistically when a true difference exists). Length of time in cohort was added to the model as an ordinal variable with six possible values representing years (1, 2, 3, 4, 5, or 6). Students were considered part of the cohort for a year if they were present on the fall snapshot date of that year.

The model is expressed as follows:

$$\log (P / 1\text{-}P) = \beta_0 + \beta_1 * [\textit{Length of Time in Cohort}]_i + \beta_2 * [\textit{School\_A}]_j + \beta_3 * [\textit{Gender\_Male}]_j \ldots$$

Where:

- P represents probability of the outcome occurring,
- postscript *i* indicates student i,
- *β*s are parameters to be estimated; β_{0j} is the intercept and all other parameters are tied to a predictor varible,
- *Length of Time in Cohort* is an ordinal variable (from 1 to 6 years in cohort),
- *School_A* is an example of a school membership variable (1 if School A, 0 if other schools),
- Gender_Male is an example of a student level covariate (1 if male, 0 if female; all of the covariates in Table B.5 with ES > 0.05 will be added to the model), and
- … indicates that the model will include multiple predictors and corresponding parameters.

The number of years in the 2024 GEAR UP primary cohort (expressed as *Length of Time in Cohort* in the model) served as a predictor variable for the model, along with school attended and other covariates (demographics and prior academic performance). If the number of years of participation in GEAR UP was related to outcomes, while controlling for all other variables, the impact of the number of years of participation was reflected in the size of parameter β_1.

APPENDIX C: Additional Technical Details

C.1 Outcomes by School for Class of 2024

Table C.1.1. Completion of Algebra II by Grade 11 (2022–23) for Class of 2024 by School

Group	School A	School B	School C	School D	School E	School F	All
Grade 11 students (*n*=1,977)							
Percent	73%	79%	70%	32%	88%	80%	60%
Grade 11 students matched in PSM (*n*=1,619)							
Percent	71%	79%	70%	33%	89%	76%	62%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2022–23.
Note. PSM – Propensity Score Matching. Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 11 (spring 2023). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the "Grade 11 students" sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23.

Table C.1.2. Completion of Algebra II by Grade 12 (2023–24) for Class of 2024 by School

Group	School A	School B	School C	School D	School E	School F	All
Grade 12 students (*n*=1,710)							
Percent	71%	92%	85%	49%	91%	87%	75%
Grade 12 students matched in PSM (*n*=1,398)							
Percent	78%	92%	87%	50%	92%	87%	77%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.
Note. PSM – Propensity Score Matching. Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 12 (spring 2024). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the "Grade 12 students" sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24.

Table C.1.3. Completion of an AP Course by Grade 11 (2022–23) for Class of 2024 by School

Group	School A	School B	School C	School D	School E	School F	All
Grade 11 students (*n*=1,977)							
Percent	0%	46%	43%	22%	0%	38%	33%
Grade 11 students matched in PSM (*n*=1,619)							
Percent	0%	49%	45%	24%	0%	26%	35%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2022–23.
Note. AP – Advanced Placement. PSM – Propensity Score Matching. AP Completers were defined as students who successfully completed an AP course by the end of Grade 11 (spring 2023). The set of non-completers includes both students who did not take AP courses and those who took an AP course but did not successfully complete it. To be included in the "Grade 11 students" sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23.

Table C.1.4. Earned College Credit via Passing AP Exam or Completing Dual Credit Course by Grade 12 (2023–24) for Class of 2024 by School

Group	School A	School B	School C	School D	School E	School F	All
Grade 12 students (*n*=1,710)							
Percent	96%	22%	46%	20%	29%	19%	33%
Grade 12 students matched in PSM (*n*=1,398)							
Percent	100%	23%	48%	20%	31%	8%	34%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.
Note. AP – Advanced Placement. PSM – Propensity Score Matching. College credit earners either successfully completed a dual credit course or passed an AP exam (earning a score of 3 or higher) by the end of Grade 12 (spring 2024). The set of non-completers includes both students who did not take dual credit courses or AP exams and those who took a dual credit course/AP exam but did not earn credit. To be included in the "Grade 12 students" sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24.

Table C.1.5. SAT or ACT by Grade 11 (2022–23) for Class of 2024 by School

Group	School A	School B	School C	School D	School E	School F	All
Grade 11 students (*n*=1,977)							
Percent	91%	3%	77%	73%	83%	85%	68%
Grade 11 students matched in PSM (*n*=1,619)							
Percent	94%	3%	78%	79%	86%	83%	70%

Source. College Board, 2020–21 to 2022–23. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2022–23.
Note. ACT – ACT college admissions exam. PSM—Propensity Score Matching. To be included in the "Grade 11 students" sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23.

Table C.1.6. Met College Readiness Criteria on SAT, ACT, and/or TSIA by Grade 11 (2022–23) for Class of 2024 by School

Group	School A	School B	School C	School D	School E	School F	All
Grade 11 students (*n*=1,977)							
Percent	5%	1%	13%	8%	17%	17%	10%
Grade 11 students matched in PSM (*n*=1,619)							
Percent	6%	1%	14%	10%	17%	2%	10%

Source. College Board SAT, ACT and TSIA data, 2020–21 to 2022–23. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2022–23.
Note. ACT – ACT college admissions exam. PSM – Propensity Score Matching. TSIA – Texas Success Initiative Assessment. Success on this outcome is defined as reaching the official college readiness criteria on at least one of the three exams (SAT, ACT, or TSIA) by the end of Grade 11 (spring 2023). The set of non-completers includes both students who did not take these exams and those who took them but did meet college readiness criteria. To be included in the "Grade 11 students" sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23.

Table C.1.7. Met College Readiness Criteria for TSIA by Grade 12 (2023–24) for Class of 2024 by School

Group	School A	School B	School C	School D	School E	School F	All
Grade 12 students (*n*=1,710)							
Percent	4%	9%	17%	10%	23%	26%	15%
Grade 12 students matched in PSM (*n*=1,398)							
Percent	6%	9%	18%	11%	24%	9%	15%

Source. Texas Education Agency (TEA), College Board TSIA data, 2020–21 to 2023–24. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.
Note. PSM – Propensity Score Matching. TSIA – Texas Success Initiative Assessment. Success on this outcome is defined as reaching the official college readiness criteria on the TSIA by the end of Grade 12 (spring 2024). The set of non-completers includes both students who did not take the TSIA and those who took it but did meet college readiness criteria. To be included in the "Grade 12 students" sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24.

Table C.1.8. U.S. History EOC Performance for Class of 2024 by Grade 11 (2022–23) by School

Group	School A	School B	School C	School D	School E	School F	All
Grade 11 students (*n*=1,638)							
Approaches (%)	100%	97%	95%	92%	96%	95%	94%
Masters (%)	0%	21%	29%	24%	27%	16%	25%
Grade 11 students matched in PSM (*n*=1,402)							
Approaches (%)	100%	97%	96%	94%	97%	94%	95%
Masters (%)	0%	21%	28%	25%	28%	8%	25%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2023.
Note. EOC – End-of-course exam. PSM – Propensity Score Matching. Data from the spring administration of the exam in 2023 were used. To be included in the "Grade 11 students" sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23, have been matched in the PSM, and have a scored U.S. History STAAR EOC exam from spring 2023.

Table C.1.9. Completion of FAFSA or TASFA by Grade 12 (2023–24) for Class of 2024 by School

Group	School A	School B	School C	School D	School E	School F	All
Grade 12 students (*n*=1,710)							
Percent	92%	89%	81%	48%	76%	76%	72%
Grade 12 students matched in PSM (*n*=1,398)							
Percent	94%	92%	85%	53%	84%	78%	76%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24.
Note. FAFSA – Free Application for Federal Student Aid. PSM – Propensity Score Matching. TASFA – Texas Application for State Financial Aid. To be included in the "Grade 12 students" sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24.

Table C.1.10. On-Time Graduation for Class of 2024 by School

Group	School A	School B	School C	School D	School E	School F	All
Grade 9 cohort (*n*=1,912)							
Percent	92%	91%	88%	85%	97%	96%	91%
Grade 9 cohort matched in PSM (*n*=1,256)							
Percent	98%	99%	99%	99%	100%	100%	99%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.

Note. PSM – Propensity Score Matching. To be included in the "Grade 9 cohort" sample, students must have been enrolled in a GEAR UP campus as a Grade 9 student in 2020–21. Campus listed is not necessarily the campus of graduation – students were recorded as on-time graduates if they graduated from any Texas school by August 31, 2024.

Table C.1.11. Graduated on the Foundation High School Program with an Endorsement or received the Distinguished Level of Achievement for Class of 2024 by School

Group	School A	School B	School C	School D	School E	School F	All
Grade 12 students (*n*=1,710)							
Percent	96%	88%	90%	89%	94%	98%	90%
Grade 12 students matched in PSM (*n*=1,398)							
Percent	100%	92%	94%	93%	98%	98%	94%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.

Note. PSM – Propensity Score Matching. To be included in the "Grade 12 students" sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24.

C.2 Outcomes by Cohort: Matched Comparison Cohort

Table C.2.1. Key Demographics Comparing the Class of 2024 and Matched Comparison Cohorts for the Grade 11 Analytic Sample

Student Characteristic	Class of 2024 (*n*=1,619)	Matched Comparison (*n*=1,631)	sig	ES
Gender (%)				
Male	50%	48%	ns	0.04
Race/Ethnicity (%)				
African American	14%	14%	ns	0.00
Hispanic	81%	81%	ns	0.00
White	4%	4%	ns	0.00
Economic Status (%)				
Economically Disadvantaged	85%	86%	ns	-0.03
Instructional Program or Special Population (%)				
At-Risk	61%	62%	ns	-0.02
EB/EL	27%	27%	ns	0.00
Gifted and Talented	6%	5%	ns	0.04
Special Education	8%	7%	ns	0.04
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1632	1632	ns	0.00
Reading	1617	1620	ns	-0.02

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019.

Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. *n* – Number of students. PSM – Propensity Score Matching. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 11 student in 2022–23 and have been matched in the PSM. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year). In cases where the student was missing Grade 11 data, values from fall of Grade 12 were used (fall of the 2023–24 school year). Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

Table C.2.2. Key Demographics Comparing the Class of 2024 and Matched Comparison Cohorts for the Grade 12 Analytic Sample

Student Characteristic	Class of 2024 (*n*=1,398)	Matched Comparison (*n*=1,398)	sig	ES
Gender (%)				
Male	48%	47%	ns	0.02
Race/Ethnicity(%)				
African American	14%	15%	ns	-0.03
Hispanic	81%	81%	ns	0.00
White	4%	3%	ns	0.05
Economic Status (%)				
Economically Disadvantaged	84%	85%	ns	-0.03
Instructional Program or Special Population (%)				
At-Risk	56%	57%	ns	-0.02
EB/EL	24%	23%	ns	0.02
Gifted and Talented	6%	6%	ns	0.00
Special Education	8%	8%	ns	0.00
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1641	1640	ns	0.01
Reading	1628	1628	ns	0.00

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019.

Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. *n* – Number of students. PSM – Propensity Score Matching. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 12 student in 2023–24 and have been matched in the PSM. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year). In cases where the student was missing Grade 11 data, values from fall of Grade 12 were used (fall of the 2023–24 school year). Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

Table C.2.3. Key Demographics Comparing the Class of 2024 and Matched Comparison Cohorts for the STAAR U.S. History EOC Grade 11 Analytic Sample

Student Characteristic	Class of 2024 (*n*=1,402)	Matched Comparison (*n*=1,320)	sig	ES
Gender (%)				
Male	49%	47%	ns	0.04
Race/Ethnicity (%)				
African American	14%	16%	ns	-0.06
Hispanic	81%	79%	ns	0.05
White	4%	4%	ns	0.00
Economic Status (%)				
Economically Disadvantaged	85%	87%	ns	-0.06
Instructional Program or Special Population (%)				
At-Risk	57%	59%	ns	-0.04
EB/EL	26%	24%	ns	0.05
Gifted and Talented	6%	5%	ns	0.04
Special Education	8%	7%	ns	0.04
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1639	1637	ns	0.02
Reading	1624	1627	ns	-0.02

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019, spring 2023.

Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. n – Number of students. PSM – Propensity Score Matching. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 11 student in 2022–23, been matched in the PSM, and have taken the U.S. History EOC examination in spring 2023. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year). In cases where the student was missing Grade 11 data, values from fall of Grade 12 were used (fall of the 2023–24 school year). Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

Table C.2.4. Key Demographics Comparing the Class of 2024 and Matched Comparison Cohorts for the Graduation Cohort Analytic Sample

Student Characteristic	Class of 2024 (*n*=1,256)	Matched Comparison (*n*=1,246)	sig	ES
Gender (%)				
Male	49%	47%	ns	0.04
Race/Ethnicity(%)				
African American	13%	13%	ns	0.00
Hispanic	82%	83%	ns	-0.03
White	4%	4%	ns	0.00
Economic Status (%)				
Economically Disadvantaged	84%	85%	ns	-0.03
Instructional Program or Special Population (%)				
At-Risk	57%	60%	ns	-0.06
EB/EL	24%	25%	ns	-0.02
Gifted and Talented	7%	6%	ns	0.04
Special Education	8%	8%	ns	0.00
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1637	1638	ns	-0.01
Reading	1626	1626	ns	0.00

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019.

Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. n – Number of students. PSM – Propensity Score Matching. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 9 student in 2020–21 and have been matched in the PSM. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year). In cases where the student was missing Grade 11 data, values from fall of Grade 12 were used (fall of the 2023–24 school year). Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

Table C.2.5. Completion of Algebra II by Grade 11 (2022–23) for Class of 2024 and Matched Comparison Cohort

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Matched Comparison	Class of 2024	Matched Comparison	χ^2	sig	ES
Completed Algebra II by Grade 11	1,619	1,631	62%	67%	9.7	**	-0.10

MLM Regression Models				
	Main Model			
	B	SE	sig	OR
Intercept	0.79	0.14	***	NA
Cohort: Class of 2024 (vs. matched comparison)				
Class of 2024	0.13	0.32	ns	NA

Model Statistics		
	Intercept only	Main model
ICC	0.12	0.12
AIC	3942	3944
Number of schools / students		40 / 3250

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2022–23.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. ES – Effect size of the difference using Hedge's *g*. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). MLM – Multilevel modeling. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables). PSM – Propensity Score Matching. SE – Standard error. χ^2 – chi-squared statistic. Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 11 (spring 2023). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus in the fall of 2022 as a Grade 11 student and have been matched in the PSM. The reference category in the model is: matched comparison cohort. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.2.6. Completion of Algebra II by Grade 12 (2023–24) for Class of 2024 and Matched Comparison Cohort

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Matched Comparison	Class of 2024	Matched Comparison	χ^2	sig	ES
Completed Algebra II by Grade 12	1,398	1,398	77%	84%	-19.0	***	-0.18

MLM Regression Models				
	Main Model			
	B	SE	sig	OR
Intercept	1.86	0.17	***	NA
Cohort: Class of 2024 (vs. matched comparison)				
Class of 2024	-0.20	0.35	ns	NA

Model Statistics		
	Intercept only	Main model
ICC	0.13	0.13
AIC	2500	2502
Number of schools / students		40 / 2796

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. ES – Effect size of the difference using Hedge's g. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). MLM – Multilevel modeling. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables). PSM – Propensity Score Matching. SE – Standard error. χ^2 – chi-squared statistic. Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 12 (spring 2024). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 12 student in the fall of 2023 and have been matched in the PSM. The reference category in the model is: matched comparison cohort. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.2.7. Completion of an AP Course by Grade 11 (2022–23) for Class of 2024 and +Matched Comparison Cohort

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Matched Comparison	Class of 2024	Matched Comparison	χ^2	sig	ES
Completed AP Course by Grade 11	1,619	1,631	35%	27%	21.7	***	0.17

MLM Regression Models				
	Main Model			
	B	SE	sig	OR
Intercept	-1.62	0.27	***	NA
Cohort: Class of 2024 (vs. matched comparison)				
Class of 2024	-0.02	0.59	ns	NA

Model Statistics		
	Intercept only	Main model
ICC	0.32	0.32
AIC	3788	3790
Number of schools / students		40 / 3250

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2022–23.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). AP – Advanced Placement. B – Beta weight. ES – Effect size of the difference using Hedge's g. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). MLM – Multilevel modeling. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables). PSM – Propensity Score Matching. SE – Standard error. χ^2 – chi-squared statistic. AP Completers were defined as students who successfully completed an AP course by the end of Grade 11 (spring 2023). The set of non-completers includes both students who did not take AP courses and those who took an AP course but did not successfully complete it. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus in the fall of 2022 as a Grade 11 student and have been matched in the PSM. The reference category in the model is: matched comparison cohort. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.2.8. Earned College Credit via Passing AP Exam or Completing Dual Credit Course by Grade 12 (2023–24) for Class of 2024 and Matched Comparison Cohort

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Matched Comparison	Class of 2024	Matched Comparison	χ^2	sig	ES
Earned College Credit by Grade 12	1,398	1,398	34%	36%	-1.00	ns	-0.04

MLM Regression Models				
	Main Model			
	B	SE	sig	OR
Intercept	-0.54	0.17	**	NA
Cohort: Class of 2024 (vs. matched comparison)				
Class of 2024	-0.13	0.40	ns	NA

Model Statistics		
	Intercept only	Main model
ICC	0.17	0.17
AIC	3457	3459
Number of schools / students		40 / 2796

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). AP – Advanced Placement. B – Beta weight. ES – Effect size of the difference using Hedge's g. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). MLM – Multilevel modeling. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables). PSM – Propensity Score Matching. SE – Standard error. χ^2 – chi-squared statistic. Students who earned college credit either successfully completed a dual credit course or passed an AP exam (earning a score of 3 or higher) by the end of Grade 12 (spring 2024). The set of non-completers includes both students who did not take dual credit courses or AP exams and those who took a dual credit course/AP exam but did not earn credit. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 12 student in the fall of 2023 and have been matched in the PSM. The reference category in the model is: matched comparison cohort. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.2.9. SAT or ACT by Grade 11 (2022–23) for Class of 2024 and Matched Comparison Cohort

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Matched Comparison	Class of 2024	Matched Comparison	χ^2	sig	ES
Took SAT or ACT by Grade 11	1,619	1,631	70%	61%	32.6	***	0.19

MLM Regression Models				
	Main Model			
	B	SE	sig	OR
Intercept	-0.31	0.33	ns	NA
Cohort: Class of 2024 (vs. matched comparison)				
Class of 2024	1.19	0.80	ns	NA

Model Statistics		
	Intercept only	Main model
ICC	0.49	0.48
AIC	3,320	3,320
Number of schools / students		40 / 3250

Source. College Board, 2020–21 to 2022–23. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2022–23.
Note. ACT – ACT college admissions exam. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). AP – Advanced Placement. B – Beta weight. ES – Effect size of the difference using Hedge's g. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). MLM – Multilevel modeling. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables). PSM – Propensity Score Matching. SE – Standard error. χ^2 – chi-squared statistic. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus in the fall of 2022 as a Grade 11 student and have been matched in the PSM. The reference category in the model is: matched comparison cohort. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.2.10. Met College Readiness Criteria on SAT, ACT, and/or TSIA by Grade 11 (2022–23) for Class of 2024 and Matched Comparison Cohort

Initial Group Differences							
	Number in Cohort		**Outcome Percentages**		**Test Results**		
	Class of 2024	Matched Comparison	Class of 2024	Matched Comparison	χ^2	sig	ES
Met College Readiness Criteria on SAT/ACT/TSIA	1,619	1,631	10%	7%	8.8	**	0.10

MLM Regression Models				
	Main Model			
	B	SE	sig	OR
Intercept	-2.66	0.17	***	NA
Cohort: Class of 2024 (vs. matched comparison)				
Class of 2024	0.02	0.36	ns	NA

Model Statistics		
	Intercept only	**Main model**
ICC	0.11	0.11
AIC	1,909	1,911
Number of schools / students		40 / 3,250

Source. Texas Education Agency (TEA), College Board ACT, SAT and TSIA data, 2020–21 to 2022–23. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24.
Note. ACT – ACT college admissions exam. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). AP – Advanced Placement. B – Beta weight. ES – Effect size of the difference using Hedge's g. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). MLM – Multilevel modeling. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables). PSM – Propensity Score Matching. TSIA – Texas Success Initiative Assessment. SE – Standard error. $\chi 2$ – chi-squared statistic. Success on this outcome is defined as reaching the official college readiness criteria on at least one of the three exams (SAT, ACT, or TSIA) by the end of Grade 11 (spring 2023). The set of non-completers includes both students who did not take these exams and those who took them but did meet college readiness criteria. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus in the fall of 2022 and have been matched in the PSM. The reference category in the model is: matched comparison cohort. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.2.11. Met College Readiness Criteria for TSIA by Grade 12 (2023–24) for Class of 2024 and Matched Comparison Cohort

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Matched Comparison	Class of 2024	Matched Comparison	χ^2	sig	ES
Met College Readiness Criteria for TSIA	1,398	1,398	15%	9%	22.0	***	0.19

MLM Regression Models				
	Main Model			
	B	SE	sig	OR
Intercept	-2.45	0.18	***	NA
Cohort: Class of 2024 (vs. matched comparison)				
Class of 2024	0.49	0.36	ns	NA

Model Statistics		
	Intercept only	Main model
ICC	0.14	0.13
AIC	1,972	1,972
Number of schools / students		40 / 2,796

Source. Texas Education Agency (TEA), College Board TSIA data, 2020–21 to 2023–24 Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models. B – Beta weight. ES – Effect size of the difference using Hedge's g. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). MLM – Multilevel modeling. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables). PSM – Propensity Score Matching. SE – Standard error. TSIA – Texas Success Initiative Assessment. χ^2 – chi-squared statistic. Success on this outcome is defined as reaching the official college readiness criteria on the TSIA by the end of Grade 12 (spring 2024). The set of non-completers includes both students who did not take the TSIA and those who took it but did meet college readiness criteria. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 12 student in the fall of 2023 and have been matched in the PSM. The reference category in the model is: matched comparison cohort. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.2.12. Approaches Grade Level on STAAR U.S. History Grade 11 Exam (2022–23) for Class of 2024 and Matched Comparison Cohort

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Matched Comparison	Class of 2024	Matched Comparison	χ^2	sig	ES
STAAR U.S. History EOC: Approaches Grade Level	1,402	1,320	95%	96%	1.90	ns	-0.05

MLM Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	3.28	0.15	***	NA	4.13	0.39	***	NA
Cohort: Class of 2024 (vs. matched comparison)								
Class of 2024	-0.26	0.22	ns	NA	-0.29	0.23	ns	NA
Covariates with BE > 0.05								
Race/Ethnicity								
African American					-0.47	0.27	ns	NA
Economic Status								
Economically Disadvantaged					-0.84	0.37	*	0.43 (2.32)

Model Statistics			
	Intercept only	Main model	Covariate model
ICC	0.02	0.01	0.02
AIC	950	951	946
Number of schools / students			40 / 2,722

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24. State of Texas Assessments of Academic Readiness (STAAR), spring 2023.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EOC – End-of-course exam. ES – Effect size of the difference using Hedge's g. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). MLM – Multilevel modeling. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). PSM – Propensity Score Matching. SE – Standard error. χ^2 – chi-squared statistic. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus in the fall of 2022 as a Grade 11 student and been matched in the PSM and had a scored U.S. History EOC exam from spring 2023. The reference categories in the model are: matched comparison cohort, not African American, not economically disadvantaged. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.2.13. Masters Grade Level on STAAR U.S. History EOC Exam (2022–23) for Class of 2024 and Matched Comparison Cohort

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Matched Comparison	Class of 2024	Matched Comparison	χ^2	sig	ES
STAAR U.S. History EOC: Masters Grade Level	1,402	1,320	25%	31%	-13.2	***	-0.13

MLM Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	-0.84	0.09	***	NA	-0.82	0.10	***	NA
Cohort: Class of 2024 (vs. matched comparison)								
Class of 2024	-0.39	0.17	*	0.67 (1.48)	-0.42	0.18	*	0.66 (1.51)
Covariates with BE > 0.05								
Race/Ethnicity								
African American					-0.3	0.13	*	0.74 (1.36)
Economic Status								
Economically Disadvantaged					-0.2	0.12	ns	NA

Model Statistics			
	Intercept only	Main model	Covariate model
ICC	0.03	0.02	0.02
AIC	3,210	3,208	3,204
Number of schools / students			40 / 2,722

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24. State of Texas Assessments of Academic Readiness (STAAR), spring 2023.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EOC – End-of-course exam. ES – Effect size of the difference using Hedge's g. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). MLM – Multilevel modeling. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). PSM – Propensity Score Matching. SE – Standard error. χ^2 – chi-squared statistic. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus in the fall of 2022 as a Grade 11 student and been matched in the PSM and had a scored U.S. History EOC exam from spring 2023. The reference categories in the model are: matched comparison cohort, not African American, not economically disadvantaged. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.2.14. Completion of FAFSA or TASFA by Grade 12 (2023–24) for Class of 2024 and Matched Comparison Cohort

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Matched Comparison	Class of 2024	Matched Comparison	χ^2	sig	ES
Completion of FAFSA/TASFA	1,398	1,398	76%	65%	37.9	***	0.24

MLM Regression Models				
	Main Model			
	B	SE	sig	OR
Intercept	0.75	0.27	***	NA
Cohort: Class of 2024 (vs. matched comparison)				
Class of 2024	0.78	0.39	*	2.17

Model Statistics		
	Intercept only	Main model
ICC	0.26	0.24
AIC	3,035	3,035
Number of schools / students		40 / 2,796

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. ES – Effect size of the difference using Hedge's g. FAFSA – Free Application for Federal Student Aid. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). MLM – Multilevel modeling. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables). PSM – Propensity Score Matching. SE – Standard error. TASFA – Texas Application for State Financial Aid. χ^2 – chi-squared statistic. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 12 student in the fall of 2023 and have been matched in the PSM. The reference category in the model is: matched comparison cohort. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.2.15. On-Time Graduation for Class of 2024 and Matched Comparison Cohort

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Matched Comparison	Class of 2024	Matched Comparison	χ^2	sig	ES
Graduated On Time	1,256	1,246	99%	97%	5.7	*	0.14

MLM Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	3.63	0.26	***	NA	5.72	0.63	***	NA
Cohort: Class of 2024 (vs. matched comparison)								
Class of 2024	0.72	0.38	ns	NA	0.69	0.41	ns	NA
Covariates with BE > 0.05								
Instructional Program or Special Population								
At-risk					-2.53	0.59	***	0.08 (12.52)

Model Statistics			
	Intercept only	Main model	Covariate model
ICC	0.07	0.03	0.04
AIC	513	512	477
Number of schools / students			40 / 2,502

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. ES – Effect size of the difference using Hedge's g. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). MLM – Multilevel modeling. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). PSM – Propensity Score Matching. SE – Standard error. χ^2 – chi-squared statistic. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 9 student in the fall of 2020 and have been matched in the PSM. The reference categories in the model are: matched comparison cohort, not at-risk. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.2.16. Graduated on the Foundation High School Program with an Endorsement or received the Distinguished Level of Achievement for Class of 2024 and Matched Comparison Cohort

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Matched Comparison	Class of 2024	Matched Comparison	χ^2	sig	ES
Graduated on the Foundation High School Program or Earned Distinguished Level of Achievement	1,398	1,398	94%	89%	23.7	***	0.18

MLM Regression Models				
	Main Model			
	B	SE	sig	OR
Intercept	2.38	0.25	***	NA
Cohort: Class of 2024 (vs. matched comparison)				
Class of 2024	0.81	0.58	ns	NA

Model Statistics		
	Intercept only	Main model
ICC	0.31	0.28
AIC	1,586	1,586
Number of schools / students		40 / 2,796

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. ES – Effect size of the difference using Hedge's g. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). MLM – Multilevel modeling. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables). PSM – Propensity Score Matching. SE – Standard error. χ^2 – chi-squared statistic. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 12 student in the fall of 2023 and have been matched in the PSM. The reference category in the model is: matched comparison cohort. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

C.3 Outcomes by Cohort: Retrospective Cohort

Table C.3.1. Key Demographics Comparing the Class of 2024 and Retrospective Cohorts for the Grade 11 Analytic Sample

Student Characteristic	Class of 2024 (*n*=1,664)	Retrospective (*n*=1,559)	sig	ES
Gender (%)				
Male	50%	51%	ns	0.02
Race/Ethnicity (%)				
African American	14%	13%	ns	-0.03
Hispanic	81%	81%	ns	0.00
White	5%	6%	ns	0.05
Economic Status (%)				
Economically Disadvantaged	85%	84%	ns	-0.03
Instructional Program or Special Population (%)				
At-Risk	59%	54%	**	-0.10
EB/EL	27%	23%	*	-0.09
Gifted and Talented	6%	6%	ns	0.00
Special Education	8%	7%	ns	-0.04
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1,630	1,638	ns	0.07
Reading	1,617	1,615	ns	-0.01

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2021–22 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.

Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. *n* – Number of students. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and have data for all student characteristics in the table above. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year for class of 2024, fall of the 2023–24 school year for retrospective cohort). In cases where the student was missing Grade 11 data, values from fall of Grade 12 were used (fall of the 2023–24 school year for class of 2024, fall of the 2022–23 school year for class of 2023). There were 113 students included in both the class of 2024 and the retrospective cohort groups. These students, originally in the retrospective cohort, were not promoted on time and thus became part of the class of 2024 cohort. Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

Table C.3.2. Key Demographics Comparing the Class of 2024 and Retrospective Cohorts for the Grade 12 Analytic Sample

Student Characteristic	Class of 2024 (*n*=1,404)	Retrospective (*n*=1,388)	sig	ES
Gender (%)				
Male	48%	49%	ns	0.02
Race/Ethnicity (%)				
African American	14%	14%	ns	0.00
Hispanic	81%	80%	ns	-0.03
White	4%	6%	*	0.09
Economic Status (%)				
Economically Disadvantaged	84%	84%	ns	0.00
Instructional Program or Special Population (%)				
At-Risk	55%	53%	ns	-0.04
EB/EL	24%	22%	ns	-0.05
Gifted and Talented	6%	7%	ns	0.04
Special Education	8%	7%	ns	-0.04
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1,641	1,642	ns	0.01
Reading	1,628	1,619	ns	-0.07

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2021–22 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.

Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. *n* – Number of students. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have data for all student characteristics in the table above. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year for class of 2024, fall of the 2023–24 school year for retrospective cohort). In cases where the student was missing Grade 11 data, values from fall of Grade 12 were used (fall of the 2023–24 school year for class of 2024, fall of the 2022–23 school year for class of 2023). There were 113 students included in both the class of 2024 and the retrospective cohort groups. These students, originally in the retrospective cohort, were not promoted on time and thus became part of the class of 2024 cohort. Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

Table C.3.3. Key Demographics Comparing the Class of 2024 and Retrospective Cohorts for the STAAR U.S. History EOC Grade 11 Analytic Sample

Student Characteristic	Class of 2024 (*n*=1,432)	Retrospective (*n*=1,330)	sig	ES
Gender (%)				
Male	49%	49%	ns	0.00
Race/Ethnicity (%)				
African American	14%	14%	ns	0.00
Hispanic	81%	80%	ns	0.03
White	4%	6%	ns	-0.09
Economic Status (%)				
Economically Disadvantaged	85%	84%	ns	0.03
Instructional Program or Special Population (%)				
At-Risk	56%	52%	*	0.08
EB/EL	26%	22%	*	0.09
Gifted and Talented	6%	7%	ns	-0.04
Special Education	8%	7%	ns	0.04
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1,638	1,646	ns	-0.07
Reading	1,624	1,623	ns	0.01

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2021–22 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.

Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. n – Number of students. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort), have data for all student characteristics in the table above, and have a scored U.S. History EOC exam from spring 2023 (class of 2024) or spring 2022 (retrospective cohort). Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year for class of 2024, fall of the 2023–24 school year for retrospective cohort). In cases where the student was missing Grade 11 data, values from fall of Grade 12 were used (fall of the 2023–24 school year for class of 2024, fall of the 2022–23 school year for class of 2023). There were 113 students included in both the class of 2024 and the retrospective cohort groups. These students, originally in the retrospective cohort, were not promoted on time and thus became part of the class of 2024 cohort. Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

Table C.3.4 Key Demographics Comparing the Class of 2024 and Retrospective Cohorts for the Graduation Cohort Analytic Sample

Student Characteristic	Class of 2024 (*n*=1,803)	Retrospective (*n*=1,700)	sig	ES
Gender (%)				
Male	50%	51%	ns	0.02
Race/Ethnicity (%)				
African American	14%	13%	ns	-0.03
Hispanic	81%	80%	ns	-0.03
White	4%	6%	ns	0.09
Economic Status (%)				
Economically Disadvantaged	85%	85%	ns	0.00
Instructional Program or Special Population (%)				
At-Risk	60%	55%	**	-0.10
EB/EL	28%	24%	*	-0.09
Gifted and Talented	5%	6%	ns	0.04
Special Education	8%	7%	ns	-0.04
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1,628	1,635	ns	0.06
Reading	1,615	1,611	ns	-0.03

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.

Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. n – Number of students. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 9 student in 2020–21 (class of 2024) or 2019–20 (retrospective cohort) and have data for all student characteristics in the table above. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year for class of 2024, fall of the 2023–24 school year for retrospective cohort). In cases where the student was missing Grade 11 data, values from fall of Grade 12 were used (fall of the 2023–24 school year for class of 2024, fall of the 2022–23 school year for class of 2023). There were 113 students included in both the class of 2024 and the retrospective cohort groups. These students, originally in the retrospective cohort, were not promoted on time and thus became part of the class of 2024 cohort. Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

Table C.3.5. Completion of Algebra II by Grade 11 for Class of 2024 (2022–23) and Retrospective Cohort (2021–22) by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1664)							
Percent	75%	79%	70%	33%	89%	76%	61%
Retrospective cohort (*n*=1559)							
Percent	84%	76%	84%	58%	97%	75%	75%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2022–23.

Note. Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 11 (spring 2023 for class of 2024, spring 2022 for retrospective cohort). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and have had data for all background variables listed in Table C.3.1.

Table C.3.6 Completion of Algebra II by Grade 11 for Class of 2024 (2022–23) and Retrospective Cohort (2021–22)

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Retrospective	Class of 2024	Retrospective	χ^2	sig	ES
Completed Algebra II by Grade 11	1,664	1,559	61%	75%	71.9	***	-0.30

Logistic Regression Models								
	Main Model				Covariate Model			
Model Statistics	B	SE	sig	OR	B	SE	sig	OR
Intercept	1.77	0.40	***	NA	2.54	0.42	***	NA
Cohort: Class of 2024 (vs. retrospective)								
Class of 2024	-0.74	0.08	***	0.48 (2.09)	-0.72	0.09	***	0.48 (2.06)
Covariates with BE > 0.05								
Instructional Program or Special Population								
At-risk					-0.83	0.11	***	0.43 (2.30)
EB/EL					0.38	0.12	**	1.47
STAAR Grade 7 Scale Score (z-score)								
Mathematics					0.47	0.05	***	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	-0.11	0.42	ns	NA	-0.30	0.42	ns	NA
School C	-0.15	0.41	ns	NA	-0.39	0.42	ns	NA
School D	-1.60	0.41	***	0.20 (4.98)	-2.18	0.42	***	0.11 (8.83)
School E	1.19	0.49	*	3.29	0.91	0.50	ns	NA
School F	-0.29	0.43	ns	NA	-0.39	0.44	ns	NA

Model Statistics		
Number of schools / students		6 / 3,223
AIC	Main model	Covariate model
	3,613	3,396

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2022–23.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 11 (spring 2023 for class of 2024, spring 2022 for retrospective cohort). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and have had data for all background variables listed in Table C.3.1. The reference categories in the model are: retrospective cohort, not at-risk, not EB/EL, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.3.7. Completion of Algebra II by Grade 12 for Class of 2024 (2023–24) and Retrospective Cohort (2022–23) by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1,404)							
Percent	80%	92%	87%	50%	92%	87%	77%
Retrospective cohort (*n*=1,388)							
Percent	94%	88%	86%	75%	97%	82%	83%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24.

Note. Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 12 (spring 2024 for class of 2024, spring 2023 for retrospective cohort). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have had data for all background variables listed in Table C.3.2.

Table C.3.8. Completion of Algebra II by Grade 12 for Class of 2024 (2023–24) and Retrospective Cohort (2022–23)

Initial Group Differences							
	Number in Cohort		**Outcome Percentages**		**Test Results**		
	Class of 2024	Retrospective	Class of 2024	Retrospective	χ^2	sig	ES
Completed Algebra II by Grade 12	1,404	1,388	77%	83%	15.2	***	-0.15

Logistic Regression Models								
	Main Model				**Covariate Model**			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	2.11	0.49	***	NA	2.19	0.49	***	NA
Cohort: Class of 2024 (vs. retrospective)								
Class of 2024	-0.43	0.10	***	0.65 (1.54)	-0.48	0.10	***	0.62 (1.61)
Covariates with BE > 0.05								
Race/Ethnicity								
White					0.23	0.24	ns	NA
STAAR Grade 7 Scale Score								
Reading					0.41	0.05	***	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	0.34	0.52	ns	NA	0.31	0.52	ns	NA
School C	0	0.49	ns	NA	-0.03	0.49	ns	NA
School D	-1.36	0.49	*	0.26 (3.90)	-1.43	0.49	**	0.24 (4.16)
School E	0.96	0.58	ns	NA	0.85	0.59	ns	NA
School F	-0.25	0.52	ns	NA	-0.21	0.52	ns	NA

Model Statistics		
Number of schools / students		6 /2,792
AIC	Main model	Covariate model
	2,534	2,476

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24. Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. ES – Effect size of the difference using Hedge's g. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 12 (spring 2024 for class of 2024, spring 2023 for retrospective cohort). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have had data for all background variables listed in Table C.3.2. The reference categories in the model are: retrospective cohort, not White, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.3.9. Completion of an AP Course by Grade 11 for Class of 2024 (2022–23) and Retrospective Cohort (2021–22) by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1,664)							
Percent	0%	49%	45%	23%	0%	26%	34%
Retrospective cohort (*n*=1,559)							
Percent	0%	66%	54%	27%	0%	27%	41%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2022–23.

Note. AP – Advanced Placement. AP Completers were defined as students who successfully completed an AP course by the end of Grade 11 (spring 2023 for class of 2024, spring 2022 for retrospective cohort). The set of non-completers includes both students who did not take AP courses and those who took an AP course but did not successfully complete it. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and have had data for all background variables listed in Table C.3.1.

Table C.3.10. Completion of an AP Course by Grade 11 for Class of 2024 (2022–23) and Retrospective Cohort (2021–22)

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Retrospective	Class of 2024	Retrospective	χ^2	sig	ES
Completed AP Course by Grade 11	1,664	1,559	34%	41%	15.8	***	-0.15

Logistic Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	-17.39	630.5	ns	NA	-16.77	597.13	ns	NA
Cohort: Class of 2024 (vs. retrospective)								
Class of 2024	-0.35	0.08	***	0.71 (1.41)	-0.32	0.08	***	0.73 (1.37)
Covariates with BE > 0.05								
Instructional Program or Special Population								
At-risk					-0.93	0.11	***	0.39 (2.53)
EB/EL					0.17	0.12	ns	NA
STAAR Grade 7 Scale Score (z-score)								
Mathematics					0.58	0.05	***	NA
School								
	B	SE	sig	OR	B	SE	sig	OR
School B	17.87	630.46	ns	NA	17.94	597.13	ns	NA
School C	17.54	630.46	ns	NA	17.45	597.13	ns	NA
School D	16.45	630.46	ns	NA	15.98	597.13	ns	NA
School E	0	691.83	ns	NA	-0.69	650.47	ns	NA
School F	16.53	630.46	ns	NA	16.33	597.13	ns	NA

Model Statistics		
Number of schools / students		6 / 3,223
AIC	Main model	Covariate model
	3,810	3,434

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2022–23. Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). AP – Advanced Placement. B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. AP Completers were defined as students who successfully completed an AP course by the end of Grade 11 (spring 2023 for class of 2024, spring 2022 for retrospective cohort). The set of non-completers includes both students who did not take AP courses and those who took an AP course but did not successfully complete it. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and have had data for all background variables listed in Table C.3.1. The reference categories in the model are: retrospective cohort, not at-risk, not EB/EL, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.3.11. Earned College Credit via Passing AP Exam or Completing Dual Credit Course by Grade 12 for Class of 2024 (2023–24) and Retrospective Cohort (2022–23) by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1,404)							
Percent	95%	23%	48%	20%	31%	8%	34%
Retrospective cohort (*n*=1,388)							
Percent	88%	31%	48%	19%	29%	8%	34%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.

Note. AP – Advanced Placement. Students who earned college credit either successfully completed a dual credit course or passed an AP exam (earning a score of 3 or higher) by the end of Grade 12 (spring 2024 for the class of 2024, spring 2023 for the retrospective cohort). The set of non-completers includes both students who did not take dual credit courses or AP exams and those who took a dual credit course/AP exam but did not earn credit. To be included in the samples, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have had data for all background variables listed in Table C.3.2.

Table C.3.12. Earned College Credit via Passing AP Exam or Completing Dual Credit Course by Grade 12 for Class of 2024 (2023–24) and Retrospective Cohort (2022–23)

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Retrospective	Class of 2024	Retrospective	χ^2	sig	ES
Earned College Credit by Grade 12	1,404	1,388	34%	34%	0.02	ns	0.00

Logistic Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	2.45	0.60	***	NA	2.88	0.62	***	NA
Cohort: Class of 2024 (vs. retrospective)								
Class of 2024	-0.04	0.08	ns	NA	-0.13	0.09	ns	NA
Covariates with BE > 0.05								
Race/Ethnicity								
White					0.26	0.23	ns	NA
STAAR Grade 7 Scale Score								
Reading					1.18	0.06	***	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	-3.41	0.61	***	0.03 (30.30)	-4.16	0.64	***	0.02 (64.41)
School C	-2.50	0.60	***	0.08 (12.13)	-2.97	0.63	***	0.05 (19.44)
School D	-3.85	0.61	***	0.02 (47.12)	-4.66	0.63	***	0.01 (105.21)
School E	-3.28	0.62	***	0.04 (26.70)	-4.24	0.65	***	0.01 (69.70)
School F	-4.86	0.66	***	0.01 (130.02)	-5.65	0.69	***	0 (284.91)

Model Statistics		
Number of schools / students		6 /2,792
AIC	Main model	Covariate model
	3,261	2,723

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24. Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. ES – Effect size of the difference using Hedge's g. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables). SE – Standard error. χ^2 – chi-squared statistic. Students who earned college credit either successfully completed a dual credit course or passed an AP exam (earning a score of 3 or higher) by the end of Grade 12 (spring 2024 for the class of 2024, spring 2023 for the retrospective cohort). The set of non-completers includes both students who did not take dual credit courses or AP exams and those who took a dual credit course/AP exam but did not earn credit. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have had data for all background variables listed in Table C.3.2. The reference categories in the model are: retrospective cohort, not White, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.3.13. SAT or ACT by Grade 11 for Class of 2024 (2022–23) and Retrospective Cohort (2021–22) by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1664)							
Percent	90%	3%	78%	77%	85%	83%	70%
Retrospective cohort (*n*=1559)							
Percent	84%	7%	78%	74%	80%	84%	69%

Source. College Board, 2019–20 to 2022–23. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2022–23.
Note. ACT – ACT college admissions exam. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and have had data for all background variables listed in Table C.3.1.

Table C.3.14. SAT or ACT by Grade 11 for Class of 2024 (2022–23) and Retrospective Cohort (2021–22)

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Retrospective	Class of 2024	Retrospective	χ^2	sig	ES
SAT or ACT by Grade 11	1,664	1,559	70%	69%	0.61	ns	0.02

Logistic Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	1.89	0.48	***	NA	2.69	0.50	***	NA
Cohort: Class of 2024 (vs. retrospective)								
Class of 2024	0.06	0.09	ns	NA	0.13	0.09	ns	NA
Covariates with BE > 0.05								
Instructional Program or Special Population								
At-risk					-0.62	0.12	***	0.54 (1.86)
EB/EL					0.19	0.13	ns	NA
STAAR Grade 7 Scale Score (z-score)								
Mathematics					0.47	0.06	***	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	-4.84	0.53	***	0.01 (126.17)	-5.26	0.54	***	0.01 (192.6)
School C	-0.66	0.48	ns	NA	-0.85	0.49	ns	NA
School D	-0.78	0.48	ns	NA	-1.11	0.50	*	0.33 (3.02)
School E	-0.35	0.52	ns	NA	-0.66	0.52	ns	NA
School F	-0.27	0.51	ns	NA	-0.39	0.52	ns	NA

Model Statistics		
Number of schools / students		6 / 3,223
AIC	Main model	Covariate model
	3,143	2,986

Source. Texas Education Agency (TEA), College Board ACT and SAT data, 2019–20 to 2022–23. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2022–23. State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.
Note. ACT – ACT college admissions exam. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and have had data for all background variables listed in Table C.3.1. The reference categories in the model are: retrospective cohort, not at-risk, not EB/EL, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.3.15. Met College Readiness Criteria on SAT, ACT, and/or TSIA by Grade 11 for Class of 2024 (2022–23) and Retrospective Cohort (2021–22) by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1,664)							
Percent	5%	1%	14%	9%	17%	2%	10%
Retrospective cohort (*n*=1,559)							
Percent	11%	6%	11%	9%	21%	6%	10%

Source. College Board, 2019–20 to 2022–23. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2022–23.
Note. ACT – ACT college admissions exam. TSIA – Texas Success Initiative Assessment. Success on this outcome is defined as reaching the official college readiness criteria on at least one of the three exams (SAT, ACT, or TSIA) by the end of Grade 11 (spring 2023 for the class of 2024, spring 2022 for the retrospective cohort). The set of non-completers includes both students who did not take these exams and those who took them but did meet college readiness criteria. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and have had data for all background variables listed in Table C.3.1.

Table C.3.16. Met College Readiness Criteria on SAT, ACT, and/or TSIA by Grade 11 for Class of 2024 (2022–23) and Retrospective Cohort (2021–22)

Initial Group Differences							
	Number in Cohort		**Outcome Percentages**		**Test Results**		
	Class of 2024	Retrospective	Class of 2024	Retrospective	χ^2	sig	ES
Met College Readiness Criteria for ACT/SAT/TSIA	1,664	1,559	10%	10%	0.0	ns	0.00

Logistic Regression Models								
	Main Model				**Covariate Model**			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	-2.49	0.60	***	NA	-1.92	0.75	*	NA
Cohort: Class of 2024 (vs. retrospective)								
Class of 2024	0	0.12	ns	NA	0.18	0.15	ns	NA
Covariates with BE > 0.05								
Instructional Program or Special Population								
At-risk					-1.01	0.21	***	0.36 (2.75)
EB/EL					-0.14	0.34	ns	NA
STAAR Grade 7 Scale Score (z-score)								
Mathematics					1.78	0.10	***	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	-0.97	0.67	ns	NA	-2.55	0.83	**	0.08 (12.65)
School C	0.54	0.61	ns	NA	-0.29	0.74	ns	NA
School D	0.18	0.61	ns	NA	-1.33	0.76	ns	NA
School E	1.03	0.63	ns	NA	-0.39	0.78	ns	NA
School F	-0.62	0.69	ns	NA	-1.96	0.86	*	0.14 (7.10)

Model Statistics		
Number of schools / students		6 / 3,223
AIC	Main model	Covariate model
	2,052	1,287

Source. Texas Education Agency (TEA), College Board ACT, SAT and TSIA data, 2019–20 to 2022–23. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2022–23. State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.
Note. ACT – ACT college admissions exam. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. NA – Not applicable OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. TSIA – Texas Success Initiative Assessment. χ^2 – chi-squared statistic. Success on this outcome is defined as reaching the official college readiness criteria on at least one of the three exams (SAT, ACT, or TSIA) by the end of Grade 11 (spring 2023 for the class of 2024, spring 2022 for the retrospective cohort). The set of non-completers includes both students who did not take these exams and those who took them but did meet college readiness criteria. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and have had data for all background variables listed in Table C.3.1. The reference categories in the model are: retrospective cohort, not at-risk, not EB/EL, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.3.17. Met College Readiness Criteria for TSIA by Grade 12 for Class of 2024 (2023–24) and Retrospective Cohort (2022–23) by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1,404)							
Percent	5%	9%	18%	11%	24%	9%	15%
Retrospective cohort (*n*=1,388)							
Percent	12%	5%	8%	10%	15%	5%	9%

Source. Texas Education Agency (TEA), College Board TSIA data, 2019–20 to 2023–24; Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24.
Note. TSIA – Texas Success Initiative Assessment. Success on this outcome is defined as reaching the official college readiness criteria on the TSIA by the end of Grade 12 (spring 2024 for the class of 2024, spring 2023 for the retrospective cohort). The set of non-completers includes both students who did not take the TSIA and those who took it but did meet college readiness criteria. To be included in the samples, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have had data for all background variables listed in Table C.3.2.

Table C.3.18. Met College Readiness Criteria for TSIA by Grade 12 for Class of 2024 (2023–24) and Retrospective Cohort (2022–23)

Initial Group Differences								
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Retrospective	Class of 2024	Retrospective	χ^2	sig	ES
Met College Readiness Criteria for TSIA	1,404	1,388	15%	9%	25.4	***	0.19

Logistic Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	-2.80	0.61	***	NA	-3.08	0.63	***	NA
Cohort: Class of 2024 (vs. retrospective)								
Class of 2024	0.61	0.12	***	1.84	0.62	0.14	***	1.87
Covariates with BE > 0.05								
Race/Ethnicity								
White					-0.20	0.32	ns	NA
STAAR Grade 7 Scale Score								
Reading					1.41	0.08	***	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	-0.16	0.64	ns	NA	-0.75	0.67	ns	NA
School C	0.57	0.61	ns	NA	0.22	0.63	ns	NA
School D	0.32	0.61	ns	NA	-0.15	0.64	ns	NA
School E	1.05	0.63	ns	NA	0.40	0.67	ns	NA
School F	-0.17	0.67	ns	NA	-0.40	0.70	ns	NA

Model Statistics		
Number of schools / students		6 /2792
AIC	Main model	Covariate model
	1,961	1,554

Source. Texas Education Agency (TEA), College Board TSIA data, 2019–20 to 2023–24. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24. Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. ES – Effect size of the difference using Hedge's g. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables). SE – Standard error. χ^2 – chi-squared statistic. Success on this outcome is defined as reaching the official college readiness criteria on the TSIA by the end of Grade 12 (spring 2024 for the class of 2024, spring 2023 for the retrospective cohort). The set of non-completers includes both students who did not take the TSIA and those who took it but did meet college readiness criteria. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have had data for all background variables listed in Table C.3.2. The reference categories in the model are: retrospective cohort, not White, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.3.19. U.S. History EOC Performance for Class of 2024 (2022–23) and Retrospective Cohort (2021–22) by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1,432)							
Approaches (%)	100%	97%	96%	94%	97%	94%	95%
Masters (%)	0%	21%	27%	24%	28%	8%	25%
Retrospective cohort (*n*=1,330)							
Approaches (%)	100%	92%	93%	88%	98%	85%	91%
Masters (%)	0%	27%	33%	33%	56%	20%	33%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2021–22 to 2022–23. State of Texas Assessments of Academic Readiness (STAAR), spring 2022, spring 2023.
Note. To be included in the samples, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and have had data for all background variables listed in Table C.3.2 as well as a scored U.S. History EOC exam from Grade 11 (spring 2023 for class of 2024, spring 2022 for retrospective cohort).

Table C.3.20. Approaches Grade Level on U.S. History EOC Exam for Class of 2024 (2022–23) and Retrospective Cohort (2021–22)

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Retrospective	Class of 2024	Retrospective	χ^2	sig	ES
U.S. History EOC: Approaches Grade Level	1,432	1,330	95%	91%	23.9	***	0.16

Logistic Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	11.82	324.74	ns	NA	13.77	535.41	ns	NA
Cohort: Class of 2024 (vs. retrospective)								
Class of 2024	0.74	0.16	***	2.10	1.07	0.17	***	2.91
Covariates with BE > 0.05								
Race/Ethnicity								
White					0	0.41	ns	NA
Instructional Program or Special Population								
At-Risk					-1.15	0.26	***	0.32 (3.15)
EB/EL					-0.23	0.21	ns	NA
STAAR Grade 7 Scale Score								
Math					1.36	0.13	***	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	-9.32	324.74	ns	NA	-9.68	535.41	ns	NA
School C	-9.36	324.74	ns	NA	-9.99	535.41	ns	NA
School D	-9.84	324.74	ns	NA	-10.57	535.41	ns	NA
School E	-8.57	324.74	ns	NA	-9.36	535.41	ns	NA
School F	-10.01	324.74	ns	NA	-10.64	535.41	ns	NA

Model Statistics		
Number of schools / students		6 / 2,772
AIC	Main model	Covariate model
	1,361	1,108

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2021–22 to 2022–23. State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019, spring 2022, spring 2023.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. To be included in the samples, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and have had data for all background variables listed in Table C.3.3 as well as a scored U.S. History EOC exam from Grade 11 (spring 2023 for class of 2024, spring 2022 for retrospective cohort).The reference categories in the model are: retrospective cohort, not White, not at-risk, not EB/EL, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.3.21. Masters Grade Level on U.S. History EOC Exam for Class of 2024 (2022–23) and Retrospective Cohort (2021–22)

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Retrospective	Class of 2024	Retrospective	χ^2	sig	ES
U.S. History EOC: Masters Grade Level	1,432	1,330	25%	33%	24.0	***	-0.18

Logistic Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	-12.14	324.74	ns	NA	-11.38	324.74	ns	NA
Cohort: Class of 2024 (vs. retrospective)								
Class of 2024	-0.42	0.09	***	0.66 (1.53)	-0.43	0.10	***	0.65 (1.54)
Covariates with BE > 0.05								
Race/Ethnicity								
White					0.38	0.20	ns	NA
Instructional Program or Special Population								
At-Risk					-0.67	0.12	***	0.51 (1.95)
EB/EL					-0.59	0.17	***	0.55 (1.81)
STAAR Grade 7 Scale Score								
Math					0.88	0.06	***	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	11.21	324.74	ns	NA	10.76	324.74	ns	NA
School C	11.51	324.74	ns	NA	11.00	324.74	ns	NA
School D	11.44	324.74	ns	NA	10.74	324.74	ns	NA
School E	12.01	324.74	ns	NA	11.24	324.74	ns	NA
School F	10.53	324.74	ns	NA	9.94	324.74	ns	NA

Model Statistics		
Number of schools / students	6 / 2,772	
AIC	Main model	Covariate model
	3,258	2,691

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2021–22 to 2022–23. State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019, spring 2022, spring 2023.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. To be included in the samples, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2021–22 (retrospective cohort) and have had data for all background variables listed in Table C.3.3 as well as a scored U.S. History EOC exam from Grade 11 (spring 2023 for class of 2024, spring 2022 for retrospective cohort).The reference categories in the model are: retrospective cohort, not White, not at-risk, not EB/EL, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.3.22. Completion of FAFSA or TASFA by Grade 12 for Class of 2024 (2023–24) and Retrospective Cohort (2022–23) by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1,404)							
Percent	90%	92%	85%	53%	83%	78%	76%
Retrospective cohort (*n*=1,388)							
Percent	88%	88%	89%	65%	87%	97%	82%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–2023 to 2023–24.

Note. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have had data for all background variables listed in Table C.3.2.

Table C.3.23. Completion of FAFSA or TASFA for Class of 2024 (2023–24) and Retrospective Cohort (2022–23)

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Retrospective	Class of 2024	Retrospective	χ^2	sig	ES
Completed FAFSA or TASFA by Grade 12	1,404	1,388	76%	82%	16.6	***	-0.15

Logistic Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	2.37	0.53	***	NA	2.53	0.54	***	NA
Cohort: Class of 2024 (vs. retrospective)								
Class of 2024	-0.45	0.1	***	0.64 (1.56)	-0.52	0.1	***	0.60 (1.68)
Covariates with BE > 0.05								
Race/Ethnicity								
White					-0.45	0.21	*	0.64 (1.57)
STAAR Grade 7 Scale Score								
Reading					0.46	0.05	***	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	0.12	0.56	ns	NA	0.05	0.57	ns	NA
School C	-0.25	0.54	ns	NA	-0.31	0.54	ns	NA
School D	-1.78	0.54	**	0.17 (5.95)	-1.87	0.54	**	0.15 (6.48)
School E	-0.4	0.57	ns	NA	-0.55	0.58	ns	NA
School F	-0.12	0.58	ns	NA	-0.01	0.58	ns	NA

Model Statistics		
Number of schools / students		6 /2,792
AIC	Main model	Covariate model
	2,594	2,516

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24. Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. ES – Effect size of the difference using Hedge's g. FAFSA – Free Application for Federal Student Aid. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. TASFA – Texas Application for State Financial Aid. χ^2 – chi-squared statistic. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have had data for all background variables listed in Table C.3.2. The reference categories in the model are: retrospective cohort, not White, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.3.24. On-Time Graduation for Class of 2024 by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1,803)							
Percent	100%	99%	98%	99%	99%	100%	99%
Retrospective cohort (*n*=1,700)							
Percent	100%	98%	100%	98%	98%	98%	99%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24.

Note. To be included in the "Grade 9 cohort" sample, students must have been enrolled in a GEAR UP campus as a Grade 9 student in 2020–21 (class of 2024) or 2019–20 (retrospective cohort) and have data for all the student characteristics listed in Table C.3.4. Campus listed is not necessarily the campus of graduation – students were recorded as on-time graduates if they graduated from any Texas school by August 31, 2024.

Table C.3.25. On-Time Graduation for Class of 2024 and Retrospective Cohort

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Retrospective	Class of 2024	Retrospective	χ^2	sig	ES
Graduated on time	1,803	1,700	99%	99%	0.2	ns	0.00

MLM Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	17.51	668.6	***	NA	18.62	648.74	***	NA
Cohort: Class of 2024 (vs. retrospective)								
Class of 2024	0.13	0.34	ns	NA	0.03	0.35	ns	NA
Covariates with BE > 0.05								
Race/Ethnicity								
White					-0.47	0.77	ns	NA
Instructional Program or Special Population								
At-Risk					-0.73	0.54	ns	NA
EB/EL					-0.31	0.43	ns	NA
STAAR Grade 7 Scale Score								
Math					0.82	0.24	**	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	-13.56	668.55	ns	NA	-13.53	648.74	ns	NA
School C	-13.22	668.55	ns	NA	-13.41	648.74	ns	NA
School D	-13.55	668.55	ns	NA	-13.75	648.74	ns	NA
School E	-12.39	668.55	ns	NA	-12.81	648.74	ns	NA
School F	-13.08	668.55	ns	NA	-13.20	648.74	ns	NA

Model Statistics		
Number of schools / students		6 / 3,503
AIC	Main model	Covariate model
	379	360

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24. Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables). SE – Standard error. χ^2 – chi-squared statistic. To be included in the analytic sample, students must have been enrolled in a GEAR UP or matched comparison campus as a Grade 9 student in the fall of the 2020–21 (class of 2024) or 2019-2020 (retrospective cohort) school year and have data for all the student characteristics listed in Table C.3.4. The reference categories in the model are: retrospective cohort, not White, not at-risk, not EB/EL, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.3.26. Graduated on the Foundation High School Program with an Endorsement or received the Distinguished Level of Achievement for Class of 2024 (2023–24) and Retrospective Cohort (2022–23) by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1,404)							
Percent	95%	92%	94%	93%	98%	98%	94%
Retrospective cohort (*n*=1,388)							
Percent	88%	90%	91%	91%	97%	89%	91%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.
Note. To be included in the samples, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have had data for all background variables listed in Table C.3.2.

Table C.3.27. Graduated on the Foundation High School Program with an Endorsement or received the Distinguished Level of Achievement for Class of 2024 (2023–24) and Retrospective Cohort (2022–23)

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Retrospective	Class of 2024	Retrospective	χ^2	sig	ES
Graduated on the Foundation High School Program or earned Distinguished Level of Achievement	1,404	1,388	94%	91%	6.9	*	0.12

Logistic Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	2.24	0.61	***	NA	2.43	0.62	***	NA
Cohort: Class of 2024 (vs. retrospective)								
Class of 2024	0.37	0.15	*	1.45	0.35	0.15	*	1.42
Covariates with BE > 0.05								
Race/Ethnicity								
White					-0.01	0.36	ns	NA
STAAR Grade 7 Scale Score								
Reading					0.76	0.08	***	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	-0.09	0.63	ns	NA	-0.14	0.64	ns	NA
School C	0.09	0.61	ns	NA	0.08	0.62	ns	NA
School D	-0.01	0.62	ns	NA	0.04	0.62	ns	NA
School E	1.16	0.75	ns	NA	1.06	0.76	ns	NA
School F	0.19	0.66	ns	NA	0.36	0.67	ns	NA

Model Statistics		
Number of schools / students		6 /2,792
AIC	Main model	Covariate model
	1,489	1,400

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24. Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. ES – Effect size of the difference using Hedge's g. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables). SE – Standard error. χ^2 – chi-squared statistic. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 (class of 2024) or 2022–23 (retrospective cohort) and have had data for all background variables listed in Table C.3.2. The reference categories in the model are: retrospective cohort, not White, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

C.4 Outcomes by Cohort: Follow on Cohort

Table C.4.1. Key Demographics Comparing the Class of 2024 and Follow-on Cohorts for the Grade 11 Analytic Sample

Student Characteristic	Class of 2024 (*n*=1,727)	Follow-on (*n*=1,903)	sig	ES
Gender (%)				
Male	50%	50%	ns	0.00
Race/Ethnicity (%)				
African American	13%	14%	ns	-0.03
Hispanic	80%	79%	ns	0.02
White	5%	6%	ns	-0.04
Economic Status (%)				
Economically Disadvantaged	83%	86%	ns	-0.08
Instructional Program or Special Population (%)				
At-Risk	57%	63%	***	-0.12
EB/EL	25%	30%	**	-0.11
Gifted and Talented	6%	6%	ns	0.00
Special Education	8%	8%	ns	0.00
STAAR Grade 6 Scale Score (Mean)				
Mathematics	1609	1606	ns	0.03
Reading	1544	1538	ns	0.05

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2021–22 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.

Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 follow-on cohort) and have data for all student characteristics in the table above. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year for class of 2024, fall of the 2023–24 school year for retrospective cohort). In cases where the student was missing Grade 11 data, values from Grade 12 (fall 2023) were used for class of 2024 students. Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

Table C.4.2. Key Demographics Comparing the Class of 2024 and Follow-on Cohorts for the STAAR U.S. History EOC Grade 11 Analytic Sample

Student Characteristic	Class of 2024 (*n*=1,475)	Follow-on (*n*=1,646)	sig	ES
Gender (%)				
Male	49%	49%	ns	0.00
Race/Ethnicity (%)				
African American	14%	14%	ns	0.00
Hispanic	80%	79%	ns	0.02
White	5%	6%	ns	-0.04
Economic Status (%)				
Economically Disadvantaged	0.84	0.86	ns	-0.06
Instructional Program or Special Population (%)				
At-Risk	55%	61%	***	-0.12
EB/EL	24%	29%	**	-0.11
Gifted and Talented	6%	6%	ns	0.00
Special Education	8%	7%	ns	0.04
STAAR Grade 6 Scale Score (Mean)				
Mathematics	1615	1612	ns	0.02
Reading	1549	1545	ns	0.04

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2021–22 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2018, spring 2019.

Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 follow-on cohort) and have data for all student characteristics in the table above and have a scored U.S. History EOC exam from spring 2023 (class of 2024) or spring 2024 (follow-on cohort). Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year for class of 2024, fall of the 2023–24 school year for retrospective cohort). In cases where the student was missing Grade 11 data, values from Grade 12 (fall 2023) were used for class of 2024 students. Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

Table C.4.3. Completion of Algebra II by Grade 11 for Class of 2024 (2022–23) and Follow-on Cohort (2023–24) by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1,727)							
Percent	75%	80%	70%	34%	89%	82%	62%
Follow-on cohort (*n*=1,903)							
Percent	88%	73%	84%	35%	75%	92%	67%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.

Note. Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 11 (spring 2023 for class of 2024, spring 2022 for retrospective cohort). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 follow-on cohort) and have had data for all student characteristics in listed in Table C.4.1.

Table C.4.4. Completion of Algebra II by Grade 11 for Class of 2024 (2022–23) and Follow-On Cohort (2023–24)

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Follow-on	Class of 2024	Follow-on	χ^2	sig	ES
Completed Algebra II by Grade 11	1,727	1,903	62%	67%	7.4	**	-0.10

Logistic Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	1.65	0.39	***	NA	2.77	0.42	***	NA
Cohort: Class of 2024 (vs. follow-on)								
Class of 2024	-0.30	0.08	***	0.74 (1.35)	-0.41	0.08	***	0.66 (1.51)
Covariates with BE > 0.05								
Economic Status								
Economically Disadvantaged					-0.22	0.12	ns	NA
Instructional Program or Special Population								
At-risk					-1.29	0.10	***	0.27 (3.65)
EB/EL					0.09	0.10	ns	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	-0.3	0.41	ns	NA	-0.11	0.42	ns	NA
School C	-0.27	0.40	ns	NA	-0.28	0.41	ns	NA
School D	-2.17	0.40	***	0.11 (8.72)	-2.36	0.41	***	0.09 (10.56)
School E	0.02	0.43	ns	NA	-0.14	0.45	ns	NA
School F	0.39	0.43	ns	NA	0.23	0.44	ns	NA

Model Statistics		
Number of schools / students		6 /3,630
AIC	Main model	Covariate model
	4,032	3,814

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 11 (spring 2023 for class of 2024, spring 2024 for follow-on cohort). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 (follow-on cohort) and have had data for all student characteristics listed in Table C.4.1.The reference categories in the model are: follow-on cohort, not economically disadvantaged, not at-risk, not EB/EL, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.4.5. Completion of an AP Course by Grade 11 for Class of 2024 (2022–23) and Follow-on Cohort (2023–24) by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1,727)							
Percent	0%	47%	45%	24%	0%	40%	35%
Follow-on cohort (*n*=1,903)							
Percent	0%	43%	43%	23%	1%	33%	33%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.

Note. AP – Advanced Placement. PSM – Propensity Score Matching. AP Completers were defined as students who successfully completed an AP course by the end of Grade 11 (spring 2023 for class of 2024, spring 2022 for retrospective cohort). The set of non-completers includes both students who did not take AP courses and those who took an AP course but did not successfully complete it. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 (follow-on cohort) and have had data for all student characteristics in listed in Table C.4.1.

Table C.4.6. Completion of an AP Course by Grade 11 for Class of 2024 (2022–23) and Follow-On Cohort (2023–24)

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Follow-on	Class of 2024	Follow-on	χ^2	sig	ES
Completed AP Course by Grade 11	1,727	1,903	35%	33%	1.8	ns	0.04

Logistic Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	-15.61	219.33	ns	NA	-14.82	205.99	ns	NA
Cohort: Class of 2024 (vs. follow-on)								
Class of 2024	0.09	0.07	ns	NA	0.02	0.08	ns	NA
Covariates with BE > 0.05								
Economic Status								
Economically Disadvantaged					-0.09	0.08	ns	NA
Instructional Program or Special Population								
At-risk					-1.33	0.09	***	0.27 (3.76)
EB/EL					0	0.11	ns	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	15.37	219.33	ns	NA	15.79	205.99	ns	NA
School C	15.33	219.33	ns	NA	15.45	205.99	ns	NA
School D	14.39	219.33	ns	NA	14.39	205.99	ns	NA
School E	10.30	219.34	ns	NA	10.03	205.99	ns	NA
School F	15.01	219.33	ns	NA	14.84	205.99	ns	NA

Model Statistics		
Number of schools / students		6 / 3,630
AIC	Main model	Covariate model
	4,339	4,048

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). AP – Advanced Placement. B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. AP Completers were defined as students who successfully completed an AP course by the end of Grade 11 (spring 2023 for class of 2024, spring 2024 for follow-on cohort). The set of non-completers includes both students who did not take AP courses and those who took an AP course but did not successfully complete it. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 (follow-on cohort) and have had data for all student characteristics listed in Table C.4.1.The reference categories in the model are: follow-on cohort, not economically disadvantaged, not at-risk, not EB/EL, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.4.7. SAT or ACT by Grade 11 for Class of 2024 (2022–23) and Follow-on Cohort (2023–24) by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1,727)							
Percent	90%	3%	79%	78%	86%	88%	71%
Follow-on cohort (*n*=1,903)							
Percent	79%	2%	78%	76%	90%	84%	71%

Source. Texas Education Agency (TEA), College Board ACT and SAT data, 2019–20 to 2023–24. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2020–21 to 2023–24.
Note. ACT – ACT college admissions exam. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 (follow-on cohort) and have had data for all student characteristics in listed in Table C.4.1.

Table C.4.8. SAT or ACT by Grade 11 for Class of 2024 (2022–23) and Follow-On Cohort (2023–24)

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Follow-on	Class of 2024	Follow-on	χ^2	sig	ES
SAT or ACT by Grade 11	1,727	1,903	71%	71%	0.03	ns	0.00

Logistic Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	1.63	0.41	***	NA	2.68	0.44	***	NA
Cohort: Class of 2024 (vs. follow-on)								
Class of 2024	0.07	0.09	ns	NA	0.01	0.09	ns	NA
Covariates with BE > 0.05								
Economic Status								
Economically Disadvantaged					-0.18	0.14	ns	NA
Instructional Program or Special Population								
At-risk					-1.28	0.11	***	0.28 (3.60)
EB/EL					0.15	0.11	ns	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	-5.32	0.52	***	0 (203.42)	-5.33	0.53	***	0 (205.69)
School C	-0.39	0.42	ns	NA	-0.40	0.43	ns	NA
School D	-0.46	0.42	ns	NA	-0.51	0.43	ns	NA
School E	0.29	0.47	ns	NA	0.17	0.48	ns	NA
School F	0.14	0.45	ns	NA	0.03	0.46	ns	NA

Model Statistics		
Number of schools / students		6 / 3,630
AIC	Main model	Covariate model
	3,404	3,239

Source. Texas Education Agency (TEA), College Board ACT and SAT data, 2019–20 to 2023–24. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24.
Note. ACT – ACT college admissions exam. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 (follow-on cohort) and have had data for all student characteristics in listed in Table C.4.1.The reference categories in the model are: follow-on cohort, not economically disadvantaged, not at-risk, not EB/EL, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.4.9. Met College Readiness Criteria on SAT, ACT, and/or TSIA by Grade 11 for Class of 2024 (2022–23) and Follow-on Cohort (2023–24) by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1,727)							
Percent	5%	1%	14%	10%	19%	16%	12%
Follow-on cohort (*n*=1,903)							
Percent	4%	3%	11%	5%	8%	16%	8%

Source. College Board, SAT, ACT and/or TSIA 2020–21 to 2023–24. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24.

Note. ACT – ACT college admissions exam. TSIA – Texas Success Initiative Assessment. Success on this outcome is defined as reaching the official college readiness criteria on at least one of the three exams (SAT, ACT, or TSIA) by the end of Grade 11 (spring 2023 for the class of 2024, spring 2024 for the follow-on cohort). The set of non-completers includes both students who did not take these exams and those who took them but did meet college readiness criteria. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 (follow-on cohort) and have had data for all student characteristics in listed in Table C.4.1.

Table C.4.10. Met College Readiness Criteria on SAT, ACT, and/or TSIA by Grade 11 for Class of 2024 (2022–23) and Follow-On Cohort (2023–24)

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Follow-on	Class of 2024	Follow-on	χ^2	sig	ES
Met College Readiness Criteria for ACT/SAT/TSIA	1,727	1,903	12%	8%	12.5	***	0.14

Logistic Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	-3.24	0.73	***	NA	-2.41	0.74	**	NA
Cohort: Class of 2024 (vs. follow-on)								
Class of 2024	0.40	0.11	***	1.49	0.35	0.12	*	1.41
Covariates with BE > 0.05								
Economic Status								
Economically Disadvantaged					-0.51	0.14	***	0.60 (1.67)
Instructional Program or Special Population								
At-risk					-2.04	0.18	***	0.13 (7.66)
EB/EL					-0.35	0.29	ns	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	-0.99	0.82	ns	NA	-0.36	0.84	ns	NA
School C	1.08	0.73	ns	NA	1.30	0.75	ns	NA
School D	0.46	0.73	ns	NA	0.63	0.75	ns	NA
School E	1.16	0.75	ns	NA	1.05	0.77	ns	NA
School F	1.38	0.74	ns	NA	1.16	0.76	ns	NA

Model Statistics		
Number of schools / students		6 / 3,630
AIC	Main model	Covariate model
	2,243	1,937

Source. Texas Education Agency (TEA), College Board ACT, SAT and TSIA data, 2020–21 to 2023–24. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24.
Note. ACT – ACT college admissions exam. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. TSIA – Texas Success Initiative Assessment. χ^2 – chi-squared statistic. Success on this outcome is defined as reaching the official college readiness criteria on at least one of the three exams (SAT, ACT, or TSIA) by the end of Grade 11 (spring 2023 for the class of 2024, spring 2024 for the follow-on cohort). The set of non-completers includes both students who did not take these exams and those who took them but did meet college readiness criteria. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 (follow-on cohort) and have had data for all student characteristics in listed in Table C.4.1.The reference categories in the model are: follow-on cohort, not economically disadvantaged, not at-risk, not EB/EL, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.4.11. U.S. History EOC Performance for Class of 2024 (2022–23) and Follow-on Cohort (2021–22) by School

Group	School A	School B	School C	School D	School E	School F	All
Class of 2024 (*n*=1,475)							
Approaches (%)	100%	97%	96%	95%	97%	95%	96%
Masters (%)	0%	21%	28%	26%	28%	15%	26%
Follow-on cohort (*n*=1,646)							
Approaches (%)	100%	97%	97%	94%	93%	98%	96%
Masters (%)	0%	25%	28%	21%	24%	34%	26%

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24. State of Texas Assessments of Academic Readiness (STAAR), spring 2023, spring 2024.
Note. To be included in the samples, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 (follow-on cohort) and have had data for all background variables listed in Table C.F.AS3 as well as a scored U.S. History EOC exam from Grade 11 (spring 2023 for class of 2024, spring 2024 for follow-on cohort).

Table C.4.12. Approaches Grade Level on U.S. History EOC Exam for Class of 2024 (2022–23) and Follow-On Cohort (2023–24)

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Follow-on	Class of 2024	Follow-on	χ^2	sig	ES
U.S. History EOC: Approaches Grade Level	1,475	1,646	96%	96%	0.0	ns	NA

Logistic Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	13.64	535.41	ns	NA	16.03	535.41	ns	NA
Cohort: Class of 2024 (vs. follow-on)								
Class of 2024	-0.07	0.18	ns	NA	-0.18	0.18	ns	NA
Covariates with BE > 0.05								
Economic Status								
Economically Disadvantaged					-0.28	0.33	ns	NA
Instructional Program or Special Population								
At-risk					-2.03	0.32	***	0.13 (7.61)
EB/EL					-0.27	0.21	ns	NA
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	-10.19	535.41	ns	NA	-10.34	535.41	ns	NA
School C	-10.32	535.41	ns	NA	-10.80	535.41	ns	NA
School D	-10.81	535.41	ns	NA	-11.22	535.41	ns	NA
School E	-10.66	535.41	ns	NA	-11.47	535.41	ns	NA
School F	-10.32	535.41	ns	NA	-11.03	535.41	ns	NA

Model Statistics		
Number of schools / students		6 / 3,121
AIC	Main model	Covariate model
	1,118	1,038

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24. State of Texas Assessments of Academic Readiness (STAAR), spring 2023, spring 2024.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 (follow-on cohort) and have had data for all student characteristics in listed in Table C.4.2 as well as a scored U.S. History EOC exam from Grade 11 (spring 2023 for class of 2024, spring 2024 for follow-on cohort).The reference categories in the model are: follow-on cohort, not economically disadvantaged, not at-risk, not EB/EL, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.4.13. Masters Grade Level on U.S. History EOC Exam for Class of 2024 (2022–23) and Follow-On Cohort (2023–24)

Initial Group Differences							
	Number in Cohort		Outcome Percentages		Test Results		
	Class of 2024	Follow-on	Class of 2024	Follow-on	χ^2	sig	ES
U.S. History EOC: Masters Grade Level	1,475	1,646	26%	26%	0.00	ns	0.00

Logistic Regression Models								
	Main Model				Covariate Model			
	B	SE	sig	OR	B	SE	sig	OR
Intercept	-11.56	196.97	ns	NA	-11.06	324.74	ns	NA
Cohort: Class of 2024 (vs. follow-on)								
Class of 2024	-0.01	0.08	ns	NA	-0.12	0.09	ns	NA
Covariates with BE > 0.05								
Economic Status								
Economically Disadvantaged					-0.31	0.12	*	0.73 (1.36)
Instructional Program or Special Population								
At-risk					-1.37	0.11	***	0.25 (3.93)
EB/EL					-0.55	0.15	***	0.58 (1.73)
Schools								
	B	SE	sig	OR	B	SE	sig	OR
School B	10.37	196.97	ns	NA	11.09	324.74	ns	NA
School C	10.64	196.97	ns	NA	10.90	324.74	ns	NA
School D	10.37	196.97	ns	NA	10.67	324.74	ns	NA
School E	10.52	196.97	ns	NA	10.50	324.74	ns	NA
School F	10.41	196.97	ns	NA	10.40	324.74	ns	NA

Model Statistics		
Number of schools / students		6 / 3,121
AIC	Main model	Covariate model
	3,561	3,197

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2022–23 to 2023–24. State of Texas Assessments of Academic Readiness (STAAR), spring 2023, spring 2024.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 (class of 2024) or 2023–24 (follow-on cohort) and have had data for all student characteristics in listed in Table C.4.2 as well as a scored U.S. History EOC exam from Grade 11 (spring 2023 for class of 2024, spring 2024 for follow-on cohort).The reference categories in the model are: follow-on cohort, not economically disadvantaged, not at-risk, not EB/EL, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

C.5 Length of Time in Cohort Analyses

Table C.5.1. Key Demographics Comparing the Students Participating in GEAR UP for 1 to 3 Years and 4 to 6 Years for the Grade 11 Analytic Sample

Student Characteristic	1 to 3 Years (*n*=447)	4 to 6 Years (*n*=1219)	sig	ES
Gender (%)				
Male	54%	49%	ns	-0.10
Race/Ethnicity (%)				
African American	15%	13%	ns	-0.06
Hispanic	80%	81%	ns	0.03
White	5%	5%	ns	0.00
Economic Status (%)				
Economically Disadvantaged	89%	84%	**	-0.14
Instructional Program or Special Population (%)				
At-Risk	73%	54%	***	-0.40
EB/EL	38%	23%	***	-0.33
Gifted and Talented	2%	7%	***	0.24
Special Education	8%	8%	ns	0.00
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1,606	1,639	***	0.30
Reading	1,586	1,628	***	0.35

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019.

Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 and have data for all student characteristics in the table above. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year. In cases where the student was missing Grade 11 data, values from Grade 12 (fall 2023) were used. Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

Table C.5.2. Key Demographics Comparing the Students Participating in GEAR UP for 1 to 3 Years and 4 to 6 Years for the Grade 12 Analytic Sample

Student Characteristic	1 to 3 Years (*n*=275)	4 to 6 Years (*n*=1130)	sig	ES
Gender (%)				
Male	49%	48%	ns	-0.02
Race/Ethnicity (%)				
African American	17%	13%	ns	-0.11
Hispanic	77%	82%	ns	0.12
White	4%	4%	ns	0.00
Economic Status (%)				
Economically Disadvantaged	86%	83%	ns	-0.08
Instructional Program or Special Population (%)				
At-Risk	63%	53%	**	-0.20
EB/EL	34%	21%	***	-0.29
Gifted and Talented	1%	8%	***	0.34
Special Education	7%	8%	ns	0.04
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1,630	1,644	ns	0.12
Reading	1,611	1,632	*	0.16

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019

Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 and have data for all student characteristics in the table above. Demographic variables are primarily from the fall of Grade 11 (fall of the 2022–23 school year. In cases where the student was missing Grade 11 data, values from Grade 12 (fall 2023) were used. Asterisks indicate the level of statistical significance (sig): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding. Characteristics with ES > 0.05 indicate baseline inequivalence between groups.

Table C.5.3. Key Demographics Comparing the Students Participating in GEAR UP for 1 to 3 Years and 4 to 6 Years for the STAAR U.S. History EOC Analytic Sample

Student Characteristic	1 to 3 Years (*n*=274)	4 to 6 Years (*n*=1,159)	sig	ES
Gender (%)				
Male	50%	48%	ns	-0.04
Race/Ethnicity (%)				
African American	15%	14%	ns	-0.03
Hispanic	79%	81%	ns	0.05
White	4%	4%	ns	0.00
Economic Status (%)				
Economically Disadvantaged	90%	84%	*	-0.18
Instructional Program or Special Population (%)				
At-Risk	65%	54%	***	-0.22
EB/EL	36%	23%	***	-0.29
Gifted and Talented	2%	7%	***	0.24
Special Education	8%	8%	ns	0.00
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1,625	1,642	*	0.15
Reading	1,605	1,629	**	0.19

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019.

Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's g. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23, have data for all variables above and have taken the U.S. History EOC examination in spring 2023.

Table C.5.4. Key Demographics Comparing the Students Participating in GEAR UP for 1 to 3 Years and 4 to 6 Years for the Graduation Analytic Sample

Student Characteristic	1 to 3 Years (*n*=48)	4 to 6 Years (*n*=1233)	sig	ES
Gender (%)				
Male	52%	49%	ns	-0.06
Race/Ethnicity (%)				
African American	15%	13%	ns	-0.06
Hispanic	83%	82%	ns	-0.03
White	2%	4%	ns	0.12
Economic Status (%)				
Economically Disadvantaged	94%	84%	**	-0.32
Instructional Program or Special Population (%)				
At-Risk	73%	55%	*	-0.38
EB/EL	40%	23%	**	-0.37
Gifted and Talented	6%	7%	ns	0.04
Special Education	17%	8%	*	-0.27
STAAR Grade 7 Scale Score (Mean)				
Mathematics	1,595	1,638	**	0.39
Reading	1,605	1,627	ns	0.16

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019

Note. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. To be included in the analytic sample, students must have been enrolled in a GEAR UP campus as a Grade 9 student in 2020–21 and have data for all variables above.

Table C.5.5. Completion of Algebra II by Grade 11 (2022–23) for Class of 2024 by Length of Time in Cohort

Logistic Regression Model				
	Covariate Model			
	B	SE	sig	OR
Intercept	1.47	0.60	*	NA
Length of Time in Cohort:				
Length (1 to 6 Years)	0.11	0.03	**	1.12
Covariates with BE > .05				
Gender				
Male	-0.22	0.12	ns	NA
Race/Ethnicity				
African American	-0.09	0.19	ns	NA
Economic Status				
Economically Disadvantaged	-0.24	0.17	ns	NA
Instructional Program or Special Population				
At-risk	-0.72	0.16	***	0.49 (2.05)
EB/EL	0.20	0.17	ns	NA
Gifted and Talented	0.32	0.33	ns	NA
STAAR Grade 7 Scale Score (z-score)				
Mathematics	0.43	0.08	***	NA
Reading	0.06	0.09	ns	NA
Schools				
School B	0.24	0.57	ns	NA
School C	-0.31	0.54	ns	NA
School D	-2.15	0.55	***	0.12 (8.58)
School E	0.74	0.63	ns	NA
School F	0.09	0.59	ns	NA
Number of schools / students				6 /1,666

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables and length of time in cohort. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 11 (spring 2023). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 and have had data for all background variables listed in Table C.5.1. The reference categories in the model are: not male, not African American, not economically disadvantaged, not at-risk, not EB/EL, not gifted and talented, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.5.6. Completion of Algebra II by Grade 12 (2023–24) for Class of 2024 by Length of Time in Cohort

Logistic Regression Model				
	Covariate Model			
	B	SE	sig	OR
Intercept	1.61	0.72	*	NA
Length of Time in Cohort				
Length (1 to 6 Years)	0.06	0.04	ns	NA
Covariates with BE > .05				
Race/Ethnicity				
African American	-0.49	0.39	ns	NA
Hispanic	-0.31	0.34	ns	NA
Economic Status				
Economically Disadvantaged	0.34	0.21	ns	NA
Instructional Program or Special Population				
At-risk	-0.36	0.20	ns	NA
EB/EL	0.01	0.22	ns	NA
Gifted and Talented	0.45	0.42	ns	NA
STAAR Grade 7 Scale Score (z-score)				
Mathematics	0.43	0.10	***	NA
Reading	-0.02	0.11	ns	NA
Schools				
School B	0.87	0.64	ns	NA
School C	0.39	0.59	ns	NA
School D	-1.8	0.59	**	0.16 (6.07)
School E	0.7	0.69	ns	NA
School F	0.36	0.65	ns	NA
Number of schools / students				6 / 1,405

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables and length of time in cohort. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. Algebra II completers were defined as students who successfully completed Algebra II by the end of Grade 12 (spring 2024 for class of 2024, spring 2023 for retrospective cohort). The set of non-completers includes both students who did not take Algebra II and those who took the course but did not successfully complete it. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 and have had data for all background variables listed in Table C.5.2. The reference categories in the model are: not African American, not Hispanic, not economically disadvantaged, not at-risk, not EB/EL, not gifted and talented, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.5.7. Completion of an AP Course by Grade 11 (2022–23) for Class of 2024 by Length of Time in Cohort

Logistic Regression Model				
	Covariate Model			
	B	SE	sig	OR
Intercept	-18.34	827.85	ns	NA
Length of Time in Cohort				
Length (1 to 6 Years)	0.27	0.04	***	1.31
Covariates with BE > 0.05				
Gender				
Male	-0.35	0.12	*	0.71 (1.41)
Race/Ethnicity				
African American	-0.51	0.19	*	0.60 (1.67)
Economic Status				
Economically Disadvantaged	0.01	0.17	ns	NA
Instructional Program or Special Population				
At-risk	-0.91	0.16	***	0.40 (2.49)
EB/EL	0.25	0.18	ns	NA
Gifted and Talented	0.15	0.28	ns	NA
STAAR Grade 7 Scale Score (z-score)				
Mathematics	0.22	0.08	*	NA
Reading	0.36	0.09	***	NA
Schools				
School B	17.69	827.85	ns	NA
School C	17.57	827.85	ns	NA
School D	16.29	827.85	ns	NA
School E	-0.56	902.40	ns	NA
School F	16.71	827.85	ns	NA
Number of schools / students				6 /1,666

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; Texas Education Agency (TEA).
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). AP – Advanced Placement. B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables and length of time in cohort. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses).SE – Standard error. χ^2 – chi-squared statistic. AP Completers were defined as students who successfully completed an AP course by the end of Grade 11 (spring 2023). The set of non-completers includes both students who did not take AP courses and those who took an AP course but did not successfully complete it. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 and have had data for all background variables listed in Table C.5.1. The reference categories in the model are: not male, not African American, not economically disadvantaged, not at-risk, not EB/EL, not gifted and talented, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.5.8. Earned College Credit via Passing AP Exam or Completing Dual Credit Course by Grade 12 (2023–24) for Class of 2024 by Length of Time in Cohort

Logistic Regression Model				
	Covariate Model			
	B	SE	sig	OR
Intercept	3.91	1.14	**	NA
Length of Time in Cohort				
Length (1 to 6 Years)	0.25	0.05	***	1.28
Covariates with BE > .05				
Race/Ethnicity				
African American	-0.81	0.35	*	0.44 (2.25)
Hispanic	-0.55	0.31	ns	NA
Economic Status				
Economically Disadvantaged	-0.55	0.19	**	0.58 (1.73)
Instructional Program or Special Population				
At-risk	-0.86	0.18	***	0.42 (2.36)
EB/EL	0.33	0.22	ns	NA
Gifted and Talented	0.39	0.31	ns	NA
STAAR Grade 7 Scale Score (z-score)				
Mathematics	0.66	0.10	***	NA
Reading	0.52	0.11	***	NA
Schools				
School B	-5.51	1.09	***	0 (246.63)
School C	-3.9	1.07	**	0.02 (49.46)
School D	-5.95	1.08	***	0 (383.06)
School E	-5.6	1.11	***	0 (271.09)
School F	-6.76	1.15	***	0 (858.99)
Number of schools / students				6 / 1,405

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables and length of time in cohort. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. Students who earned college credit either successfully completed a dual credit course or passed an AP exam (earning a score of 3 or higher) by the end of Grade 12 (spring 2024). The set of non-completers includes both students who did not take dual credit courses or AP exams and those who took a dual credit course/AP exam but did not earn credit. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 and have had data for all background variables listed in Table C.5.2. The reference categories in the model are: not African American, not Hispanic, not economically disadvantaged, not at-risk, not EB/EL, not gifted and talented, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.5.9. SAT or ACT by Grade 11 (2022–23) for Class of 2024 by Length of Time in Cohort

Logistic Regression Model				
	Covariate Model			
	B	SE	sig	OR
Intercept	0.53	0.86	ns	NA
Length of Time in Cohort				
Length (1 to 6 Years)	0.50	0.04	***	1.65
Covariates with BE > .05				
Gender				
Male	-0.33	0.14	*	0.72 (1.39)
Race/Ethnicity				
African American	0.09	0.22	ns	NA
Economic Status				
Economically Disadvantaged	-0.08	0.21	ns	NA
Instructional Program or Special Population				
At-risk	-0.60	0.21	***	0.55 (1.83)
EB/EL	0.17	0.19	ns	NA
Gifted and Talented	-0.18	0.44	ns	NA
STAAR Grade 7 Scale Score (z-score)				
Mathematics	0.27	0.10	***	NA
Reading	0.12	0.10	***	NA
Schools				
School B	-6.30	0.92	***	0 (544.76)
School C	-0.86	0.82	ns	NA
School D	-0.57	0.82	ns	NA
School E	-0.70	0.86	ns	NA
School F	-0.53	0.85	ns	NA
Number of schools / students				6 /1,666

Source. Texas Education Agency (TEA), College Board ACT and SAT data, 2019–20 to 2023–24.Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019.

Note. ACT – ACT college admissions exam. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables and length of time in cohort. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 and have had data for all background variables listed in Table C.5.1. The reference categories in the model are: not male, not African American, not economically disadvantaged, not at-risk, not EB/EL, not gifted and talented, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.5.10. Met College Readiness Criteria on SAT, ACT, and/or TSIA by Grade 11 (2022–23) for Class of 2024 by Length of Time in Cohort

Logistic Regression Model				
	Covariate Model			
	B	SE	sig	OR
Intercept	-3.69	1.53	*	NA
Length of Time in Cohort				
Length (1 to 6 Years)	0.18	0.09	ns	NA
Covariates with BE > .05				
Gender				
Male	-0.26	0.24	ns	NA
Race/Ethnicity				
African American	-0.23	0.35	ns	NA
Economic Status				
Economically Disadvantaged	-0.82	0.29	*	0.44 (2.26)
Instructional Program or Special Population				
At-risk	-1.10	0.36	**	0.33 (3.00)
EB/EL	0.87	0.52	ns	NA
Gifted and Talented	0.62	0.34	ns	NA
STAAR Grade 7 Scale Score (z-score)				
Mathematics	1.70	0.17	***	NA
Reading	0.81	0.17	***	NA
Schools				
School B	-6.14	1.96	**	0 (464.80)
School C	0.76	1.41	ns	NA
School D	-0.55	1.42	ns	NA
School E	-0.29	1.46	ns	NA
School F	-1.65	1.64	ns	NA
Number of schools / students				6 /1,666

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019.
Note. ACT – ACT college admissions exam. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables and length of time in cohort. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. TSIA – Texas Success Initiative Assessment. χ^2 – chi-squared statistic. Success on this outcome is defined as reaching the official college readiness criteria on at least one of the three exams (SAT, ACT, or TSIA) by the end of Grade 11 (spring 2023). The set of non-completers includes both students who did not take these exams and those who took them but did meet college readiness criteria. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23 and have had data for all background variables listed in Table C.5.1. The reference categories in the model are: not male, not African American, not economically disadvantaged, not at-risk, not EB/EL, not gifted and talented, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.5.11. Met College Readiness Criteria for TSIA by Grade 12 (2023–24) for Class of 2024 by Length of Time in Cohort

Logistic Regression Model				
	Covariate Model			
	B	SE	sig	OR
Intercept	-3.47	1.42	*	-3.47
Length of Time in Cohort				
Length (1 to 6 Years)	0.23	0.08	**	1.26
Covariates with BE > .05				
Race/Ethnicity				
African American	-0.40	0.47	ns	-0.4
Hispanic	-0.52	0.4	ns	-0.52
Economic Status				
Economically Disadvantaged	-0.36	0.24	ns	-0.36
Instructional Program or Special Population				
At-risk	-1.13	0.28	***	0.32 (3.09)
EB/EL	0.85	0.41	*	2.34
Gifted and Talented	0.63	0.30	*	1.88
STAAR Grade 7 Scale Score (z-score)				
Mathematics	1.10	0.13	***	1.10
Reading	0.70	0.14	***	0.70
Schools				
School B	-0.53	1.32	ns	NA
School C	1.02	1.28	ns	NA
School D	-0.31	1.29	ns	NA
School E	0.73	1.31	ns	NA
School F	0.42	1.34	ns	NA
Number of schools / students				6 / 1405

Source. Texas Education Agency (TEA), College Board TSIA data, 2019–20 to 2023–24. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24. Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables and length of time in cohort. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses).SE – Standard error. TSIA – Texas Success Initiative Assessment. χ^2 – chi-squared statistic. Success on this outcome is defined as reaching the official college readiness criteria on the TSIA by the end of Grade 12 (spring 2024). The set of non-completers includes both students who did not take the TSIA and those who took it but did meet college readiness criteria. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 and have had data for all background variables listed in Table C.5.2. The reference categories in the model are: not African American, not Hispanic, not economically disadvantaged, not at-risk, not EB/EL, not gifted and talented, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.5.12. Approaches Grade Level on U.S. History Grade 11 Exam (2022–23) for Class of 2024 by Length of Time in Cohort

Logistic Regression Model				
	Covariate Model			
	B	SE	sig	OR
Intercept	15.39	882.74	ns	NA
Length of Time in Cohort				
Length (1 to 6 Years)	0.22	0.08	*	1.24
Covariates with BE > .05				
Economic Status				
Economically Disadvantaged	-0.47	0.49	ns	NA
Instructional Program or Special Population				
At-risk	-1.15	0.54	*	0.32 (3.17)
EB/EL	0.52	0.35	ns	NA
Gifted and Talented	-1.41	1.12	ns	NA
STAAR Grade 7 Scale Score (z-score)				
Mathematics	0.45	0.22	*	NA
Reading	1.21	0.22	***	NA
Schools				
School B	-11.42	882.74	ns	NA
School C	-11.88	882.74	ns	NA
School D	-12.08	882.74	ns	NA
School E	-11.70	882.74	ns	NA
School F	-11.55	882.74	ns	NA
Number of schools / students				6 /1,433

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019, spring 2023.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables and length of time in cohort. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses).SE – Standard error. χ^2 – chi-squared statistic. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23, have had data for all background variables listed in Table C.5.3 and have taken the U.S. History EOC examination in spring 2023. The reference categories in the model are: not economically disadvantaged, not at-risk, not EB/EL, not gifted and talented, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.5.13. Masters Grade Level on U.S. History Grade 11 Exam (2022–23) for Class of 2024 by Length of Time in Cohort

Logistic Regression Model				
	Covariate Model			
	B	SE	sig	OR
Intercept	-12.21	324.74	ns	NA
Length of Time in Cohort				
Length (1 to 6 Years)	-0.02	0.05	ns	NA
Covariates with BE > .05				
Economic Status				
Economically Disadvantaged	0.18	0.20	ns	NA
Instructional Program or Special Population				
At-risk	-0.59	0.19	**	0.55 (1.81)
EB/EL	0.06	0.24	ns	NA
Gifted and Talented	0.50	0.28	ns	NA
STAAR Grade 7 Scale Score (z-score)				
Mathematics	0.32	0.09	**	NA
Reading	0.91	0.11	***	NA
Schools				
School B	10.68	324.74	ns	NA
School C	11.07	324.74	ns	NA
School D	10.76	324.74	ns	NA
School E	10.74	324.74	ns	NA
School F	9.89	324.74	ns	NA
Number of schools / students				6 /1,433

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019, spring 2023.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables and length of time in cohort. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses).SE – Standard error. χ^2 – chi-squared statistic. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 11 student in 2022–23, have had data for all background variables listed in Table C.5.3 and have taken the U.S. History EOC examination in spring 2023. The reference categories in the model are: not economically disadvantaged, not at-risk, not EB/EL, not gifted and talented, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.5.14. Completion of FAFSA or TASFA by Grade 12 (2023–24) for Class of 2024 by Length of Time in Cohort

Logistic Regression Model				
	Covariate Model			
	B	SE	sig	OR
Intercept	2.23	0.86	*	NA
Length of Time in Cohort				
Length (1 to 6 Years)	0.12	0.04	*	1.13
Covariates with BE > .05				
Race/Ethnicity				
African American	0.59	0.37	ns	NA
Hispanic	0.18	0.30	ns	NA
Economic Status				
Economically Disadvantaged	-0.59	-0.59	-0.59	-0.59 (1.81)
Instructional Program or Special Population				
At-risk	-0.26	0.19	ns	NA
EB/EL	-0.20	0.21	ns	NA
Gifted and Talented	0.16	0.38	ns	NA
STAAR Grade 7 Scale Score (z-score)				
Mathematics	0.23	0.10	*	NA
Reading	0.14	0.10	ns	NA
Schools				
School B	0.34	0.81	ns	NA
School C	-0.66	0.77	ns	NA
School D	-2.18	0.77	**	0.11 (8.87)
School E	-0.90	0.81	ns	NA
School F	-1.04	0.80	ns	NA
Number of schools / students				6 / 1,405

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. FAFSA – Free Application for Federal Student Aid. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). MLM – Multilevel modeling. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables and length of time in cohort. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses).SE – Standard error. TASFA – Texas Application for State Financial Aid. χ^2 – chi-squared statistic. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 and have had data for all background variables listed in Table C.5.2. The reference categories in the model are: not African American, not Hispanic, not economically disadvantaged, not at-risk, not EB/EL, not gifted and talented, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.5.15. On-Time Graduation for Class of 2024 by Length of Time in Cohort

Logistic Regression Model				
	Covariate Model			
	B	SE	sig	OR
Intercept	14.54	2364.34	ns	NA
Length of Time in Cohort				
Length (1 to 6 Years)	1.10	0.23	***	3.02
Covariates with BE > .05				
Gender				
Male	-0.95	0.53	ns	NA
Race/Ethnicity				
African American	1.07	0.86	ns	NA
White	-0.21	1.24	ns	NA
Economic Status				
Economically Disadvantaged	0.12	0.80	ns	NA
Instructional Program or Special Population				
At-risk	-0.54	0.76	ns	NA
EB/EL	-0.12	0.63	ns	NA
Special Education	1.37	1.10	ns	NA
STAAR Grade 7 Scale Score (z-score)				
Mathematics	0.91	0.37	*	NA
Reading	-0.07	0.33	ns	NA
Schools				
School B	-14.64	2364.34	ns	NA
School C	-15.65	2364.34	ns	NA
School D	-13.93	2364.34	ns	NA
School E	-14.11	2364.34	ns	NA
School F		2613.08	ns	NA
Number of schools / students				6 /1,281

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2018–19 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019.
Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables and length of time in cohort). SE – Standard error. χ^2 – chi-squared statistic. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 and have had data for all background variables listed in Table C.5.4. The reference categories in the model are: not male, not African American, not White, not economically disadvantaged, not at-risk, not EB/EL, not special education, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.

Table C.5.16. Graduated on the Foundation High School Program with an Endorsement or received the Distinguished Level of Achievement for Class of 2024 by Length of Time in Cohort

Logistic Regression Model				
	Covariate Model			
	B	SE	sig	OR
Intercept	2.76	1.36	*	NA
Length of Time in Cohort				
Length (1 to 6 Years)	0.46	0.07	***	1.58
Covariates with BE > .05				
Race/Ethnicity				
African American	1.18	0.69	ns	NA
Hispanic	-0.09	0.58	ns	NA
Economic Status				
Economically Disadvantaged	-0.81	0.46	ns	NA
Instructional Program or Special Population				
At-risk	-0.89	0.38	*	0.41 (2.42)
EB/EL	0.37	0.32	ns	NA
Gifted and Talented	-1.12	0.79	ns	NA
STAAR Grade 7 Scale Score (z-score)				
Mathematics	0.72	0.19	***	0.72
Reading	0.27	0.18	ns	0.27
Schools				
School B	-0.94	1.14	ns	NA
School C	-0.82	1.12	ns	NA
School D	-0.52	1.13	ns	NA
School E	0.32	1.32	ns	NA
School F	0.71	1.32	ns	NA
Number of schools / students				6 / 1,405

Source. Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2019–20 to 2023–24; Texas Education Agency (TEA), State of Texas Assessments of Academic Readiness (STAAR), spring 2019.

Note. AIC – Akaike information criterion (a measure used to evaluate the goodness of fit of different models). B – Beta weight. EB/EL – Emergent bilingual students/English learners. ES – Effect size of the difference using Hedge's *g*. ICC – Intraclass Correlation Coefficient (measures the degree of clustering within districts). NA – Not applicable. OR – Odds Ratio (only presented for significant binary variables and length of time in cohort. For ease of interpretation, ORs of less than one have been transformed to reflect the OR for the reference group, calculated as 1/OR. This reversed OR is presented in parentheses). SE – Standard error. χ^2 – chi-squared statistic. To be included in the sample, students must have been enrolled in a GEAR UP campus as a Grade 12 student in 2023–24 and have had data for all background variables listed in Table C.5.2. The reference categories in the model are: not African American, not Hispanic, not economically disadvantaged, not at-risk, not EB/EL, not gifted and talented, School A. Asterisks indicate the level of statistical significance ("sig"): * < 5%, ** < 1%, *** < 0.1%; ns indicates non-significant finding.