**Team 12 Cross Evaluation**

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Team 12 used the provided data to find how passing rates on the STAAR exam changed following the Covid-19 pandemic, using the 2018-2019 school year data as a baseline and accounting for a multitude of variables, such as gender, ethnicity, and socio-economic status. They found clear evidence of a student performance decline following the pandemic, and while they show that students are starting to bounce back in reading, the greatest overall loss in learning and performance for all subgroups was in math, and scores in that subject have yet to recover.

In our paper, we often noted the rise in failing performances on the STAAR test following the pandemic, juxtaposed to Team 12 who looks at the data in a more positive manner, focusing most on the changes in students that not only passed the STAAR test, but passed comfortably. In comparison to our paper, our team only focused on student performance based on ethnicity in each subject, however having multiple variables that Team 12 has, this reinforces the topic of the paper in seeing a decline in student performance due to the pandemic.

A potential way to enrich the paper would be to include a research extensions part where they would detail ways to expand upon these conclusions if given more time or resources. An example of this may be using different benchmarks or subgroups. Team 12 also added a SAS Appendix with all of their tables as well as mentioning SAS coding in Section 2: Methodology. To policy makers who are familiar but not experts, SAS coding is not necessary. To these policy makers, SAS is most likely going to cause confusion to this audience. Explaining how these results were attained is important, however the actual coding and blending of terms would take away from the overall message of the paper.