RESEARCH

Educational Program Report

TRANSFORMING THE CLASSROOM ENVIRONMENT IN STRUGGLING SCHOOLS THROUGH TO EDUCATE ALL CHILDREN (TEACH), 2019-2020

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

E V A L U A T I O N   R E P O R T
B U R E A U   O F   P R O G R A M   E V A L U A T I O N

Transforming the Classroom Environment in Struggling Schools through To Educate All Children (TEACH), 2019–2020

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Abstract

This program evaluation assessed teachers' perceptions of TEACH and students' distal educational outcomes, including reading, mathematics, attendance, and disciplinary actions over a two-year period. The targeted population was comprised of teachers and students at 25 schools in the Houston Independent School District (HISD) during the 2018–2019 academic year. Among the 68 teachers who responded to a survey on TEACH processes, an overwhelming majority indicated that the coaching was helpful. Teachers considered the program effective and beneficial toward managing the classroom environment. On the End-of-Year Survey, most of the 98 teachers were in agreement that TEACH strategies can be adapted to their teaching style and that transitions are smoother between activities when using TEACH. On the combined English and Spanish STAAR grades 3–8 reading and mathematics tests, the majority of TEACH elementary campuses showed increases in the percentage of students who scored at or above the Approaches Grade Level standard, while the majority of middle schools had a decrease in reading and an increase in mathematics performance from spring 2018 to spring 2019. High schools and the Secondary DAEP mostly showed an increase or no change in students' performance on the English I EOC exam, while all schools showed an increase in the percentage of students who scored at or above this standard on the Algebra I EOC exam. Paired t-test analyses revealed gains in the mean attendance rates at 73.3% of TEACH elementary campuses and a slight increase at one TEACH middle school from 2018 to 2019. Taking into account all TEACH campuses, the percentage of students with no in-school suspensions moderately increased, while the percentage of students with no out-of-school suspensions slightly decreased. More intensive support may be needed, particularly at secondary campuses with large numbers of struggling students, to ensure that maximum benefits of program participation are demonstrated.

Background

Classroom management is predicated on positive student-teacher relationships, which are essential toward creating a highly successful community of learners (Wolk, 2003). Ineffective classroom management may lead to exclusionary disciplinary practices that remove students from classroom learning time, limit their ability to build positive relationships with teachers, and increase risks for school dropout and entry into the juvenile justice system (Bradshaw, O'Brennan, & McNeely, 2008; Fabelo et al., 2011; Bradshaw et al., 2018). The moral, social, and psychological development of youth may be challenged when they are excluded from school along with their ability to gain careers and pursue healthy lifestyles (Farn & Adams, 2016).

To Educate All Children (TEACH) was founded on the premise that healthy, safe, and calm classrooms are essential for student learning. Consequently, the Houston Independent School District (HISD) has implemented TEACH for more than 10 years to

deliver classroom management strategies through campus leadership support, school staff training, parent workshops, videos, and teacher coaching (**Figure 1**). Campus leadership support consisted of intensive
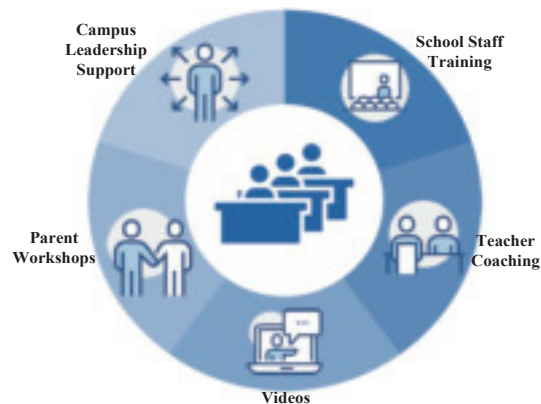

Figure 1: The TEACH Model, 2018–2019

Figure 2: TEACH Educational Coach providing one-on-one written feedback

Figure 3: TEACH Educational Coach sharing real-time feedback

training and coaching to help school leaders implement the TEACH curriculum. School staff training provided small-group sessions to expose teachers to practical classroom management strategies. Workshops educated parents on TEACH skills and trained them on how to transfer acquired skills from school to the home environment. The latest video technology was used to record and replay coaching sessions. Teachers were provided an individual coach to help them implement new skills at their own pace in their classrooms (TEACH, n.d., **Figures 2** and **3**).

During the 2018–2019 academic year, TEACH was implemented in 25 HISD schools, including 15 elementary/K–8 schools and 10 secondary schools (**Appendix A**, **Table 1**, p. 9). The schools were predominately located in the southern geographical area of Houston (**Appendix B**, p., 10) where the need for additional strategies to improve academic learning among struggling students was in high demand. This was an expansion of TEACH from 14 elementary and middle schools in 2017–2018.

The total enrollment for TEACH schools in 2018–2019 was 15,113 students (**Appendix C**, **Table 2**, p. 11). The majority of students were economically-disadvantaged (90.3%), African American (56.9%), and male (52.2%). Moreover, students at TEACH schools were far more likely to be African American and economically disadvantaged and far less likely to be gifted/talented than students districtwide.

This evaluation was designed to observe distal educational outcomes of students at campuses where TEACH was implemented during the 2018–2019 academic year. Moreover, the evaluation assessed teachers' perceptions of the program toward transforming the classroom environment during the current year. The research questions are as follows.

Research Questions:
1. What were the perceptions of teachers regarding TEACH processes and the extent that the program was beneficial toward managing the classroom environment?
2. What was the performance of students at TEACH campuses on the reading and mathematics state assessments in 2019 compared to 2018?
3. What was the impact of TEACH on students' attendance and behavior during the 2018–2019 school year, considering previous year's outcomes?

There were several limitations to the study. It was not known whether teachers who completed the Process and End-of-Year surveys had direct exposure to TEACH professional development. However, all teachers and administrators participated in an initial six-hour training on TEACH practices and approximately, 20% to 30% of teachers and administrators participated in real-time, one-on-one coaching. In addition, teacher participation in surveys was voluntary. This may have resulted in selection bias due to the underrepresentation of educators of students in specific subgroups of the population who may have been more influenced by TEACH practices.

Review of the Literature

African American students are more likely to experience exclusionary discipline in elementary and secondary schools compared to their peers, while Latino and Native American secondary school students also experience disproportionately high rates of exclusionary discipline compared to White students (Losen, Hodson, Ee, & Martinez, 2015; Losen, Hodson, Keith, Morrison, & Belway, 2015). To offset these disparities, the research has shown that creating a positive classroom environment fosters essential developmental skills in students, such as acceptance and determination, to be successful in academic areas and in future careers (Corradino & Fogarty, 2016). Positive classroom environments require the implementation of a continuum of classroom management strategies by teachers (Jones, Jones, & Vermete, 2013), including subtle redirections, non-verbal prompts, and proximity (Larrivee, 2009; Kellogg & Lawson, 1993).

A randomized-controlled trial conducted by Bradshaw et al. (2018) found that coaching and ongoing support and professional development helped teachers adopt culturally-responsive classroom management practices using a structured problem-solving approach. The study documented significantly more proactive behavior management practices, anticipation of student problems by teachers, higher student cooperation, and fewer disruptive behaviors in classrooms led by coached teachers relative to comparison-group teachers, particularly among African American students. Professional development on classroom management and coaching was found to improve teachers' ability to transfer skills gained through these learning opportunities (Bush, 1984; Centers for Disease Control and Prevention, 2009; Truesdale, 2003; Holland, 2005). Consequently, student achievement was higher in schools with strong learning communities, where collective responsibility, collaboration and collegiality among

teachers were fostered (Little, 1993; Newmann & Wehlage, 1993; Louis & Marks, 1998). The more successful teacher professional development programs tended to be embedded in the school setting (Kerr et al., 2004; Garet et al., 2001), and assisted teachers with learning, provided follow-up to reinforce learning, and offered support and assistance from mentors and coaches (Greenberg et al., 2003; Blank & de las Alas, 2009; Darling-Hammond et al., 2009).

Methods
Study Sample
A teacher sample was established based on completion of two surveys at the 25 TEACH elementary, K–8, middle, and high schools. The initial survey measured teachers' perceptions of TEACH processes and was administered in fall 2018. The End-of-the-Year survey measured the benefits of TEACH in managing the classroom and was administered in spring 2019. A total of 68 teachers completed the Process Survey and 98 teachers completed the End-of-Year Survey.

The student sample was comprised of 15,113 students who were enrolled at the 25 TEACH campuses during the 2018–2019 academic year. Students' demographic characteristics were extracted from the Public Education Information Management System (PEIMS). There was an assumption that the TEACH model was integrated with fidelity throughout the school environment, and that all teachers applied TEACH strategies in their classrooms to affect student outcomes in each school.

Data Collection
The TEACH Process and End-of-Year surveys were administered via a web-based platform, the HISD HUB. All teachers at the targeted campuses had access to the surveys at any location with internet capability. Descriptive statistics were calculated to determine teachers' level of agreement on survey items. Using a Likert-type scale, a coding system was established: "strongly agree" = "4", "agree" = "3", "disagree" = "2", "strongly disagree" = "1", and "N/A" (not applicable). The percentage of teachers who rated the items in each category was presented in this evaluation. Missing data were not included in calculations.

To measure students' academic performance, the total combined reading and mathematics English and Spanish State of Texas Assessments of Academic Readiness (STAAR) Grades 3–8 and the STAAR End-of-Course (EOC) exam results were extracted from evaluation reports on the HISD website (HISD, 2019). For grades and subjects with multiple test administrations, the first administration results were used. This evaluation reported the percentage of students who scored at or above the Approaches Grade Level standard on the spring 2018 and spring 2019 STAAR tests. The 2018 results were used as a pretest measure and the 2019 results were used as the posttest measure. According to the Texas Education Agency (2017), a student achieving the Approaches Grade Level standard is likely to succeed in the next grade or course with targeted academic intervention. Students in this category, typically, demonstrate the ability to apply the assessed knowledge and skills in familiar contexts (Texas Education Agency, 2017).

Attendance data were extracted from the Public Education Information Management System (PEIMS) databases. The attendance rates of students with both 2017–2018 (pretest variable) and 2018–2019 (posttest variable) data were used in the analyses. A paired t-test was conducted to determine whether there were statistically significant changes from year-to-year in students' attendance rates. The level of statistical significance was $p < .05$. P-values close to 0 indicate that the observed difference is unlikely to be due to chance; whereas, a p-value close to 1 suggests no difference between the groups other than due to chance (Dahiru, 2008).

Disciplinary actions were extracted from the PEIMS 425 Record, Disciplinary Action Data – Student report. The 2017–2018 data were used as the pretest measure and the 2018–2019 data were used as the posttest measure. Disciplinary outcomes were based on unduplicated counts of students who received out-of-school suspensions and in-school suspensions during the corresponding academic years.
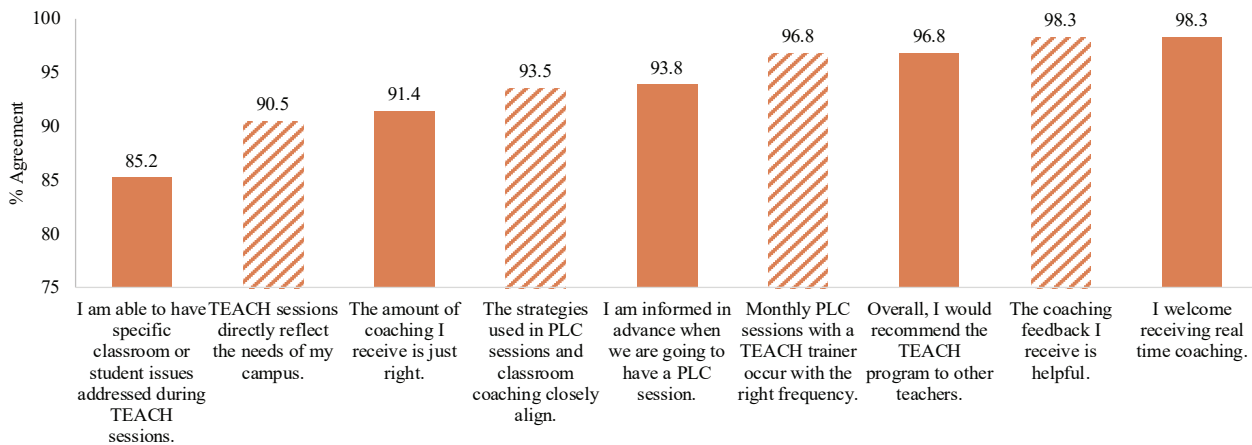
Results

What were the perceptions of teachers regarding TEACH processes and the extent that the program was beneficial toward managing the classroom environment?

Teachers' perceptions of TEACH processes are depicted in **Table 3** (**Appendix D**, p. 12) for 68 respondents. The TEACH End-of-Year Survey results can be found in **Table 4** (Appendix D) for 98 respondents. Combined responses of "strongly agree" or "agree" (percent agreement) are discussed in this report along with recurrent themes about the TEACH model.

On the TEACH Process Survey, 24 of 68 respondents provided comments about the program through an open-ended survey question. A graphic representation of the data are depicted in **Figure 4**. Emerging themes were that TEACH "works", is "beneficial", and "effective". Surveyed respondents disclosed that they "enjoyed" TEACH and that the program was "awesome". Respondents also emphasized that the TEACH model may be more useful for new teachers and may require modifications in chronically struggling schools.

Teachers were asked to rate the program relative to TEACH strategies. The findings are presented from the lowest to the highest percent of agreement (**Figure 5**, p. 4). There was, predominantly, positive agreement on all TEACH Process Survey items. The highest percentage of agreement was on the item "I welcome

Figure 4: Data visualization summarizing survey respondents' comments about TEACH, 2018–2019
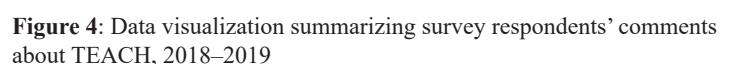
TEACH Process Survey, 2018-2019

Figure 5: Teacher Process Survey results, 2018–2019

receiving real time coaching" (98.3%) and "the coaching feedback received was helpful" (98.3%). Another notable finding was that 93.5% of the sample perceived that "strategies used in PLC sessions and classroom coaching closely align." Moreover, 90.5% of respondents noted that TEACH sessions directly reflect the needs of their campus. The highest level of disagreement was on the survey item "I am able to have specific classroom or student issues addressed during TEACH sessions" (14.8%). Nevertheless, 96.8% of respondents indicated that they would recommend the TEACH program to other teachers.

TEACH End-of-Year Survey results are shown in **Figure 6** (Part I) and **Figure 7** (Part II) for 98 respondents. The largest majority of respondents agreed that "TEACH strategies support and can be adapted to my personal teaching style" (95.6%) and "transitions are smoother between activities when using TEACH strategies" (95.5%) (Figure 7a). The highest level of disagreement on the End-of-Year Survey was "Group sessions with TEACH are a good use of my time" (13.3%).

When asked what were the most helpful components of TEACH, the highest percentage of respondents indicated "coaching" (59%). In addition, 38% of respondents replied that "professional learning communities (PLCs)" is the most helpful component of TEACH.

What was the performance of students at TEACH campuses on the reading and mathematics state assessments in 2019 compared to 2018?

To detect changes in students' performance in reading and mathematics over time, the spring 2018 and spring 2019 combined English and Spanish STAAR grades 3–8 tests in the content areas were used for TEACH elementary, K–8, and middle schools. STAAR English I EOC and Algebra I EOC exams were used to measure the academic performance of students at TEACH high schools and the Secondary Disciplinary Alternative Education Program (DAEP). Students' performance on the first administration of the tests based on the percent at or above Approaches Grade Level standard was presented in this evaluation. The results can be found in **Appendix E** (p. 13). Changes in campus-level student performance, from 2018 to 2019, are discussed below.

Figure 8 (p. 5) reflects the change in students' reading STAAR performance at TEACH elementary/K–8 campuses from spring 2018 to spring 2019. It is evident that the majority of elementary/K–8 campuses showed increases in the percentage of students at or above the Approaches Grade Level standard from 2018 to 2019 in reading and mathematics (67% and 53%, respectively).

TEACH, End-of-Year Survey, 2018-2019 (Part I)
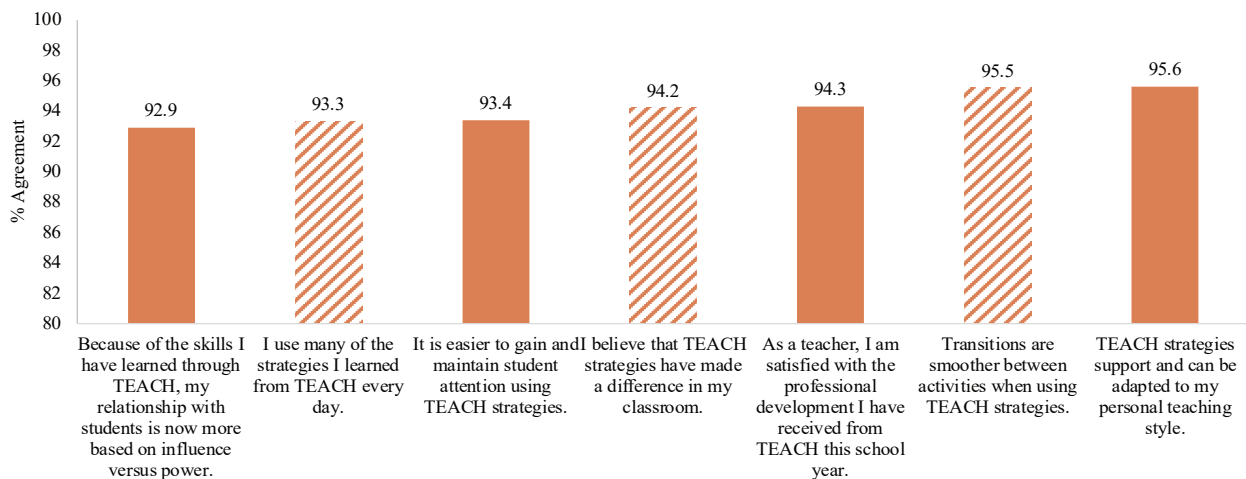
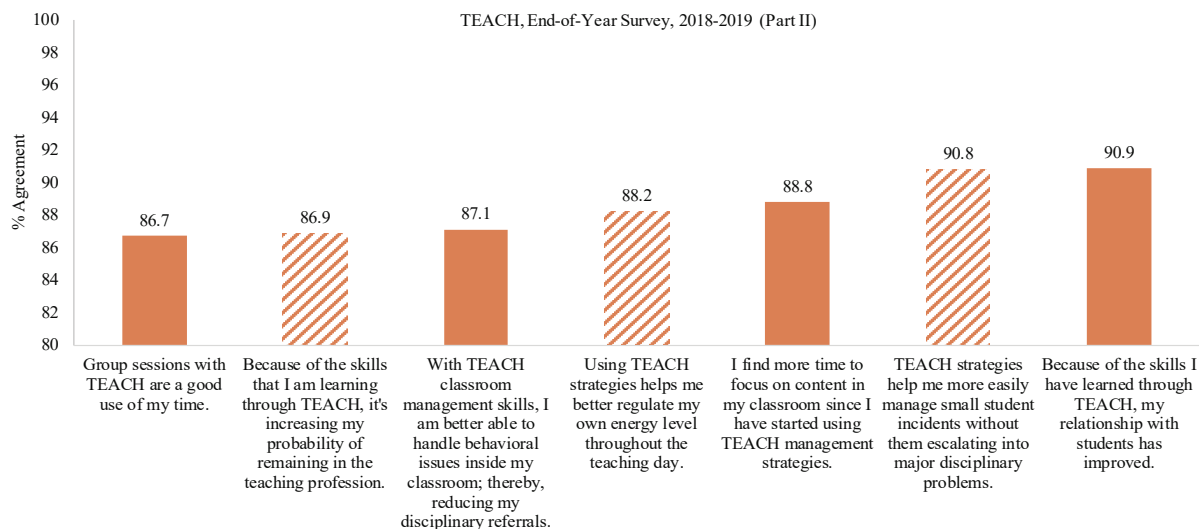**Figure 6**: Teacher End-of-Year Survey results, 2018–2019

TEACH, End-of-Year Survey, 2018-2019 (Part II)

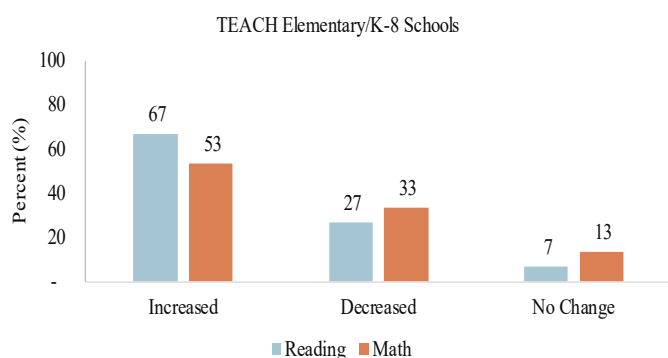**Figure 7**: Teacher End-of-Year Survey results, 2018–2019

TEACH Elementary/K-8 Schools

Figure 8: Changes in percent at or above Approaches Grade Level, TEACH elementary/K–8 schools, 2018 to 2019
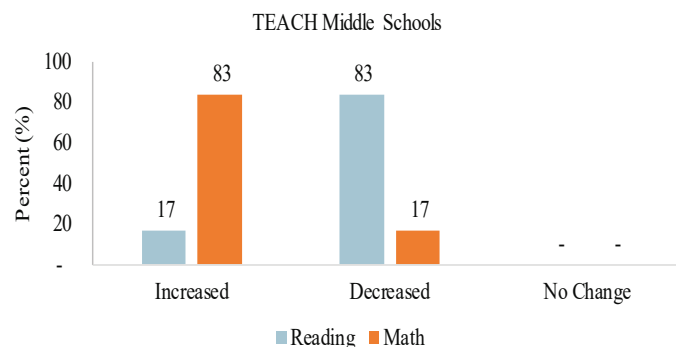

TEACH Middle Schools

Figure 9: Changes in percent at or above Approaches Grade Level, TEACH middle schools, 2018 to 2019

Figure 9 shows the change in students' reading and mathematics STAAR performance at TEACH middle schools from spring 2018 to spring 2019. The majority of campuses had a decrease in the percentage of students at or above the Approaches Grade Level standard in reading (83%) and an increase in the percentage of students at or above the standard in mathematics over the two years (83%).

Figure 10 reflects the change in students' STAAR English I and Algebra I EOC performance at TEACH high schools and the Secondary DAEP from spring 2018 to spring 2019. It is evident that 50% of the campuses had an increase and 50% had no change in their performance on the English I EOC exam. In addition, 100% of the campuses showed an increase in the percentage of students at or above the Approaches Grade Level standard on the Algebra I EOC.
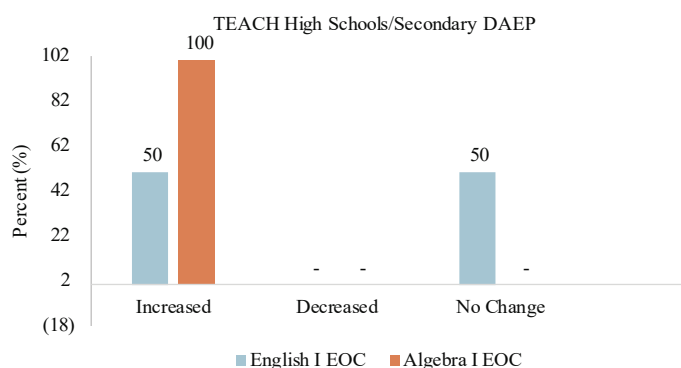

TEACH High Schools/Secondary DAEP

Figure 10: Changes in percent at or above Approaches Grade Level, TEACH high schools/Secondary DAEP, 2018 to 2019

What was the impact of TEACH on students' attendance and behavior during the 2018–2019 school year, considering previous year's outcomes?

A paired t-test was conducted to determine the impact of TEACH on attendance at targeted schools. The attendance rates were aggregated by school for the 2017–2018 (pretest) and the 2018–2019 (posttest) academic years. The findings are depicted in **Appendix F** (**Table 5**, p. 14) by school, which includes the mean, mean difference, and significance testing results.

A summary of the mean attendance rates by elementary/K–8 schools are shown in **Figure 11a** (p. 6). It is evident that eleven of the fifteen (73.3%) schools showed an increase in attendance rates, two had no change (13.3%), and two schools had a decrease (13.3%) in attendance rates from 2018 to 2019. Positive changes at Ashford, Bastian, Blackshear, Garden Oaks K–8, Mading, Mitchell, and Wesley were statistically significant (p<.05).

Figure 11b (p. 6) depicts the mean attendance rates at TEACH middle schools from 2017–2018 to 2018–2019. There was a decrease in the mean attendance rates at five of the six middle
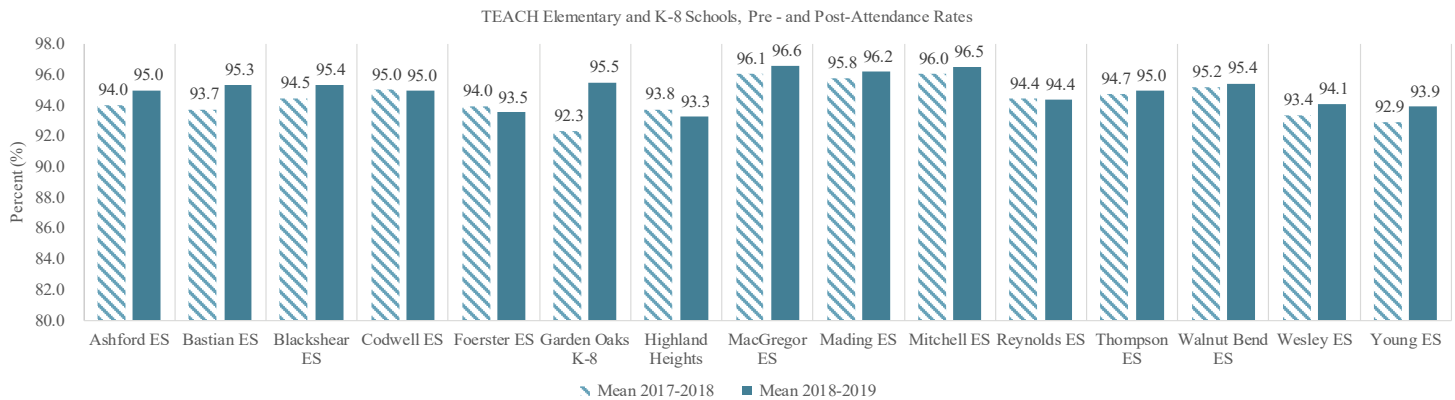
Figure 11a: Mean attendance based on paired t-test analyses at TEACH elementary/K–8 schools, 2017–2018 vs. 2018–2019
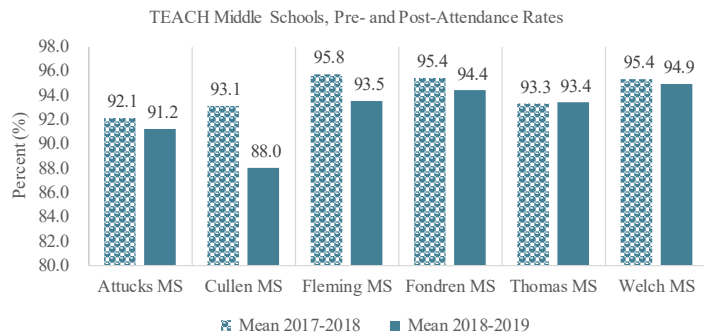

Figure 11b: Mean attendance, paired t-test analyses at TEACH middle schools, 2017–2018 vs. 2018–2019
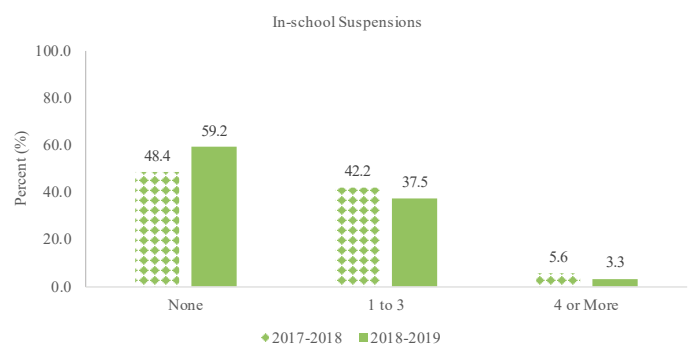

Figure 12a: In-school suspensions, all TEACH schools, 2017–2018 vs. 2018–2019

schools (83.3%), while the attendance rate at one school remained unchanged (16.7%) over the two-year period. The decreases at Attucks, Cullen, Fleming, and Fondren were statistically significant (p<.05).

The mean attendance rates at the four TEACH high schools/ Secondary DAEP decreased from 2018 to 2019 (**Figure 11c**). The largest decrease was at the Secondary DAEP by 9.41 points. This may be due to the transient nature of the student population. The decreases were statistically significant (p<.05).

Disciplinary actions were used to measure the impact of TEACH on students' behavior in school. Unduplicated student counts of in-school suspensions and out-of-school suspensions for the 2017–2018 and the 2018–2019 academic years were assessed at the campus level.

Figure 12a shows a moderate increase in the percentage of students with no in-school suspensions from 2017–2018 to 2018–2019 at all TEACH campuses. Moreover, there were moderate decreases in the percentage of students with 1 to 3 and with 4 or more in-school suspensions.

Figure 12b shows the out-of-school suspension rates for students at all TEACH campuses from 2017–2018 to 2018–2019. There was a decrease in the percentage of schools with no out-of-school suspensions. In addition, there was a slight decrease in the percentage of students with 1 to 3 out-of-school suspensions and a moderate increase in the percentage of students with 4 or more out-of-school suspensions.
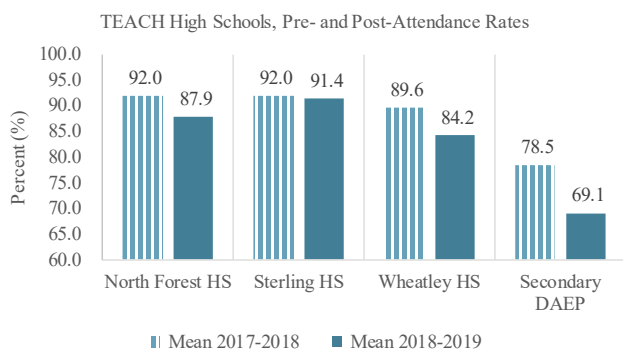

Figure 11c: Mean attendance, paired t-test analyses at TEACH high and Secondary DAEP schools, 2017–2018 vs. 2018–2019
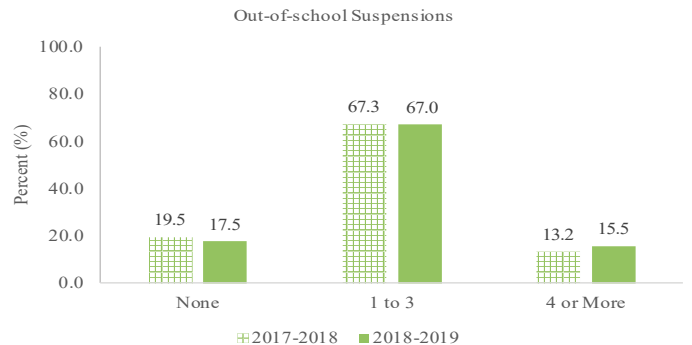

Figure 12b: Out-of-school suspensions, all TEACH Schools, 2017–2018 vs. 2018–2019

Discussion

A positive school culture is pivotal toward improving student behavior (Wang et al., 1997). Embedded teacher professional development, that includes coaching and feedback, have the potential to build on effective classroom management strategies (Blank & de las Alas, 2009). TEACH provides educators with tools to create a calm, safe environment for students. This collaborative model is aimed to build student's confidence to perform better in school and reinforce student learning, which is consistent with the research (Little, 1993; Newmann & Wehlage, 1993; Louis & Marks, 1998).

This program evaluation assessed teachers' perceptions of TEACH and students' distal educational outcomes, including reading, mathematics, attendance, and disciplinary actions over a two-year period. The targeted population was comprised of teachers and students at 15 elementary/K–8 and 10 secondary campuses that implemented the TEACH model in HISD during the 2018–2019 academic year. Among the 68 teachers who responded to a survey on TEACH processes, an overwhelming majority indicated that they welcome real-time coaching and that the coaching was helpful. Additional comments revealed that teachers considered the program effective and beneficial toward managing the classroom environment. On the End-of-Year Survey, most teachers were in agreement that TEACH strategies support and can be adapted to their teaching style and that transitions are smoother between activities when using TEACH strategies. On the combined English and Spanish STAAR grades 3–8 reading and mathematics tests, the majority of elementary/K–8 campuses showed increases in the percentage of students who scored at or above the Approaches Grade Level standard in reading and mathematics, while the majority of middle schools had a decrease in reading and an increase in mathematics performance from spring 2018 to spring 2019. In addition, the high schools/ Secondary DAEP campuses mostly showed an increase or no change in students' performance on the English I EOC exam, while all schools showed an increase in the percentage of students at or above the Approaches Grade level standard on the Algebra I EOC exam.

Paired t-test analyses showed gains in the mean attendance rates at 73.3% of TEACH elementary/K–8 campuses and a slight increase at one of the TEACH middle schools from 2017–2018 to 2018–2019. TEACH high schools and the Secondary DAEP showed decreases in attendance rates over the same time period. Taken in account all TEACH schools, the percentage of students with no in-school suspensions increased; however, there was a slight decrease in the percentage of students with no out-of-school suspensions from 2017–2018 to 2018–2019.

Considering these findings, school administrators should ensure that all teachers have access to TEACH, particularly at the secondary level, and that students are equally exposed to TEACH strategies and practices through their teachers and administrators. Conducting periodic progress monitoring of teachers' implementation of TEACH strategies throughout the year may help to ensure consistent use of the program and its components.

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Appendix A

Table 1: TEACH Program Implementation in HISD by School as of 2018–2019	
TEACH Schools	**Number of Years Participating in TEACH**
Elementary/K–8 Schools	
Ashford ES	1
Bastian ES	1
Blackshear ES	1
Codwell ES	1
Foerster ES	1
Garden Oaks K–8	4
Highland Heights ES	1
MacGregor ES	4
Mading ES	5
Mitchell ES	3
Reynolds ES	1
Thompson ES	2
Walnut Bend ES	4
Young ES	1
Wesley ES	1
Secondary Schools	
Attucks MS	3
Cullen MS	6
Secondary DAEP	2
Fleming MS	1
Fondren MS	1
North Forest HS	1
Sterling HS	1
Thomas MS	2
Welch MS	1
Wheatley HS	2
Note: ES = Elementary ; MS = Middle School, DAEP = Disciplinary Alternative Education Program	

Appendix B
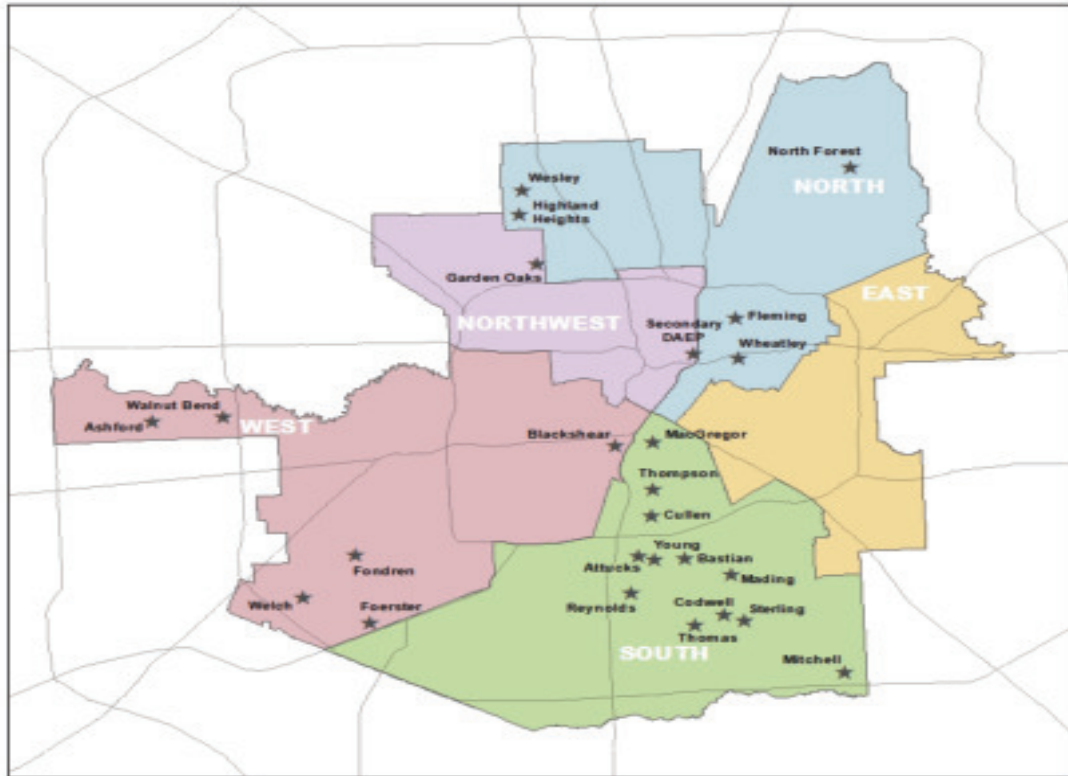
Appendix C

Table 2: Student Demographic Characteristics, 2018–2019				
	TEACH Students		**Districtwide**	
	N 15,113	**%**	**N 209,040**	**%**
Race/Ethnicity				
Asian/Pacific Islander	174	1.2	8,868	4.2
African American	8,606	56.9	48,920	23.4
Hispanic	5,617	37.2	129,909	62.1
American Indian	23	0.2	350	0.2
Two or More Races	144	1.0	2,578	1.2
White	549	3.6	18,415	8.8
Gender				
Female	7,218	47.8	103, 189	49.4
Male	7,895	52.2	105,851	50.6
Eco Disadvantaged	13,648	90.3	167,106	79.9
Special Education	1,577	10.4	15,469	7.4
Gifted/Talented (G/T)	862	5.7	33,111	15.8
English Learners	3,615	24.9	66,394	31.6
Source: Chancery and PEIMS databases				

Table 3: Teacher Process Survey Results, 2018–2019 (n=68)					
Survey Items	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	%	%	%	%	%
I am informed in advance when we are going to have a PLC session.	50.0	39.7	4.4	1.5	4.4
Monthly PLC sessions with a TEACH instructor occur with the right frequency.	33.8	55.9	1.5	1.5	7.4
TEACH sessions directly reflect the needs of my campus.	38.8	46.3	6.0	3.0	6.0
I am able to have specific classroom or student issues addressed during TEACH sessions.	36.8	39.7	10.3	2.9	10.3
The amount of coaching I receive is just right.	32.4	45.6	5.9	1.5	14.7
The coaching feedback I receive is helpful.	41.2	42.6	0.0	1.5	14.7
I welcome receiving real time coaching.	44.1	42.6	1.5	0.0	11.8

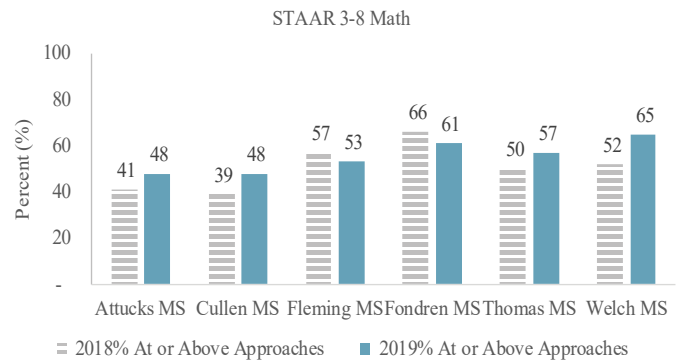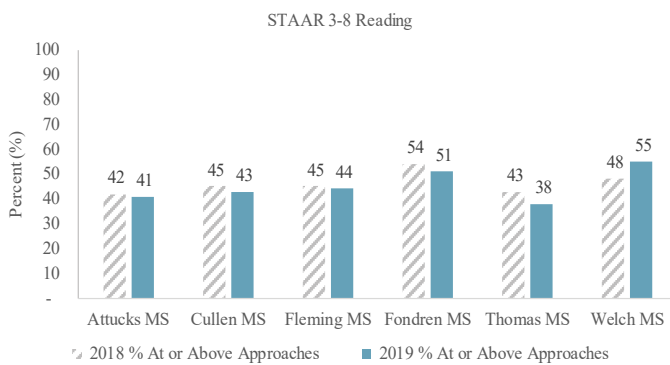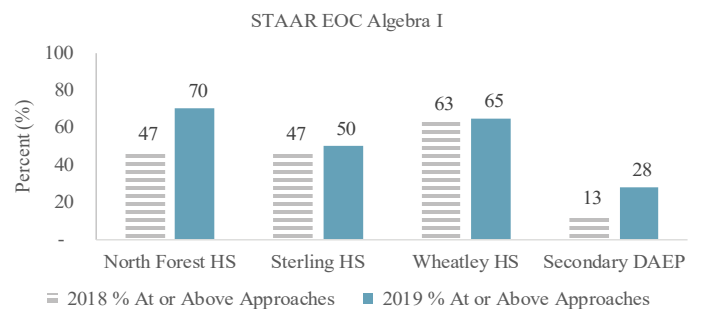| Table 4: Teacher End-of-Year Survey Results, 2018–2018 (n=98)					
Survey Items	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	%	%	%	%	%
Because of the skills that I am learning through TEACH, it's increasing my probability of remaining in the teaching profession.	21.4	53.1	7.1	4.1	14.3
Because of the skills I have learned through TEACH, my relationship with students has improved.	27.6	54.1	6.1	2.0	10.2
Because of the skills I have learned through TEACH, my relationship with students is now more based on influence versus power.	25.5	55.1	3.1	3.1	13.3
TEACH strategies help me more easily manage small student incidents without them escalating into major disciplinary problems.	25.5	55.1	7.1	1.0	11.2
I believe that TEACH strategies have made a difference in my classroom.	29.9	53.6	3.1	2.1	11.3
Using TEACH strategies helps me better regulate my own energy level throughout the teaching day.	29.6	46.9	9.2	1.0	13.3
I find more time to focus on content in my classroom since I have started using TEACH management strategies.	25.0	49.0	8.3	1.0	16.7
Group sessions with TEACH are a good use of my time.	21.6	58.8	9.3	3.1	7.2
I use many of the strategies I learned from TEACH every day.	28.6	57.1	5.1	1.0	8.2
TEACH strategies support and can be adapted to my personal teaching style.	31.6	56.1	3.1	1.0	8.2
As a teacher, I am satisfied with the professional development I have received from TEACH this school year.	32.7	51.0	3.1	2.0	11.2
It is easier to gain and maintain student attention using TEACH strategies.	32.7	54.1	4.1	2.0	7.1
Transitions are smoother between activities when using TEACH strategies.	31.6	55.1	2.0	2.0	9.2
With TEACH classroom management skills, I am better able to handle behavioral issues inside my classroom; thereby, reducing my disciplinary referrals.	25.8	50.5	9.3	2.1	12.4

STAAR 3-8 Reading

	Ashford ES	Bastian ES	Blackshear ES	Codwell ES	Foerster ES	Garden Oaks K-8	Highland Heights	MacGregor ES	Mading ES	Mitchell ES	Reynolds ES	Thompson ES	Walnut Bend ES	Wesley ES	Young ES
2018	51	54	49	55	43	74	38	65	57	53	49	74	62	39	51
2019	53	59	60	50	47	73	43	69	64	55	52	74	53	46	46

2018 % At or Above Approaches   2019 % At or Above Approaches
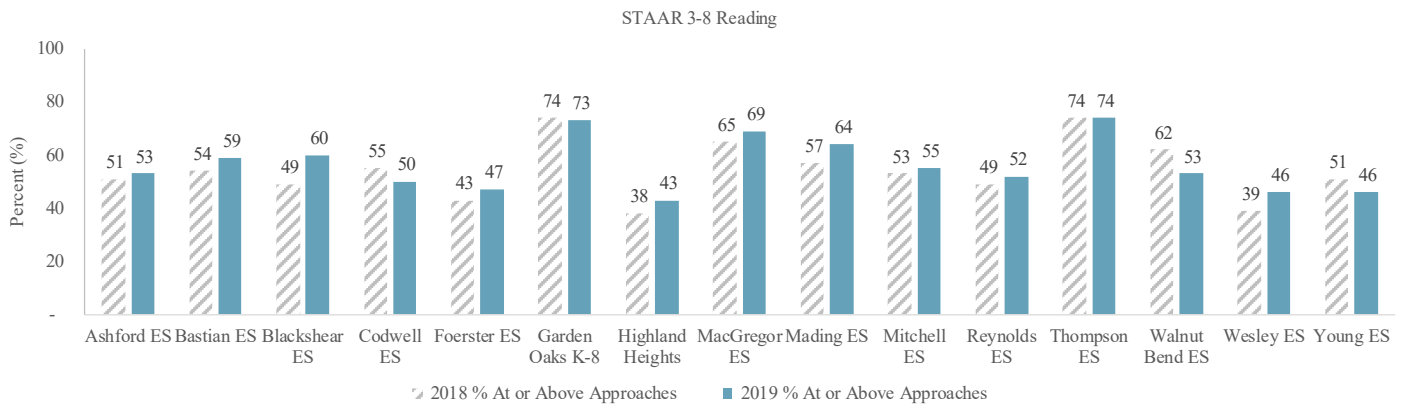
STAAR 3-8 combined English and Spanish reading, first administration only, TEACH elementary/K–8 schools 2018 vs. 2019

STAAR 3-8 Math

	Ashford ES	Bastian ES	Blackshear ES	Codwell ES	Foerster ES	Garden Oaks K-8	Highland Heights	MacGregor ES	Mading ES	Mitchell ES	Reynolds ES	Thompson ES	Walnut Bend ES	Wesley ES	Young ES
2018	57	61	61	57	51	74	45	62	63	59	54	70	68	41	65
2019	56	58	67	59	55	74	47	70	75	59	55	74	66	45	52

2018 % At or Above Approaches   2019 % At or Above Approaches
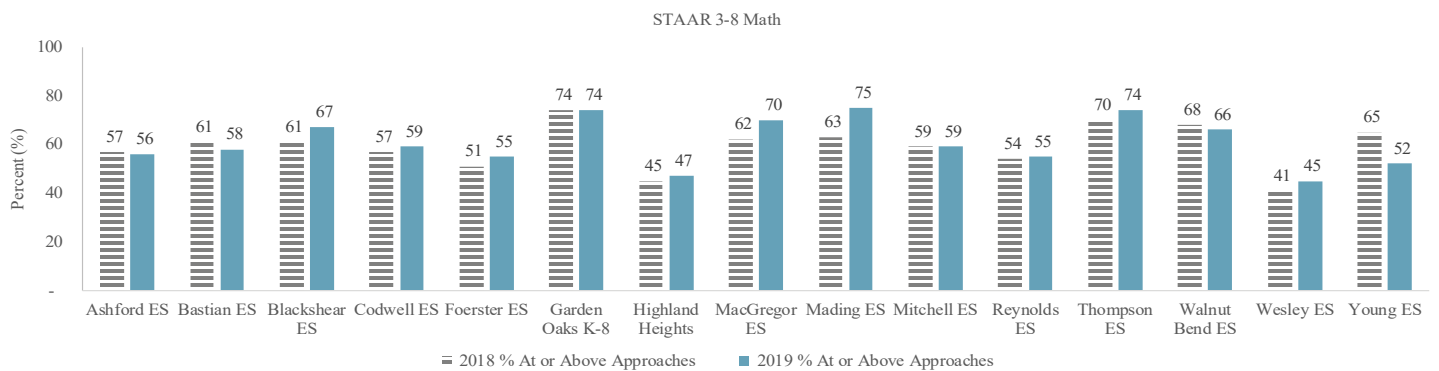
STAAR 3-8 combined English and Spanish math, first administration only, TEACH elementary/K–8 schools, 2018 vs. 2019

STAAR 3-8 Reading

	Attucks MS	Cullen MS	Fleming MS	Fondren MS	Thomas MS	Welch MS
2018	42	45	45	54	43	48
2019	41	43	44	51	38	55

2018 % At or Above Approaches   2019 % At or Above Approaches

STAAR 3-8 Math

	Attucks MS	Cullen MS	Fleming MS	Fondren MS	Thomas MS	Welch MS
2018	41	39	57	66	50	52
2019	48	48	53	61	57	65

2018% At or Above Approaches   2019% At or Above Approaches

STAAR 3-8 combined English and Spanish mathematics, first administration only, TEACH middle schools, 2018 vs. 2019

STAAR EOC English I

	North Forest HS	Sterling HS	Wheatley HS	Secondary DAEP
2018	34	28	29	13
2019	34	30	29	25

2018 % At or Above Approaches   2019 % At or Above Approaches

STAAR EOC Algebra I

	North Forest HS	Sterling HS	Wheatley HS	Secondary DAEP
2018	47	47	63	13
2019	70	50	65	28

2018 % At or Above Approaches   2019 % At or Above Approaches
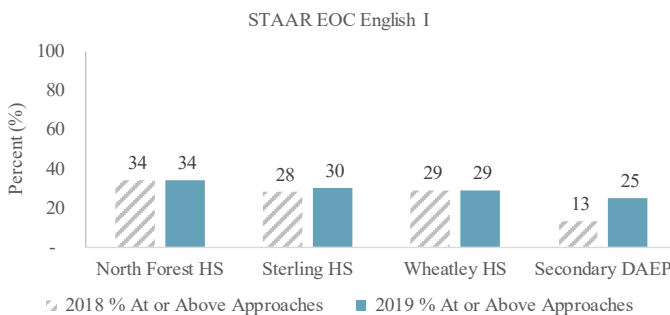
STAAR EOC, first administration only, TEACH high schools/Secondary DAEP, 2018 vs. 2019

Table 5: Paired T-test Attendance Analyses by TEACH Elementary Schools, 2017–2018 vs. 2018–2019								
TEACH Elementary/K–8 Schools	**Mean 2017–2018**	**Mean 2018–2019**	**N**	**Mean Diff.**	**Std. Devia.**	**t**	**df**	**Sig. (2-tailed)**
Ashford ES	94.0	95.0	434	0.96	7.99402	2.499	433	.013*
Bastian ES	93.7	95.3	568	1.56	6.15824	6.041	567	.000*
Blackshear ES	94.5	95.4	323	0.89	4.68383	3.415	322	.001**
Codwell ES	95.0	95.0	345	(0.08)	4.21568	-.337	344	.736
Foerster ES	94.0	93.5	548	(0.43)	7.07910	-1.413	547	.158
Garden Oaks K–8	92.3	95.5	694	3.19	17.33771	4.845	693	.000***
Highland Heights ES	93.8	93.3	396	(0.48)	5.85006	-1.632	395	.103
MacGregor ES	96.1	96.6	489	0.50	8.35016	1.317	488	.189
Mading ES	95.8	96.2	363	0.40	3.37137	2.251	362	.025*
Mitchell ES	96.0	96.5	264	0.43	3.10814	2.272	263	.024*
Reynolds ES	94.4	94.4	366	(0.07)	5.69606	-.227	365	.821
Thompson ES	94.7	95.0	321	0.23	5.32608	.789	320	.431
Walnut Bend ES	95.2	95.4	514	0.24	5.61269	.986	513	.324
Wesley ES	93.4	94.1	263	0.71	4.47876	2.585	262	.010*
Young ES	92.9	93.9	226	0.97	9.87878	1.483	225	.139

Table 4: Paired T-test Attendance Analyses by TEACH Middle Schools, 2017–2018 vs. 2018–2019								
TEACH Middle Schools	**Mean 2017–2018**	**Mean 2018–2019**	**N**	**Mean Diff.**	**Std. Devia.**	**t**	**df**	**Sig. (2-tailed)**
Attucks MS	92.1	91.2	407	(0.93)	6.94263	-2.704	406	.007**
Cullen MS	93.1	87.8	320	(5.32)	9.27923	-10.248	319	.000***
Fleming MS	95.8	93.5	456	(2.21)	5.25614	-8.978	455	.000***
Fondren MS	95.4	94.4	942	(1.06)	4.99836	-6.485	941	.000***
Thomas MS	93.3	93.4	516	0.09	7.04686	.293	515	.769
Welch MS	95.4	94.9	619	(0.42)	6.36993	-1.623	618	.105

Table 5: Paired T-test Attendance Analyses by TEACH High Schools, 2017–2018 vs. 2018–2019								
TEACH High/Secondary DAEP Schools	**Mean 2017–2018**	**Mean 2018–2019**	**N**	**Mean Diff.**	**Std. Devia.**	**t**	**df**	**Sig. (2-tailed)**
North Forest HS	92.0	87.9	887	(4.04)	9.89852	-12.144	886	.000***
Sterling HS	92.0	91.4	1355	(0.64)	7.35710	-3.216	1354	.001**
Wheatley HS	89.6	84.2	797	(5.35)	11.36442	-13.298	796	.000***
Secondary DAEP	78.5	69.1	118	(9.41)	14.68020	-6.963	117	.000***

Statistical Significance:
*p< .05
**p<.01
***p<.001