MEMORANDUM February 14, 2019

TO: Nicole Moore
South Area Superintendent

FROM: Carla Stevens
Assistant Superintendent of Research & Accountability

SUBJECT: **TO EDUCATE ALL CHILDREN (TEACH): BUILDING EFFECTIVE TEACHER CLASSROOM MANAGEMENT STRATEGIES IN HISD SCHOOLS, 2017–2018**

TEACH is a teacher professional development model that is designed to improve classroom culture by focusing on de-escalation, conflict resolution, nonverbal communication, and building student's self-confidence. The TEACH model consists of four key components: (1) Leadership Support, (2) Training for Staff, (3) Follow-up Coaching, and (4) Tuesday Tips.

Key Findings:

- Surveyed teachers consistently indicated strong agreement that the TEACH model has helped them gain students' attention in class, manage behavioral incidents, and keep students focused as they transition between tasks.
- The majority of students at TEACH elementary campuses showed improvements on the combined English and Spanish STAAR grades 3–8 reading and mathematics tests from spring 2017 (pretest) to spring 2018 (posttest), relative to the percentage of students who scored at or above the Approaches Grade Level standard. Consistent STAAR campus-level improvements in these areas were not observed at the secondary level.
- Paired t-test analyses showed gains in the mean attendance rates at 88 percent of the TEACH elementary campuses, and no gains at secondary campuses with two years of data, from 2016–2017 to 2017–2018.
- There was an overall decline in disciplinary actions at the majority of TEACH elementary and secondary schools over the past two years.

Further distribution of this report is at your discretion. Should you have any questions, please contact me at 713-556-6700.

CJS

Attachment

cc: Noelia Longoria

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

TO EDUCATE ALL CHILDREN (TEACH): CREATING SAFER, CALMER LEARNING ENVIRONMENTS FOR STUDENTS IN HISD SCHOOLS, 2017–2018

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Venita Holmes
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Houston Independent School District
Hattie Mae White Educational Support Center
4400 West 18th StreetHouston, Texas 77092-8501

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EVALUATION REPORT

BUREAU OF PROGRAM EVALUATION

To Educate All Children (TEACH): Creating Safer, Calmer Learning Environments for Students in HISD Schools, 2017–2018

Prepared by Venita R. Holmes, Dr.P.H.

Abstract

This program evaluation observed distal educational outcomes, including reading and mathematics test performance, attendance, and disciplinary actions of students at eight elementary and six middle schools that implemented the To Educate All Children (TEACH) model in the Houston Independent School District (HISD) during the 2017–2018 academic year. The model helped teachers build students' self-confidence, while focusing on classroom management strategies, such as de-escalation, conflict resolution, and nonverbal communication. Teachers were provided leadership support, professional development, one-on-one coaching, videos, and tips to improve classroom culture. A total of 186 teachers responded to the Process Survey and 82 teachers completed the End-of-Year Survey. Surveyed teachers consistently indicated strong agreement that the TEACH model has helped them gain students' attention in class, manage behavioral incidents, and keep students focused as they transition between tasks. Survey respondents found that coaching feedback received through TEACH was, particularly, beneficial toward addressing students' specific educational needs. The majority of students at TEACH elementary campuses showed improvements on the combined English and Spanish STAAR grades 3–8 reading and mathematics tests from spring 2017 (pretest) to spring 2018 (posttest), relative to the percentage of students who scored at or above the Approaches Grade Level standard. Consistent STAAR campus-level improvements in these areas were not observed at the secondary level. Paired t-test analyses showed gains in the mean attendance rates at 88% of the TEACH elementary campuses, and no gains at secondary campuses with two years of data. There was an overall decline in disciplinary actions at the majority of TEACH elementary and secondary schools over the same time period. More consistent student progress over the past two years at TEACH elementary compared to secondary campuses suggest the need to examine whether all teachers have access to TEACH professional development if the full benefits of the model are to be realized for students at targeted schools.

Background

To Educate All Children (TEACH) was founded on the premise that teachers play a substantial role toward students' advancement from early education to careers (TEACH, n.d., **Figure 1**). The Houston Independent School District (HISD) has supported the implementation of the TEACH model for more than 10 years. During the 2014–2015 academic year, TEACH operated at Mading Elementary, Revere Middle, Cullen Middle, and Furr High schools. TEACH expanded to Walnut Bend, MacGregor, and Tinsley elementary schools during the 2015–2016 academic year. Additional expansion occurred during the 2016–2017 school year at Mitchell and Thompson elementary schools and at Attucks and Key middle schools.

During the current year (2017–2018), TEACH was implemented in 14 HISD elementary and middle schools, with the addition of the Secondary Disciplinary Alternative Education Program (DAEP), Thomas Middle, Elrod Elementary, and Hilliard Elementary schools. Two TEACH elementary (25%) and four secondary schools (67%) were rated by the Texas state accountability

Figure 1: Teacher Using "Influence" Approach to Increase and Maintain Students' Productivity

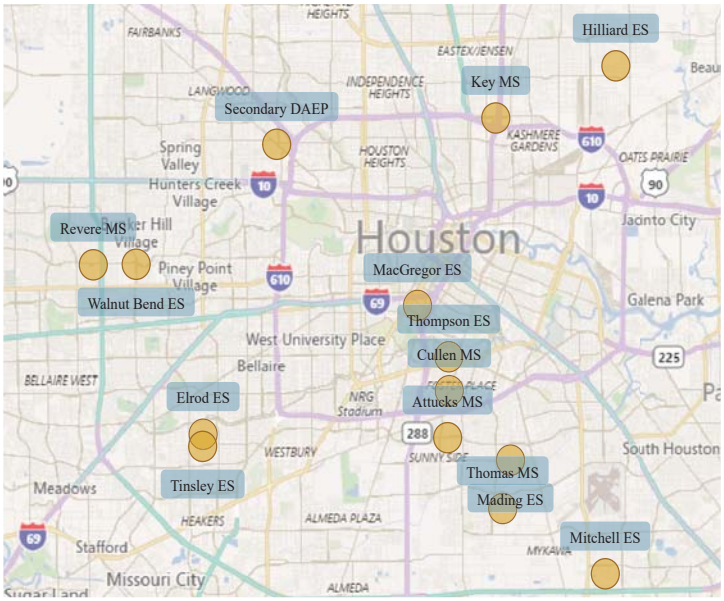

Figure 2: TEACH Campuses, 2017–2018

system during the 2016–2017 and 2017–2018 academic years as Improvement Required or were former Improvement Required, and received academic interventions and monitoring due to the rating. The specific schools and number of years that schools included in this evaluation participated in TEACH are presented in **Appendix A** (p. 9).

The 14 TEACH schools were predominately located in the southeast quadrant of Houston (**Figure 2**), where the need for additional strategies to improve academic learning among struggling students was in high demand. The targeted population

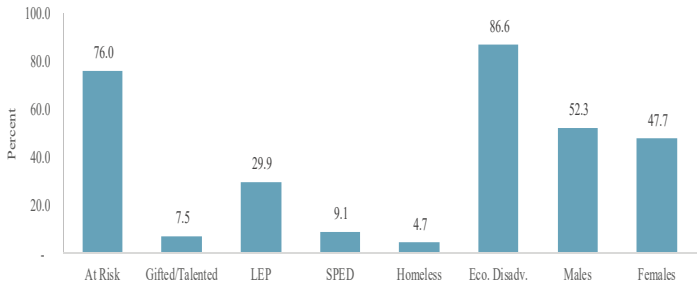

Figure 3a: Background Characteristics of Students at TEACH Campuses, 2017–2018

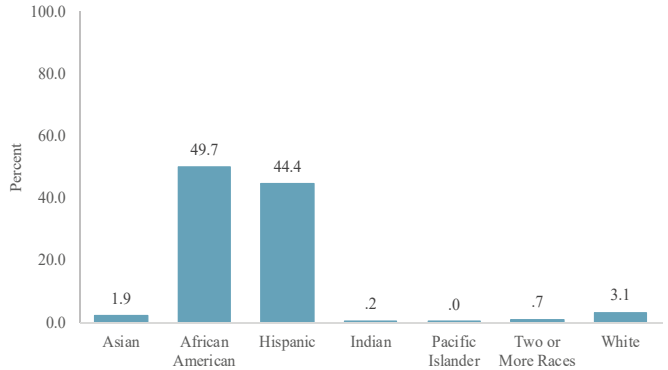

Figure 3b: Ethnicity/Race of Students at TEACH Campuses, 2017–2018

Figure 4: TEACH Model

consisted of 8,228 students, and was, overwhelmingly, at-risk (76.0%), economically-disadvantaged (86.6%), and male (52.3%) (**Figure 3a**). Slightly less than the majority of students were African American (49.7%) and Hispanic (44.4%) (**Figure 3b**).

The TEACH model (Figure 4) provided educators with intensive one-on-one professional development in classroom culture, de-escalation, conflict resolution, nonverbal communication, and building student's self-confidence. The program helped educators develop safe and calm learning environments for students through positive classroom management practices (TEACH, n.d., Figures 5a and 5b). This approach was consistent with research on the various benefits of teacher professional development. Specifically, teachers who receive quality, focused professional development that is sustained over time can boost student achievement (Yoon et al., 2007; Holland, 2005; Cohen & Hill, 2000; Louis & Marks, 1998), behavior (Stracuzzi & Mills, 2010), and connectedness to the school environment (Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004; CDC, 2009). Corradino and Fogarty (2016) add that a positive classroom environment fosters essential developmental skills in students, such as acceptance and determination, to be successful academically and in future careers. To that end, this evaluation observed distal educational outcomes of students at campuses where TEACH was implemented during the 2017–2018 year, including academic achievement, attendance, and disciplinary actions. The research questions are as follows.

Figure 5a: HISD Teachers Attending TEACH Professional Learning Community (PLC) Training

Figure 5b: TEACH Educational Coach Conducting One-on-One Coaching Session on How to Get Students' Attention Non-verbally

Research Questions:

1. What were the perceptions of teachers regarding TEACH program processes and impact on managing the classroom environment?
2. What was the academic performance of students at TEACH campuses in 2017–2018 relative to the 2016–2017 academic year?
3. What was the impact of TEACH on students' attendance at targeted schools?
4. What the impact of TEACH on students' behavior in school?

There were several limitations to the study. It was not known whether teachers who completed the Process and End-of-Year surveys that contributed to evaluation results had direct exposure to TEACH professional development. However, all teachers and administrators participated in an initial seven-hour training on TEACH practices and approximately, 20 to 45% of teachers and administrators participated in 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

A meta-analysis conducted by Wang, Haertel, and Walberg (1997) found that school culture and climate are leading factors that increase students' academic performance. Similarly, a study conducted by Gregory et al. (2010) of more than 7,300 ninth-grade students and 2,900 teachers randomly selected from 290 high schools, revealed that "consistent enforcement of school discipline (structure) and availability of caring adults (support) were associated with school safety" (p. 483). MacNeil, Prater, and Busch (2009) emphasized that schools with strong, positive cultures "have better motivated teachers [and that] highly motivated teachers have greater success in terms of student performance and student outcomes" (p. 77).

Focusing on school connectedness, the Centers for Disease Control and Prevention (2009) added that students who feel more connected to school are more likely to experience academic success and make productive life choices. To generate strong educational outcomes, teacher professional development should focus on classroom management, evidence-based teaching methods, and engagement of students in problem-solving activities (CDC, 2009). Moreover, professional development should be enhanced by coaching to improve teachers' ability to transfer skills gained through training opportunities (Bush, 1984; Truesdale, 2003).

Garet et al. (2001) found that more active learning takes place for students when teachers collectively participate in training activities that are designed for groups of teachers from the same school, department, or grade level. Consequently, student achievement is higher in schools with strong learning communities, where collective responsibility, collaboration and collegiality among teachers are fostered (Little, 1993; Newmann & Wehlage, 1993; Louis & Marks, 1998). The more successful teacher professional development programs tend to be embedded in the school setting (Kerr et al., 2004), and assist teachers with learning, provide follow-up to reinforce learning, and offer support and assistance from mentors and coaches (Blank & de las Alas, 2009; Darling-Hammond et al., 2009).

Finally, research studies have detected an association between positive academic settings, positive emotions, and the acquisition of skills that foster academic success, including resilience, mindfulness, and physical health (Fredrickson et al., 2008; Waugh & Fredrickson, 2006; Cohen & Hill, 2000; Corcoran, Shields, & Zucker, 1998; Fishman, Marx, Best, & Tal, 2003; Little, 1993; Holland, 2005). Strategies that include a whole school approach, in which multi-component interventions comprised of students, teachers, and the school environment, have proven to be more effective toward strengthening students' well-being, particularly, when driven by common purposes and continuous years of implementation (Greenberg et al., 2003).

Methods

Study Sample

A teacher sample was established based on completion of two surveys at 14 TEACH elementary and secondary schools. The initial survey measured teachers' perceptions of TEACH processes and was administered in fall 2017. The End-of-the-Year survey that measured teachers' perceptions of teaching practices was administered in spring 2018. A total of 186 teachers completed the Process Survey and 82 teachers completed the End-of-Year Survey.

The student sample was comprised of 8,228 students who were enrolled at the 14 TEACH campuses during the 2017–2018 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.

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", and "strongly disagree" = "1". The percentage of teachers who rated the items in each category was presented in this evaluation. Missing data were not included in calculations.

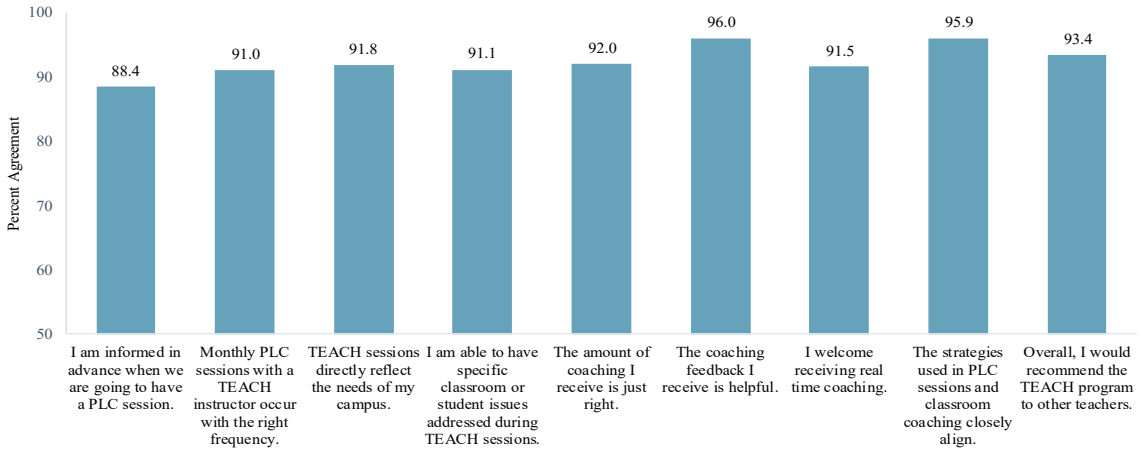

Figure 6a: Teacher Process Survey Results, 2017–2018

To measure student's academic performance, the combined reading and mathematics English and Spanish State of Texas Assessments of Academic Readiness (STAAR) Grades 3–8 results were extracted from evaluation reports on the HISD website (HISD, 2018). 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 2017 and spring 2018 STAAR. The 2017 results were used as a pretest measure and the 2018 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 2016–2017 (pretest variable) and 2017–2018 (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 2016–2017 data were used as the pretest measure and the 2017–2018 data were used as the posttest measure. Disciplinary outcomes were based on unduplicated and duplicated counts of students who received out-of-school suspensions, in-school suspensions, referrals to a Disciplinary Alternative Education Program (DAEP) programs, and removals to a Juvenile Justice Alternative Education Program (JJAEP) during the corresponding academic years. Unduplicated and total disciplinary actions (duplicated counts) were reported for each TEACH campus.

Results

What were the perceptions of teachers regarding TEACH program processes and impact on managing the classroom environment?

Teachers' perceptions of TEACH processes are presented in **Table 1** (**Appendix B**, p. 10). The End-of-Year Survey results can be found in **Table 2** (Appendix B). Combined responses of "strongly agree" or "agree" (percent agreement) are depicted in **Figure 6a** and **Figure 6b** for the respective surveys.

Survey items that measured TEACH processes, mainly, focused on professional learning communities (PLCs) and coaching

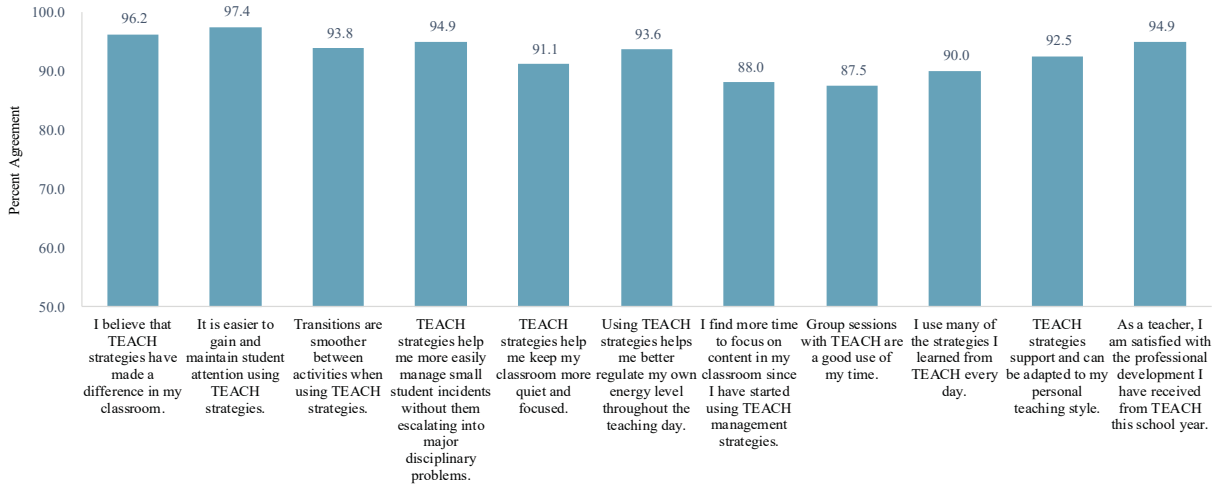

Figure 6b: Teacher End-of-Year Survey Results, 2017–2018

strategies. There was, overwhelmingly, positive agreement on all TEACH Process Survey items (Figure 6a). The highest percentage of agreement was on an item related to coaching. Specifically, the teacher survey sample indicated that "the coaching feedback that I receive is helpful" (96.0%). Another notable finding was that 95.9% of the teacher sample perceived "strategies used in PLC sessions and classroom coaching closely align." The highest level of disagreement was on the survey item "I was informed in advance when we are going to have a PLC session" (11.6%).

TEACH End-of-Year Survey results depicted in Figure 6b (p. 4) reveal the largest majority of respondents were in agreement that "it is easier to gain and maintain student attention using TEACH strategies" (97.4%), and that they believe TEACH strategies have made a difference in their classroom (96.2%). Nearly 95% of the respondents noted that TEACH strategies help them more easily manage small student incidents without them escalating into major disciplinary problems, and that they are satisfied with the professional development received from TEACH this school year. The highest level of disagreement on the End-of-Year Survey was "Group sessions with TEACH are a good use of my time" (12.5%), and "I find more time to focus on content in my classroom since I have started using TEACH management strategies (12.0%).

What was the academic performance of students at TEACH campuses in 2017–2018 relative to the 2016–2017 academic year?

The spring 2017 and spring 2018, combined English and Spanish STAAR grades 3–8 reading and mathematics tests were used to measure the academic performance of students at TEACH campuses to detect changes in the percentage of students who scored at or above the Approaches Grade Level standard over time. The results can be found in **Appendix C** (p. 11). Changes in campus-level student performance, from 2017 to 2018, are discussed below.

Figure 7a reflects the change in students' reading STAAR performance at TEACH elementary campuses from spring 2017 to 2018. It is evident that the majority of elementary campuses (63%) showed increases in the percentage of students at or above the Approaches Grade Level standard over the two-year period. The largest positive changes were at Thompson (21 percentage points), followed by Mading (20 percentage points), Hilliard (17 percentage points), Tinsley (6 percentage points), and Elrod (1 percentage point) elementary schools. In contrast, the percentage of students at or above the Approaches Grade Level standard on the reading STAAR decreased at Mitchell, MacGregor, and Walnut Bend by six, three, and two percentage points, respectively from 2017 to 2018.

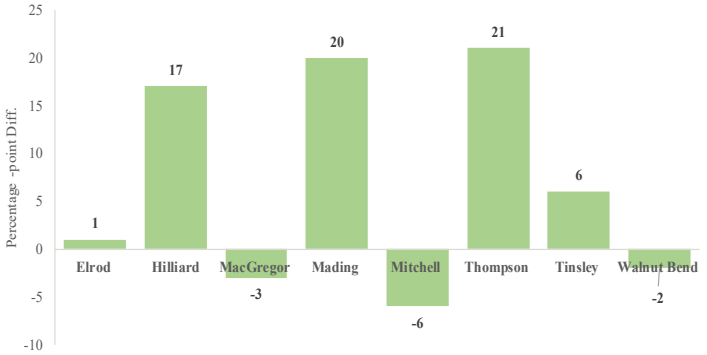

Figure 7a: Percentage-point Change in Reading STAAR 3–8, Combined English and Spanish, TEACH Elementary Campuses, Spring 2017 vs. 2018

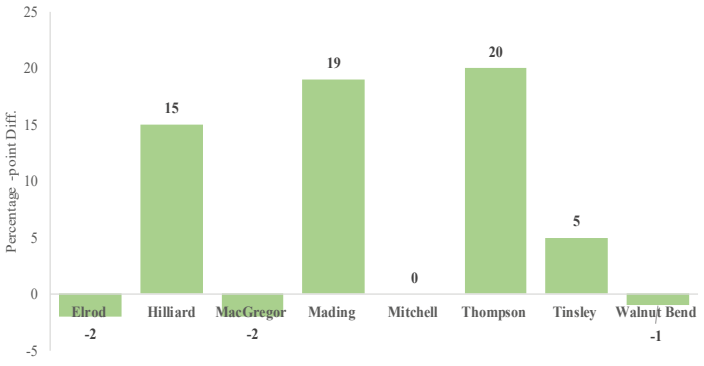

Figure 7b: Percentage-point Change in Math STAAR 3–8, Combined English and Spanish, TEACH Elementary Campuses, Spring 2017 vs. 2018

Figure 7b shows the change in students' mathematics STAAR performance at TEACH elementary campuses from spring 2017 to spring 2018. It is evident that 50% of TEACH elementary campuses showed increases in the percentage of students at or above the Approaches Grade Level standard over the two years. The largest positive change was at Thompson (20 percentage points), followed by Mading (19 percentage points), Hillard (15 percentage points), and Tinsley (5 percentage points) elementary schools. No change was noted at Mitchell Elementary School relative to the percentage of students at or above the Approaches Grade Level standard on the mathematics STAAR. At the same time, the percentage of students at Elrod and MacGregor who scored at or above the standard decreased slightly by two percentage points, and by one percentage point at Walnut Bend elementary schools.

Figure 8a reflects the change in students' reading STAAR grades 3–8 performance at TEACH secondary campuses from spring 2017 to spring 2018. STAAR results for students at the Secondary DAEP were only available for spring 2018; therefore, changes in performance was discussed for only five secondary campuses. Figure 8a shows that the majority of secondary campuses (80%) had slight decreases in the percentage of

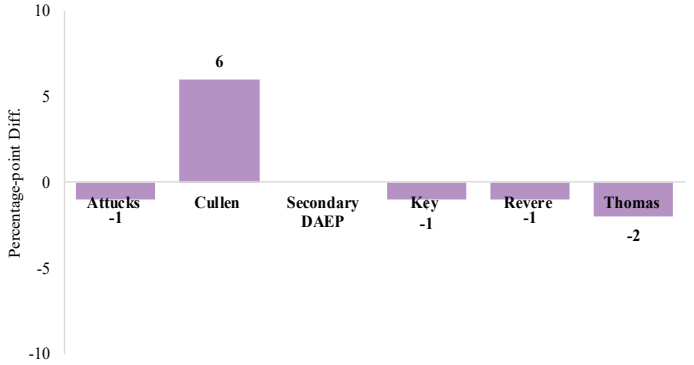

Figure 8a: Percentage-point Change in Reading STAAR 3–8, TEACH Secondary Campuses, Spring 2017 vs. 2018

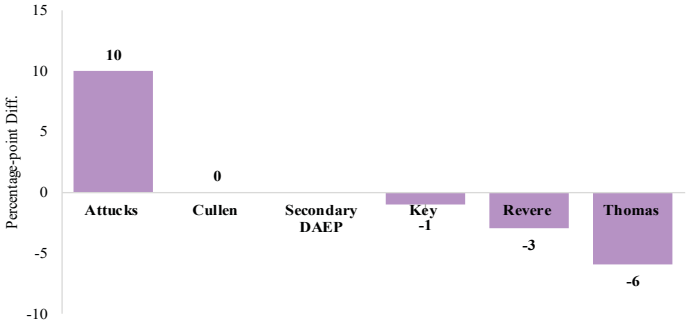

Figure 8b: Percentage-point Change in Math STAAR 3–8, TEACH Secondary Campuses, Spring 2017 vs. 2018

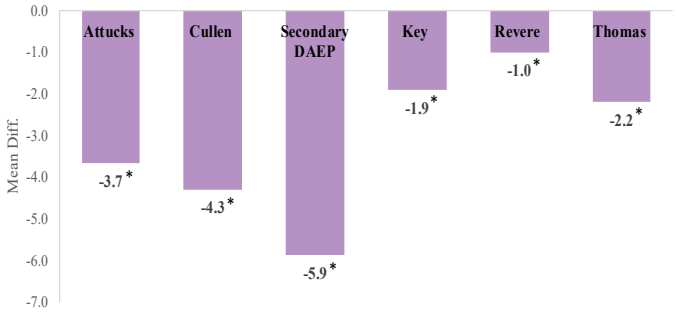

Figure 9b: Mean Difference in Attendance Based on Paired T-test Analyses at TEACH Secondary Campuses, 2016–2017 vs. 2017–2018 (*p<.05)

students at or above the Approaches Grade Level standard. The decline in performance ranged from two percentage points at Thomas Middle School to one percentage point at Attucks, Key, and Revere middle schools. In contrast, the performance of students at Cullen Middle School reflected a moderate increase of six percentage points, from spring 2017 to spring 2018 on the test.

Figure 8b reveals that, on the STAAR grades 3–8, the percentage of students at or above the Approaches Grade Level standard increased, dramatically, at Attucks Middle School by 10 percentage points, while Cullen Middle School students showed no gain in performance. At the same time, there was a decline in the percentage of students at or above the standard at Thomas, Revere, and Key middle schools by six, three, and one percentage points, respectively.

What was the impact of TEACH on students' attendance at targeted schools?

A paired t-test was conducted to determine the impact of TEACH on attendance at targeted schools. The attendance rates of 6,846 students with both 2016–2017 (pretest) and 2017–2018 (posttest) data were included in the analyses. The findings are depicted in **Appendix D** (p. 12) by school. The mean differences in attendance rates of TEACH schools were extracted from the data and discussed below.

Figure 9a shows that the mean attendance rates for Elrod, MacGregor, Mading, Mitchell, Thompson, Tinsley, and Walnut Bend elementary schools increased from pre- to posttest. The largest increase was found at Mading Elementary School by 1.1 points. However, the differences in the mean attendance rates at Mitchell, Thompson, and Walnut Bend were not statistically significant ($p < .05$). At the same time, there was a decrease in the mean attendance rate at Hilliard Elementary School by 1.5 points.

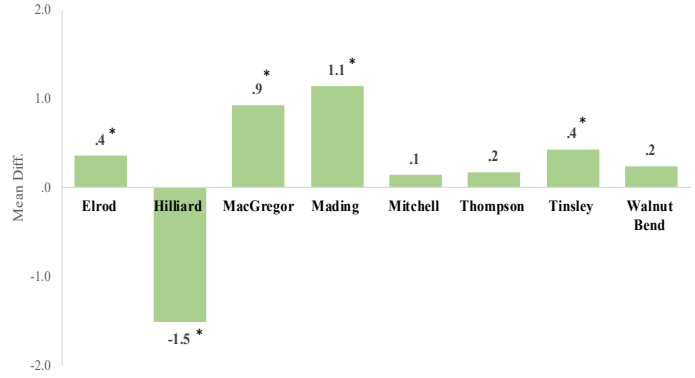

Figure 9a: Mean Difference in Attendance Based on Paired T-test Analyses at TEACH Elementary Campuses, 2016–2017 vs. 2017–2018 (*p<.05)

Figure 9b depicts the mean difference in attendance rates at TEACH secondary campuses from 2017 to 2018. There was a decrease in the mean attendance rates at the six secondary schools. The lowest decrease was at Revere Middle School (1.0 points), while the largest decrease was at the Secondary DAEP (5.9 points).

What was the impact of TEACH on students' behavior in school?

Disciplinary actions were used to measure the impact of TEACH on students' behavior in school. Unduplicated student counts of in-school suspensions, out-of-school suspensions, referrals to disciplinary alternative education programs (DAEPs), and referrals to juvenile justice alternative education programs (JJAEPs) for the 2016–2017 and the 2017–2018 school years can be found in **Appendix E** (p. 13). The total disciplinary actions at each school are presented in **Appendix F** (15). Students may be represented multiple times in the counts of total disciplinary actions.

Figure 10a depicts the total disciplinary actions for students at TEACH secondary schools for the 2016–2017 and the 2017–2018 school years. There were decreases in the total number of disciplinary actions at Attucks, Revere, and Key middle schools, by 16.8%, 5.8%, and 5.2%, respectively. At the same time, there

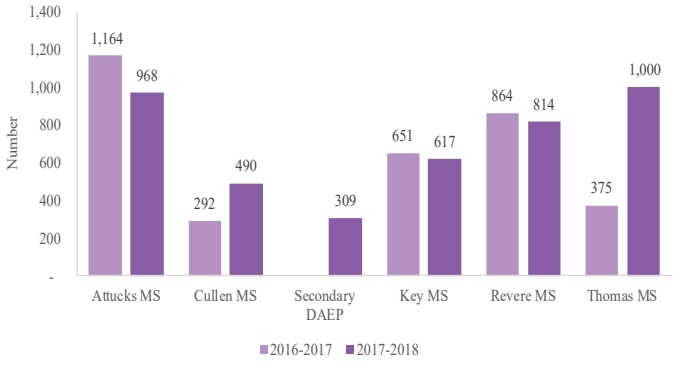

Figure 10a: Disciplinary Actions, TEACH Secondary Schools, 2016–2017 vs. 2017–2018

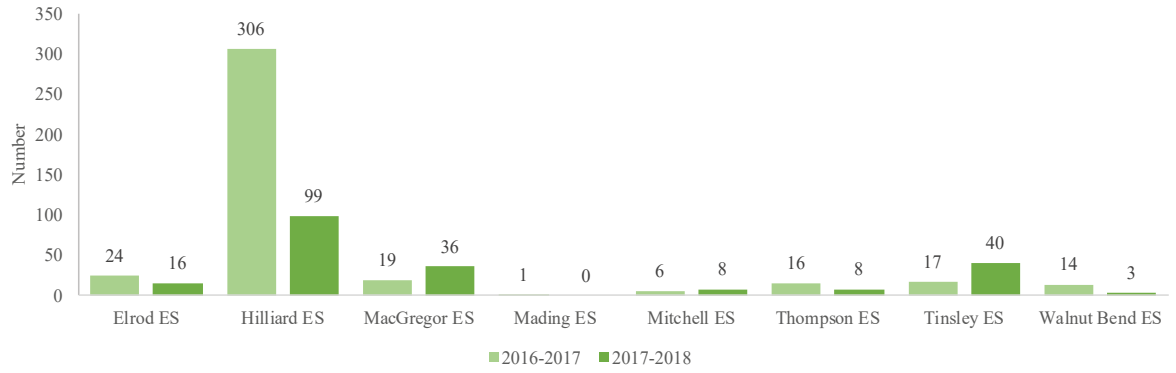

Figure 10b: Disciplinary Actions, TEACH Elementary Schools, 2016–2017 vs. 2017–2018

were increases in the total number of disciplinary actions at Cullen and Thomas middle schools. The total disciplinary actions at Cullen more than doubled and nearly tripled at Thomas over the two-year period. Data for the Secondary DAEP was only available for the 2017–2018 academic year; therefore, impact of TEACH on disciplinary actions could not be observed. However, the Secondary DAEP has less total disciplinary actions in 2017–2018 compared to Attucks, Revere, and Thomas middle schools.

Figure 10b shows the total disciplinary actions for students at TEACH elementary schools for the 2016–2017 and the 2017–2018 school years. There was a decrease in the total number of disciplinary actions at 62.5% of TEACH elementary schools, including Elrod, Hilliard, Mading, Thompson, and Walnut Bend. The decrease in total disciplinary actions were, particularly, notable at Walnut Bend (down 78.6%), Hilliard (down 67.6%), and Thompson (down 50.0%). In contrast, there was an increase in the total number of disciplinary actions at MacGregor, Mitchell, and Tinsley. The total disciplinary actions more than doubled at Tinsley and nearly doubled at MacGregor.

Discussion

A positive school culture and climate have been found to be pivotal toward improving student achievement (Wang et al., 1997), while embedded teacher professional development, that includes coaching and feedback, have the potential to reinforce student learning (Blank & de las Alas, 2009). TEACH strategies were designed to improve classroom culture and climate by providing teachers with tools to facilitate de-escalation, conflict resolution, and nonverbal communication among students. This collaborative model, centered in the school environment, is aimed to build student's confidence to perform better in school, which is consistent with the research (Little, 1993; Newmann & Wehlage, 1993; Louis & Marks, 1998).

TEACH has operated in HISD for more than 10 years. During the 2017–2018 academic year, the program was implemented at Elrod, Hilliard, MacGregor, Mading, Mitchell, Thompson, Tinsley, and Walnut Bend elementary schools along with Attucks, Cullen, Revere, Thomas, and Key middle schools, and the Secondary DAEP. Many of these schools received a rating of Improvement Required or were formally rated as Improvement Required by the Texas Education Agency's accountability system. Based on survey results, teachers have consistently perceived TEACH as beneficial toward helping them gain students' attention in class, manage behavioral incidents, and keep students focused as they transition between tasks. Teachers found that the coaching feedback was, particularly, beneficial toward addressing students' educational needs.

Potential program benefits of TEACH seemed to vary based on whether the campus was elementary or secondary. It is unknown whether or not these differences can be attributed to program implementation or the extent that teachers were exposed to TEACH practices, such as one-on-one coaching. Specifically, the majority of TEACH elementary campuses showed improvements on the first administration of the combined English and Spanish STAAR grades 3–8 reading and mathematics tests from spring 2017 to spring 2018, relative to the percentage of students who met the Approaches Grade Level standard. In contrast, the percentage of students who met the passing standard in reading and mathematics increased at only one of five secondary campuses. Progress at the Secondary DAEP could not be assessed, considering that the campus had data for the current school year only. Paired t-test analyses showed gains in the mean attendance rates at seven of the eight elementary campuses (88%), and no gains were observed at TEACH secondary campuses. There was an overall decline in disciplinary actions at five of the eight TEACH elementary campuses (63%), and three of the five secondary campuses with two years of data (60%).

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 students' educational outcomes throughout the year may help to determine whether the program should target teachers of specific student groups who may be more at risk of academic and behavioral challenges.

References

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Appendix A

TEACH Participation by School	
	Number of Years Participating in TEACH
Elementary Schools	
Elrod ES	1
Hilliard ES	1
MacGregor ES	3
Mading ES	4
Mitchell ES	2
Thompson ES	2
Tinsley ES	3
Walnut Bend ES	3
Secondary Schools	
Attucks MS	2
Cullen MS	4
Secondary DAEP	1
Key MS	2
Revere MS	4
Thomas MS	1
Note: ES = Elementary ; MS = Middle School, DAEP = Disciplinary Alternative Education Program	

Appendix B

Table 1: Teacher Process Survey Results, 2017–2018 (n=186)				
Survey Items	Strongly Agree	Agree	Disagree	Strongly Disagree
I am informed in advance when we are going to have a PLC session.	48.1	40.3	10.5	1.1
Monthly PLC sessions with a TEACH instructor occur with the right frequency.	38.2	52.8	6.2	2.8
TEACH sessions directly reflect the needs of my campus.	45.6	46.2	6	2.2
I am able to have specific classroom or student issues addressed during TEACH sessions.	38	53.1	6.7	2.2
The amount of coaching I receive is just right.	39.1	52.9	5.7	2.3
The coaching feedback I receive is helpful.	46	50	2.8	1.1
I welcome receiving real time coaching.	46	45.5	6.3	2.3
The strategies used in PLC sessions and classroom coaching closely align.	46.5	49.4	2.9	1.2
Overall, I would recommend the TEACH program to other teachers.	55.6	37.8	5	1.7

Table 2: Teacher End-of-Year Survey Results, 2017–2018 (n=82)				
Survey Items	Strongly Agree	Agree	Disagree	Strongly Disagree
I believe that TEACH strategies have made a difference in my classroom.	51.9	44.3	3.8	
It is easier to gain and maintain student attention using TEACH strategies.	43	54.4	2.5	
Transitions are smoother between activities when using TEACH strategies.	36.3	57.5	5	1.3
TEACH strategies help me more easily manage small student incidents without them escalating into major disciplinary problems.	36.7	58.2	2.5	2.5
TEACH strategies help me keep my classroom more quiet and focused.	30.8	60.3	6.4	2.6
Using TEACH strategies helps me better regulate my own energy level throughout the teaching day.	43	50.6	5.1	1.3
I find more time to focus on content in my classroom since I have started using TEACH management strategies.	32	56	8	4
Group sessions with TEACH are a good use of my time.	32.5	55	10	2.5
I use many of the strategies I learned from TEACH every day.	38.8	51.2	7.5	2.5
TEACH strategies support and can be adapted to my personal teaching style.	41.3	51.2	5	2.5
As a teacher, I am satisfied with the professional development I have received from TEACH this school year.	46.8	48.1	2.5	2.5

Appendix C

Table 3: Combined English and Spanish STAAR 3–8 Results, Spring 2017 and 2018

	Reading				Mathematics			
	2017		2018		2017		2018	
	n	% At or Above Approaches Grade Level	n	% At or Above Approaches Grade Level	n	% At or Above Approaches Grade Level	n	% at or Above Approaches Grade Level
Elementary Schools								
Elrod ES	323	60	337	61	323	75	337	73
Hilliard ES	325	26	267	43	325	35	268	50
MacGregor ES	267	68	275	65	267	64	275	62
Mading ES	232	37	217	57	232	44	217	63
Mitchell ES	214	59	158	53	214	59	158	59
Thompson ES	177	53	163	74	176	50	163	70
Tinsley ES	457	49	433	55	457	62	433	67
Walnut Bend ES	338	64	353	62	338	69	353	68
Secondary Schools								
Attucks MS	490	43	471	42	467	31	446	41
Cullen MS	460	39	439	45	446	40	402	40
Secondary DAEP	0	-	14	14	0	-	14	14
Key MS	669	43	623	42	647	43	590	42
Revere MS	1292	58	1253	57	1222	61	1196	58
Thomas MS	433	45	537	43	409	56	511	50
HISD All Grades 3-8	**91,479**	**63**	**91,291**	**66**	**88,248**	**69**	**87,938**	**72**

Appendix D

Table 4: Paired T-test Attendance Analyses by Elementary School, 2016–2017 vs. 2017–2018

Elementary Schools		N	Mean	Std. Deviation	Mean Diff.	t	df	p-value
Elrod Elementary	Pre (2017)	630	96.09	4.307				
	Post (2018)	630	96.45	3.995	.354	2.697	629	.007
Hilliard Elementary	Pre (2017)	452	93.19	5.727				
	Post (2018)	452	91.67	8.019	-1.517	-5.305	451	.000
MacGregor Elementary	Pre (2017)	461	95.92	9.811				
	Post (2018)	461	96.85	5.732	.929	2.429	460	.016
Mading Elementary	Pre (2017)	410	94.73	6.255				
	Post (2018)	410	95.87	4.432	1.135	5.210	409	.000
Mitchell Elementary	Pre (2017)	313	96.62	3.916				
	Post (2018)	313	96.76	3.540	.141	.719	312	.473
Thompson Elementary	Pre (2017)	337	94.74	5.526				
	Post (2018)	337	94.90	6.253	.168	.567	336	.571
Tinsley Elementary	Pre (2017)	672	95.83	3.569				
	Post (2018)	672	96.27	4.290	.434	2.723	671	.007
Walnut Bend Elementary	Pre (2017)	561	95.49	6.396				
	Post (2018)	561	95.73	5.125	.236	.970	560	.332

Table 5: Paired T-test Attendance Analyses by Secondary Campus, 2016–2017 vs. 2017–2018

Secondary Schools		N	Mean	Std. Deviation	Mean Diff.	t	df	p-value
Attucks Middle	Pre (2017)	410	93.37	7.934				
	Post (2018)	410	89.70	11.014	-3.672	-8.545	409	.000
Cullen Middle	Pre (2017)	366	95.04	7.134				
	Post (2018)	366	90.74	10.386	-4.301	-9.070	365	.000
Secondary DAEP	Pre (2017)	73	80.50	14.315				
	Post (2018)	73	74.63	18.978	-5.876	-3.251	72	.002
Revere Middle	Pre (2017)	1119	96.01	5.007				
	Post (2018)	1119	95.01	5.768	-1.002	-6.890	1118	.000
Thomas Middle	Pre (2017)	430	94.76	6.037				
	Post (2018)	430	92.55	7.371	-2.211	-7.278	429	.000
Key Middle	Pre (2017)	612	92.90	7.703				
	Post (2018)	612	90.99	9.910	-1.908	-5.836	611	.000

Note: n = 6,846 students at all TEACH Schools in the study sample

Appendix E

Unduplicated Students with Disciplinary Actions at TEACH Campuses, 2016–2017 and 2017–2018

	2016–2017					2017–2018					
	Out-of-School Suspensions	In-school Suspensions	Referrals to DAEP	Removals to JJAEP	Total	Out-of-School Suspensions	In-school Suspensions	Referrals to DAEP	Removals to JJAEP	Total	Change
	n	n	n	n	n	n	n	n	n	n	
Elementary Schools											
Elrod ES	6	18	0	0	24	0	13	0	0	13	**Decrease**
Hilliard ES	125	59	1	0	185	0	58	0	0	58	**Decrease**
MacGregor ES	12	4	0	0	16	23	2	0	0	25	**Increase**
Mading ES	0	0	1	0	1	0	0	0	0	0	**Decrease**
Mitchell ES	0	6	0	0	6	0	4	0	0	4	**Increase**
Thompson ES	1	13	0	0	14	0	7	0	0	7	**Decrease**
Tinsley ES	0	12	1	0	13	0	32	0	0	32	**Increase**
Walnut Bend ES	1	10	0	0	11	0	1	1	0	2	**Decrease**
Secondary Schools											
Attucks MS	243	189	32	2	466	200	236	15	1	452	**Decrease**
Cullen MS	30	95	40	1	166	1	208	29	1	239	**Increase**
Secondary DAEP						96	165	41	0	302	**N/A**
Key MS	141	180	32	0	353	29	75	51	1	156	**Decrease**
Revere MS	242	173	25	1	441	222	193	30	1	446	**Decrease**
Thomas MS	49	141	7	0	197	214	258	19	0	491	**Increase**

Note: Disciplinary actions were extracted from the PEIMS 425 Record, Disciplinary Action Data – Student report for the corresponding academic years. Students are only counted once in each category.

Appendix F

Total Disciplinary Actions at TEACH Campuses, 2016–2017 and 2017–2018											
	2016–2017					2017–2018					
	Out-of-School Suspensions	In-school Suspensions	Referrals to DAEP	Removals to JJAEP	Total	Out-of-School Suspensions	In-school Suspensions	Referrals to DAEP	Removals to JJAEP	Total	Change
	n	n	n	n	n	n	n	n	n	n	
Elementary Schools											
Elrod ES	18	6	0	0	24	16	0	0	0	16	**Decrease**
Hilliard ES	96	208	2	0	306	99	0	0	0	99	**Decrease**
MacGregor ES	5	14	0	0	19	2	36	0	0	36	**Increase**
Mading ES	0	0	1	0	1	0	0	0	0	0	**Decrease**
Mitchell ES	6	0	0	0	6	8	0	0	0	8	**Increase**
Thompson ES	15	1	0	0	16	8	0	0	0	8	**Decrease**
Tinsley ES	16	0	1	0	17	40	0	0	0	40	**Increase**
Walnut Bend ES	14	1	0	0	14	1	1	1	0	3	**Decrease**
Middle Schools											
Attucks MS	493	626	43	2	1,164	610	342	15	1	968	**Decrease**
Cullen MS	168	74	49	1	292	457	1	31	1	490	**Increase**
Secondary DAEP	-	-	-	-	-	191	66	51	1	309	**N/A**
Key MS	374	234	43	0	651	407	167	43	0	617	**Decrease**
Revere MS	317	516	30	1	864	365	415	33	1	814	**Decrease**
Thomas MS	309	58	8	0	375	632	346	22	0	1,000	**Increase**

Note: Disciplinary actions were extracted from the PEIMS 425 Record, Disciplinary Action Data – Student report for the corresponding academic years. Students may have multiple incidents in each category.