HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH
Educational Program Report

TO EDUCATE ALL CHILDREN (TEACH): BUILDING EFFECTIVE TEACHER CLASSROOM MANAGEMENT STRATEGIES IN HISD SCHOOLS, 2016-2017

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

EVALUATION REPORT

To Educate All Children (TEACH): Building Effective Teacher Classroom Management Strategies in HISD Schools, 2016–2017

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Abstract

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. Notable findings included a statistically significant increase in students' overall favorable rating of the classroom environment from fall 2016 to spring 2017. Student attendance was found to be about 97% at pre- and post-test, which is above the district mean of about 95.6%. This finding should be viewed with caution, given the high proportion of TEACH elementary schools in the sample. Out of 787 students, the number of in-school suspensions increased for only one student, which suggests no notable change from pre-test to post-test. There was a substantial decrease in the number of out-of-school suspensions. Due to TEACH, an increase in "other" disciplinary actions, such as student or parent conference, detention, behavior/conduct contract, and referral to a counseling group, may be indicative of schools resorting to alternative, less punitive means to manage student conflict rather than suspend students. The study also found that among the best predictors of students' post-disciplinary actions and attendance were their previous year's disciplinary actions and attendance. Implications for TEACH are to continue working with educators on classroom management strategies, and building relationships between students and teachers.

Introduction

Research has shown that teacher support plays a central role in students feeling connected to school (Stracuzzi & Mills, 2010). School connectedness has been found to protect students against risky and problem behaviors (Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004; CDC, 2009). There is a need for research that explores strategies designed to improve classroom climate for both students and teachers. Targeted teacher professional development that is embedded in the school has the potential to improve the social, emotional, and academic development of students (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013; Kerr et al., 2004). This may be a promising tool to help students be more successful in school.

Background

To Educate All Children (TEACH) has been implemented in the Houston Independent School District (HISD) for more than 10 years. During the 2014–2015 academic year, TEACH operated at Mading Elementary, Revere Middle, Cullen Middle, and Furr High schools (**Figure 1**). TEACH expanded to Walnut

Bend, MacGregor, and Tinsley elementary schools during the 2015–2016 academic year. Additional expansion included programs at Mitchell and Thompson elementary schools, and Attucks Middle School.

Figure 1: Revere teacher using academic Influence Approach ensuring to maintain focus and eye contact on the student's work which preserves relationships.

Figure 2: Mading teacher using "Look Where You Point" to model looking where you want the students to look.

Figure 3: Revere principal using "Behavioral Influence Approach" which decreases escalation by approaching the student from the side and minimizing eye contact.

TEACH was founded on the premise that the teacher advances the educational system from prekindergarten to the job market (TEACH, n.d.). TEACH provides educators with intensive one-on-one training in classroom culture, focusing on de-escalation, conflict resolution, nonverbal communication, and building student's self-confidence (**Figures 2**, **3**, and **4**). Through intensive training, TEACH helps educators create safe, calm learning environments for students (TEACH, n.d.). Trained educators develop skills that support positive classroom management. Consequently, it is expected that a more positive perception of the classroom environment is perceived by students and teachers, and that teachers experience improved management practices due to involvement in the program. Indirect benefits of TEACH may be a decrease in student disciplinary referrals and improved student attendance. To that end, this evaluation addressed the following research questions.

Research Questions:
1. What were the perceptions of teachers regarding TEACH program processes and impact on managing the classroom environment?
2. What were students' perceptions regarding the classroom environment where teachers were trained using the TEACH model?
3. What was the best predictor of attendance and classroom environment relative to the TEACH model?
4. What was the impact of TEACH on students' attendance and behavior at targeted schools?

There were several limitations to the study. TEACH administrators selected schools for the study based on their exposure to TEACH professional development. Another limitation was the student study population consisted of students whose teachers were trained on the TEACH model and who completed both the pre- and post-Classroom Environment surveys. Consequently, only students at MacGregor, Mading, Mitchell, Thompson, Walnut Bend, Attucks, and Revere were included in the study. The inclusion of students at Revere was limited due to the small number of students in the paired data. The study was limited to students

whose teachers allowed them to access the survey in the classroom or who had computer access at home. Moreover, the number of students who completed both pre- and post- surveys varied across schools. Although mitigation strategies to reduce threats to the study's validity were taken with periodic reviews of the data, student and teacher participation was voluntary. This may have resulted in selection bias due to the underrepresentation of specific subgroups of the population in the analyses.

Review of the Literature

There has been growing emphasis on school climate as an evidence-based school improvement strategy at the local, state, and federal levels across the United States (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). At the forefront of reform efforts is the development of strategies to create safer, more supportive and engaging K–12 schools. The Institute for Educational Sciences considers school climate as a sound strategy for dropout prevention (Dynarski et al., 2008). The Centers for Disease Control and Prevention (CDC, 2009) maintains that students feel more connected to their school when they believe that adults and other students care about how well they learn and about them as individuals. Students who feel more connected to school are more likely to achieve academic success and make healthy life choices (CDC, 2009).

School climate improvement efforts are grounded in ecological systems theories of youth development in that the environment (e.g., student, family, school, community), has a direct impact on student's learning and behavior (Kohlberg & Mayer, 1972). Consistent with authoritative school climate theory, research supports the notion that "when students perceive their teachers as supportive, high academic expectations are associated with lower dropout rates" (Jia, Konold, & Cornell, 2015).

Research has also found a lower frequency of behavioral problems in schools where students are in a structured school environment, with fair discipline practices, and experience positive student-teacher interactions (Power et al., 1989; Gregory & Cornell, 2009; Wang, Selman, Dishion, & Stormshak, 2010; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). Skinner and Belmont (1993) found that teachers' interactions with students can influence

Figure 4: Mading teacher using "Freeze Body" to capture attention quickly and non-verbally which saves teacher voice and energy.

students' behavioral and emotional engagement in the classroom (Skinner & Belmont, 1993). Consequently, when teachers support and interact positively with students, students are more likely to be engaged and behave appropriately in the classroom. Research 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).

Teacher professional development and coaching opportunities focused on using classroom management, effective teaching methods, and engaging students in problem-solving were identified as effective strategies to promote a positive environment and improve student achievement (CDC, 2009). The more successful programs tend to be embedded, at minimum, in the school (Kerr, et al., 2004). Effective teacher professional development programs shared common features, including assisting teachers with learning, providing follow-up reinforcement of learning, offering assistance with program implementation, and delivering support to teachers from mentors and colleagues in their schools (Blank & de las Alas, 2009)**.**

Methods
Study Sample

A teacher sample was established based on completion of two surveys. An initial survey that measured teachers' perceptions of TEACH processes was administered in fall 2016. In spring 2017, teachers at the targeted schools were asked to complete a second survey that measured their perceptions about the impact of the TEACH model on their teaching practices. A total of 147 teachers who completed both instruments were included in the teacher sample.

A student sample was based on completion of both pre- and post- Classroom Environment surveys. A total of 787 students completed the survey at both time intervals. Demographic characteristics of the student sample and the total student population at the targeted schools can be found in **Figure 5**. These data were extracted from the Public Education Information Management System (PEIMS) for the 2016–2017 academic year to determine how the student sample compared to all students at the targeted TEACH schools. Both student groups were fairly comparable relative to gender and economic status, with higher percentages of at-risk students in the total student population and gifted/talented students in the TEACH sample.

Assumptions were that the TEACH model was being integrated into the school environments, that teachers would apply TEACH strategies in their classrooms, and that all students would be impacted by program implementation over time.

Data Collection

The TEACH Process and End-of-Year surveys as well as a student Classroom Environment survey were administered via a web-based platform, the HISD HUB. All teachers at the targeted schools were asked to allow their students to complete the student surveys in the classroom. However, students as well as teachers had access to the HUB at any location with internet capability.

Students were asked to direct their Classroom Environment survey responses to their teacher. Students rated 21 survey items using the following 4-point Likert-type scale: 4 = agree a lot, 3 = agree a little, 2 = disagree a little, and 1 = disagree a lot. The Cronbach alpha coefficient was used to measure the internal consistency of the survey items, i.e., how closely the items were related during the survey administration in 2014–2015. The Cronbach alpha for the complete survey was .925, which is preferable. Students were administered the pre-survey in December 2016 and the post-survey in May 2017.

Attendance data were captured from the HISD Cognos data system on June 19, 2017. Data for students in the sample with both 2015–2016 data (pre-test variable) and 2016–2017 data (post-test variable) were used in the attendance analyses. Among the paired sample of 787 students who completed the Classroom Environment survey in 2016–2017, attendance data were captured for 658 paired students. A paired t-test was
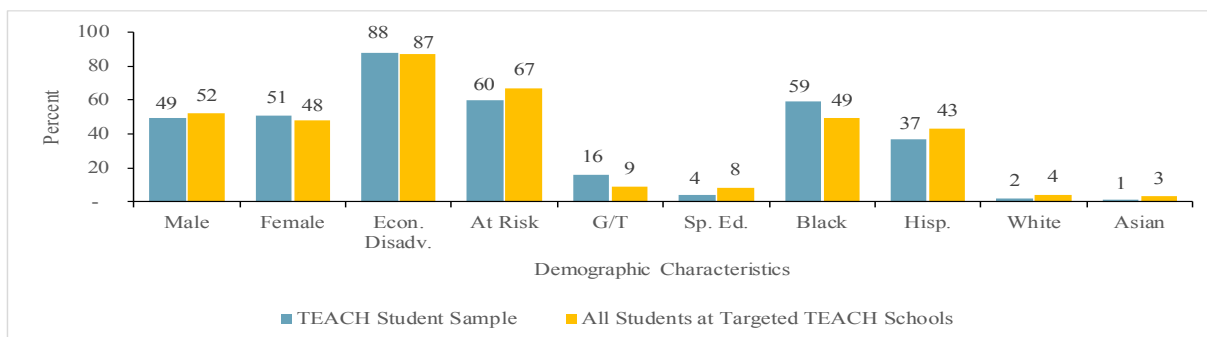
Figure 5: Profile of TEACH student sample and all students

conducted to determine statistical significance of attendance outcomes. Cohen's d provided a standardized measure of the size of the treatment effect. Rosenthal (1991) recommended using the paired t-test value in computing the effect size (ES). Borenstein et al. (2009) provides research on calculations using dependent samples taken into account the t-test statistic, sample size, and correlation between the pre- and post-survey variables.

Student discipline was based on the number of in-school and out-of-school suspensions, alternative placements, and expulsions that students received during the 2015–2016 and the 2016–2017 academic years. Discipline actions were presented for students who completed both the pre- and post-Classroom Environment surveys. Disciplinary data were extracted from the Cognos database on June 19, 2017.

Results

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

Teachers' perceptions of TEACH processes are shown in **Table 1**, ranging from items with the highest level of agreement to the lowest level of agreement. Survey items, primarily, focused on professional learning communities (PLCs) and coaching strategies. There was, overwhelmingly, positive agreement on all TEACH Process survey items. 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" (99.3%). Another notable finding was that 97.2% of the teacher sample perceived "strategies used in PLC sessions and classroom coaching closely align." Although slight, the highest level of disagreement was on the survey item "TEACH sessions directly reflect the needs of my campus" (9.1%).

Table 2 presents the results of the teacher End-of-Year Survey. The largest majority of teachers were in agreement that TEACH strategies support and can be adapted to their personal teaching style (99.3%). Other notable findings were that teacher

Table 1: Teacher Process Survey, Fall 2016		
	Agreement	Disagreement
The coaching feedback I receive is helpful.	99.3	0.7
The strategies used in PLC sessions and classroom coaching closely align.	97.2	2.8
Overall, I would recommend the TEACH program to other teachers.	95.8	4.2
The amount of coaching I receive is just right.	95.1	4.9
I am informed in advance when we are going to have a PLC session.	93.8	6.2
Monthly PLC sessions with a TEACH instructor occur with the right frequency.	93.8	6.2
I am able to have specific classroom or student issues addressed during TEACH sessions.	93.7	6.3
I welcome receiving real time coaching.	92.2	7.8
TEACH sessions directly reflect the needs of my campus.	90.9	9.1

Table 2: Teacher End-of-Year Survey, Spring 2017		
	Agreement	Disagreement
TEACH strategies support and can be adapted to my personal teaching style.	99.3	0.7
I believe that TEACH strategies have made a difference in my classroom.	97.9	2.1
Transitions are smoother between activities when using TEACH strategies.	97.2	7.6
As a teacher, I am satisfied with the professional development I have received from TEACH this school year.	95.9	4.1
It is easier to gain and maintain student attention using TEACH strategies.	95.2	4.8
TEACH strategies help me more easily manage small student incidents without them escalating into major disciplinary problems.	92.4	7.6
TEACH strategies help me keep my classroom more quiet and focused.	91.8	8.2
Using TEACH strategies helps me better regulate my own energy level throughout the teaching day.	91.8	8.2
I use many of the strategies I learned from TEACH every day.	91.1	8.9
I find more time to focus on content in my classroom since I have started using TEACH management strategies.	88.8	11.2
Group sessions with TEACH are a good use of my time.	80.6	19.4

survey respondents perceived TEACH strategies have made a difference in their classroom (97.9%), and that TEACH strategies helped them gain and maintain student attention in the classroom (95.2%).

What were students' perceptions regarding the classroom environment where teachers were trained using the TEACH model?

Paired data for students whose teachers were trained on the TEACH model at targeted schools were included in the pre-post Classroom Environment survey analyses. The 4-point Likert-type scale was: 4 = agree a lot, 3 = agree a little, 2 = disagree a little, and 1 = disagree a lot. **Table 3a** shows an overall increase in students' rating on the classroom environment survey, from pre-survey to post-survey (1.72 vs 1.87). This rating was obtained by aggregating data on all survey items across the targeted schools. The results were statistically significant ($p < .001$). Overall ratings by school can be found in **Table 3b**, **Appendix A**.

Detailed item analyses on students' perception of the classroom environment are depicted in **Figures 6a** and **6b**. In general, students' perceptions about the classroom environment increased on all items over time. For both the pre- and post-test measures, the highest rating of agreement was on Item 3, "The students in the class pay attention to the teacher" (M = 2.23 vs. M = 2.35, Figure 6a). The difference between the ratings were

Table 3a: Pre-post Student Sample on Classroom Environment							
Mean	Pre	Post	Mean Diff.	Std. Devia.	t	df	Sig. (2-tailed)
Classroom Environment	1.72	1.87	.14	.5635	6.682	657	.000

	1. Students in the class listen to the teacher.	2. I can easily understand the teacher's instructions.	3. The students in the class pay attention to the teacher.	4. It helps me learn when the teacher uses whiteboards, smartboards, or other visual aids.	5. The teacher is calm during class.	6. The teacher can keep students calm during class.	7. The teacher makes class time interesting.	8. The teacher can get the attention of the class pretty quickly.	9. The teacher helps students when they need it.	10. The teacher does not hold it against me when I make a mistake or do something I'm not supposed to do.	11. The teacher includes all students during class lessons.
Pre	2.14	1.71	2.23	1.62	1.96	1.97	1.71	2.09	1.45	2.05	1.6
Post	2.28	1.74	2.35	1.67	2.1	2.08	1.84	2.15	1.59	2.13	1.74

Figure 6a: Student perception on their classroom environment, 2016-2017

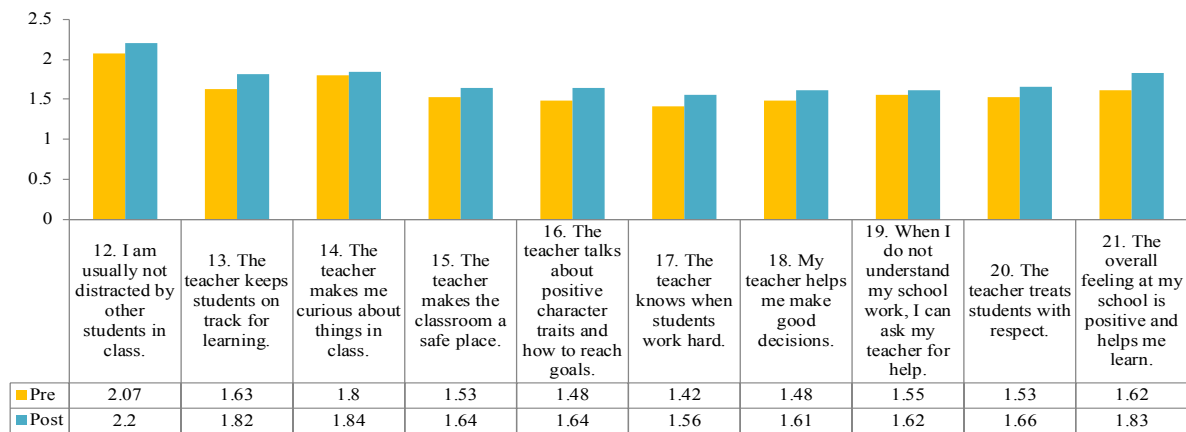|	12. I am usually not distracted by other students in class.	13. The teacher keeps students on track for learning.	14. The teacher makes me curious about things in class.	15. The teacher makes the classroom a safe place.	16. The teacher talks about positive character traits and how to reach goals.	17. The teacher knows when students work hard.	18. My teacher helps me make good decisions.	19. When I do not understand my school work, I can ask my teacher for help.	20. The teacher treats students with respect.	21. The overall feeling at my school is positive and helps me learn.
Pre	2.07	1.63	1.8	1.53	1.48	1.42	1.48	1.55	1.53	1.62
Post	2.2	1.82	1.84	1.64	1.64	1.56	1.61	1.62	1.66	1.83

Figure 6b: Student sample's perception on their classroom environment,

statistically significant (p < .0001).

Other items that had highly statistically significant positive changes in students' ratings can be found in **Appendix B**. These items were: students in the class listen to the teacher (Item 1), the teacher helps students when they need it (Item 9), keeps students on track for learning (Item 13), talks about positive character traits and how to reach goals (Item 16), and knows when students work hard (Item 17). Finally, there was a highly statistically significant increase in students' rating on the item "The overall feeling at my school is positive and helps me learn" (Item 21).

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

A paired t-test was conducted to determine the impact of attendance for students who completed the pre- and post-Classroom Environment surveys. **Table 4** depicts findings from the initial model based on combined attendance for students at the targeted schools. There was no significant difference in the

overall mean attendance rate from pre- (2015–2016) to post-time intervals (2016–2017) (97.2% vs. 97.1%). It should be noted that the attendance rate of TEACH students was relatively high at pre-test compared to the district's attendance rate (95.6%, PEIMS, 2015–2016). This finding should be viewed with caution, considering that the majority of schools in the TEACH sample were elementary schools, and attendance rates tend to be higher at elementary schools compared to secondary schools.

More detailed analyses were conducted by school to determine school-level contributions to the overall mean attendance rate (**Table 5**). Revere was not included in the analyses, given the small number of students in the paired data who completed the Classroom Environment survey. Table 5 shows a statistically significant

Table 4: Pre-post Student Sample on Attendance							
Mean	Pre	Post	Mean Diff.	Std. Devia.	t	df	Sig. (2-tailed)
Attendance Rate	97.2	97.1	.09	2.476	.894	657	.372
*TAPR, 2014-2015 District Attendance Rate = 95.6%							

Table 5: Attendance Rate Paired t-test Analyses of TEACH							
Mean	Pre (2015-16)	Post (2016-17)	Mean Diff.	Std. Devia.	t	df	Sig. (2-tailed)
Elementary Schools							
MacGregor ES	97.8	97.5	.223	2.52	1.089	151	.278
Mading ES	96.7	96.6	.052	2.61	.212	111	.833
Mitchell ES	97.7	98.2	.304	1.50	2.021	99	.046*
Thompson ES	96.3	96.7	.421	3.13	1.438	113	.153
Walnut Bend ES	97.5	97.3	.225	2.18	1.23	142	.221
Middle Schools							
Attucks MS	96.9	95.3	1.67	2.08	4.83	35	.000**
*p < .05; **P < .001							

increase in the attendance rate for students at Mitchell Elementary School (97.7% vs. 98.2%, p <.05). In addition, attendance rates for students at Thompson also increased. In contrast, there was a statistically significant decrease in the attendance rate for students at Attucks Middle School (96.9% vs. 95.3%).

Figure 7 shows descriptive data on disciplinary action for students whose teachers were trained using the TEACH model. Counts represent the number of students with at least one disciplinary action incident. Students with multiple incidents were only counted once. Out of 787 students, the number of in-school suspensions increased for only one student, which suggests no notable change from pre-test to post-test. There was a decrease in the
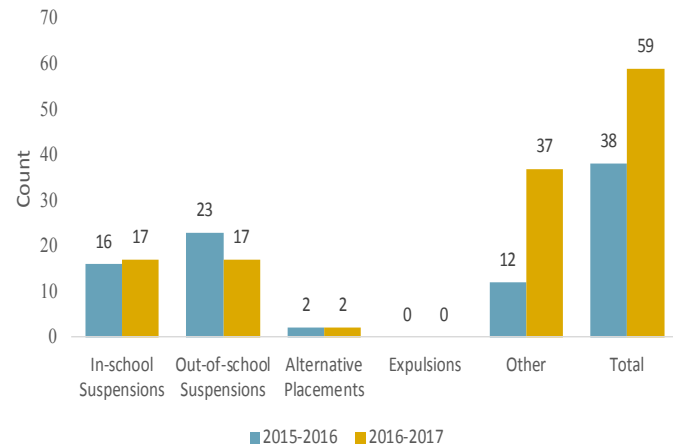

Figure 7: Student sample's disciplinary outcomes, 2015-2016 vs. 2016-2017

number of out-of-school suspensions by six students. The increase in total disciplinary actions was mainly related to the substantial increase in "other" disciplinary actions. "Other" disciplinary actions included a student or parent conference, detention, behavior/conduct contract, and referral to a counseling group.

What was the best predictor of attendance and classroom environment relative to the TEACH model?

In order to determine the best predictor of attendance and classroom environment for the TEACH student sample, linear regression analyses were conducted (**Table 6**). *Model 1* predicted students' attendance; controlling for students' previous years' attendance rate, economic status, gifted/talented, and special education status. *Model 2,* predicted students' perceptions of

Table 6: Regression Analysis Predicting Attendance and Classroom Environment

Model 1		Model 2	
Attendance (2016−2017)	**B**	**Classroom Environment**	**B**
Constant	42.928***	Constant	1.124***
Pre-attendance Rate (2015-2016)	.545***	Pre-classroom Environment	.421***
Economic Status	3.234**	Economic Status	-.225
Gifted/Talented	-.176**	Gifted/Talented	.172 **
Not Special Ed.	1.43	Special Ed.	-.114
R^2	.389	R^2	.166
*** p < .0001, ** p < .001		*** p < .0001, ** p < .001	

Table 7: Logistic Regression Predicting Disciplinary Actions

Discipline (2016−2017)	B
Variable	
Constant	-2.254
Pre Discipline (2015−2016)	3.063***
Economic Status	-.581
Gifted/Talented	-1.257*
Special Education	1.738***
*** p < .0001, ** p < .001	

the classroom environment, controlling for pre-classroom environment, economic status, gifted/talented, and special education status. *Model 1* shows that the best predictor of students' attendance was economic status, when controlling for other variables in the model (**B**=3.234). Gifted/talented status made the least contribution to students' attendance. Model 2 indicates that the best predictor of students' perception of classroom environment was their previous perception of classroom environment. Special education status made the least contribution to the model.

Logistic regression was conducted to predict the TEACH student samples' disciplinary actions, controlling for previous years' disciplinary action, economic status, gifted/talented, and special education status (**Table 7**). The model shows that student samples' previous year's disciplinary actions were the best predictor of the 2016-2017 disciplinary actions (B=3.063), followed by special education status (B=1.738).

Discussion

To Educate All Children (TEACH) has operated in the Houston Independent School District (HISD) for more than 10 years. During the 2014–2015 academic year, TEACH was implemented at Mading Elementary, Revere Middle, Cullen Middle, and Furr High schools. During the 2015–2016 academic year, TEACH expanded to Walnut Bend, MacGregor, and Tinsley Elementary schools. An additional extension of the program occurred in 2016–2017, which incorporated schools that had a history of being in TEACH as well as new schools. Schools selected for this study were MacGregor, Mading, Mitchell, Thompson, Walnut Bend, Attucks, and Revere based on the decision of TEACH administrators.

The TEACH program model emphasized Leadership Support, Training for Staff, Follow-up Coaching, and Tuesday Tips. These classroom management strategies were designed to improve classroom culture by providing teachers with tools to facilitate de-escalation, conflict resolution, and nonverbal communication, while building student's self-confidence.

Notable findings from this program evaluation were that teachers, overwhelmingly, perceived that TEACH strategies made a difference in the classroom and helped them gain and maintain student attention in the classroom. Students' survey responses supported teachers' perceptions of this phenomenon. Moreover, the overall classroom environment was perceived as more positive by students over time.

TEACH's focus on classroom management was evident in attendance and disciplinary actions of the study sample. Although there was no notable change in student attendance from pre-test (2015–2016) to post-test (2016–2017),

attendance was found to be about 97%, which was above the district mean of 95.6%. This finding should be viewed with caution, considering that the majority of schools in the TEACH sample were elementary schools, and attendance rates tend to be higher at elementary schools compared to secondary schools. Nevertheless, high attendance over time may be reflective of TEACH program impact, given that several schools in the study had multiple years of TEACH. Out of 787 students, the number of in-school suspensions increased for only one student, which suggests no notable change from pre-test to post-test. However, there was a substantial decrease in the number of out-of-school suspensions. A remarkable finding was the substantial increase in "other" disciplinary actions (student or parent conference, detention, behavior/conduct contract, and referral to a counseling group). This may be reflective of schools resorting to alternative, less punitive means to manage student conflict rather than suspensions.

This study found that one of the best predictors of disciplinary actions and attendance for the TEACH student sample was their previous year's disciplinary actions and their previous year's attendance, respectively. Implications for TEACH are to continue working with educators on classroom management strategies, and building relationships between students and teachers.

While TEACH seeks to enhance the whole school environment, providing a link between teachers who had direct exposure to TEACH is a consideration for further study. Such research may offer additional insight regarding the effectiveness of TEACH toward supporting classroom management practices in schools, and improving students' social, behavioral, and academic outcomes.

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Table 3b: Student Climate Paired t-test Analyses of TEACH							
Mean	**Pretest**	**Posttest**	**Mean Diff.**	**Std. Devia.**	**t**	**df**	**Sig. (2-tailed)**
Elementary Schools							
MacGregor ES	1.63	1.68	.05	.417	1.370	151	.173
Mading ES	1.73	1.94	.20	.652	3.321	111	.001
Mitchell ES	1.82	1.83	.01	.444	.120	99	.905
Thompson ES	1.64	1.91	.27	.659	4.448	113	.000
Walnut Bend ES	1.72	1.93	.21	.601	4.160	142	.000
Middle Schools							
Attucks MS	2.09	2.22	.13	.504	1.563	35	.127
Revere MS	1.33	1.50	-	-	-	-	-

Student Classroom Environment Survey, Paired t-test Analyses, 2016-2017 (in reference to Figure 6a)							
Survey Item		**n**	**Mean**	**Mean Diff.**	**Std. Devia**	**t**	**p**
1. Students in the class listen to the teacher.	Post	787	2.28	.142	1.091	3.658	.000***
	Pre	787	2.14				
2. I can easily understand the teacher's instructions.	Post	642	1.74	.026	1.020	.658	.511
	Pre	642	1.71				
3. The students in the class pay attention to the teacher.	Post	629	2.35	.121	1.088	2.786	.005
	Pre	629	2.23				
4. It helps me learn when the teacher uses whiteboards, smart-boards, or other visual aids.	Post	625	1.67	.056	1.110	1.261	.208
	Pre	625	1.62				
5. The teacher is calm during class.	Post	632	2.10	.146	1.119	3.269	.001
	Pre	632	1.96				
6. The teacher can keep students calm during class.	Post	610	2.08	.108	1.192	2.242	.025
	Pre	610	1.97				
7. The teacher makes class time interesting.	Post	610	1.84	.123	1.077	2.821	.005
	Pre	610	1.71				
8. The teacher can get the attention of the class pretty quickly.	Post	612	2.15	.062	1.196	1.285	.199
	Pre	612	2.09				
9. The teacher helps students when they need it.	Post	607	1.59	.140	.971	3.554	.000***
	Pre	607	1.45				
10. The teacher does not hold it against me when I make a mistake or do something I'm not supposed to do.	Post	610	2.13	.080	1.302	1.523	.128
	Pre	610	2.05				
11. The teacher includes all students during class lessons.	Post	620	1.74	.137	1.063	3.212	.001
	Pre	620	1.60				

Student Climate Survey, Paired t-test Analyses, 2016-2017 (In reference to Figure 6b)							
Survey Item		**n**	**Mean**	**Mean Diff.**	**Std. Devia**	**t**	**p**
12. I am usually not distracted by other students in class.	Post	606	2.20	.132	1.239	2.622	.009
	Pre	606	2.07				
13. The teacher keeps students on track for learning.	Post	611	1.82	.195	1.060	4.540	.000***
	Pre	611	1.63				
14. The teacher makes me curious about things in class.	Post	613	1.84	.041	1.142	.884	.377
	Pre	613	1.80				
15. The teacher makes the classroom a safe place.	Post	607	1.64	.109	.981	2.732	.006
	Pre	607	1.53				
16. The teacher talks about positive character traits and how to reach goals.	Post	603	1.64	.151	.984	3.765	.000
	Pre	603	1.48				
17. The teacher knows when students work hard.	Post	598	1.56	.140	.944	3.638	.000
	Pre	598	1.42				
18. My teacher helps me make good decisions.	Post	599	1.61	.130	.929	3.431	.001
	Pre	599	1.48				
19. When I do not understand my school work, I can ask my teacher for help.	Post	590	1.62	.069	1.054	1.602	.110
	Pre	590	1.55				
20. The teacher treats students with respect.	Post	584	1.66	.130	1.026	3.064	.002
	Pre	584	1.53				
21. The overall feeling at my school is positive and helps me learn.	Post	594	1.83	.212	.995	5.195	.000
	Pre	594	1.62				