MEMORANDUM November 7, 2016

TO: Jorge Arredondo
Assistant Superintendent of Family and Community Engagement

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

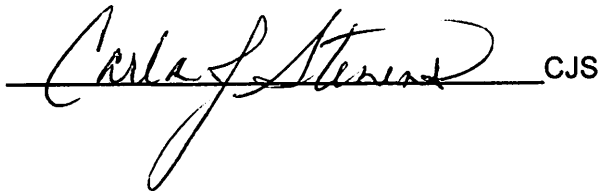
SUBJECT: **PARENT ENGAGEMENT REPRESENTATIVES (PERS), 2015–2016**

The Parent Engagement Representatives (PERs) program is funded by the Title I, Part A Parent Involvement grant. This home to school partnership model incorporates activities that are designed to enhance parent/teacher conference participation and parent awareness of district and community programs and resources. Throughout the 2015–2016 academic year, PERs actively developed and supported parent and community organizations through volunteerism at 20 HISD elementary, middle, and high schools campuses, led staff development and parent workshops, supported parent organizations within campuses, scheduled and facilitated speakers at Parent Centers and other events, and attended community events.

Key Findings:

- PERs impacted 16,892 students at 20 HISD elementary, middle, and high schools during the 2015–2016 academic year. Students at PERs schools were predominately Title I, economically disadvantaged, and at risk of dropping out of school. Targeted PERs schools and comparison-group schools consistently struggled with low student academic achievement.
  Academic achievement outcomes reflected higher mean scale scores on the 2016 English STAAR reading test at the third, sixth, seventh, and eighth grade levels for students at PERs schools relative to students at comparison-group schools.
- The 2016 English STAAR math mean scale scores of students at PERs schools were higher than the mean scale scores of students at comparison schools at third, seventh, and eighth grades.
- On the Algebra I and English I End-of-Course exams, students at PERs schools attained significantly higher mean scale scores than comparison-group schools.

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



Attachment
cc: Grenita Lathan
Gloria Cavazos

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

PARENT ENGAGEMENT REPRESENTATIVES (PERS) 2015–2016

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PARENT ENGAGEMENT REPRESENTATIVES (PERS) 2015–2016

Executive Summary

Parent, school, and community engagement is widely established as a collaborative strategy to improve the school experience and educational outcomes for children and youth (Epstein & Sanders, 2006; SEDL, 2013; Weiss, Lopez, & Rosenberg, 2011; Barr & Saltmarsh, 2014). Consistent with this viewpoint, the Houston Independent School District (HISD), through the Family and Community Engagement (FACE) Department, initiated the Parent Engagement Representatives (PERs) program. The PERs program is funded by the Title I, Part A Parent Involvement grant. The program was aligned with the Dual Capacity-Building Framework for Family-School Partnerships[1]. This home to school partnership model incorporates activities that are designed to enhance parent/teacher conference participation and parent awareness of district and community programs and resources.

PERs partnered with school staff at 20 HISD elementary, middle, and high schools[2] to build stronger school communities through intensive communication. Targeted schools consistently struggled with low student academic achievement. Throughout the school year, PERs actively developed and supported parent and community organizations through volunteerism at campuses, led staff development and parent workshops, supported parent organizations within campuses, scheduled and facilitated speakers at Parent Centers and other events, and attended community events. These activities were designed to increase school climate, student attendance, and student achievement. To that end, this evaluation addressed the impact of PERs in the following areas:

- Delivery of parent-related activities,
- Academic achievement, and
- Attendance of students at targeted PERs schools.

There are several limitations to this study. Student achievement and attendance outcomes were used as a proxy to measure the impact of PERs' involvement at targeted schools. An assumption was that the skills acquired by parents were used to assist their child in learning at home. Another limitation was that schools may have differed in how they utilized PERs services considering the differences in parent and student demographic characteristics and needs. Qualitative analyses exploring which parents were directly or indirectly exposed to PERs activities were not conducted in this evaluation. This posed a limitation for measuring the full impact of PERs on the development of parent knowledge and skills to support student learning at home and school. Another limitation was there was no evidence that time spent conducting PERs activities was accurately documented. However, several mechanisms were established to improve reliability of the data, including a paper and pencil log, a computer log on the HISD HUB, planning calendar, and supervisory oversight at the campus and the district-office levels of PERs activities.

Highlights

- PERs impacted 16,892 students at 20 HISD elementary, middle, and high schools during the 2015–2016 academic year. Students at PERs schools were 100 percent Title 1, 84 percent economically disadvantaged, and 75 percent at risk. Further, 29 percent of students at PERs schools were

[1] SEDL depiction of the framework is presented in **Appendix A**.
[2] List of targeted PERs schools can be found in **Appendix B**.

identified as limited English proficient (LEP), 11 percent special education, and 6 percent gifted/talented.

- During the 2015–2016 academic year, PERs spent a total of 1,468.4 hours conducting activities that were designed to engage parents in their child's education. Most of the time was spent conducting Welcoming-Walk Through activities (500.8 hours) and the least amount of time was spent conducting Administrative activities (26.6 hours).

- Compared to other targeted schools, PERs spent the most time at Westbury High School (16,120 minutes or 269 hours), followed by Deady Middle School (12,430 minutes or 207 hours). The least amount of time was spent conducting activities at Lewis Elementary School (30 minutes), followed by Mading Elementary School (257 minutes or 4.3 hours).

- Academic achievement outcomes reflected higher mean scale scores on the 2016 English STAAR reading test at the third, sixth, seventh, and eighth grade levels for students at PERs schools relative to students at comparison-group schools.

- The 2016 English STAAR math mean scale scores of students at PERs schools were higher than the mean scale scores of students at comparison schools at third, seventh, and eighth grades.

- On the Algebra I ($M = 3779$ vs. $M = 3653$) and English I ($M = 3601$ vs. $M = 3543$) End-of-Course exams, students at PERs schools attained higher mean scale scores than comparison-group schools. The differences between the groups were statistically significant at $p < .001$ and $p < .05$ on the respective exams.

- There was a strong, postitive correlation between the 2016 mean third-grade combined English and Spanish STAAR reading scale scores of students at PERs schools and time conducting PERs activities. Specifically, the more minutes conducting PERs activities at a school yielded higher mean reading scale scores. This finding was statistically significant ($r = .893$, $n = 949$, $p = .035$).

- A medium, postive correlation was found between the 2016 mean third-grade combined English and Spanish STAAR math scale scores of students at PERs schools and time performing PERs activities. Thus, the more minutes engaging in PERs activities, the higher the mean math scale scores. This finding was statistically significant ($r = .444$, $n = 933$, $p < .01$).

- From the 2014–2015 to the 2015–2016 academic year, the mean number of total absences for students at PERs schools decreased by 0.1 points, whereas, the mean number of total absences increased for students at non-PERs schools by 0.3 points.

Recommendations

1. In this report, differences in the extent that PERs conducted activities at targeted schools varied greatly. However, associations between the time PERs performed activities and STAAR third-grade reading and math performance was evident. Consistently implementing activities that are aligned with the Dual Capacity-Building Framework for Family-School Partnerships (SEDL, 2013) and that support quality engagement at schools is warranted based on the data. This will help to ensure that achievement is consistently realized for all students at targeted campuses.

Introduction

Parent Engagement Representatives (PERs) can be an effective strategy to improve communication and build strong "home-school" partnerships between parents and school staff that are consistent with HISD's Declaration of Beliefs and Vision. The HISD Family and Community Engagement Department (FACE) employed 10 part-time PERs during the 2015–2016 school year to help schools complete family-friendly tasks. These tasks included assisting schools conduct community walk-through activities, assessments, school-wide FACE training, book study, family focus groups, and planning events that were linked to academic achievement. PERs helped to build capacity of the faculty and staff for sustainability beyond the 2015–2016 academic year. Some of the events and training performed by PERs can be found in **Appendix C**. Each PER was assigned to at least two schools, working approximately 35 hours per week. PERs also attended FACE staff meetings and assumed other FACE responsibilities related to parent engagement and community involvement. Anticipated school-based PERs program outcomes included the following:

- Higher achievement outcomes for students in language arts and mathematics,
- Higher student attendance,
- Improved parent-teacher communication and collaboration,
- Increased family skills, knowledge, and confidence to support student learning at home,
- Enhanced student attitude and behavior,
- Improved school climate,
- More robust parent and family participation in support of their students and improved results on the annual Title I, Part A Parent Involvement report, and
- Improved school self-assessment results on the annual House Bill 5 Campus Self-Assessment on the factor of Parent and Community Engagement.

The PERs Model

PERs responsibilities were categorized into six primary functions: (1) Welcoming Walk-though, (2) Title I-Part A, (3) Parent Advocacy, (4) Parent Organization Development, (5) Parent Event, and (6) Administrative activities. Activities that comprised each function were compiled by FACE staff. The specific activities within each category can be found in **Appendix D**.

Review of Literature

There is widespread consensus that parent involvement in schools improves the parent – child relationship within families and improves children's academic success (see Henderson's [1987] meta-analysis; Epstein, 2006). Jeynes (2005) conducted meta-analyses to determine the overall impact of parental involvement on student achievement. Jeynes found that parental involvement is associated with higher student achievement outcomes. Henderson and Mapp (2002) found that when parents are involved, their children have higher grades, test scores, attend school on a regular basis, are more motivated, have higher levels of self-esteem, have lower rates of suspension, and show improved behavior at home and school (as cited in Jeynes, 2005). Hilado, Kallemeyn, and Phillips (2013) highlight research on the positive relationship between parental involvement, children's brain development, and school readiness. There were strong indicators that the most effective forms of involvement are those that engage parents by working directly with their children on learning activities in the home (Henderson & Mapp, 2002). The research also shows that the earlier in a child's educational process parent engagement begins; the more powerful the effects (Kagitcibasi, Sunar, & Bekman, 2001).

The Southwest Educational Development Laboratory (2013) established The Dual-Capacity Building Framework for Family-School Partnerships to cultivate and sustain positive relationships between schools and families (see Appendix A). The framework emphasizes intensive, sustained efforts on "developing adult capacity, whether through pre- and in-service professional development for educators; academies, workshops, seminars, and workplace trainings for families; or as an integrated part of parent-teacher partnership activities" (p.1). District and school policies and programs should build (1) capabilities (human capital, skills, and knowledge); (2) connections (important relationships, networks, social capital); (3) confidence (self-efficacy); and (4) cognition (assumptions, beliefs, and worldview) to enhance student achievement and student learning. The significance of parent engagement in education is further underscored in the Family Engagement in Education Act of 2011. The Act highlights that the "positive benefits for children, youth, families, and schools are maximized through effective family engagement that is continuous across a child's life from birth through young adulthood" (Family Engagement in Education Act of 2011, Section 3).

Based on the theory of overlapping spheres, Epstein and Sanders (2006) acknowledged six types of activities that foster productive parental engagement, including ''parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community'' (Epstein and Sanders, 2006, p. 87). While these activities can be defined by numerous practices, theoretically, "students learn more and succeed at higher levels when home, school, and community work together to support students' learning and development" (Epstein & Sander, 2006, p. 87).

Meta-analyses on parental involvement programs for urban students found that school leaders and teachers can strengthen programs by offering advice to parents on vital components of voluntary expressions of family engagement, such as setting high expectations and adopting parenting styles that are associated with positive student outcomes, considering that many parents do not realize how powerful and effective these factors are in promoting positive student outcomes (Jeynes, 2013). Moreover, parents should be encouraged to take an active role in activities, such as checking homework and sharing reading activities, "given that school-based guidance appears to increase the efficacy of those particular behaviors" (p. 1).

The research has also shown that parents are more likely to be engaged in schools where the principal is perceived as welcoming and supportive of their involvement, and less likely to be engaged where the principal is perceived as inaccessible, dismissive or disinterested in supporting their involvement (Barr & Saltmarsh, 2014). Implementing strategies that improve school climate are imperative to successful parent engagement programs.

Methods

Data Collection and Analysis

- The targeted population was 20 HISD elementary, middle, and high schools (Appendix B). Schools were selected based on historically low academic achievement by HISD administrators.

- A website was developed, using the HISD HUB, to capture the number of minutes that PERs conducted designated activities. The activities were documented in minutes and converted to hours in this evaluation. The information was captured through a survey link in the HUB and transmitted to Microsoft Excel in Office 365.

- PERs activities were categorized as (1) Title I Part A, (2) Parent Advocacy, (3) Parent Organization Development, (4) Parent Event, (5) Welcoming Walk-through, and (6) Administrative (Appendix D).

- Eighty-five percent of PERs schools received a 2015 TEA accountability rating of Improvement

Required (IR). A comparison group was created using schools that also attained a TEA accountability rating of IR in 2015. Schools were rated using a framework of four indices that measure the quality of learning from different perspectives. Index 1 provides a snapshot of student performance across all subjects, Index 2 measures year-to-year student improvement, Index 3 emphasizes the academic achievement of certain student groups, and Index 4 emphasizes the importance of a high school diploma for success in postsecondary life. Schools are rated Improvement Required due to low performance on one or more of the four indexes of the performance index framework (TEA, n.d.). Consideration was not given for which index schools did not meet targets. Several PERs and comparison schools were also designated by TEA as 2015–2016 "priority schools," which are Title I high schools with graduation rates of less than 60% and/or schools with the lowest achievement on reading/math system safeguards at the "All Student" level. Some schools were designated as Focus schools, which are Title I schools ranked by the widest gaps between reading/math performance of the federal student groups and safeguard targets of 75 percent (See **Appendix E** for demographic characteristics of PERs and comparison schools).

- Student enrollment and demographic characteristics were obtained from the Public Education Information Management System (PEIMS) of students at targeted PERs and comparison schools during the 2015–2016 academic year.

- Academic achievement data were obtained from STAAR data files (July 11, 2016). Only English reading and mathematics performance were assessed, considering the preponderance of research that links performance in these areas to student success (Espin & Deno, 1993; Duncan et al., 2007; Balfanz, Herzog, & Mac Iver, 2007; Kena, et al., 2016). Algebra I and English I End-of-Course exam results were also used to measure academic achievement at the secondary level in this evaluation.

- Independent t-tests were conducted to compare the performance of students at PERs schools with comparison-group students based on the first administration of reading and math STAAR. Results for all students who were administered the spring 2016 EOC exams were included in the analyses. The level of statistical significance was $p < .05$, two-tailed test.

- Pearson's correlation analyses were conducted to detect associations between reading and math performance of third-grade students at PERs schools and the time conducting PERs activities. The school's mean minutes was assigned to each student. The analysis at third grade supports the HISD *Literacy by 3* initiative as a pivotal time to read on grade level. To improve the reliability of the results, only schools with more than two contacts were included in the analyses. Pearson's correlation (r) was interpreted as follows: small – r = .10 to .29; medium – r = .30 to .49, and large - 0.50 to 1.0 (Cohen, 1988, pp. 79-81).

- Attendance data included excused, unexcused, and total absences for the 2014–2015 and the 2015–2016 academic years. Attendance data were captured from the Cognos database, September 7, 2016.

Results

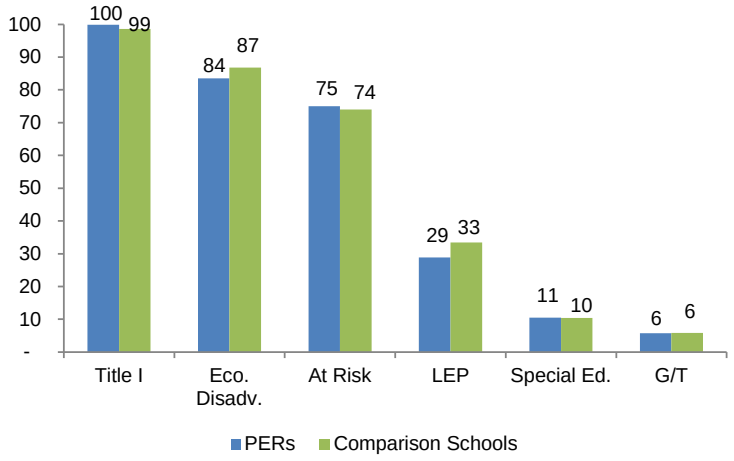
What are the demographic characteristics of students at targeted PERs schools?

Figure 1 provides a profile of students at PERs schools. Demographic characteristics are also provided on students at schools used as the comparison group in this evaluation.

- A total of 16,892 students were impacted by PERs during the 2015–2016 academic year (PEIMS, 2015–2016). Students at PERs schools were 100% Title 1, 84% economically disadvantaged, and 75% at risk. In addition, 29% of the students at PERs schools were identified as limited English proficient (LEP), 11% special education, and 6% were gifted/talented (Figure 1).

- Comparatively, students in comparison-group schools were slightly less likely to be Title 1 (99% vs. 100%), at risk (74% vs. 75%), and classified as special education (10% vs. 11%) than students at PERs schools. At the same time, comparison-group students were moderately more likely to be economically disadvantaged (87% vs. 84%) and equally as likely to be gifted/talented than students at PERs schools. There was a higher percentage of limited English proficient students at non-PERs schools compared to PERs schools (33 percent vs. 29 percent).

Figure 1: Student Profile of PERs vs. Comparison Schools



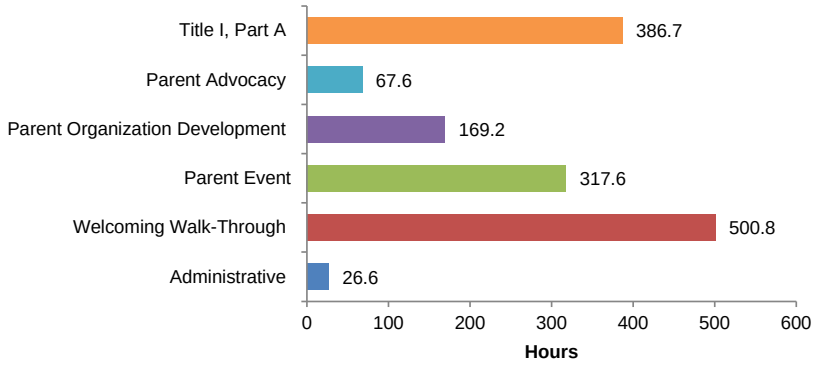
Note: 2015–2016 PEIMS total enrollment at PERs schools = 16,892; Comparison school enrollment = 23,014

What extent were parent engagement activities offered at targeted PERs schools?

PERs engaged parents in a variety of activities. Activities were categorized based on themes reflected in **Figure 2**. Appendix D provides a description of the types of activities in each category. Time was documented in minutes and, in some cases, converted to hours for discussion (see **Appendix F**).

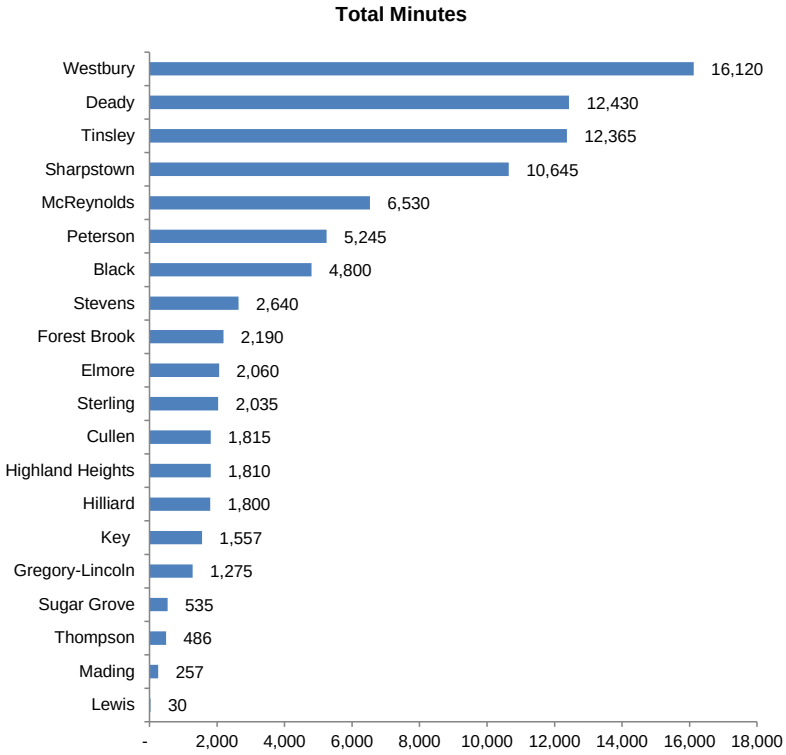
- During the 2015–2016 academic year, PERs spent a total of 1,468.4 hours conducting activities that were designed to engage parents in their child's education. Figure 2 shows that the most time was spent conducting Welcoming-Walk Through activities (500.8 hours), and the least time was spent conducting Administrative activities (26.6 hours).

Figure 2: Total hours engaging in PERs activities by category



- **Figure 3** shows the number of minutes spent conducting PERs activities by school. It is evident that the most time was spent conducting activities at Westbury (16,120 minutes or 269 hours), followed by Deady Middle School (12,430 minutes or 207 hours). The least amount of time was spent conducting activities at Lewis (30 minutes), followed by Mading (257 minutes or 4.3 hours).

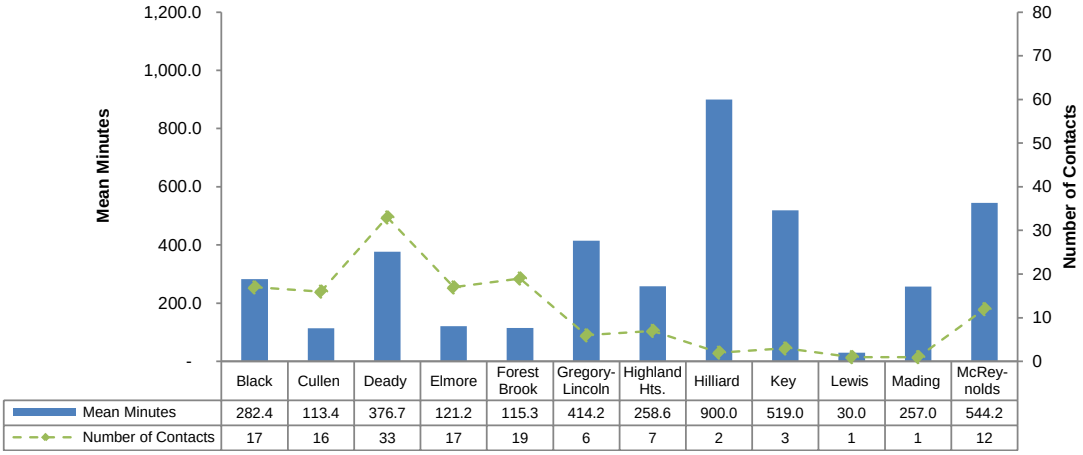
Figure 3: Total minutes engaging in PERs activities by school



- **Figure 4a** shows that PERs had the lowest number of contacts at Lewis and Mading elementary schools (n = 1, for both schools) and the highest number of contacts at Sharpstown High School (n = 74, **Figure 4b**).

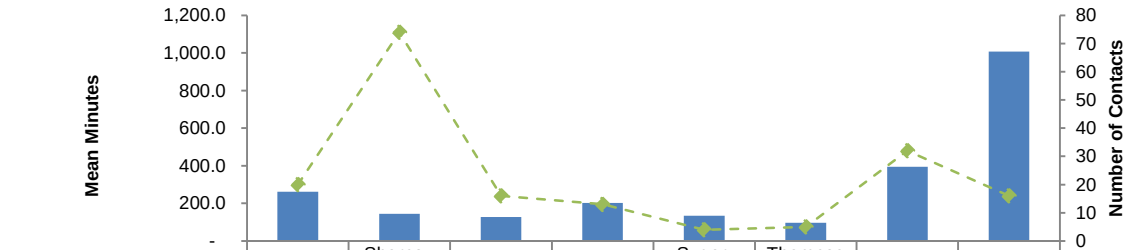
- PERs documented the highest mean minutes conducting PERs activities at Westbury High School (1,007.5 minutes or 167.9 hours, Figure 4b), followed by Hilliard Elementary (900 minutes or 15 hours, Figure 4a). However, only two contacts were recorded for Hilliard, in contrast to 16 contacts for Westbury.

Figure 4a: Mean minutes and number of contacts for all PERs activities in targeted schools



	Black	Cullen	Deady	Elmore	Forest Brook	Gregory-Lincoln	Highland Hts.	Hilliard	Key	Lewis	Mading	McRey-nolds
Mean Minutes	282.4	113.4	376.7	121.2	115.3	414.2	258.6	900.0	519.0	30.0	257.0	544.2
Number of Contacts	17	16	33	17	19	6	7	2	3	1	1	12

Figure 4b: Mean minutes and number of contacts for all PERs activities in targeted schools



	Petersen	Sharps-town	Sterling	Stevens	Sugar Grove	Thompson	Tinsley	Westbury
Mean Minutes	262.3	143.9	127.2	203.1	133.8	97.2	394.8	1,007.5
Number of Contacts	20	74	16	13	4	5	32	16

- **Figures 5a, 5b**, and **5c** present the average number of minutes that PERs conducted activities at the targeted schools according to type of activity.

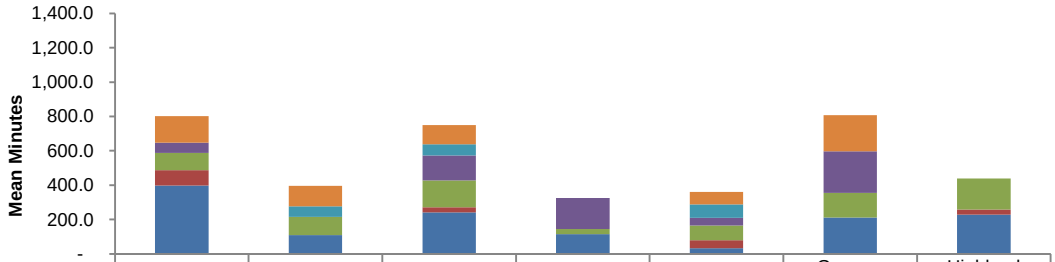
- Relative to Title 1, Part A activities, the highest mean minutes was recorded at Westbury (513.2 minutes or 8.6 hours). Westbury also documented the highest mean minutes engaging in Parent Advocacy activities (185.9 minutes or 3.1 hours) (Figure 5c).

- Relative to Parent Event activities, PERs recorded the highest mean minutes at McReynolds Middle School (466.5 minutes or 7.8 hours) and Parent Organization Development (44.0 minutes or 7.3 hours) (Figure 5b).

- Figure 5c shows that the highest mean minutes that PERs conducted Welcoming Walk-through activites was at Stevens Elementary School (150 minutes or 2.5 hours).

- Regarding Administrative activities, PERs documented the highest mean minutes at Hilliard Elementary School (900 minutes or 15 hours, Figure 5b).

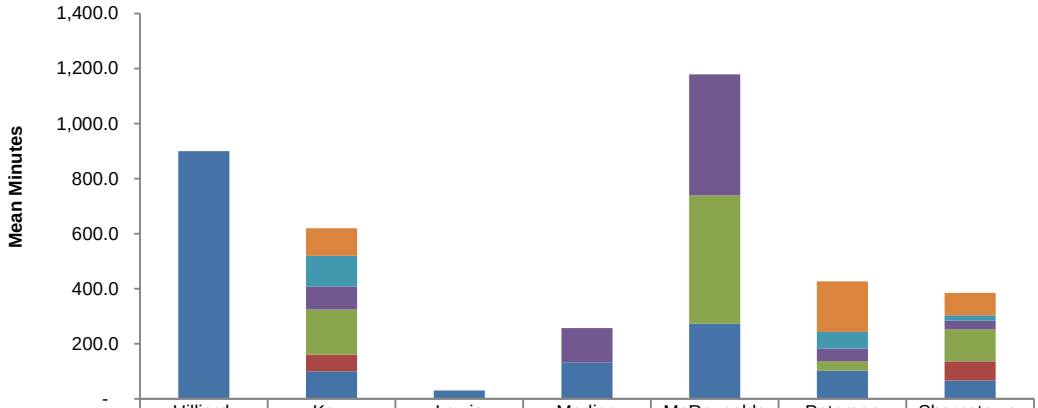
Figure 5a: Mean minutes by activity category by PERs in targeted schools



	Black	Cullen	Deady	Elmore	Forest Brook	Gregory Lincoln K-8	Highland Heights
Title I, Part A	154.3	120.0	110.8		72.0	210.0	
Parent Advocacy		60.0	65.0		78.8		
Parent Organization Dev.	60.0		145.7	180.0	45.0	242.0	
Parent Event	100.0	106.7	156.2	30.0	85.7	143.3	180.0
Welcoming Walk-Through	90.0		30.0		45.4		30.0
Administrative	397.5	109.6	241.1	115.6	33.6	212.5	228.6

Note: Blank spaces indicates that no time was spent conducting related activities.

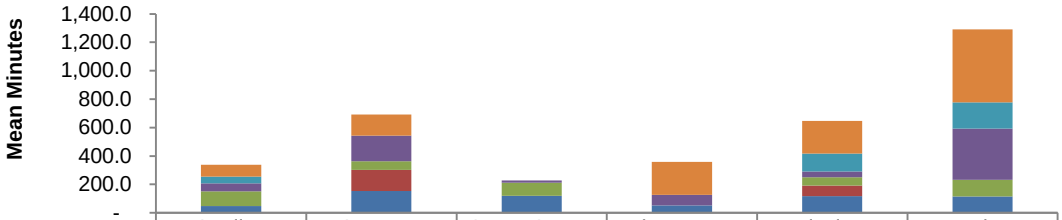
Figure 5b: Mean minutes by activity category by PERs in targeted schools



	Hilliard	Key	Lewis	Mading	McReynolds	Peterson	Sharpstown
Title I, Part A		100.0				183.2	81.3
Parent Advocacy		111.7				60.0	20.0
Parent Organization Dev.		83.7		125.0	440.0	47.5	31.7
Parent Event		163.7			466.5	33.8	115.2
Welcoming Walk-Through		60.0					70.0
Administrative	900.0	100.0	30.0	132.0	272.5	101.6	66.4

Note: Blank spaces indicates that no time was spent conducting related activities.

Figure 5c: Mean minutes by activity category by PERs in targeted schools



	Sterling	Stevens	Sugar Grove	Thompson	Tinsley	Westbury
Title I, Part A	85.0	150.0		231.0	230.2	513.2
Parent Advocacy	46.7				127.5	185.9
Parent Organization Dev.	55.7	180.0	15.0	75.0	39.0	360.0
Parent Event	103.3	60.0	93.3		58.6	118.3
Welcoming Walk-Through		150.0			75.0	
Administrative Activities	48.3	152.7	120.0	52.5	117.6	114.5

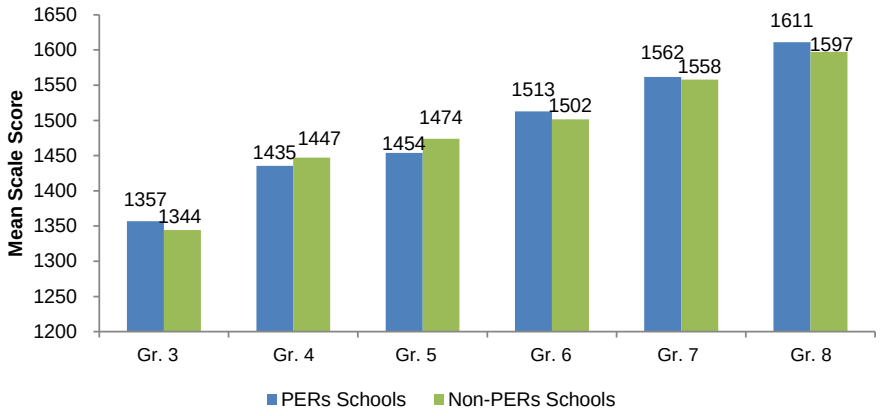
Note: Blank spaces indicates that no time was spent conducting related activities.

How did the academic performance of students at PERS schools compare to students at other low performing comparison-group schools?

The English language version of STAAR (first administration) was used to assess the academic performance of students at PERs schools. PERs schools were predominately rated as Improvement Required (IR) in the 2015 TEA accountability system (85 percent). Comparison schools were selected based on their 2015 IR rating (100 percent).

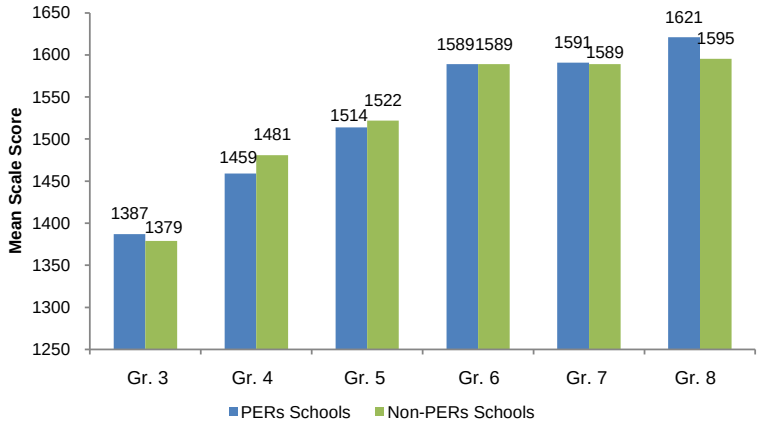
- **Figure 6** reveals that students at PERs schools attained higher mean scale scores on the 2016 STAAR reading test at the third, sixth, seventh, and eighth grades levels. The largest difference in the reading mean scale scores of PERs students and comparison-group students, in favor of PERs, was at the eighth grade (M = 1611 vs. M = 1597). The largest difference between the groups in favor of comparison students was at the fifth grade (1474 vs. 1454). Results of statistical significance testing between the groups' performance can be found in **Appendix G.**

Figure 6: Mean STAAR English reading scale scores by grade level, 2016



- **Figure 7** depicts 2016 STAAR math mean scale scores for students at PERs schools and comparison schools. PERs schools outperformed the comparison schools at third, seventh, and eighth grades. The largest difference in the mean scale scores of PERs students and comparison-group students in favor of PERs was at the eighth grade (M = 1621 vs. M = 1595). The largest difference between the groups in favor of comparison-group students was at the fourth grade (M = 1481 vs. 1459). Statistical significance testing results between the groups' performance is presented in Appendix G.

Figure 7: Mean STAAR English math scale scores by grade level, 2016

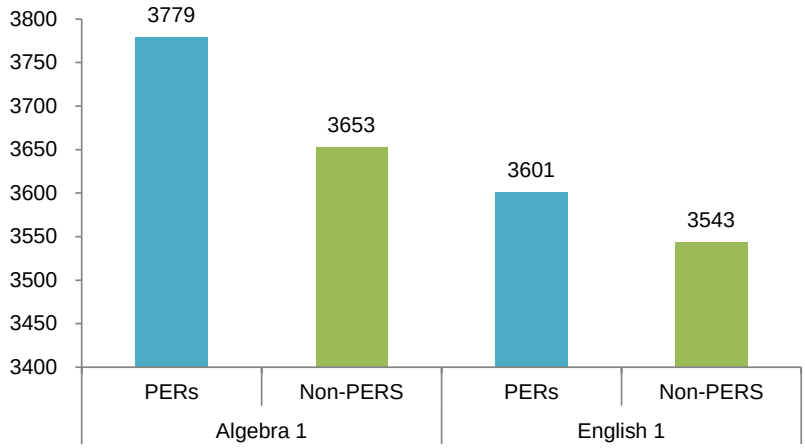


- **Figure 8** shows 2016 Algebra I and English I End-of-Course results for PERs schools and comparison schools. PERs schools outperformed comparison schools on both tests.

- On the Algebra I exam, students at PERs schools attained a mean scale score of 3779; while, students at comparison schools attained a mean scale score of 3653. The difference was statistically significant at $p < .001$ (**Appendix H**).

- On the English I exam, students at PERs schools achieved a mean scale score of 3601; while, students at comparison schools achieved a mean scale score of 3543. The difference was statistically significant at $p < .05$ (Appendix H).

Figure 8: Algebra I and English I End-of-Course Results, 2016



Was there a correlation between time spent conducting PERs activities and academic performance of third-grade students at PERs schools?

Pearson correlation was conducted to determine whether there was an association between the time spent conducting PERs activities and students' 2016 academic performance on the combined English and Spanish STAAR reading and math tests (**Appendix I**). Students were assigned the school's mean minutes in the analyses. Third grade was selected considering the research on this being a critical grade level for development. To improve the reliability of the results, only schools with more than two contacts were included in the analyses, which consisted of Elmore, Gregory Lincoln, Highland Heights, Petersen, Stevens, Sugar Grove, Thompson, and Tinsley elementary schools. Pearson's correlation (r) was interpreted as follows: small – r = .10 to .29; medium – r = .30 to .49, and large - 0.50 to 1.0 (Cohen, 1988, pp. 79-81).

- There was a strong, positive correlation between the mean third-grade reading performance of students at PERs schools and total minutes conducting PERs activities. Specifically, the more minutes conducting PERs activities yielded higher mean reading scale scores. This finding was statistically significant ($r = .893$, $n = 949$, $p = .035$).

- A medium, postitive correlation was found between the mean third-grade math performance of students at PERs schools and total minutes conducting PERs activities. Consequently, the more minutes conducting PERs activities, the higher the mean math scale scores. This finding was statistically significant ($r = .444$, $n = 933$, $p < .01$).

What were pre- and post-attendance outcomes of students at PERS schools?

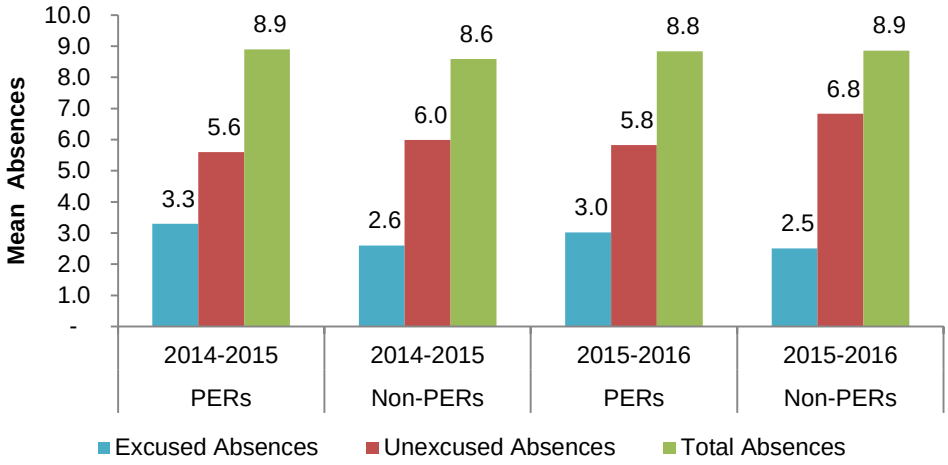
The 2014–2015 and 2015–2016 attendance data of the PERs and non-PERs student groups are presented in **Figure 9**.

- Figure 9 shows that in 2014–2015, the mean number of excused absences of students at PERs schools was higher than for students at non-PERs schools (3.3 vs. 2.6). While this trend persisted in 2015–2016, there was a decrease in the mean number of excused absences for PERs students by 0.3 points compared to 0.1 point for non-PERs students (3.0 vs. 2.5).

- The mean number of unexcused absences was slightly lower for students at PERs schools compared to students at non-PERs schools in 2014–2015 (5.6 vs. 6.0). While this pattern persisted in 2015–2016; the mean number of unexcused absences for students at PERs schools increased by 0.2 points; whereas, the mean number of unexcused absences for students at non-PERs schools increased by 1.0 point.

- The mean number of total absences for students at PERs schools decreased by 0.1 over the two-year period, whereas, the mean number of total absences increased for students at non-PERs schools by 0.3 points.

Figure 9. Absences of PERs and non-PERs schools



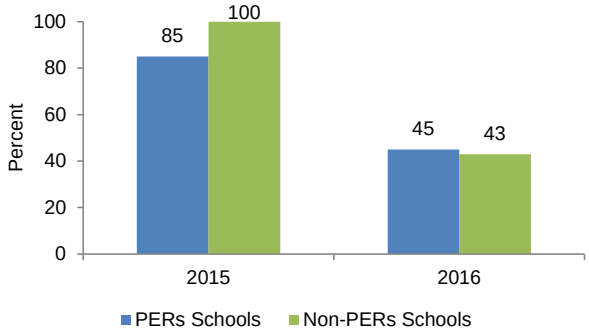
How did PERS schools perform on the TEA Accountability Rating?

In 2015 and 2016, to receive a Met Standard rating in the TEA Accountability system, campuses had to meet targets on three indexes: Index 1 or Index 2, and Index 3 and Index 4. Index 1 measured Student Achievement, Index 2 - Student Progress, Index 3 - Closing Performance Gaps, and Index 4 - Postsecondary Readiness. Campuses were rated Improvement Required due to low performance on one or more of the four indexes (TEA, n.d.).

- **Figure 10** shows that 85 percent of PERs schools attained a TEA accountability rating of IR in 2015 compared to 100 percent of non-PERs comparison schools. However, in 2016, 45 percent of PERs schools received a TEA accountability rating of IR relative to 43 percent of non-PERs comparison schools.

- There was reduction in IR ratings for PERs schools by 47 percent (17 IR schools to 9 IR schools) and a reduction in IR ratings for non-PERs schools by 57 percent (37 IR schools to 16 IR schools).

Figure 10. TEA IR Accountability Ratings of PERs and non-PERs Comparison Schools, Pre (2015) and Post PERs (2016)



Discussion

The PERs program was designed to enhance the school experience of parents and students, thus, improving the educational outcomes for children and youth. Based on SEDL's Dual-Capacity Building Framework for Family-School Partnerships model, PERs sought to cultivate and sustain positive relationships between schools and families. PERs operated in 20 HISD elementary, middle, and high schools during the 2015–2016 academic year. Historically, the majority of students impacted by PERS experienced low academic achievement, were Title 1, economically disadvantaged, and at risk of dropping out of school.

PERs' responsibilities included Welcoming Walk-though, Title I-Part A, Parent Advocacy, Parent Organization Development, and Parent Event activities. PERs documented approximately 1,468 hours conducted these activities. However, the extent that activities were conducted at targeted campuses varied extensively. Specifically, the number of PERs contacts ranged from one to 74. While schools may have had different needs for assistance, on-going monitoring of PERs contacts may help to build consistency in program delivery.

PERs impact on academic performance at targeted schools was measured using reading and math performance of students on STAAR and EOC exams, given that student success has been linked to these areas. A comparison group was established using students at schools with persistent low achievement, considering that PERs students also struggled academically. The study revealed that student performance varied across grade levels, with students at PERs schools outperforming comparison schools at most grade levels in reading. Specifically, independent t-tests found statistically significant higher performance of students at PERs schools at the third, sixth, and eighth grades in reading. PERs students also attained higher mean scale scores than comparison-group students at the seventh grade in reading. At the same time, comparison-group students attained significant higher mean scale scores than PERs students at the fourth and fifth grades in reading.

Relative to STAAR math, students at PERs schools attained higher mean scale scores than comparison-group students at third, seventh, and eighth grades, with the results at eighth grade being statistically significant. However, the comparison group had statistically higher scores than PERs students at the fourth grade. Sixth grade math results were fairly comparable between the groups. Correlation analyses, based on a sample of third-grade students with combined English and Spanish STAAR, revealed that the more time conducting PERs activities, the higher the mean scale scores of students in reading and math. EOC results revealed that students at PERs schools outperformed comparison-group students on the ELA and math exams.

There were several limitations to this study. Student achievement and attendance outcomes were used as a proxy to measure the impact of PERs' involvement at targeted schools. An assumption was that the skills acquired by parents were used to assist their child in learning at home. Another limitation was that schools may have differed in how they utilized PERs services, considering the differences in parent and student demographic characteristics and needs. Qualitative analyses exploring which parents were directly or indirectly exposed to PERs activities were not conducted in this evaluation. This posed a limitation for measuring the full impact of PERs on the development of parent knowledge and skills to support student learning at home and school. Another limitation was there was no evidence that time spent conducting PERs activities were accurately documented. However, several mechanisms were established to improve reliability of the data, including a paper and pencil log, a computer log on the HISD HUB, a planning calendar, and supervisory oversight at the campus and the district-office levels of PERs activities.

Considering the program model, this evaluation provided evidence that the PERs program facilitates parent engagement through implementation of evidence-based activities, thus influencing student performance outcomes. Continued monitoring of the impact of PERs on students' academic performance

and attendance may reveal trends relative to effective activities that may accelerate outcomes for students. Future research could gather parent and school staff perceptions regarding the quality of services and best practices toward meeting the program's goals and objectives.

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Appendix A
Dual Capacity-Building Framework for Family-School Partnerships

Reference: Southwest Educational Development Laboratory. (2013). Partners in education: A dual capacity-building framework for family-school partnerships. Retrieved from: http://www.sedl.org/pubs/framework/

Appendix B

Targeted PERs Schools, 2015–2016
Black Middle
Cullen Middle
Deady Middle
Elmore Elementary
Forest Brook Middle
Gregory-Lincoln K-8
Highland Heights Elementary
Hilliard Elementary
Key Middle
Lewis Elementary
Mading Elementary.
McReynolds Middle
Petersen Elementary
Sharpstown High
Sterling High
Stevens Elementary
Sugar Grove Elementary
Thompson Elementary
Tinsley Elementary
Westbury High

Appendix C

PERS Training Events and Calendar, 2015-2016

1/6, 9 am – 11:30 am, HMW 2 C10, Professional Development: School and Community Walk Through's and Introduction to Parent Organizations and Resources

1/12, 9 am – 2:30 pm, Location: HMW 2C02, Make Up Orientation
(a PER only attends if missed previous orientation or is a new hire)

1/27, 1 pm – 2:30 pm, Location: Transportation, Northwest Terminal, 6351 Pinemont, 77092 Room 120, Linking Events to Learning and Incorporating Community Organizations

2/2, 9 am – 2:3 pm PERs Orientation. HMW 2C02

3/8/16, 9 am – 2:30 pm, Location: HMW Cafeteria, Make Up Orientation
(a PER only attends if missed previous orientation or is a new hire)

3/29, 9 am – 11:30 am, Location: HMW, 2C16, Hosting Elections for Parent Organizations

4/5, 10:30 am – 11:30 am Location: HMW, 2C16, 'Your Voice' Parent Participation

Appendix C (cont'd)

Parent Teacher Connect and Resource Fair
BRIDGING THE GAP BETWEEN
SCHOOL, PARENTS AND COMMUNITY

Saturday, April 23, 2016, 8:00 am to 12:00 pm at the Sterling High School.

Dear Community Partners,

We are excited to announce our 2016 Parent Resource Fair Entitled "Bridging the Gap" between School, Parents and Community" at Ross Shaw Sterling High School. On behalf of Principal Justin Fuentes and the Sterling Family, your agency/organization is invited to participate!

The Parent Resource Fair is scheduled for Saturday, April 23, 2016 from 9:00 am to 12:00 pm at the Ross Shaw Sterling High School. We are asking participating agencies to come out and share valuable information on services your agency provides to members of the community in the Houston area. Please bring handouts and other freebies you would like to share. We anticipate approximately 70-100 guests.
Through collaborative partnerships, we can build an inclusive environment and network of support to the families and community members of Ross Shaw Sterling High School. We hope to see you at this great event. If your agency is able to participate, please fill out the enclosed Registration Form and email us at jwhite26@houstonisd.org. If you have any questions, please do not hesitate to call me at 832-887-6512. You may also fax it back to 713-556-6814 to the attention of

Parent Engagement
Representative James White

Thank you for your support.

Sincerely,

Parent Resource Fair, Event Co-coordinator
Ross Shaw Sterling High school Parent Engagement

Appendix C (cont'd)

2015–2016 Parent Engagement Representatives
Professional Development
Orientation
1/12/2016
9:00 am – 2:30 pm
HMW Room 2C02

9:00 am	Welcome and Introductions	Dr. Jorge Arredondo *Assistant Superintendent of Family and Community Engagement*
9:15 am	FACE Fundamentals	Meron Tilahun *FACE Specialist* Victoria Graham *FACE Specialist*
10:15 am	Overview of Administrative Procedures	Mayra Martinez Resa *Administrative Assistant* Elizabeth R. "Lisi" Cocina, Ed.D. *FACE Specialist*
11:00	Customer Service	Fior del Carmen Acevedo *FACE Specialist*
12:00	Lunch (on your own)	
1 pm	Website	Marisol Garcia de la Cruz *FACE Specialist*
1:45 pm	Questions, Discussion	
2:30 pm	Conclusion	

Appendix C (cont'd)

Orientation Day 2 of 2, December 9, 2015
9:00 am – 11:00 am
Northwest Transportation Terminal
6351 Pinemont
Houston, TX 77092
Room 121

9:00 am	Customer Service (Building Trust by Effectively Communicating with Families	Marisol Garcia de la Cruz *FACE Specialist* Valerie Schillaci *Senior Manager, Communications*
10:30 am	FACE Website and Resources	F. Carmen Acevedo *FACE Specialist*
11:30 am	Conclusion	

Appendix D

PERs Activities by Category, 2015–2016

Administrative Activities
Met with the school principal, the designated school contact, Title I Coordinator, or Title I Data entry person for introduction
Reviewed campus' School Faculty Handbook
Reviewed campus' School Improvement Plan (CIP)
Reviewed parent events on the campus' calendar
Created a log of activities
Created a parent contact log
Reported activities to FACE Team
Other related Administrative activity not listed above

Appendix D (cont'd)
PERs Activities by Category, 2015–2016

Welcoming Walk-Through Activities
Part I
Prepared progress update for FACE Team
Reviewed Welcoming School Walk-Through Guide
Obtained a map of the school with emergency exits
Recruited diverse team for welcoming walk-through
Arranged interviews with school administrators
Arranged meeting place for walk-through team
Obtained samples of written materials schools send to homes
Identified and organized physical environment component team
Identified and organized practices and policies component team
Identified and organized customer service component team
Identified and organized written materials and communications component team
Developed welcoming walk-through agenda
Met with entire walk-through team
Met with component teams
Participated in one of the four teams and did the corresponding activities
Part II
Distributed physical environment checklist
Conducted the physical environment welcoming walk-through
Prioritized physical environment recommendations
Shared physical environment findings with FACE Team/assigned Specialist
Distributed practices and policies checklist
Conducted practices and policies welcoming walk-through
Prioritized practices and policies recommendations
Shared practices and policies findings with FACE Team/assigned Specialist
Distributed customer service checklist
Conducted customer service welcoming walk-through
Prioritized customer service recommendations
Shared customer service findings with FACE Team/assigned Specialist
Distributed written materials and communications checklist
Conducted written materials and communications welcoming walk-through
Prioritized written materials and communications recommendations
Shared written materials and communications findings with FACE Team/assigned Specialist

Appendix D (cont'd)
PERs Activities by Category, 2015–2016

Parent Event Activities
Prepared progress update for FACE Team
Reviewed Family Learning Academy School Planner
Reviewed Community Resource Guide
Recruited a 3-5 person parent event organizing team
Scheduled parent event planning meetings
Linked parent event to student learning at school
Linked parent event to supporting family learning at home
Arranged time and location of parent event
Prepared welcome signs and direction signs for event
Arranged security for parent event
Arranged childcare for parent event
Arranged translation/interpreters for parent event
Arranged food/drink for parent event
Arranged presenters for parent event
Developed community outreach calendar
Obtained registration flyers from FACE
Distributed one registration flyer per student
Informed campus front desk staff of the event
Informed faculty and staff of the event
Collected registration flyers from families
Posted hallway posters for the parent event
Organized 1st auto phone call-out
Posted an event message on campus marquee
Conducted a community outreach walk-through
Posted 1st parent event messages on social media
Organized 2nd auto phone call-out
Collected student-created invitations (e.g., poster contest)
Invited families at curbside student pick-ups
Arranged morning announcements of parent event
Posted 2nd parent event messages on social media
Organized 3rd auto phone call-out
Sent text messages to families
Other related activity not listed above

Appendix D (cont'd)
PERs Activities by Category, 2015–2016

Parent Organization Development Activities
Prepared progress update for FACE Team
Reviewed FACE Step 1 online resources
Recruited parent leaders and school staff
Discussed objectives for having a parent organization during brainstorming session
Informed school leadership of desire to start a parent organization
Arranged meeting times and locations
Reviewed FACE Step 2 online resources
Organized a public meeting of the school community
Held and hosted a public meeting
Presented FACE's PPT on selecting type of parent organization
Presented resources on PTO and PTA
Facilitated voting to select type of parent organization
Reviewed FACE Step 3 online resources
Discussed leadership positions in the parent organization
Discussed bylaws for the parent organization
Facilitated drafting of bylaws
Reviewed voting procedures for leadership roles and bylaws
Facilitated nomination and voting for leadership positions
Supported voting on bylaws after voting on leadership
Part II
Reviewed FACE Step 4 online resources
Facilitated creation of articles of incorporation
Facilitated Texas incorporation of parent organization
Facilitated application for EIN
Facilitated application for federal tax-exempt status
Reviewed FACE Step 5 online resources
Supported application for Texas exemption from state sales tax
Supported awareness of need to file annual tax returns
Reviewed FACE Step 6 online resources
Facilitated awareness of best practices for parent organizations
Facilitated awareness of best practices for non-profits
Other related activity not listed above

Appendix D (cont'd)
PERs Activities by Category, 2015–2016

"Parent Advocacy" Activities
Recruited parents to participate on (Shared Decision Making Committee) (SDMC)
Recruit parents to participate in on-campus parent organizations
Facilitated family focus group on school improvement
Facilitated family focus group on closing achievement gaps
Facilitated parent leadership training
Facilitated advocacy workshops for families
Facilitated regular student progress contacts
Assisted teacher-parent class meetings
Assisted family math workshops/nights
Assisted family science workshops/nights
Assisted family literacy workshops/nights
Supported outreach to parents to attend parent/teacher conferences
Assisted in creating a parent activity calendar for campus web-site
Assisted in notifying parents of meetings in multiple languages
Assisted in notifying parents of meetings using multiple media
Assisted in arranging translation/interpreters at parent meetings
Assisted in contacting families to verify receipt of parent and family engagement policies
Assisted in contacting families to verify receipt of parent/school compact
Facilitated workshop on Texas academic standards
Facilitated workshop on Texas academic assessments
Distributed guides to state standards and assessments
Facilitated workshop on the school's academic expectations
Facilitated workshop on the curriculum used at the school
Recruited campuses to participate in FACE programs and services
Linked families to parent education classes/workshops
Linked families to family literacy classes/workshops
Linked families to adult ESL classes/workshops
Linked families to adult citizenship classes/workshops
Linked families to adult GED classes/workshops
Linked families to computer literacy classes
Partnered with computer literacy service providers
Partnered with public libraries and other computer access providers
Arranged parents' access to campus library computers
Promoted the Community Resource Guide

Appendix D (cont'd)
PERs Activities by Category, 2015–2016

Title I, Part A Annual Report Activities
Assisted with collection of parent input for School-wide Parent Compact
Assisted with creation of final draft of School-wide Parent Compact
Assisted with copying and distribution of School-wide Parent Compact
Assisted with collection of parent input for School-wide Parent Involvement Policy
Assisted with creation of final draft of School-wide Parent Involvement Policy
Assisted with copying and distribution of School-wide Parent Involvement Policy
Arranged for parent conferences
Arranged for systematic data collection and entry into Chancery/PEIMS for parent conferences
Assisted with organizing parent education classes or topics covering parenting skills
Outlined ways that parents can assist their child to become successful mastering the state outlined academic standards and assessments, e.g., Family Math Night, Family Reading Night
Assisted with organizing parent literacy opportunities or classes
Discussed sustained literacy classes and continuing education that helps parents become literate
Introduced reading, computer skills and/or job skills (GED, ESL, Computer Literacy)
Assisted with organizing family literacy opportunities (paired reading activities, Family Matters Program, etc.)
Assisted with organizing parent planning and opportunities for parents to meet and plan activities
Assisted in increasing parent involvement on the campus
Assisted with the organization of parent volunteering
Assisted in capacity-building activities that help foster an environment conducive to learning

Appendix D (cont'd)
PERs Activities by Category, 2015–2016

Other related activity not listed (Title I Part A Annual Report Activities)
Called parents whose children don't attend school
Made a sort report to attendance clerk or administrator over attendance
Assisted with teachers to create folders with materials and strategies on ways to help students at home
Assisted teachers to arrange a parent conference and registered the conference in a calendar
Helped generate regular communications to families and students
Discussed making sure parents can provide feedback, such as newsletters, blogs, flyers, etc.
Created a form for families to ask questions or write comments
Discussed the importance of making sure schools follow up with every parent
Collaborated with the SIMS clerk or other data clerk to print out a Chancery list of parents who need translation and the languages they speak
Identified faculty and staff who can translate and created a contact list
Made contact with HISD Translation Department to see if they can provide assistance
Created easy-to-read handouts with the main school policies and placed them in an accessible area to parents
Designed an end-of-year survey for parents to find out high interest topics to be covered in next school year's events/parent meetings
Created a bulletin board for parents and posted notices, school improvement plan, encouraging messages and other items of interest to parents
Made a phone call campaign to invite parents to upcoming events, e.g., Fall Open House or New Student Orientation
Informed parents about upcoming progress reports or report card dates
Made phone calls to families to arrange meetings with teachers, administrators, and other support personnel to discuss failing grades
Created a list of local and close by organizations that provides low cost or free services

Appendix E

Demographic Characteristics of Students at PERs Schools and Comparison Schools, 2015–2016

PERs School	Total Enrollment	2015 Final Accountability Rating	2015–2016 Priority/ Focus	2016 Accountability Rating	% Title I	% Eco. Disadv.	% At Risk	% LEP	% Special Ed.	% G/T
Black Middle	972	Met Standard	Focus	Met Standard	100	67	65	12	14	16
Cullen Middle	595	IR		IR	100	78	83	5	19	1
Deady Middle	701	IR	Focus	Met Standard	100	90	80	37	14	6
Elmore Elem.	652	IR	Priority	Met Standard	100	96	77	34	10	2
Forest Brook Middle	904	IR	Priority	IR	100	77	81	17	13	<1
Gregory-Lincoln K-8	751	IR	Focus	IR	100		62	18	6	9
Highland Heights Elem.	578	IR	Focus	IR	99	86	62	31	6	5
Hilliard Elem.	695	IR	Priority	IR	100	90	63	11	9	1
Key Middle	701	IR		IR	100	74	85	18	15	1
Lewis Elem.	898	IR	Focus	IR	100	74	74	50	8	14
Mading Elem.	601	IR		IR	100	87	62	12	8	3
McReynolds Middle	599	IR		Met Standard	100	95	77	26	18	3
Petersen Elem.	530	IR		Met Standard	100	99	75	57	6	6
Sharpstown High	1,579	Met Standard	Focus	Met Standard	100	89	84	35	9	4
Sterling High	1,138	IR		Met Standard	100	65	86	10	16	2
Stevens Elem.	731	IR		Met Standard	100	92	78	56	7	4
Sugar Grove Elem.	847	IR		Met Standard	100	86	77	46	9	5
Thompson Elem.	500	IR	Priority	Met Standard	100	93	58	5	9	3
Tinsley Elem.	784	IR		Met Standard	100	91	74	62	7	17
Westbury High	2,136	Met Standard	Focus	IR	100	85	78	25	9	4

Note: Enrollment extracted from PEIMS, 2015-2016

Appendix E (cont'd)

Comparison School	Total Enrollment	2015 Final Accountability Rating	2015–2016 Priority/ Focus	2016 Accountability Rating	% Title I	% Eco. Disadv.	% At Risk	% LEP	% Special Ed.	% G/T
Alcott El.	332	IR		Met Standard	100	100	57	16	8	5
Bastian El	643	IR		Met Standard	100	99	75	23	5	6
Berry El.	815	IR		Met Standard	100	90	74	56	9	17
Blackshear El.	162	IR		IR	100	90	64	15	10	7
Bruce El.	620	IR		IR	100	94	63	25	5	7
Burrus El.	506	IR		Met Standard	100	91	58	10	5	2
Codwell El.	463	IR		Met Standard	100	89	47	7	5	3
Cook Jr. El.	716	IR		IR	100	94	72	25	6	7
Dogan El.	670	IR	Priority	IR	100	89	81	39	8	9
Dowling (Lawson) Mid.	1,125	IR		IR	100	74	80	26	15	4
Edison Mid.	727	IR		IR	100	94	81	33	13	10
Fondren Mid.	893	IR	Focus	Met Standard	100	63	78	38	11	5
Fonville Mid.	929	IR		Met Standard	100	93	80	32	10	8
Foster El.	435	IR		Met Standard	100	97	65	5	9	2
Garcia El.	755	IR		Met Standard	100	92	71	42	6	8
Hartsfield El.	315	IR		Met Standard	100	91	67	9	7	4
Helms El.	494	IR		Met Standard	99	74	67	46	5	18
Henderson, N. El	298	IR		Met Standard	100	99	74	10	3	5
Henry Mid.	891	IR		IR	100	96	80	35	12	5
Jefferson El.	453	IR		Met Standard	100	94	77	36	15	7
Kashmere Gardens El.	475	IR		IR	100	87	63	8	6	1
Kashmere High	584	IR		IR	100	78	87	11	23	2
Martinez, C. El.	542	IR		IR	100	90	79	34	4	8
Martinez, R. El.	566	IR	Focus	Met Standard	100	94	72	43	13	17
Milne El.	687	IR		Met Standard	100	95	65	29	8	2
Montgomery El.	695	IR		Met Standard	100	89	75	39	8	9
North Forest High	1,013	IR		IR	100	60	83	8	12	2
Ross El.	400	IR		Met Standard	22	96	64	18	12	7
Thomas Mid.	486	IR		Met Standard	100	85	83	21	15	2
Scarborough High	761	IR		Met Standard	100		79	45	16	5
Wainwright El.	649	IR		Met Standard	100	95	72	45	8	6
Wesley El.	395	IR		IR	100	97	59	8	8	5
Wheatley High	764	IR		IR	100	69	85	13	19	2
Woodson K-8	755	IR		IR	100	90	77	0	9	0
Worthing High	694	IR		IR	100	95	88	4	22	2
Yates High	928	IR		Met Standard	100	69	83	3	16	5
Young El.	378	IR		IR	100	98	58	6	7	3

Note: Comparison schools were rated Improvement Required (IR) in the 2015 TEA Accountability System. Advanced Virtual Academy, Halpin ECC, Belfort ECC, Kandy Stripe Academy, and Texas Connections Academy were not used in the analysis although they were IR schools.

Appendix F

PERs Minutes by Activity Category, 2015–2016					
	Number of Contacts	Minimum Minutes	Maximum Minutes	Mean Minutes	Std. Deviation
Parent Event	143	10.00	960	133.26	146.73
Administrative	204	3.00	1620	147.29	166.09
Welcoming Walk-Through	26	15.00	180	61.35	37.06
Parent Organization Development	59	15.00	810	172.05	213.23
Parent Advocacy	35	15.00	420	115.86	109.27
Title I, Part A	115	10.00	1350	201.75	218.36

PER contact and Mean Minutes, 2015–2016					
School	Number of Contacts	Minimum Minutes	Maximum Minutes	Mean Minutes	Std. Deviation
Black Middle	17	.00	540.00	282.35	165.36
Cullen Middle	16	70.00	180.00	113.44	26.88
Deady Middle	33	60.00	1140.00	376.67	186.01
Elmore Elementary	17	3.00	180.00	121.18	77.73
Forest Brook Middle	19	20.00	390.00	115.26	102.45
Gregory-Lincoln K-8	6	120.00	1560.00	414.17	568.81
Highland Heights	7	180.00	360.00	258.57	72.90
Hilliard Elementary	2	180.00	1620.00	900.00	1018.23
Key Middle	3	461.00	550.00	519.00	50.27
Lewis Elementary	1	30.00	30.00	30.00	.
Mading Elementary	1	257.00	257.00	257.00	.
McReynolds Middle	12	.00	960.00	544.17	354.38
Petersen Elementary	20	120.00	435.00	262.25	95.96
Sharpstown High	74	.00	340.00	143.85	81.46
Sterling High	16	60.00	320.00	127.19	62.50
Stevens Elementary	13	180.00	240.00	203.08	30.38
Sugar Grove Elem	4	60.00	205.00	133.75	69.69
Thompson Elementary	5	45.00	231.00	97.20	76.56
Tinsley Elementary	32	115.00	1710.00	394.84	283.66
Westbury High School	16	345.00	2320.00	1007.50	663.83

Appendix G

PERs Schools vs. Non-PERs School Comparison Group
STAAR English Reading and Math Results, 2016 First Test Administration

2016 STAAR English Reading, First Test Administration							
Grade Level	Group	N	Mean	Std. Deviation	Mean Diff.	t	p
3	PERs	616	1356.75	127.93	12.407	2.116	.034*
	Non-PERS	1642	1344.35	122.62			
4	PERs	700	1435.48	115.26	-11.523	-2.114	.035*
	Non-PERS	1731	1447.00	124.23			
5	PERs	767	1454.22	128.45	-19.88	-3.563	.000***
	Non-PERS	1795	1474.10	129.68			
6	PERs	1467	1512.71	131.83	11.060	2.500	.012*
	Non-PERS	1553	1501.65	110.93			
7	PERs	1515	1561.64	124.52	3.733	.867	.386
	Non-PERS	1571	1557.91	114.53			
8	PERs	1556	1610.54	133.10	13.340	3.10	.003**
	Non-PERS	1568	1597.20	113.99			
*p < .05, **p < .01, ***p < .001, two-tailed test							

2016 STAAR English Math, First Test Administration							
Grade Level	Group	N	Mean	Std. Deviation	Mean Diff.	t	p
3	PERs	836	1386.83	137.42	7.42	1.37	0.17
	Non-PERS	1933	1379.42	128.05			
4	PERs	797	1459.36	124.93	-21.83	-3.98	.000**
	Non-PERS	1799	1481.19	130.78			
5	PERs	761	1514.08	129.72	-7.69	-1.41	0.16
	Non-PERS	1796	1521.26	124.79			
6	PERs	1414	1588.51	129.80	-0.57	-0.12	0.90
	Non-PERS	1487	1589.08	116.91			
7	PERs	1430	1590.92	121.83	1.83	0.41	0.68
	Non-PERS	1509	1589.09	121.15			
8	PERs	1295	1621.35	130.40	25.87	5.61	.000**
	Non-PERS	1250	1595.48	99.60			
*p < .05, **p < .01, ***p < .001, two-tailed test							

Appendix H

Algebra I and English I End-of-Course Results, Spring 2016
All Students Tested

	Group	N	Mean	Std. Deviation	Mean Diff.	t	p
English I EOC	PERs	531	3600.63	455.785	57.425	2.347	.019*
	Comparison Group	687	3543.21	396.522			

*p < .05

	Group	N	Mean	Std. Deviation	Mean Diff.	t	p
Algebra I EOC	PERs	458	3779.15	471.623	126.109	4.604	.000**
	Comparison Group	562	3653.04	402.925			

**p < .001

Appendix I

Pearson's Correlation Analyses, PERs School, Third Grade
2016 Combined English and Spanish STAAR Reading and Math/School's Total PERs minutes

Pearson Correlation based on the 2016 third-grade combined English and Spanish STAAR reading scale score and school's total minutes conducting PERs activities			
Reading	Pearson Correlation	1	.893**
	Sig. (2-tailed)		.000
	N	949	
**. Correlation is significant at the 0.01 level (2-tailed).			

Note: Schools included in the analyses had more than 2 PERs contacts to improve reliability of the associations. Therefore, the mean third-grade STAAR results for students at Elmore, Highland Heights, Stevens, Thompson, and Tinsley were included in the analyses. Hilliard, Lewis, and Mading results were not included.

Pearson Correlation based on the 2016 mean third-grade combined STAAR English and Spanish math scale score and school's total minutes conducting PERs activities			
Math	Pearson Correlation	1	.444**
	Sig. (2-tailed)		.000
	N	933	
**. Correlation is significant at the 0.01 level (2-tailed).			

Note: To improve the reliability of the results, only schools with more than two contacts were included in the analyses, which consisted of Elmore, Gregory Lincoln, Highland Heights, Petersen, Stevens, Sugar Grove, Thompson, and Tinsley elementary schools.

Pearson's correlation (r) was interpreted as follows: small – r = .10 to .29; medium – r = .30 to .49, and large - 0.50 to 1.0 (Cohen, 1988, pp. 79-81).