

MEMORANDUM

December 20, 2013

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

CONTACT: Carla Stevens, 713-556-6700

SUBJECT: TEACHER DEVELOPMENT SPECIALIST PROGRAM EVALUATION, 2012–2013

Attached is the Teacher Development Specialist Program Evaluation, 2012–2013. Administered through Professional Support and Development, the Teacher Development Specialist program is designed to provide differentiated professional development within the district to support student achievement. The purpose of this report is to document the contact and impact that Teacher Development Specialists (TDS) report with the schools and teachers with whom they are linked and the academic achievement of students in schools prioritized for support in 2012–2013.

Some of the highlights are as follows:

- TDS reported being linked with an average of seven schools, an average of three of which were prioritized schools, and with an average of 76 teachers, an average of six of which were new teachers.
- Prioritized schools had significantly more TDS assigned to them than non-prioritized schools did and were contacted significantly more often than non-prioritized schools were.
- The amount of contact a TDS reported having with a school predicted the impact reported; higher amounts of contact were associated with greater impact.
- The more schools with which a TDS was linked, the less contact and the less impact the TDS reported having.
- The amount of contact a TDS reported having with each new teacher predicted the impact reported, with increased contact associated with greater impact.
- Students at prioritized schools had lower performance on Stanford 10, STAAR/EOC and STAAR examinations than did students in all HISD schools.
- With a few exceptions, performance of students at prioritized schools was lower in 2012–2013 than was performance of students in the same schools on STAAR/EOC and STAAR in 2011–2012 and Stanford 10 in 2010–2011. Exceptions included performance on the Biology STAAR/EOC, eighth-grade STAAR mathematics and reading, and seventh-grade STAAR reading, for which performance in 2012–2013 was significantly higher than performance in 2011–2012, and third-grade Stanford 10 reading, for which there was no significant difference in performance between 2010–2011 and 2012–2013.

Should you have any further questions, please contact Carla Stevens in Research and Accountability at 713-556-6700.



TBG

Attachment

cc: Superintendent's Direct Reports
Daniel Gohl

Lance Menster
School Support Officers



RESEARCH

Educational Program Report

TEACHER DEVELOPMENT SPECIALIST PROGRAM EVALUATION, 2012–2013

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT



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TEACHER DEVELOPMENT SPECIALIST PROGRAM EVALUATION, 2012–2013

Executive Summary

Evaluation Description

The Teacher Development Specialist program, administered through Houston Independent School District (HISD) Professional Support and Development services, was introduced in August 2011 with the goal of providing individualized professional development to teachers to enhance their performance on the HISD Teacher Appraisal and Development System (TADS) and thereby impact student achievement in every classroom. In the 2012–2013 academic year, all HISD teachers were linked to at least one Teacher Development Specialist (TDS) through their schools, but services were particularly targeted toward first-year teachers and teachers in schools prioritized for support. This report explores the relationship between TDS reports of contacts with new teachers and prioritized schools, and the impact TDS perceived they made on teacher development. Further, it provides information on student achievement in HISD schools prioritized for TDS support.

Highlights

- One hundred fourteen (114) of 119 TDS (96 percent) reported being linked with an average of seven schools, an average of three of which were prioritized schools, and with an average of 76 teachers, an average of six of which were new teachers.
- TDS reported making contact with each linked school an average of two to three times per month and making contact with prioritized schools an average of once a week. Prioritized schools had significantly more TDS assigned to them than non-prioritized schools did and were contacted significantly more often than non-prioritized schools were.
- The average impact reported for prioritized schools was significantly higher than the average impact reported for non-prioritized schools. TDS reported an average impact of between satisfactory and minimal (2.6 out of 4) on non-prioritized schools to which they were linked and an average of higher than satisfactory (3.2 out of 4) on prioritized schools.
- The amount of contact a TDS reported having with a school predicted the impact reported; higher amounts of contact were associated with greater impact.
- The more schools with which a TDS was linked, the less contact and the less impact the TDS reported having.
- Neither the total number of teachers with whom a TDS was linked nor the total number of new teachers with whom he/she was linked predicted the amount of contact or impact the TDS reported. However, the amount of contact a TDS reported having with each new teacher predicted the impact reported, with increased contact associated with greater impact.

- Stanford 10 performance on reading and mathematics tests for students in prioritized schools lagged behind performance of students in all HISD schools from 2010–2011 through 2012–2013. In prioritized schools, students in 2012–2013 achieved significantly lower NCEs in both reading and mathematics and in every grade level than did students in the same schools in 2010–2011, with the exception of third graders, whose performance on the reading test was not significantly different between the years.
- On the five State of Texas Assessments of Academic Readiness End of Course (STAAR/EOC) examinations associated with freshmen, passing rates in all subjects were lower for students in prioritized schools than they were for all HISD students in both 2011–2012 and 2012–2013. Students in prioritized schools earned significantly higher scale scores on the biology EOC in 2012–2013 than they did in 2011–2012, but significantly lower scale scores on the other four EOC examinations associated with freshman level in the same years.
- A smaller percentage of students in prioritized schools than students in HISD passed reading and mathematics STAAR examinations in both 2011–2012 and 2012–2013. Among prioritized schools, in 2012–2013, students in grade 8 scored significantly higher than students in grade 8 the previous year in both reading and mathematics and students in grade 7 scored significantly higher than grade 7 students the year before in reading.

Recommendations

- The TDS program is new to HISD and underwent significant changes in the ways TDS were assigned after the program's first year. It is recommended that TDS responsibilities be further adjusted to allow the most effective distribution of resources to meet multiple needs in the schools. For example, allowing further specialization of TDS (e.g., some responsible for working with new teachers, others responsible for working with departments or grade levels within multiple schools, some with fewer linkages to allow them to meet ad hoc needs) would make responsibilities more focused, allowing TDS a strong sense of accomplishment and also providing clear indicators of any need for improvement.
- The program, created from a model of professional development supported by research, is being customized to meet needs specific to HISD. It is recommended that the program receive strong and clear support from the district, including enhancing the number of TDS supported, to allow it to have a discernable impact on meeting a demonstrable need for improved achievement in the classroom.

Administrative Response

As positioned for the 2013-2014 school year, Professional Support and Development Department (PSD) and its team of Teacher Development Specialists (TDS) provide responsive coaching support and professional development on prioritized HISD campuses. Additionally, PSD provides a robust menu of ongoing and high quality face-to-face training opportunities to increase teacher capacity and student achievement on all campuses. A comprehensive professional development catalog is disseminated to administrators and teachers each semester.

In addition to student achievement analysis by the HISD Research and Accountability Department, the HISD Effective Teachers Initiative Survey was administered to all HISD teachers and appraisers in spring,

2013 to gather feedback on TDS coaching and professional development support. In total, 2,950 teachers and 196 appraisers responded to the survey. Feedback included:

- 92% of new teachers responding to the survey agreed that "My TDS serves as a useful resource in my ability to grow as a teacher."
- 97% of teachers with an Instructional Practice Rubric score of "Ineffective" and 91% of teachers with a score of "Developing" responding to the survey agreed that "I have a positive professional relationship with my TDS."
- 87% of teachers on prioritized campuses responding to the survey agreed that "My TDS serves as a useful resource in my ability to grow as a teacher."
- 98% of appraisers on prioritized campuses responding to the survey agreed that "The TDS serve as a useful resource to help my teachers improve their instruction."

In response to 2012-2013 data, PSD continues to ensure that systems and processes are in place through a department positioning statement, defined TDS duties and responsibilities, partnership with principals, and tailored support for prioritized and non-prioritized campuses to build teacher capacity and increase student achievement. Additionally, TDS engage in ongoing professional development, collegial planning, and coaching to support them in building their content knowledge, coaching skills, and facilitative leadership.

TDS SUPPORT FOR PRIORITIZED CAMPUSES

As determined by central administration, prioritized campuses are linked with TDS to receive ongoing and consistent job-embedded coaching support for the 2013-2014 school year. For elementary campuses, two TDS are paired up to consistently support two to three campuses that are geographically near each other. At the secondary level, TDS are linked to 5-6 campuses that are geographically near each other. TDS work in partnership with principals to establish expectations and schedules as to when they will assist Professional Learning Communities, provide tailored training, and coach teachers. This 2013-2014 TDS linkage increases the frequency of time and number of interactions TDS have with individual teachers, with teams of teachers, and with campus administrators.

WHAT TDS DO:

- TDS co-plan and co-facilitate grade level and content PLC meetings focusing on effective lesson planning and disaggregating unit assessment and district-level assessment data to build teacher and team capacity.
- TDS model lessons grounded in the HISD Curriculum and provide follow up support and monitoring to ensure teachers are implementing practices modeled.
- TDS observe teachers and provide them with feedback aligned to the effective implementation of HISD Curriculum and Instructional Practice Rubric-aligned effective practices.
- TDS check in with campus principals and appropriate campus leadership regularly to discuss teacher professional development needs and levels of implementation.

Professional Support and Development is committed to excellent customer service and providing top-notch ongoing coaching and training to increase student learning.

Introduction

Introduced in August 2011 by the Houston Independent School District's Department of Professional Support and Development, the Teacher Development Specialist program was designed to support student achievement in every HISD school. Research from multiple sources has shown that the teacher is fundamental to student progress (see for example, Hanushek, 2011 and TNTP, 2012). The TDS program is grounded in ideas and materials from Jim Knight at the University of Kansas. The program strives to enhance student achievement by supporting teacher quality through providing focused professional development differentiated to meet the needs of diverse schools and the individual teachers within them.

Teacher Development Specialists (TDS), experienced and knowledgeable teachers selected for their ability and motivation to share their expertise with all educators in the district, are fundamental to the impact the program makes. The TDS perform several functions in their roles. They provide inservice sessions that are available to all teachers in the district through the eTrain program. They are linked to several schools in which they consult with administrators concerning professional development and develop resources and sessions to meet needs at the school. They meet with content or level-specific groups of teachers within the schools to which they are linked and provide resources and professional development opportunities as needed. And they are linked with individual teachers who have requested or been identified for individual coaching. First-year teachers are a particular focus for TDS as are teachers striving to meet the needs of students in schools that have been prioritized for support. TDS, therefore, have regular contact with the schools and teachers with which they are linked, and are also well-situated to provide services to individual administrators or teachers when an unexpected need arises in a school.

This report documents the contact and impact that TDS report having with schools and teachers with whom they are linked. Further, it documents the achievement on standardized tests of students in prioritized schools, a primary focus of the TDS program.

Methods

Data Collection and Analysis

- At the end of the academic year, TDS were asked to complete forms documenting their contacts with and perceptions of impact on schools and new teachers with whom they were linked in 2012–2013. Documentation of the amount of contact and the impact on schools and new teachers with which TDS were linked was returned by 114 of 119 Teacher Development Specialists, for a 96 percent return rate. Results were analyzed first through descriptive statistics to summarize the distribution of TDS responsibilities and services among the supported subject areas and school levels. One-way between subjects analyses of variance were run to see if the amount of contact or the amount of impact reported by TDS depended on the subject matter or the school-level assignment to which they were assigned. Further, tests of linear regression were run to identify significant predictors of TDS perceptions of making an impact on teaching practice.
- Student academic achievement on select STAAR/EOC and Stanford 10 tests were compiled for students in all schools in HISD and for students in schools that were prioritized in 2012–2013.

STAAR/EOC tests were those associated with the freshman year, the tests with enough results for two years to allow comparisons. Results from STAAR and STAAR/EOC were from the standard version of the tests, and included STAAR Spanish. Stanford 10 tests were the reading and mathematics measures, excluding special education. Results of the 2012–2013 STAAR/EOC tests for students in prioritized schools were compared with results from the same tests from the same schools in 2011–2012, the first year of implementation of both the TDS program and the STAAR/EOC tests. Stanford 10 reading and mathematics test results from the 2012–2013 administration for all students in prioritized schools were compared with the results of the same tests at the same schools in 2010–2011, before the TDS program was introduced. Normal Curve Equivalent (NCE) scores were used for statistical comparisons for the Stanford 10, and scale scores were used for statistical comparisons of STAAR and STAAR/EOC tests.

- Results of inferential statistics are reported using the .05 significance level. Significant results also include a measure of effect size, or the magnitude of the significant differences. Guidelines for interpreting effect size vary by the measure used and are documented in a note at the end of each appropriate table.

Data Limitations

Several large surveys were completed at the end of the 2012–2013 school year, pre-empting a survey of TDS, teachers, and administrators specific to their interactions with and perceptions of the TDS program.

An addendum to this report will be produced to include student growth and development in achievement measured by Education Value Added Assessment System (EVAAS) at a later date.

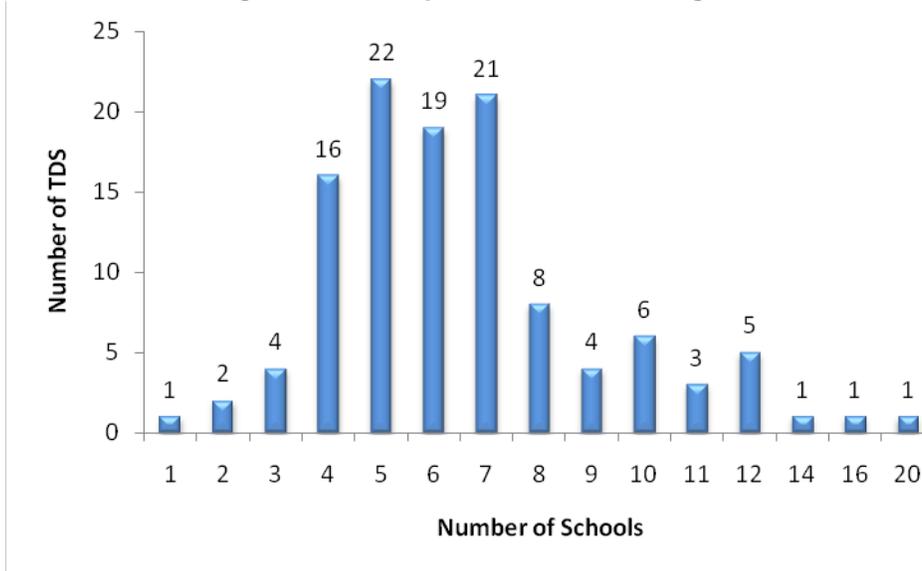
TDS were surveyed and requested to provide their employee numbers and the employee numbers of the new teachers with whom they were linked. Most TDS provided their employee numbers, but did not provide those for the new teachers with whom they worked. As many matches as possible were made by matching names and schools with a list of new employees obtained from Human Resources.

Results

How much contact did principals and teachers have with Teacher Development Specialists (TDS)?

- TDS reported being linked with a range of one to 20 schools (**Figure 1**, page 6), an average of seven schools each, and from 10 to 150 teachers, an average of 76 teachers per TDS. Contacts were reported with 246 of the 276 schools in the district (89 percent) and with 725 of 1,332 new teachers in the district (54 percent). Of the schools, TDS reported being linked with a range of zero to 11 prioritized schools, an average of three prioritized schools per TDS. Of the teachers, TDS reported being linked with a range of zero to 25 new teachers, an average of six new teachers per TDS. More detailed results are included in **Table 1** (page 20).

Figure 1. TDS reports of schools assigned



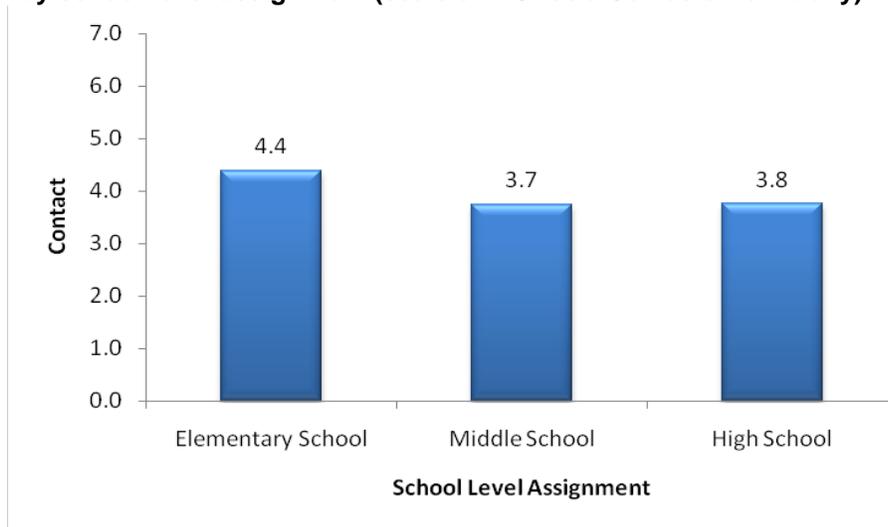
- Also seen in **Table 1** (page 20), 64 TDS (56 percent) reported being assigned to elementary schools, 26 (23 percent) reported being assigned to middle schools and 26 (23 percent) to high schools (percentages may not equal 100 due to some TDS being assigned to schools from multiple levels). For comparison, about 67 percent of HISD schools serve elementary school students, 23 percent serve middle school students, and 20 percent serve high school students (percentages do not equal 100 because several schools serve multiple levels).
- The largest percentages of TDS, listed in **Table 1** (page 20), were associated with the core subjects. Twenty-nine (29) percent of TDS were associated with English language arts (ELA), which included secondary teachers of both ELA and English as a second language and elementary TDS who also focused on social studies. Twenty-four (24) percent of TDS were associated with mathematics, 21 percent were associated with science, and 28 percent were associated with social studies, which included TDS associated with high school social studies and elementary TDS associated with both social studies and ELA. Fifteen (15) percent of TDS were associated exclusively with English as a second language and bilingual classes, and six percent were associated with special education. (Percentages do not equal 100 due to duplication of subjects in categories of TDS assignments.)

What was the relationship between Teacher Development Specialists’ contacts and the impact they had on student achievement based on school-level assignment?

- **Table 2** (page 21) shows the amount of contact TDS had with each school to which they were assigned and the amount of impact they estimated having had on the school. The average amount of contact reported by all TDS, on a scale of 1 (once a semester) to 7 (daily), was 4.0 (two to three times per month). The average amount of impact TDS estimated having, on a scale of 1 (none) to 4 (significant), was 2.9 (satisfactory).

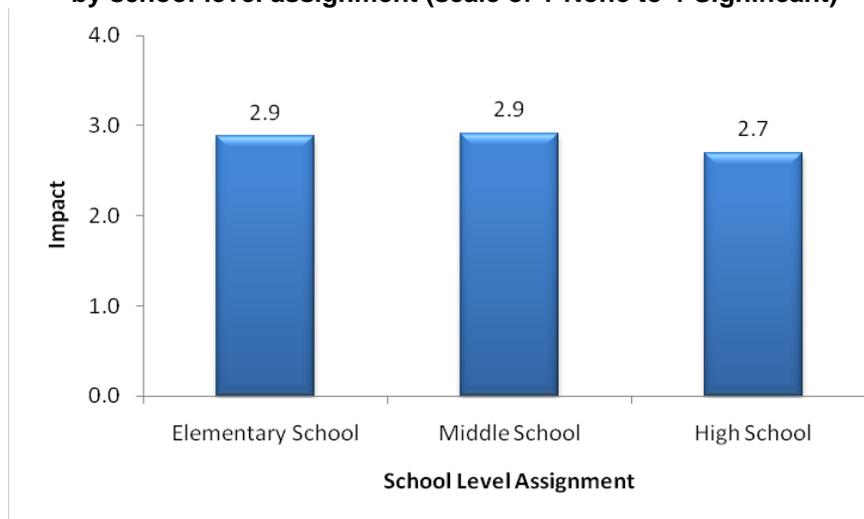
- The average amount of contact with a school reported by TDS grouped by school-level assignment (elementary, middle, or high school) is illustrated in **Figure 2**. TDS linked with elementary schools reported significantly more contact with schools than did TDS assigned to middle or high schools. Results of the analysis are reported in **Table 3** (page 21).

Figure 2. Average contact with each linked school reported by TDS, by school-level assignment (scale of 1-Once a Semester to 7-Daily)



- Average impact on a school reported by TDS based on school-level assignment is depicted in **Figure 3**. TDS assigned to high schools reported significantly less impact on schools than did TDS assigned to elementary or middle schools. Results of the statistical test are shown in **Table 4** (page 21).

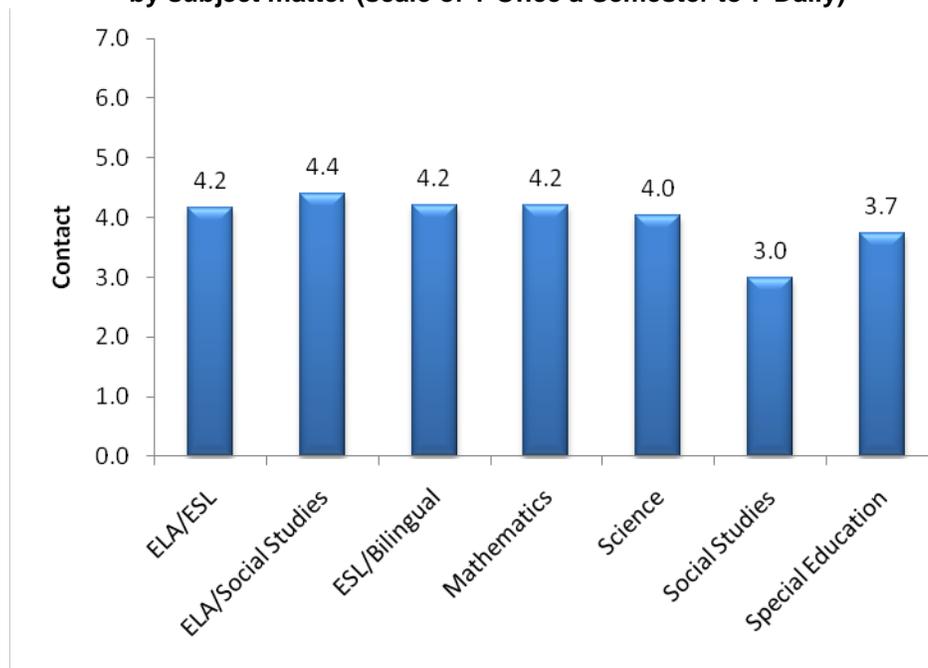
Figure 3. Average impact on each linked school reported by TDS, by school-level assignment (scale of 1-None to 4-Significant)



What was the relationship between Teacher Development Specialists' contacts and the impact they had on student achievement based on the subject matter they supported?

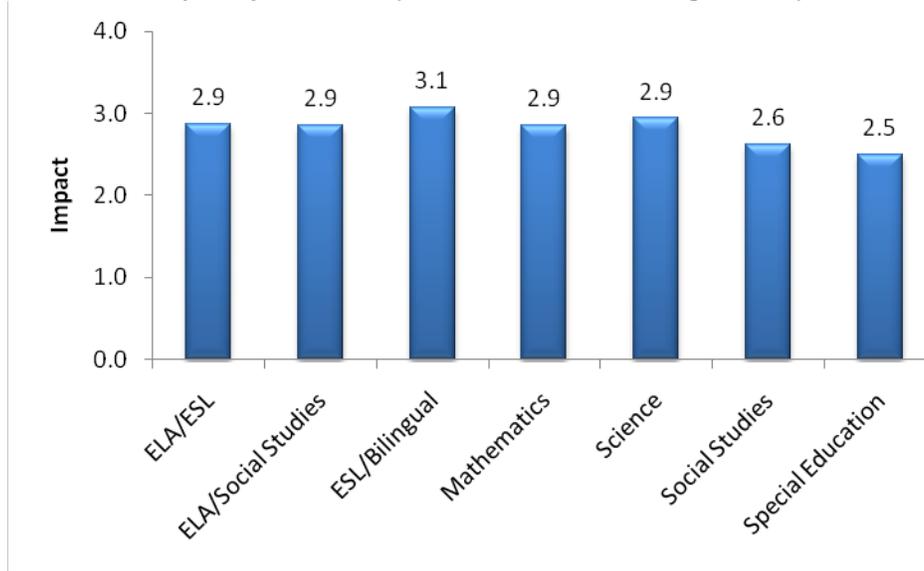
- **Figure 4** illustrates the average amount of contact with a school reported by TDS grouped by subject matter. Social studies TDS reported significantly less contact with schools than did TDS of other subjects. Outside the contact reported by social studies teachers, the average amount of contact reported by TDS of the other subjects was not significantly different from the amount of contact reported for any other subject. Results of the analysis are provided in **Table 5** (page 22).

Figure 4. Average contact with each linked school reported by TDS, by subject matter (scale of 1-Once a Semester to 7-Daily)



- The average amount of impact the TDS reported having on schools with which they were linked, illustrated in **Figure 5** (page 9), also depended on the subject matter the TDS supported. The results of a one-way between subjects analysis of variance, reported in **Table 6** (page 22), indicated significant differences among groups of TDS reports on impact on schools.

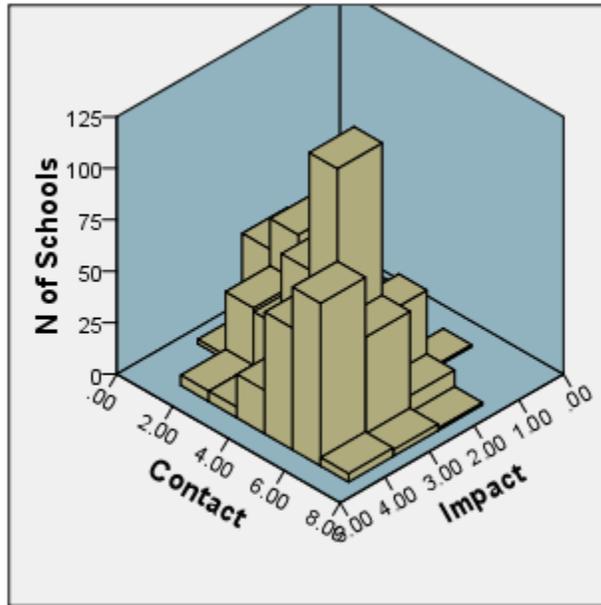
Figure 5. Average impact on each linked school reported by TDS, by subject matter (scale of 1-None to 4-Significant)



What was the relationship between Teacher Development Specialists' contacts and the impact they had on student achievement based on the number of schools and teachers they were assigned?

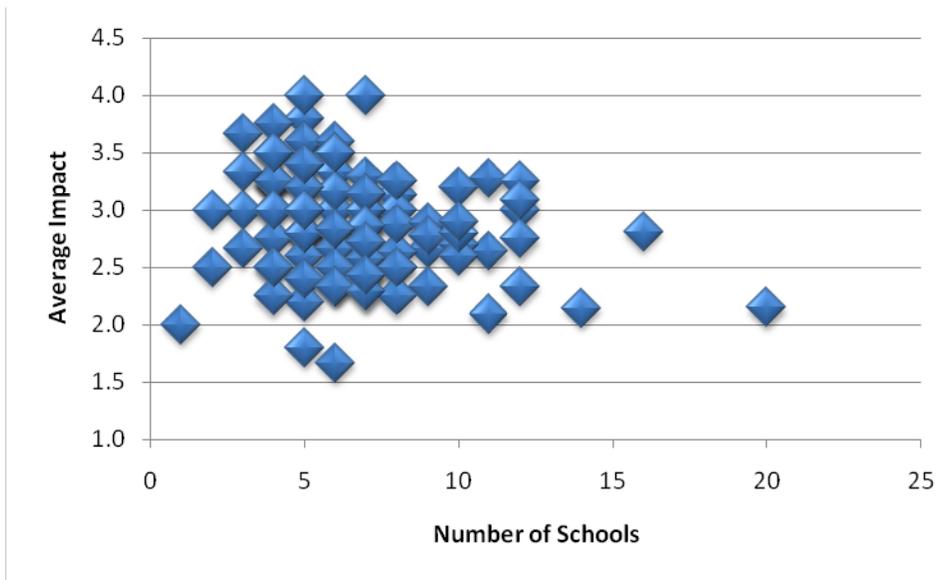
- Simple regression analyses were run on the relationships between TDS self reports of the number of schools to which each was linked, the number of teachers at each of those schools, the amount of contact with each school, and the impact the TDS had at each school, reported in **Table 7** (page 23). The number of teachers for which a TDS was responsible at a school predicted the amount of contact the TDS reported as well as the amount of impact he/she perceived having on performance at the school. In each case, as the number of teachers at an assigned school increased, so did the amount of contact and the amount of impact a TDS reported having at the school.
- The amount of contact a TDS reported having with a school predicted the impact he/she reported, with increased contact associated with a report of greater impact. The relationship is depicted in **Figure 6** (page 10).

Figure 6. Relationship between the amount of contact and the amount of impact that Teacher Development Specialists reported having on schools with which they were linked.



- The total number of teachers with whom a TDS was linked did not predict either the average amount of contact a TDS made with the assigned schools or the average amount of impact the TDS reported having on the assigned schools.
- The total number of schools with which a TDS was linked did predict both the average amount of contact the TDS reported having and the average amount of impact the TDS perceived having. In both cases, the more schools with which a TDS was linked, the less contact and the less impact the TDS perceived having. The relationship between the number of schools and impact is illustrated in **Figure 7** (page 11).

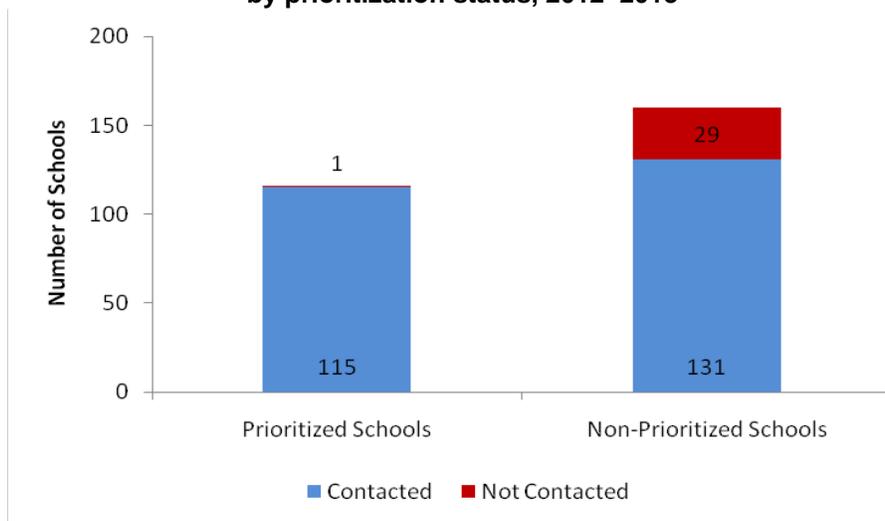
Figure 7. Relationship between the number of schools with which TDS were linked and the average amount of impact that TDS reported having on those schools



What was the relationship between Teacher Development Specialists’ contacts and the impact they had on student achievement based on school prioritization?

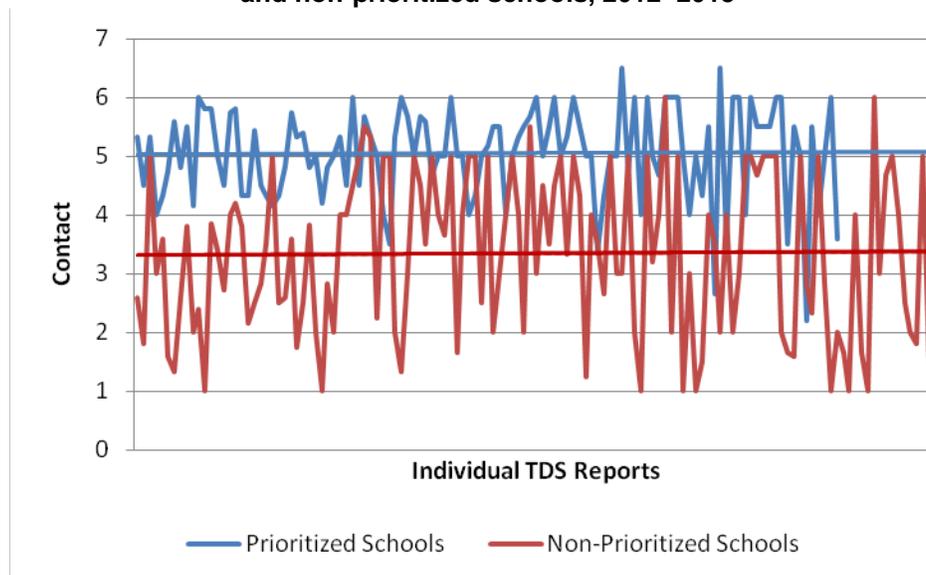
- Of the 276 schools in HISD in 2012–2013, 116 (42 percent) were prioritized for services to support student achievement. **Figure 8** depicts the number of prioritized and non-prioritized schools contacted by TDS and **Table 8** (pages 24–27) lists the 2012–2013 HISD prioritized schools, the number of TDS who reported making contact with each school, the average amount of contact and the average impact reported.

Figure 8. Number of schools reported contacted and not contacted by TDS, by prioritization status, 2012–2013



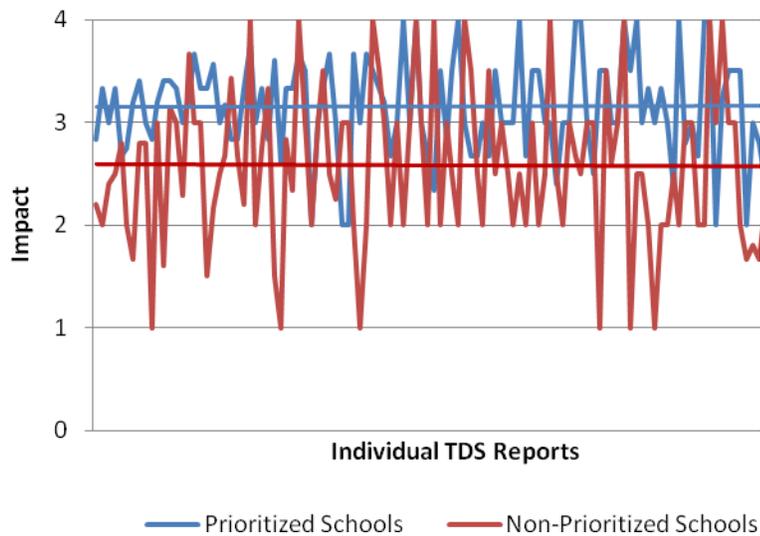
- Of 114 TDS, 111 reported making contact with at least one prioritized school. An average of 3.3 TDS were linked with each prioritized school and an average of 2.8 TDS were linked to each non-prioritized school. A comparison of the number of TDS assigned to prioritized schools versus assignments to non-prioritized schools indicated that significantly more TDS were assigned to prioritized schools than were assigned to non-prioritized schools. Results of the comparison are reported in **Table 9** (page 27).
- TDS reported significantly higher average amounts of contact with prioritized schools than with non-prioritized schools, illustrated in **Figure 9** and detailed in **Table 10** (page 27). The average amount of contact reported for prioritized schools was weekly (5.1) and the average for non-prioritized schools was more than once a month (3.3). One prioritized school, Dowling Middle School, and 29 non-prioritized schools (18 percent) had no reported contacts from a TDS.

Figure 9. Average amount of contact reported by TDS for prioritized and non-prioritized schools, 2012–2013



- The average impact that TDS reported on prioritized schools, 3.2 (slightly higher than satisfactory), was significantly higher than the average impact they reported on non-prioritized schools, 2.6 (between satisfactory and minimal). The relationship is illustrated in **Figure 10** (page 13) and details of the results are reported in **Table 11** (page 28).

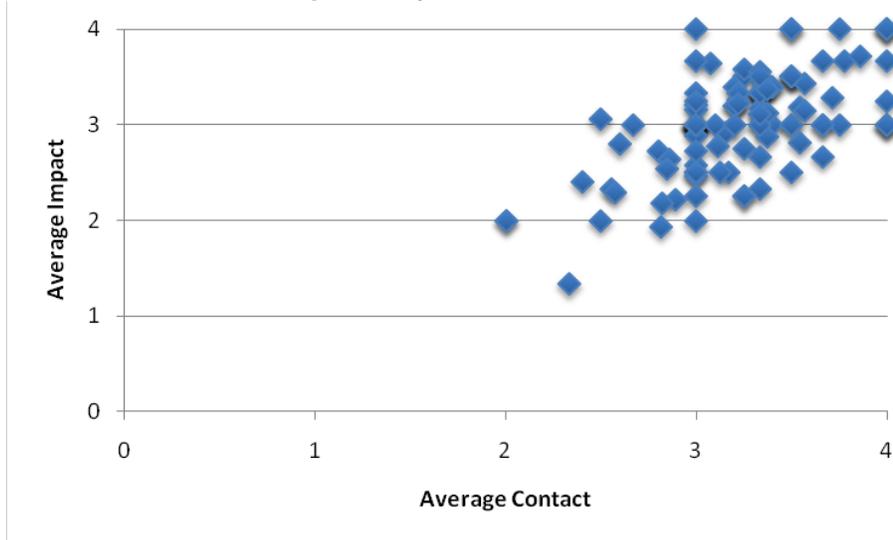
Figure 10. Average amount of impact on prioritized and non-prioritized schools reported by TDS, 2012–2013



What was the relationship between Teacher Development Specialists’ contacts with new teachers and the impact they had on the achievement of new teachers’ students?

- Of 114 TDS, 109 reported being linked with new teachers (**Table 1**, page 20). Nearly half of the TDS (47 percent) worked with a range of one to five new teachers; two TDS (two percent) reported being linked with more than 20 new teachers. The average number of new teachers associated with each TDS was six. According to HISD employment records, 1,332 new teachers began their careers in 2012–2013; TDS reported contacts with 725 new teachers (54 percent).
- Simple regression analyses were run on the relationships between TDS self reports of the number of new teachers to which each was linked, the amount of contact with each new teacher, and the impact the TDS had with each new teacher, reported in **Table 12** (page 28). The number of new teachers for which a TDS was responsible did not predict either the amount of contact the TDS reported or the amount of impact he/she perceived having on performance of the new teachers.
- The amount of contact a TDS reported having with each new teacher did predict the impact he/she reported, with increased contact associated with a report of greater impact (**Table 12**, page 28).
- The average amount of contact a TDS reported having with all linked new teachers predicted the average amount of impact reported with new teachers (**Table 12**, page 28). Illustrated in **Figure 11** (page 14), the higher the average contact a TDS reported, the higher the average impact reported.

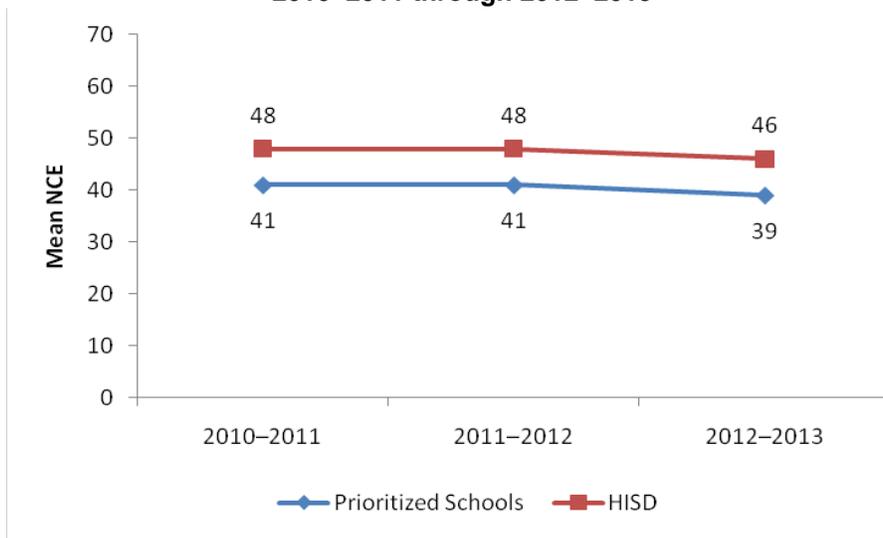
Figure 11. Average contact and average impact with new teachers reported by TDS, 2012–2013



What changes were there in the achievement of non-special education students in prioritized schools compared with the achievement of non-special education HISD students on standardized tests?

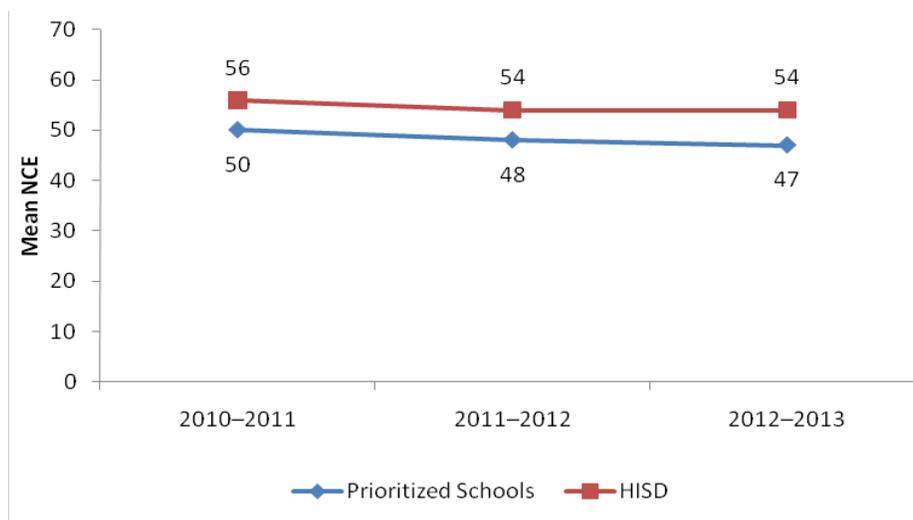
- Performance on the Stanford 10 reading measure in the schools prioritized for 2012–2013 compared with performance in all schools in HISD is depicted in **Figure 12** and detailed in **Table 13** (page 29). The mean NCE achieved by students in the prioritized schools was consistently below the mean NCE for all HISD students. Between 2010–2011 and 2012–2013, students in HISD had a loss in NCE score from 48 to 46 and students in schools prioritized in 2012–2013 had a loss in NCE score from 41 to 39.

Figure 12. Mean Stanford 10 reading NCE for non-special education students in HISD schools prioritized in 2012–2013 and for non-special education students in all HISD schools, 2010–2011 through 2012–2013



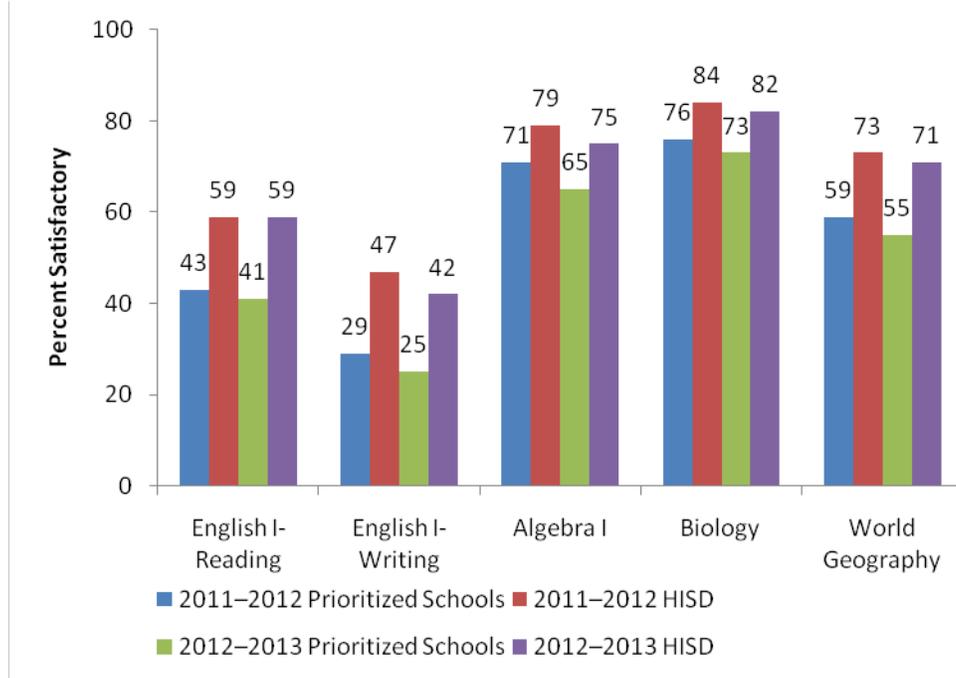
- A comparison of mean NCE on the Stanford 10 reading measure for each grade level in prioritized schools indicated that scores in 2012–2013 were significantly lower than scores in the same schools in 2010–2011, with the exception of reading in grade 3, for which there was no significant difference in mean NCE between 2010–2011 and 2012–2013. The magnitude of the differences in achievement by grade level were generally small. Complete results of the analyses can be found in **Tables 14 through 21** (pages 29–31).
- Similar trends were seen in NCE scores on the Stanford 10 mathematics measure. Illustrated in **Figure 13**, though mean NCEs were higher for mathematics than for reading, mean NCEs for students in prioritized schools were consistently lower than those for all HISD students. The mean NCE for prioritized schools dropped from 50 in 2010–2011 to 47 in 2012–2013 while in all HISD schools the mean NCE dropped from 56 to 54 in the same time period. NCE scores for each grade level in prioritized schools on the Stanford 10 mathematics measure were significantly lower in 2012–2013 than they were in 2010–2011. More detail on the comparisons of NCEs can be found in **Table 13** (page 29) and the results of the comparisons of means can be found in **Tables 22 through 29** (pages 31–33).

Figure 13. Mean Stanford 10 mathematics NCE for non-special education students in HISD schools prioritized in 2012–2013 and for non-special education students in all HISD schools, 2010–2011 through 2012–2013



- STAAR/EOC achievement results for courses associated with the freshman year are listed in **Table 30** (page 34) and shown in **Figure 14** (page 16). A lower percentage of students in prioritized schools scored at the satisfactory level on each of the examinations than did students in HISD in both 2011–2012 and 2012–2013.

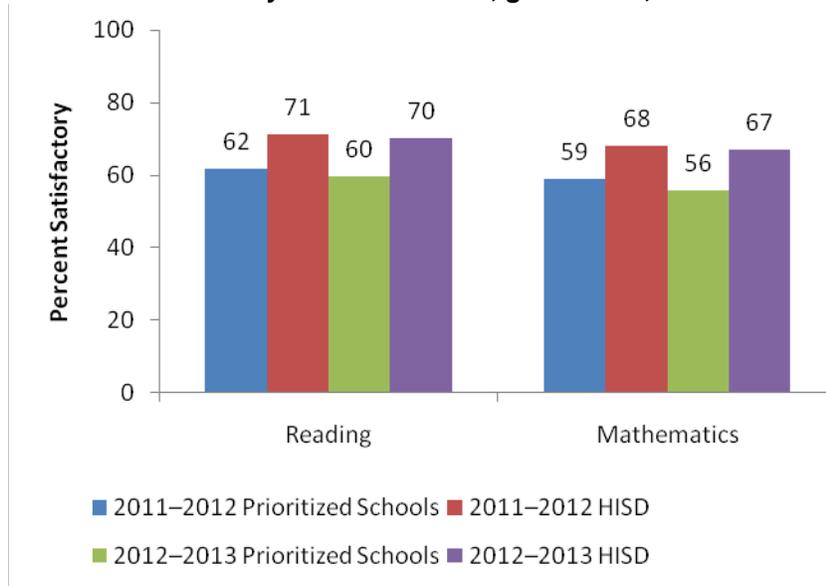
Figure 14. Percent satisfactory on freshman level HISD STAAR End of Course (EOC) examinations, 2011–2012 and 2012–2013



Note: 2013 results for both groups included students retesting on these exams in the spring administration.

- Analyses of achievement of students in prioritized schools on the freshman level EOC examinations from 2011–2012 and 2012–2013 indicated that the mean scale score on the biology examination was significantly higher in 2012–2013 than it was in 2011–2012, and the mean scale scores on the English I-reading, English I-writing, algebra I, and world geography tests were significantly lower in 2012–2013 than they were in 2011–2012. Results of the analyses can be seen in **Tables 31 through 35** (pages 34–35).
- A smaller percentage of students in grades 3–8 at prioritized schools than students in grades 3–8 in HISD scored at the satisfactory level in reading and mathematics STAAR examinations in both 2011–2012 and 2012–2013, illustrated in **Figure 15** (page 17) and detailed with results by grade level in **Table 36** (page 36).

Figure 15. Percent satisfactory on HISD STAAR, grades 3–8, 2011–2012 and 2012–2013



Analyses of achievement of students in prioritized schools on STAAR examinations showed that students in grade 8 in 2012–2013 achieved significantly higher scores in both reading and mathematics than did students in grade 8 in 2011–2012, and students in grade 7 earned significantly higher scores in reading in the same time period. Students in grade 4 earned significantly lower scores in both reading and mathematics in 2012–2013 than did students in grade 4 in 2011–2012, and students in grades 5 and 6 in 2012–2013 also achieved significantly lower scores in mathematics than students in the same grades in 2011–2012. There were no significant differences in achievement for third graders in either mathematics or reading, fifth and sixth graders in reading or seventh graders in mathematics between 2011–2012 and 2012–2013. The analyses are detailed in **Tables 37 through 48** (pages 36–39).

Discussion

The Teacher Development Specialist program, introduced in HISD in 2011–2012, is charged with making an impact on student achievement by supporting effective teaching in every classroom in the district. The program underwent some significant changes in methods of assigning specialists for its second year of implementation, in 2012–2013. Specialists were linked with schools, some of which were prioritized for support based on characteristics such as test scores, and with teachers in the schools, some of whom were new to the profession and thus prioritized for support. The idea of prioritizing schools and teachers for support is a promising one. The program is well grounded in ideas and materials through Jim Knight, who has been on site several times to assist in implementation. TDS commitment to the work and the value they place on making an impact in the classroom are clear through both observations of their work and the impact they reported in connection with the contacts they made with the schools. The work is seen as a process and an interaction between teacher and coach. As one TDS said, “we build

relationships and learn to trust each other.” The process is a time-consuming and sometimes scattered undertaking as TDS commit to supporting an average of 76 teachers, an average of six of whom are new teachers, in an average of seven schools.

With a few exceptions, the results in this report on academic achievement in prioritized schools following implementation of the TDS program are not as strong as desired. It must be noted that the results are for the schools prioritized in 2012–2013 and if the system of prioritization had been in place, the same schools may not have been categorized as prioritized in the years of comparison. Indeed, the declines in academic achievement indicated by the test scores could have been a factor in the initial prioritization in 2012–2013. In that respect, this report may serve as a base-line study from which to measure progress as the program undergoes further fine-tuning.

Given the breadth and fundamental importance of the goal of the TDS program, fine-tuning the program could include further focusing TDS support to the entities most in need. The TDS results this year indicated that the more contact a TDS had with a school, the more impact he/she reported making. The same relationship held with contacts with new teachers. However, logistics make it difficult for all TDS to make significant contact with all the assigned prioritized schools and teachers, even without considering all the additional responsibilities they have for non-prioritized schools and teachers. The more schools with which a TDS was linked, the less contact and the less impact the TDS reported having. This year at least 500 new teachers were not included in the contacts reported by TDS (while at least ten new teachers reportedly received support from two different TDS). The most obvious option to consider would be increasing the size of the program so TDS have fewer assignments and a better opportunity to meet the broad array of needs in the schools. Alternately, perhaps TDS could perform more specialized services, for example, with some being assigned specified new teachers, others assigned to specific grade levels or subjects within schools, and others with fewer assigned teachers to allow rapid responses to ad hoc requests from administrators. In either case, modifying the TDS linkages would allow stronger relationships and trust to be established among teachers, administrators and coaches, and would also allow more focused measures of accountability for the work performed.

The TDS program provides the kind of sustained support that research indicates is most effective for impacting teaching skill and student academic achievement (Wei, 2009; Yoon, 2007), and that is encouraged through the Elementary and Secondary Education Act (ESEA). This report provides a baseline of results upon which the program can build in its mission to enhance student achievement in the classrooms of the teachers supported.

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Table 1. TDS Assignments, 2012–2013

		Number of TDS	Percent
Number of Assigned Schools	1 – 5	45	39.5
	6 – 10	58	50.9
	11 – 15	9	7.9
	16 – 20	2	1.8
	Average	6.6	
Number of Teachers Assigned	None reported	2	1.8
	10– 30	11	9.6
	31 – 50	17	14.9
	51 – 70	25	21.9
	71– 90	20	17.5
	91 – 110	16	14.0
	111 – 130	16	14.0
	131 – 150	7	6.1
Average for those reporting	76.2		
Number of Prioritized Schools Assigned	0	3	2.6
	1 – 2	28	24.6
	3 – 4	59	51.8
	5 – 6	21	18.4
	7 – 11	3	2.6
	Average	3.4	
Number of New Teachers Assigned	0	5	4.4
	1 – 5	53	46.5
	6 – 10	36	31.6
	11 – 15	14	12.3
	16 – 20	4	3.5
	21 – 25	2	1.8
Average	6.5		
School-Level Assignment	Elementary School	64	56.1
	Middle School	26	22.8
	High School	26	22.8
Content Area	ELA/ESL	7	6.1
	ELA/Social Studies	26	22.8
	ESL/Bilingual	17	14.9
	Mathematics	27	23.7
	Science	24	21.1
	Social Studies	6	5.3
	Special Education	7	6.1
TOTAL		114	100.0

Notes: Some TDS identified more than one school-level assignment.
Some totals may not equal 100 percent due to rounding.

Table 2. TDS Reports of Contacts with and Impacts on Assigned Schools, 2012–2013

Contact	Impact					TOTAL
	1-None	2-Minimal	3-Satisfac.	4-Significant	No Resp.	
1-Once per Semester	27	41	2			70
2-Two to Three Times per Semester	9	56	33	5		103
3-Monthly	1	42	31	5		79
4-Two to Three Times per Month		28	67	21		116
5-Weekly	1	40	124	59	3	227
6-Two to Three Times per Week		9	50	79	2	140
7-Daily		1	3	4		8
No response				6	6	12
TOTAL TDS Reports	38	217	310	179	11	755

Table 3. One-Way Between Subjects Analysis of Variance of the Amount of Contact with Each Linked School Reported by TDS, by School-Level Assignment, 2012–2013

School-Level Assignment	N	Mean	Std. Deviation	F	p	η^2
Elementary School	357	4.38	1.58			
Middle School	217	3.74	1.50			
High School	169	3.75	1.77			
Total	743	4.05	1.63	F (2, 740) = 14.52	< .001	.04

Note: Effect size conventions for η^2 are: .01 is small, .06 is medium, and .14 is large.

Table 4. One-Way Between Subjects Analysis of Variance of the Amount of Impact on Each Linked School Reported by TDS, by School-Level Assignment, 2012–2013

School-Level Assignment	N	Mean	Std. Deviation	F	p	η^2
Elementary School	353	2.88	0.84			
Middle School	222	2.91	0.79			
High School	169	2.70	0.91			
Total	744	2.85	0.85	F (2, 741) = 3.46	.03	.01

Note: Effect size conventions for η^2 are: .01 is small, .06 is medium, and .14 is large.

Table 5. One-Way Between Subjects Analysis of Variance of the Amount of Contact with Each Linked School Reported by TDS, by Subject, 2012–2013

Subject	N	Mean	Std. Deviation	F	p	η^2
ELA/ESL	38	4.16	1.62			
ELA/Social Studies	147	4.40	1.54			
ESL/Bilingual	94	4.21	1.55			
Mathematics	173	4.21	1.62			
Science	154	4.03	1.71			
Social Studies	71	2.99	1.63			
Special Education	66	3.73	1.34			
Total	743	4.05	1.63	F (6, 736) = 7.39	< .001	.06

Note: Effect size conventions for η^2 are: .01 is small, .06 is medium, and .14 is large.

Table 6. One-Way Between Subjects Analysis of Variance of the Amount of Impact on Each Linked School Reported by TDS, by Subject, 2012–2013

Subject	N	Mean	Std. Deviation	F	p	η^2
ELA/ESL	38	2.87	0.78			
ELA/Social Studies	147	2.85	0.83			
ESL/Bilingual	95	3.07	0.76			
Mathematics	173	2.86	0.82			
Science	154	2.94	0.86			
Social Studies	71	2.62	0.98			
Special Education	66	2.50	0.77			
Total	744	2.85	0.85	F (6, 737) = 4.29	< .001	.03

Note: Effect size conventions for η^2 are: .01 is small, .06 is medium, and .14 is large.

Table 7. Regression Analyses of Relationships between Number of Linked Teachers at a School, Amount of Contact with the School and Amount of Impact at the School Reported by TDS, 2012–2013

Independent Variable	Dependent Variable	β	t	p	R^2
N of Teachers Linked to a TDS at each School Assigned	Amount of Contact with each Assigned School Reported by TDS	.15	$t(739) = 4.00$	< .001	.02
N of Teachers Linked to a TDS at each School Assigned	Amount of Impact with each Assigned School Reported by TDS	.08	$t(735) = 2.25$.03	.01
Amount of Contact with each Assigned School Reported by TDS	Amount of Impact with each Assigned School Reported by TDS	.62	$t(736) = 21.66$	< .001	.39
N of All Teachers Linked to each TDS	Average Amount of Contact with Linked Schools Reported by TDS	-.18	$t(110) = -1.90$.06	NA
N of All Teachers Linked to each TDS	Average Amount of Impact with Linked Schools Reported by TDS	-.04	$t(109) = -0.41$.68	NA
N of All Schools Linked to each TDS	Average Amount of Contact with Linked Schools Reported by TDS	-.70	$t(110) = -10.23$	< .001	.49
N of All Schools Linked to each TDS	Average Amount of Impact with Linked Schools Reported by TDS	-.24	$t(110) = -2.56$.01	.06
Average Amount of Contact with Linked Schools Reported by TDS	Average Amount of Impact with Linked Schools Reported by TDS	.35	$t(109) = 3.86$	< .001	.12

Note: Effect size conventions for R^2 are: .01 is small, .09 is medium, and .24 is large.

Table 8. TDS Assignments, Average Contact, and Average Impact on Prioritized Schools, 2012–2013

Prioritized School Name	Number of TDS Reporting Making Contact	Average Contact Reported (1=once per semester; 7=daily)	Average Impact Reported (1=none; 4=significant)
High Schools			
Austin High School	6	5.3	2.8
Davis High School	6	4.5	3.3
Furr High School	3	5.3	3.0
Houston Math, Science & Tech. Center	5	5.0	2.8
Jones High School	3	4.0	3.3
Kashmere High School	3	4.3	2.7
Lee High School	4	4.8	2.8
Madison High School	5	5.6	3.2
Milby High School	5	4.8	3.4
REACH Charter High School	2	5.5	3.5
Scarborough High School	4	5.8	3.3
Sharpstown High School	4	4.5	3.0
Sterling High School	6	5.5	3.0
Washington High School	6	4.2	2.8
Westbury High School	5	6.0	3.2
Wheatley High School	5	5.8	3.4
Worthing High School	5	5.8	3.4
Yates High School	6	4.0	3.3
Middle Schools			
Attucks Middle School	6	5.8	3.7
Black Middle School	6	4.3	3.3
Cullen Middle School	6	4.3	3.3
Deady Middle School	7	5.4	3.6
Dowling Middle School	0	0.0	0.0
Edison Middle School	6	4.5	3.0
Fleming Middle School	5	4.2	2.6
Fondren Middle School	6	4.8	2.8
Fonville Middle School	6	4.3	3.2
Henry Middle School	6	4.3	2.8
High School Ahead	6	3.6	3.0
Holland Middle School	6	4.2	2.8
Key Middle School	6	4.8	3.3
Las Américas Middle School	5	2.2	2.4
Ryan Middle School	6	5.4	3.3
Thomas Middle School	5	5.0	3.6
Welch Middle School	6	4.8	3.3

Table 8 (continued). TDS Assignments, Average Contact, and Average Impact on Prioritized Schools, 2012–2013

Prioritized School Name	Number of TDS Reporting Making Contact	Average Contact Reported (1=once per semester; 7=daily)	Average Impact Reported (1=none; 4=significant)
Elementary Schools			
Almeda Elementary School	3	5.3	3.7
Ashford Elementary School	1	4.0	4.0
Atherton Elementary School	2	4.5	3.5
Bastian Elementary School	2	6.0	2.0
Benavidez Elementary School	4	6.0	3.5
Benbrook Elementary School	1	6.0	3.0
Berry Elementary School	2	6.0	3.0
Blackshear Elementary School	3	5.7	3.3
Bonham Elementary School	3	5.3	3.7
Brookline Elementary School	3	3.5	2.0
Bruce Elementary School	3	5.3	3.7
Codwell Elementary School	1	6.0	3.0
Coop Elementary School	4	5.0	3.5
Dávila Elementary School	2	3.5	2.0
DeAnda Elementary School	2	6.0	3.5
Dodson Elementary School	3	5.7	3.3
Dogan Elementary School	5	5.6	3.2
Durham Elementary School	3	4.0	2.0
Durkee Elementary School	3	4.7	2.7
Eliot Elementary School	2	5.0	3.0
Foerster Elementary School	6	6.0	2.7
Fondren Elementary School	2	5.0	4.0
Foster Elementary School	2	6.0	3.0
Franklin Elementary School	2	5.0	4.0
Frost Elementary School	1	5.0	3.0
Garcia Elementary School	4	5.5	3.3
Garden Oaks Elementary School	3	4.0	2.7
Garden Villas Elementary School	3	4.3	2.3
Gregg Elementary School	2	5.0	3.5
Grissom Elementary School	4	5.5	3.0
Gross Elementary School	3	6.0	3.3
Harris, R. P. Elementary School	2	5.5	3.5
Hartsfield Elementary School	2	5.5	4.0
Henderson, N. Q. Elementary School	2	4.0	3.0
Herrera Elementary School	2	5.5	3.5
Highland Heights Elementary School	3	5.0	2.7

Table 8 (continued). TDS Assignments, Average Contact, and Average Impact on Prioritized Schools, 2012–2013

Prioritized School Name	Number of TDS Reporting Making Contact	Average Contact Reported (1=once per semester; 7=daily)	Average Impact Reported (1=none; 4=significant)
Elementary Schools (continued)			
Hobby Elementary School	3	5.3	2.7
Isaacs Elementary School	3	5.7	2.7
Kashmere Gardens Elementary School	2	6.0	3.5
Kelso Elementary School	2	5.5	3.0
Law Elementary School	3	2.7	2.3
Lewis Elementary School	1	6.0	3.0
Lockhart Elementary School	2	5.0	4.0
Looscan Elementary School	3	5.3	2.7
Mading Elementary School	2	6.0	3.5
Martínez, C. Elementary School	2	6.0	3.5
Martinez, R. Elementary School	2	5.5	3.0
McGowen Elementary School	2	5.5	3.0
McNamara Elementary School	1	5.0	4.0
Mitchell Elementary School	2	6.5	4.0
Montgomery Elementary School	2	5.5	3.5
Northline Elementary School	2	5.0	3.0
Paige Elementary School	2	5.0	3.0
Peck Elementary School	1	5.0	3.0
Petersen Elementary School	5	3.6	2.8
Pleasantville Elementary School	3	4.3	3.0
Reynolds Elementary School	2	5.0	3.0
Robinson Elementary School	1	5.0	3.0
Ross Elementary School	2	6.5	4.0
Scarborough Elementary School	2	4.0	2.5
Shadowbriar Elementary School	1	6.0	4.0
Sherman Elementary School	2	4.0	3.5
Sinclair Elementary School	2	4.5	3.5
Smith, K. Elementary School	1	5.0	3.0
Stevens Elementary School	2	6.0	4.0
Sugar Grove Middle School	6	5.2	2.8
Thompson Elementary School	3	4.7	3.0
Tijerina Elementary School	2	5.5	2.0
Tinsley Elementary School	3	5.0	3.0
Wainwright Elementary School	1	6.0	4.0
Wesley Elementary School	1	5.0	3.0
Whidby Elementary School	3	5.0	3.3

Table 8 (continued). TDS Assignments, Average Contact, and Average Impact on Prioritized Schools, 2012–2013

Prioritized School Name	Number of TDS Reporting Making Contact	Average Contact Reported (1=once per semester; 7=daily)	Average Impact Reported (1=none; 4=significant)
Elementary Schools (continued)			
Whittier Elementary School	2	5.0	3.0
Young Elementary School	2	6.0	3.5
Multilevel Schools			
Gregory-Lincoln Education Center	4	5.8	3.8
Long Academy	6	5.3	3.0
Pilgrim Academy	5	3.4	2.4
Rusk School	4	4.8	3.0
Wilson Montessori	3	4.3	3.3
Woodson K–8	3	5.7	3.7
TOTAL, Average	3.3	5.0	3.2

Table 9. Independent Sample *t* Test of the Number of TDS Linked to Prioritized and Non-Prioritized Schools, 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
Prioritized Schools	115	3.33	1.68			
Non-Prioritized Schools	131	2.83	1.77			
Total	246	3.07	1.75	<i>t</i> (244) = 2.25	.03	.29

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 10. Independent Sample *t* Test of Average TDS Contact with Prioritized and Non-Prioritized Schools, 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
Prioritized Schools	115	5.05	0.79			
Non-Prioritized Schools	131	3.34	1.37			
Total	246	4.14	1.42	<i>t</i> (212.9) = 12.13	< .001	1.55

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 11. Independent Sample *t* Test of Average TDS Impact on Prioritized and Non-Prioritized Schools, 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
Prioritized Schools	115	3.16	0.48			
Non-Prioritized Schools	131	2.58	0.75			
Total	246	2.85	0.70	<i>t</i> (222.7) = 7.26	< .001	.93

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 12. Regression Analyses of Relationships between Number of New Teachers Linked to TDS, Amount of Contact, and Amount of Impact with the New Teachers Reported by TDS, 2012–2013

Independent Variable	Dependent Variable	β	<i>t</i>	<i>p</i>	R^2
N of New Teachers Linked to each TDS	Average Contact with All Assigned New Teachers Reported by TDS	-.17	<i>t</i> (107) = -1.77	.08	NA
N of New Teachers Linked to each TDS	Average Impact with All Assigned New Teachers Reported by TDS	-.08	<i>t</i> (107) = -.83	.41	NA
Contact with each New Teacher Reported by TDS	Impact with each New Teacher Reported by TDS	.69	<i>t</i> (733) = 25.82	< .001	.48
Average Contact with All Assigned New Teachers Reported by TDS	Average Impact with All Assigned New Teachers Reported by TDS	.62	<i>t</i> (107) = 8.17	< .001	.38

Note: Effect size conventions for R^2 are: .01 is small, .09 is medium, and .24 is large.

Table 13. Stanford 10 NCEs for Non-Special Education Students in Prioritized and All HISD Schools, 2010–2011 through 2012–2013

	2010–2011				2011–2012				2012–2013			
	Prioritized Schools		HISD		Prioritized Schools		HISD		Prioritized Schools		HISD	
	Ave NCE	N	Ave NCE	N	Ave NCE	N	Ave NCE	N	Ave NCE	N	Ave NCE	N
Reading												
Grade 1	42	4,268	48	10,368	41	4,326	48	10,286	40	4,268	46	10,396
Grade 2	41	4,192	46	10,172	40	4,156	46	10,113	40	4,237	46	10,144
Grade 3	42	4,132	49	10,029	41	4,515	48	10,717	42	4,298	49	10,723
Grade 4	44	5,006	49	11,934	44	5,116	50	12,046	41	5,229	47	12,627
Grade 5	42	5,726	47	13,561	42	5,788	47	13,771	39	5,623	46	13,421
Grade 6	39	3,560	47	11,149	38	3,856	45	11,537	36	3,889	45	11,662
Grade 7	39	3,710	47	10,956	41	3,793	49	11,059	37	3,754	45	11,229
Grade 8	41	3,689	48	10,995	40	3,919	47	10,998	39	3,840	46	10,991
TOTAL Reading	41	34,283	48	89,164	41	35,469	48	90,507	39	35,138	46	91,193
Mathematics												
Grade 1	48	4,315	53	10,420	45	4,390	50	10,295	44	4,293	50	10,401
Grade 2	45	4,204	51	10,186	44	4,164	50	10,113	43	4,239	50	10,149
Grade 3	52	4,139	58	10,081	49	4,552	56	10,716	50	4,319	58	10,727
Grade 4	53	5,025	59	11,977	51	5,141	58	12,044	50	5,264	56	12,628
Grade 5	52	5,724	56	13,558	50	5,787	55	13,773	48	5,627	55	13,422
Grade 6	52	3,553	56	11,125	46	3,858	54	11,539	45	3,885	53	11,652
Grade 7	51	3,704	57	10,890	48	3,803	56	11,058	47	3,745	55	11,222
Grade 8	51	3,687	57	10,962	48	3,924	54	10,998	47	3,841	56	10,987
TOTAL Mathematics	50	34,351	56	89,199	48	35,619	54	90,536	47	35,213	54	91,188

Source: NCS Pearson, Inc.

Table 14. Independent Sample *t* Test of Grade 1 Reading Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	4,268	41.9	22.2			
2012–2013	4,268	40.3	22.1			
				<i>t</i> (8,534) = 3.38	.001	.07

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 15. Independent Sample *t* Test of Grade 2 Reading Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	4,192	40.7	19.6			
2012–2013	4,237	39.6	19.4			
				<i>t</i> (8,427) = 2.73	.01	.06

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 16. Independent Sample *t* Test of Grade 3 Reading Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	4,132	42.1	19.4			
2012–2013	4,298	42.1	19.9			
				<i>t</i> (8,426.8) = -0.14	.89	NA

Table 17. Independent Sample *t* Test of Grade 4 Reading Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	5,006	43.8	17.1			
2012–2013	5,229	40.8	17.9			
				<i>t</i> (10,233.0) = 8.71	< .001	.17

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 18. Independent Sample *t* Test of Grade 5 Reading Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	5,726	42.5	17.2			
2012–2013	5,623	39.5	17.9			
				<i>t</i> (11,309.2) = 9.05	< .001	.17

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 19. Independent Sample *t* Test of Grade 6 Reading Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	3,560	38.9	17.8			
2012–2013	3,889	36.2	18.5			
				<i>t</i> (7,429.3) = 6.52	< .001	.15

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 20. Independent Sample *t* Test of Grade 7 Reading Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	3,710	39.3	17.1			
2012–2013	3,754	36.9	17.7			
				<i>t</i> (7,459.0) = 6.08	< .001	.14

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 21. Independent Sample *t* Test of Grade 8 Reading Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	3,689	41.2	16.1			
2012–2013	3,840	38.6	16.2			
				<i>t</i> (7,527) = 7.01	< .001	.16

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 22. Independent Sample *t* Test of Grade 1 Mathematics Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	4,315	47.7	20.0			
2012–2013	4,293	44.0	20.1			
				<i>t</i> (8,606) = 8.39	< .001	.18

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 23. Independent Sample *t* Test of Grade 2 Mathematics Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	4,204	45.4	19.7			
2012–2013	4,239	43.4	19.5			
				<i>t</i> (8,441) = 4.69	< .001	.10

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 24. Independent Sample *t* Test of Grade 3 Mathematics Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	4,139	51.5	20.1			
2012–2013	4,319	50.1	21.3			
				<i>t</i> (8,454.0) = 3.27	.001	.07

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 25. Independent Sample *t* Test of Grade 4 Mathematics Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	5,025	53.1	17.2			
2012–2013	5,264	49.5	19.1			
				<i>t</i> (10,253.2) = 10.09	< .001	.20

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 26. Independent Sample *t* Test of Grade 5 Mathematics Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	5,724	52.1	17.7			
2012–2013	5,627	48.4	19.3			
				<i>t</i> (11,226.3) = 10.86	< .001	.20

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 27. Independent Sample *t* Test of Grade 6 Mathematics Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	3,553	51.9	16.2			
2012–2013	3,885	45.0	17.5			
				<i>t</i> (7,434.2) = 17.7	< .001	.41

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 28. Independent Sample *t* Test of Grade 7 Mathematics Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	3,704	50.6	18.4			
2012–2013	3,745	46.7	18.6			
				<i>t</i> (7,446.9) = 8.96	< .001	.21

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 29. Independent Sample *t* Test of Grade 8 Mathematics Stanford 10 NCEs for 2012–2013 Prioritized Schools in 2010–2011 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2010–2011	3,687	50.7	17.1			
2012–2013	3,841	47.4	16.7			
				<i>t</i> (7,526) = 8.39	< .001	.19

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 30. Percentage of Students in Prioritized Schools and All HISD Schools Passing Freshman Level State of Texas Assessments of Academic Readiness/End of Course Examinations (STAAR/EOC), 2011–2012 and 2012–2013

	2011–2012				2012–2013			
	Prioritized Schools		HISD		Prioritized Schools		HISD	
	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing	N
English I-Reading	42.7	5,209	59.0	11,505	41.3	5,978	59.4	12,983
English I-Writing	29.2	5,218	47.1	11,515	25.0	5,469	42.5	13,389
Algebra 1	71.0	5,045	78.9	11,042	65.1	5,367	75.4	11,846
Biology	75.7	4,529	84.2	10,259	72.8	5,465	82.4	12,511
World Geography	59.0	4,876	73.0	10,879	55.4	5,518	71.0	12,386

Source: State of Texas End of Course Assessments

Table 31. Independent Sample *t* Test of English I-Reading STAAR/EOC Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	5,209	1,831.81	198.34			
2012–2013	5,978	1,808.17	226.01			
				<i>t</i> (11,184.4) = 5.89	< .001	.11

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 32. Independent Sample *t* Test of English I-Writing STAAR/EOC Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	5,218	1,757.19	205.52			
2012–2013	5,469	1,718.96	218.13			
				<i>t</i> (10,683.3) = 9.33	< .001	.18

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 33. Independent Sample *t* Test of Algebra 1 STAAR/EOC Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	5,045	3,704.98	378.93			
2012–2013	5,367	3,654.58	380.59			
				<i>t</i> (10,410) = 6.77	< .001	.13

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 34. Independent Sample *t* Test of Biology STAAR/EOC Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	4,529	3,696.04	319.47			
2012–2013	5,465	3,714.43	359.09			
				<i>t</i> (9,941.9) = -2.71	.01	.05

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 35. Independent Sample *t* Test of World Geography STAAR/EOC Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	4,876	3,591.09	338.76			
2012–2013	5,518	3,572.66	373.76			
				<i>t</i> (10,385.3) = 2.64	.01	.05

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 36. Percentage of Prioritized Schools and All HISD Schools Passing State of Texas Assessments of Academic Readiness (STAAR), 2011–2012 and 2012–2013

	2011–2012				2012–2013			
	Prioritized Schools		HISD		Prioritized Schools		HISD	
	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing	N
Reading								
Grade 3	63.2	6,755	71.2	15,976	65.0	6,334	73.7	15,563
Grade 4	61.5	6,307	71.1	14,911	54.3	6,211	64.5	15,095
Grade 5	63.9	5,989	71.9	14,558	61.4	5,848	70.4	14,100
Grade 6	50.9	645	67.3	12,239	49.4	4,141	64.1	12,390
Grade 7	51.8	635	69.9	11,745	59.5	4,024	71.7	11,979
Grade 8	54.7	614	75.7	11,752	66.8	4,138	77.0	11,779
TOTAL Reading	61.9	20,944	71.2	81,181	59.6	30,696	70.1	80,906
Mathematics								
Grade 3	55.6	6,723	64.6	15,877	53.6	6,331	64.6	15,491
Grade 4	55.8	6,297	66.1	14,854	53.0	6,186	64.3	15,003
Grade 5	67.8	5,949	75.2	14,442	59.0	5,794	68.9	14,009
Grade 6	61.9	583	73.5	11,915	57.0	3,963	69.6	11,931
Grade 7	40.7	521	52.9	7,369	46.3	3,159	56.0	8,091
Grade 8	51.1	511	71.0	12,825	66.0	4,087	76.4	12,401
TOTAL Mathematics	58.9	20,583	68.2	77,282	55.9	29,520	67.1	76,926

Source: State of Texas Assessments of Academic Readiness

Table 37. Independent Sample *t* Test of STAAR Grade 3 Reading Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	6,755	1,371.72	135.13			
2012–2013	6,334	1,370.68	133.52			
				<i>t</i> (13,087) = 0.45	.66	NA

Table 38. Independent Sample *t* Test of STAAR Grade 4 Reading Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	6,307	1,457.49	123.27			
2012–2013	6,211	1,445.36	131.95			
				<i>t</i> (12,429.8) = 5.31	< .001	.09

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 39. Independent Sample *t* Test of STAAR Grade 5 Reading Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	5,989	1,495.17	112.79			
2012–2013	5,848	1,492.27	117.27			
				<i>t</i> (11,788.6) = 1.37	.17	NA

Table 40. Independent Sample *t* Test of STAAR Grade 6 Reading Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	645	1,520.07	119.94			
2012–2013	4,141	1,510.54	117.72			
				<i>t</i> (4,784) = 1.91	.06	NA

Table 41. Independent Sample *t* Test of STAAR Grade 7 Reading Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	635	1,560.72	122.25			
2012–2013	4,024	1,574.32	107.66			
				<i>t</i> (796.8) = -2.65	.01	.11

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 42. Independent Sample *t* Test of STAAR Grade 8 Reading Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	614	1,584.09	120.40			
2012–2013	4,138	1,614.19	109.44			
				<i>t</i> (770.8) = -5.85	< .001	.25

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 43. Independent Sample *t* Test of STAAR Grade 3 Mathematics Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	6,723	1,411.44	132.70			
2012–2013	6,331	1,408.77	133.60			
				<i>t</i> (13,052) = 1.15	.25	NA

Table 44. Independent Sample *t* Test of STAAR Grade 4 Mathematics Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	6,297	1,492.51	124.05			
2012–2013	6,186	1,483.75	133.26			
				<i>t</i> (12,382.3) = 3.80	< .001	.07

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 45. Independent Sample *t* Test of STAAR Grade 5 Mathematics Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	5,949	1,543.17	126.12			
2012–2013	5,794	1,527.50	138.67			
				<i>t</i> (11,572.1) = 6.40	< .001	.12

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 46. Independent Sample *t* Test of STAAR Grade 6 Mathematics Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	583	1,557.33	135.75			
2012–2013	3,963	1,544.56	121.45			
				<i>t</i> (725.6) = 2.15	.03	.10

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 47. Independent Sample *t* Test of STAAR Grade 7 Mathematics Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	521	1,542.49	103.41			
2012–2013	3,159	1,550.00	87.55			
				<i>t</i> (648.7) = -1.57	.12	NA

Table 48. Independent Sample *t* Test of STAAR Grade 8 Mathematics Scale Scores for 2012–2013 Prioritized Schools in 2011–2012 and 2012–2013

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
2011–2012	511	1,593.54	111.46			
2012–2013	4,087	1,622.87	90.69			
				<i>t</i> (597.4) = -5.72	< .001	.27

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.