The Teaching American History Program was designed to train U.S. history teachers to improve their knowledge in the teaching of American history to district students in middle and high schools (grades eight and eleven). The program’s objectives were to increase the percentage of teachers who participate in at least 75 percent of professional development hours; and increase teachers’ use of American history best practices. TAKS data are provided in this report for student outcome assessment. Data regarding budget and SPARKS outcomes were requested by the evaluator, but were not provided by program management.

**Participation**

The program provided services to a total of 44 U.S. history teachers from 29 schools (12 middle schools and 17 high schools). Of the 44 teachers, 25 (56.8%) were high school teachers and 19 (43.2%) were middle school teachers. Of the 25 high school teachers, 10 (40.0%) were females and 15 (60.0%) were males. Of the 19 middle school teachers, 11 (57.9%) were females and eight (42.1%) were males.

**Professional Development Attendance**

Forty-four teachers were enrolled in the project. Attendance data indicated that 34 (77%) of the teachers completed 75 percent or more of professional development that was offered. Three of the teachers had perfect attendance (100%). The participation rate did not meet the project’s target goal of 90 percent.

**Texas Assessment of Knowledge and Skills (TAKS)**

Table 1 presents the number and percent of American History Program students who met TAKS standard in Social Studies. Among high schools, the lowest percentage of American History Program students who met the TAKS standard in social studies was posted at Sunset (62.5%, but with a small sample size) while the highest percentages were posted at Hillcrest, Jefferson, Samuell, North Dallas, and Rangel (100.0% each). Overall, the 17 American History Program high schools had more than 93 percent of their combined student bodies meet standard on TAKS Social Studies. Among middle schools, the lowest percentage of American History Program students who met the TAKS standard in Social Studies was posted at Long (81.1%) while the highest percentage was posted at Florence (98.4%). Overall, the 11 American History Program middle schools had more than 89 percent of their combined student bodies meet standard on TAKS Social Studies.

**Summary**

Teacher professional development participation rates did not meet the project’s target goal of 90 percent. For TAKS, the 17 program high schools had more than 93 percent of their combined student bodies meet standard on TAKS Social Studies. For the 11 program middle schools, more than 89 percent of their combined student bodies met standard on TAKS Social Studies.

For more information, contact Program Evaluation at 972-925-6457.