

# AISD REACH MILESTONES



## PERFORMANCE

- *Teachers who met math Student Learning Objectives (SLOs) had students who performed significantly higher on the math Texas Assessment of Knowledge and Skills (TAKS) than did those who established but did not meet their math SLOs. Similar results were also found for reading.*
- *Middle school teachers had significantly more students scoring above expectations on math TAKS than their comparison teachers (27% vs. 14%, respectively).*
- *Teachers who met one or both SLOs were more likely to indicate that they had altered their instructional practices than those who did not meet either SLO. Additionally, teachers across the pilot indicated strong support for outcome-based measures, particularly those based on student growth.*
- *From SY 2006-2007 to 2007-2008, pilot schools overall were 20% more likely to improve their school-wide TAKS Comparable Improvement ranking (from 1 to 41) compared with their prior year ranking than were their comparison schools.*
- *During 2008-2009, over 53% of highest-needs school participants reported that using SLOs had improved their teaching and over 67% reported that they often consider their SLOs when planning and conducting their daily work.*

## PROFESSIONAL DEVELOPMENT

- *The REACH mentoring program received praise from both novice and veteran teachers.*
- *Novice teachers at highest-needs schools reported significantly more favorable mentoring experiences with REACH mentors than did their comparison peers with traditional AISD mentors and discussed the significant contribution REACH mentors had made to their teaching practices and to their decision to remain at their schools.*
- *During 2008-2009, teachers who participating in Take One! provided a very favorable review of its value to their teaching and 100% of the participants said they would recommend the program to others in the future.*

## RECRUITMENT/RETENTION

- *Retention for novice teachers increased by 11% from 2007-2008 to 2008-2009 at highest-needs pilot schools compared with a 3% increase for novice teacher retention rate at highest-needs comparison schools.*
- *Teachers across the pilot indicated that REACH influenced their decisions to remain on campus for 2009-2010 rather than to retire or transfer. In addition, during 2008-2009, teachers at highest-needs schools were less likely to report that they often look for non-teaching jobs and reported more positive school climate (collegial leadership and achievement press) than did their comparison peers.*

## PROGRAM STRUCTURE

- *74% of teachers agree that the program components are a positive change to teacher pay practices and 67% reported that the program is fair to teachers.*
- *Teachers are most supportive of the recruitment and new to school stipend components of the program, followed by the school-wide TAKS growth stipend.*
- *Results for 2008-2009, showed that there were challenges of defining objectives for newly eligible campus staff. Pilot Participants also identified a number of challenges with the D2 assessment tool being piloted in the 2008-2009 School Year.*

**The results above are from the internal and external evaluations being conducted about the program. To date these results indicate some positive results, but longitudinal data from the full four years of the pilot will be needed to complete a more comprehensive review of the program's impact. All of the AISD REACH evaluation reports are posted on the AISD website:**

[www.austinisd.org/compensation](http://www.austinisd.org/compensation).