



AISD REACH Program Update

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Program Evaluation

REACH Mentoring Program, 2009—2010



Mentoring Overview

One of the most critical support elements of the REACH program is the provision of high-quality, intensive mentoring for teachers at highest needs schools in years 1 to 3 of service. Mentoring is expected not only to help novice teachers to become more effective, but also to provide a positive early-career experience and ultimately to improve novice teacher retention. REACH mentors receive extensive training from the New Teacher Center, and training sessions during the year are designed to provide content most relevant to mentee teachers' needs at that time of year.

The figure below summarizes the activities mentors conducted throughout the 2009—2010 school year. It is apparent that most activities (85%) were directly related to mentee support.

AISD Campuses with REACH Mentors 2009-10

High Schools

Akins
Lanier

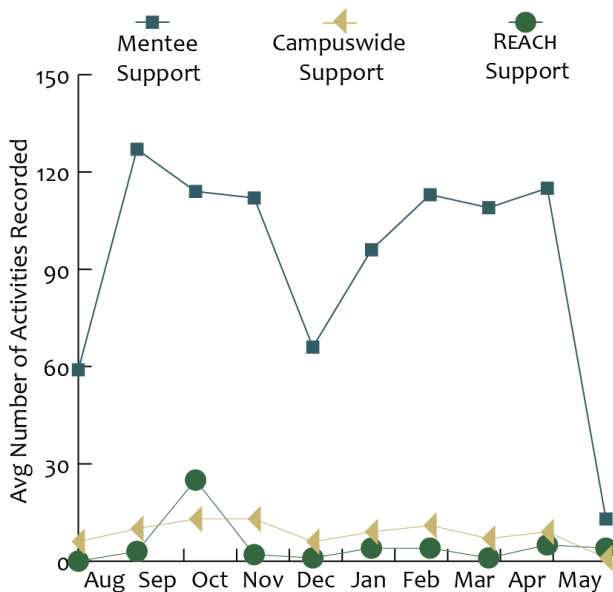
Middle Schools

Dobie
Webb

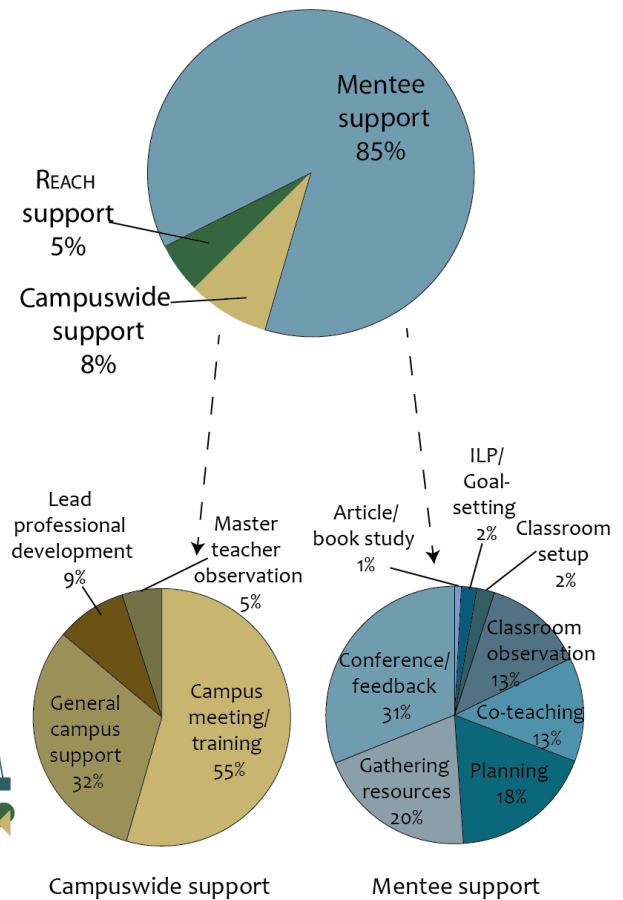
Elementary Schools

Harris Hart
Jordan Norman
Pickle Sims
Pleasant Hill
Rodriguez
Sunset Valley

AISD REACH Mentor Activities, 2009-2010



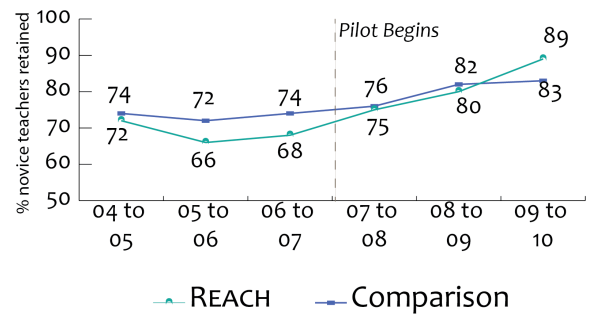
Source: REACH mentor database.



Novice Teacher Retention

In 2010, novice teacher retention rates at schools with REACH mentors surpassed retention rates at similar comparison schools in the district ($z=1.64$; $p<.05$). As indicated by the figure to the right, novice teacher retention at all of these high needs schools was on a positive trajectory, but the rate of change was higher in the REACH schools than in comparison schools without intensive mentoring. Future reports will address the impact of mentoring on effectiveness as well as on retention.

Novice Teacher Retention Rates, 2005 through 2010, for REACH and Comparison Schools



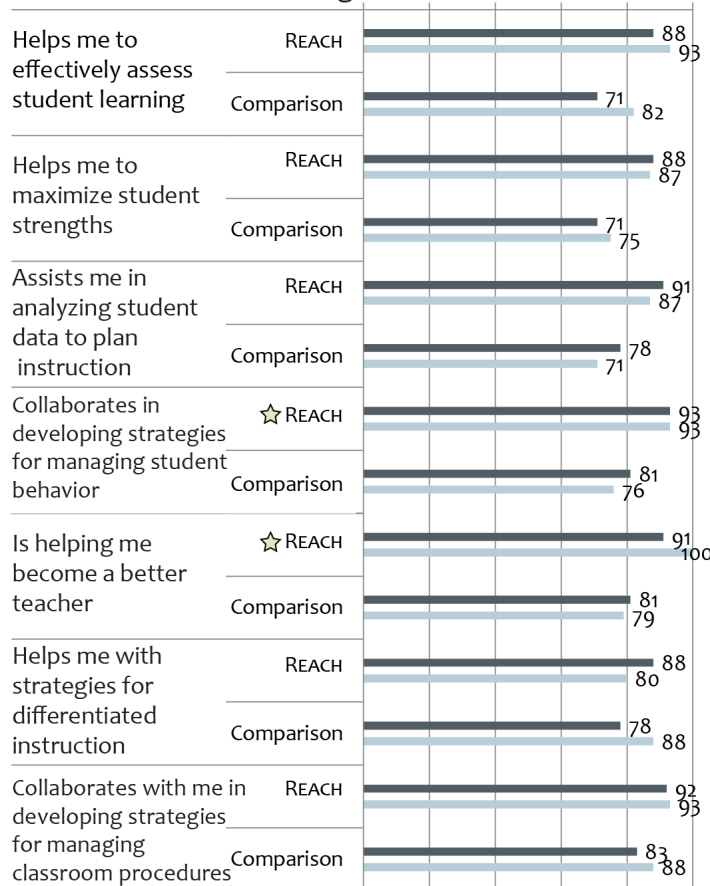
Mentoring Program Ratings

As indicated in the figures below, novice teachers with REACH mentors provided more favorable ratings of their mentoring experience than did novice teachers at comparison schools who had traditional spare-time mentors.

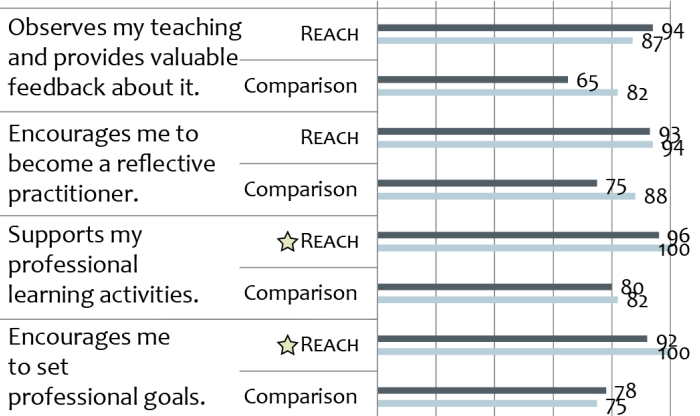
“My mentor...”

2008-2009 2009-2010

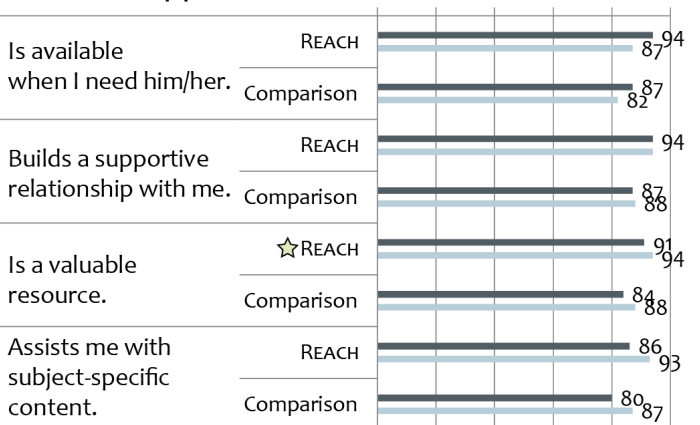
Classroom Management and Instructional Planning



Professional Growth



General Support



Indicates items for which REACH ratings were higher than comparison in 2009—2010; differences in survey sampling (i.e., in 2008—2009 the survey was sent to all novice teachers; in 2009—2010 to just a sample) may

account for fewer significant differences in 2009—2010 than in 2008—2009 when all items were rated higher by REACH teachers.

For more AISD REACH program evaluation reports, please visit: <http://www.austinisd.org/inside/accountability/evaluation/>