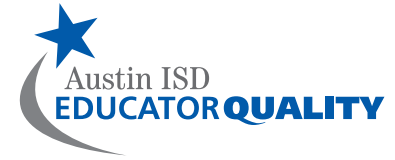


# AUSTIN INDEPENDENT SCHOOL DISTRICT

## AISD REACH Fact Sheet



### BACKGROUND

Now in its fifth year, AISD REACH, the District's Strategic Compensation Program, was designed to advance our efforts to recruit and retain the very best teachers and principals for Austin's schools. This innovative program offers incentives for raising the academic achievement of students and combines significant performance rewards with targeted supports and leadership opportunities for teachers. The program also supplies full-time mentors who support novice teachers with high-quality, individualized professional development, guidance, and classroom support.

The District was recently awarded \$62.3 million—the largest grant in the nation—from the U.S. Dept. of Education to expand the AISD REACH Program over the next five years. This funding will allow us to expand the program to a total of 37 campuses, particularly in East Austin where our challenges are the greatest.

AISD REACH is a program built by Austin educators for Austin. Through unique partnerships with Education Austin and the Greater Austin Chamber of Commerce, AISD is working to ensure that all students achieve new levels of academic excellence and have access to high quality educators.

### PROGRAM STRUCTURE

AISD REACH is grounded in five areas of focus:

1. Student Growth
2. Professional Growth
3. Leadership Pathways
4. Evaluation
5. Recruitment and Retention

### OUR THEORY OF ACTION

If AISD improves its recruitment and retention of high-quality staff and supports and rewards their exemplary practice, the District will improve teaching and learning for all students.

### PROGRAM GOALS

- *Enhance the District's ability to recruit and retain high-quality staff.*
- *Provide intensive support to novice teachers.*
- *Reward individual, team, and campus practices that result in student academic growth.*
- *Strengthen the capacity of campus staff to focus their teaching practices and professional development on areas of data-driven needs.*
- *Provide leadership pathways that allow teachers to lead from the classroom.*

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### RESULTS/RESEARCH

AISD REACH is being evaluated through a multi-year, comprehensive evaluation. To date these results indicate some positive results, but longitudinal data from the pilot will be needed to complete a full review of the pilot's impact. The following are highlights from the program's evaluation reports. All of the REACH evaluation reports are posted on the AISD website: <http://archive.austinisd.org/inside/initiatives/compensation/>

### PERFORMANCE

- *In 2010-2011, REACH teachers who met their individual SLOs in reading/ELA appeared more likely than their peers who did not meet SLOs in reading/ELA and teachers at comparison schools to have students who exceeded their predicted TAKS performance in some instances.*
- *High school teachers who met SLOs in 2010-2011 had somewhat more favorable attitudes toward SLOs and toward Reach in general ( $r = .29, p < .01$  and  $r = .30, p < .01$ , respectively), and reported greater program impact on their campuses ( $r = .30, p < .01$ ) than did those who did not meet SLOs.*
- *The impact of SLOs was greatest in 2011, when middle and high school teachers who met SLOs outperformed teachers at comparison schools, and elementary and high school teachers who met math SLOs outperformed their Reach peers who did not.*
- *In 2009-2010, 78% of teachers who responded to open-ended comments regarding Student Learning Objectives (SLOs) felt that the SLO process has positively changed their instructional practices.*
- *2009-2010 program implementation ratings were higher on campuses with principals who supported and collaborated with their staff on Reach activities, and on campuses where teachers had positive attitudes towards Student Learning Objectives (SLOs) (e.g., understood the purpose of SLOs, integrated SLOs into daily work, etc.).*
- *In 2008-2009, teachers who met two science Student Learning Objectives (SLOs) had a higher percentage of students achieving above what was predicted than did teachers who met no science SLOs.*

### RECRUITMENT/RETENTION

- *In 2010, novice teacher retention rates at schools with Reach mentors surpassed retention rates at similar comparison schools in the district.*
- *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.*

**Research results continue on the next page**



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### 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.*
- *In 2010-2011, elementary and middle school PDU participants reported more data use than did their Reach peers who did not participate, and middle and high school PDU participants reported a tendency toward more reflective teaching behaviors than did Reach non-participants and teachers at comparison schools.*

AISD REACH Pilot Schools 2011-2012		
HIGH SCHOOLS (6)	MIDDLE SCHOOLS (5)	ELEMENTARY SCHOOLS (16)
Akins Lanier LBJ Reagan Travis Eastside Memorial	Dobie Garcia Martin Pearce Webb	Allan Allison Barrington Brown Govalle Harris Hart Jordan Norman Pecan Springs Pickle Pleasant Hill Rodriguez Sims Sunset Valley Walnut Creek

**To learn more about AISD REACH,**  
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**or visit: [www.austinsid.org/edquality](http://www.austinsid.org/edquality).**