

Educator Excellence Innovation Program

Four Year Summative Report

Executive Summary

EEIP in AISD

The Educator Excellence Innovation Program (EEIP) is a Texas Education Agency (TEA) grant program that funds innovation in teacher support. The overarching goal of EEIP was to enhance educator quality and effectiveness, increase retention, and create positive change in students' academics. Austin Independent School District (AISD) was initially awarded a total of \$2 million over a 2-year period of performance from 2014–2015 through 2015–2016. In 2016, AISD's renewal application was accepted for an additional 2 years of funding through the 2017–2018 school year

Short-Term Outcomes: Knowledge, Skills, Abilities, and Attitudes

EEIP novice teachers responded more positively to knowledge, skills, abilities, and attitude items than did novice teachers at matched comparison schools (Figures 1 and 2).

Figure 1.

EEIP novice teachers rated their collaborative work on PLCs higher, on average, than did comparison school novice teachers.

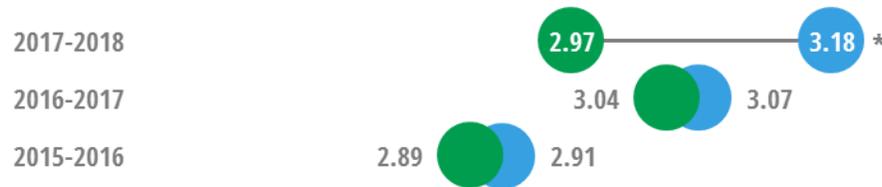


Source. TELL AISD 2015-16 through 2017-18

* $p \leq .1$; ** $p \leq .05$; *** $p \leq .01$

Figure 2.

EEIP novice teachers rated their self-efficacy higher, on average, than did comparison school novice teachers.



Source. TELL AISD 2015-16 through 2017-18

* $p \leq .1$; ** $p \leq .05$; *** $p \leq .01$

While EEIP novice teachers generally had more positive short-term outcomes than their matched comparison group, the most positive short-term outcomes were observed for 3rd-year EEIP teachers. In particular, 3rd-year EEIP teachers consistently responded more positively on all but one subscale—in which they were equivalent—than did comparison 3rd-year teachers in years 3 and 4 of EEIP implementation.

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Overview of Findings

Throughout the implementation of EEIP, positive impacts were seen in a variety of areas. In relation to comparison schools:

- Novice (2 or fewer years of teaching experience) and 3rd-year teachers (3 years of teaching experience) at EEIP schools had overall more positive perceptions of their knowledge, skills, abilities, and attitudes than novice and third-year teachers at comparison schools.
- 3rd-year teachers at EEIP schools were rated higher on PPFT instructional practices' strands than third-year teachers at comparison schools.
- Novice teachers at EEIP schools experienced greater rates of retention than novice teachers at comparison schools.
- The majority of EEIP staff surveyed felt that EEIP helped with recruitment and retention at their school.

Intermediate Outcomes: Instructional Practices and Retention

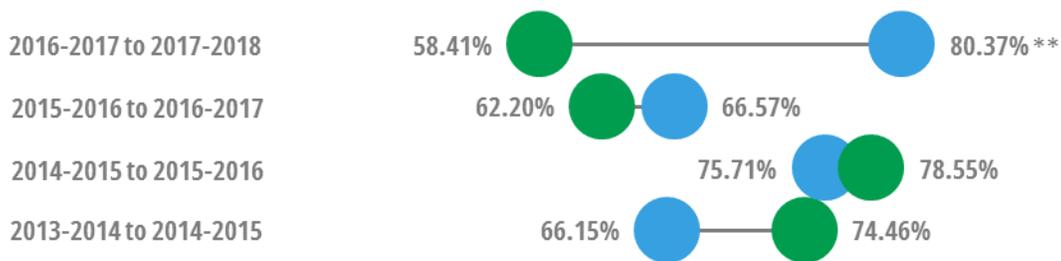
Figure 3.
EEIP 3rd-year teachers' PPFT instructional practice ratings exceeded those of their matched comparison group.



Source. PPFT ratings, 2014-15 through 2017-18
 * $p \leq .1$; ** $p \leq .05$; *** $p \leq .01$

While the pattern of retention varied across teacher groups and program years, by the last year of program implementation, all teacher groups (i.e., novice, 3rd-year, and experienced) at EEIP schools were retained at a higher percentage than were teachers at comparison schools (Figure 4).

Figure 4.
Novice teachers were more likely to leave from EEIP schools than from comparison schools in the first 2 years of implementation, but more likely to be retained than novice teachers at comparison schools in the last 2 years of implementation.



Source. PEIMS fall snapshot 2013-14 through 2017-18
 * $p \leq .1$; ** $p \leq .05$; *** $p \leq .01$

Conclusion

These findings reinforce the importance of mentorship supports for early career teachers with regard to increased knowledge, skills, abilities, and attitudes, application of strong instructional practices, and retention. To continue EEIP practices in AISD after EEIP funding has ended, teachers and administrators can capitalize on the learning gained about supporting early career teachers through the implementation of EEIP by identifying opportunities to enhance existing support structures with support structures similar to those used in EEIP.

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