



AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Program Evaluation

AISD REACH Program Update

Results for Teacher Retention



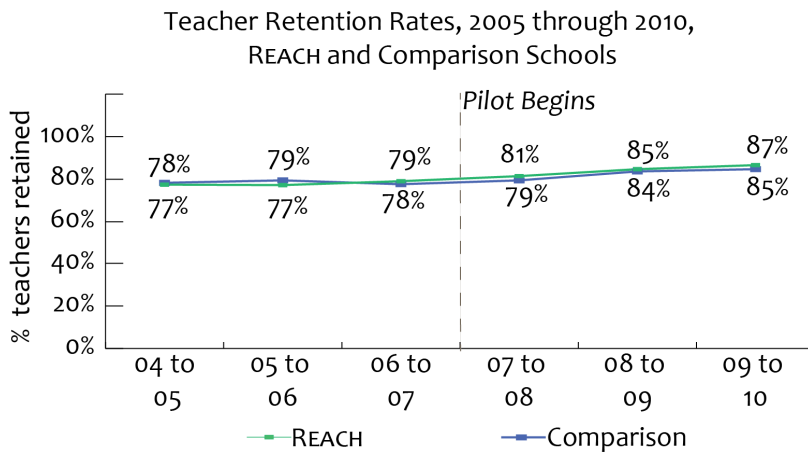
Fast Facts:

October 2010 Recruitment
Payout Total: \$804,750
Avg payout: \$982
Number of recipients: 946

July 2009 Retention Payout
Total: \$776,750
Avg payout: \$851
Number of recipients: 791

AISD REACH Retention Overview

One of the primary aims of the AISD REACH program is to improve student achievement through increased campus staff stability. Staff stability may be accomplished in three ways. First, educators are awarded stipends for coming to or returning to a REACH campus in the fall, and a second stipend is awarded the following summer for remaining on the campus the entire school year. Second, both stipends educators earn for demonstrating student growth and the mentoring novice teachers receive should bolster school climate and im-

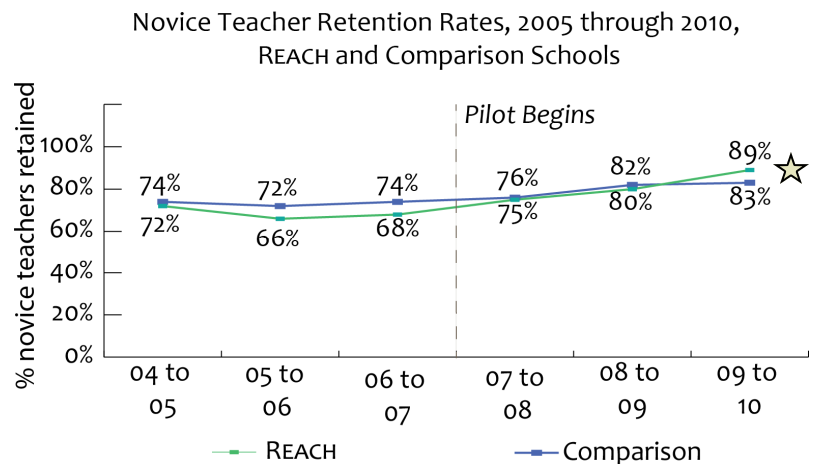


Source: AISD HR Records; rates are October to October

prove job satisfaction, ultimately improving retention. Third, the professional development and mentoring that teachers receive through the program should increase self-efficacy and effectiveness, thus increasing the likelihood teachers will stay on their campus. Although rates are improving, the data (see figure at left) suggest that the teacher retention for REACH campuses is not yet significantly higher than that of demographically similar comparison schools.

Novice Teacher Retention

Intensive mentoring support is provided to teachers at REACH schools who are in their first 3 years of service. Highly-trained, full-time mentor teachers are assigned to groups of no more than ten novice teachers. In 2010, novice teacher retention rates at schools with REACH mentors surpassed retention rates at similar comparison schools in the district. As indicated by the star on the figure to the right, novice teacher retention at all of the high needs schools was on a positive trajectory. However, the rate of change was significantly greater in the REACH schools than in comparison schools without intensive mentoring.

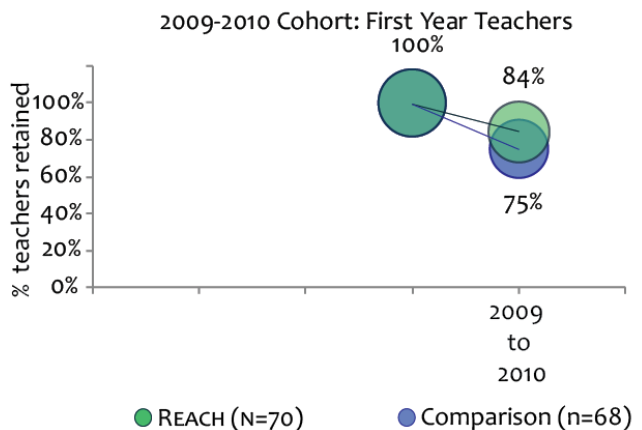
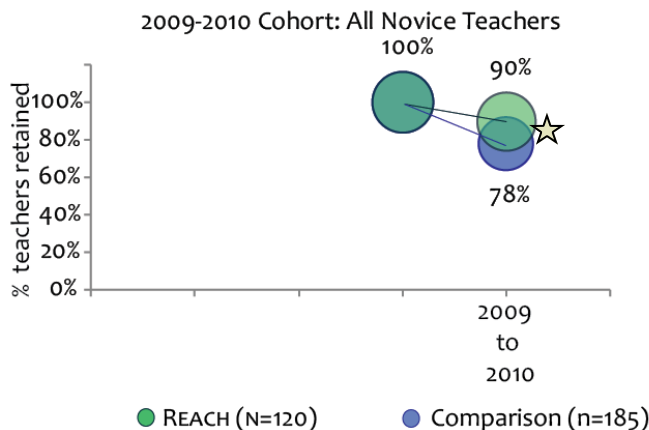
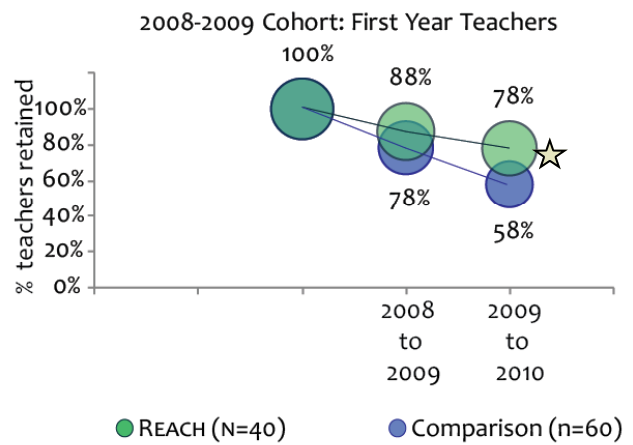
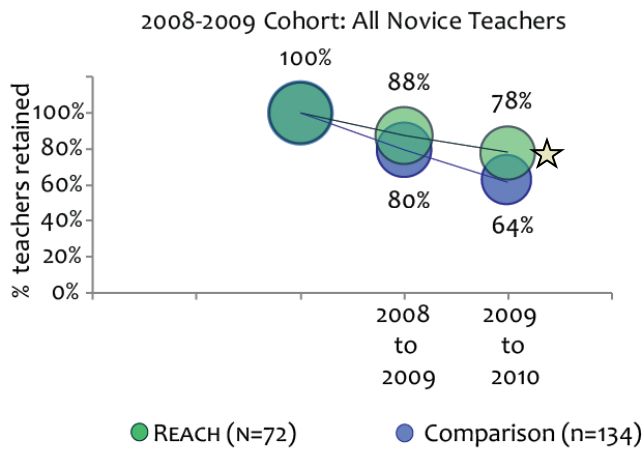
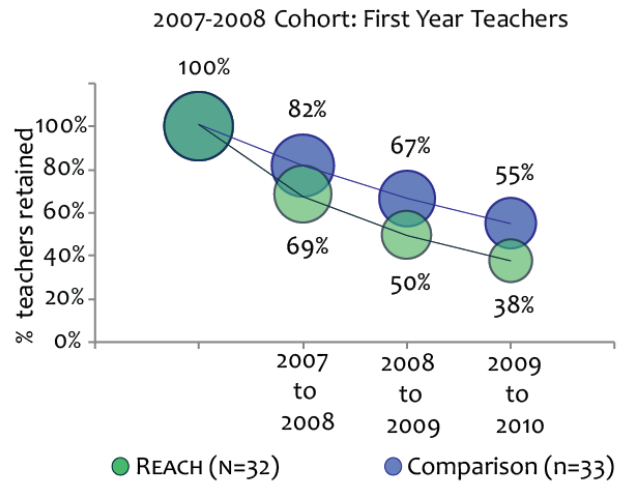
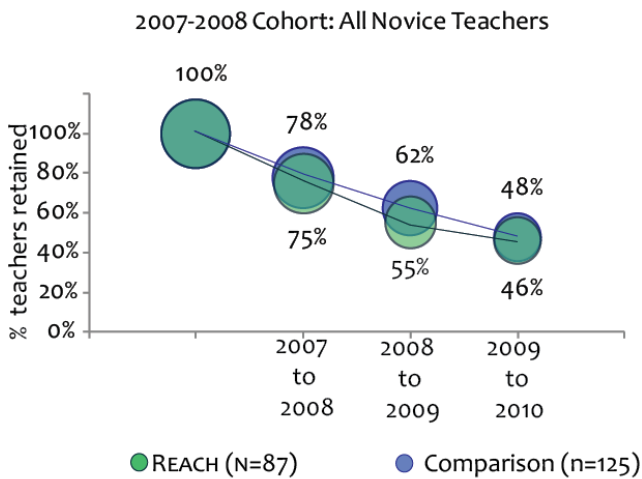


Source: AISD HR Records; rates are October to October

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

Novice Teacher Retention, continued

The charts below show the percent of teachers from each mentee cohort who returned to their school in subsequent years. Charts on the left include all novice teachers who received mentoring for the first time in the school year indicated. Charts on the right include first-year teachers only. The 2007—2008 cohort, due perhaps in part to the delayed implementation of the pilot mentoring program, does not reflect the same positive results found for the 2008—2009 and 2009—2010 cohorts, who received the more complete mentoring program. Statistically meaningful differences are indicated by a gold star. Future reports will address the impact of mentoring on teacher effectiveness as well as on retention.



Source: AISD HR Records; rates are October to October

Karen M. Cornetto, Ph.D.

Lisa N.T. Schmitt, Ph.D.

DPE Publication #09.77RB