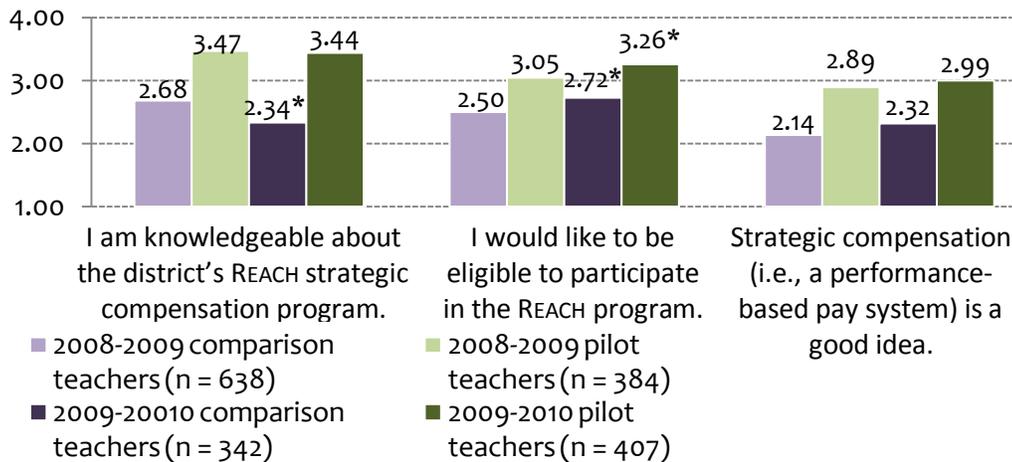


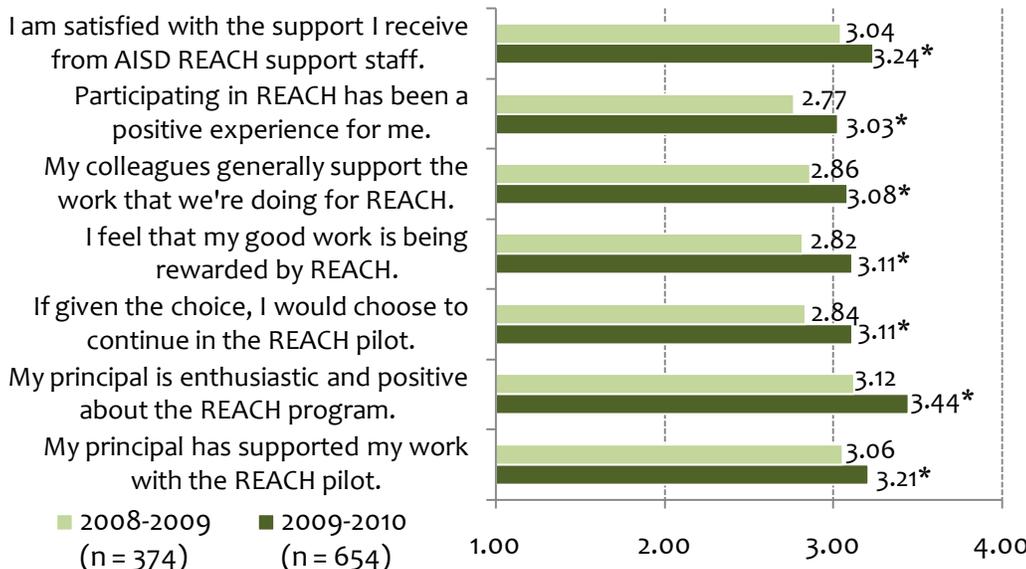
How knowledgeable are teachers about AISD REACH?

Consistent with previous years, REACH participants were more knowledgeable about REACH, were more interested in participating in REACH, and were more favorable towards performance-based pay systems for teachers than were comparison teachers. In 2009-2010, employees surveyed were significantly more likely to want to participate in the REACH program than those surveyed in 2008-2009.



How favorable are REACH teachers' experiences with the program?

REACH participants were asked to report on their perceptions of the program. REACH teachers' experiences with the program were significantly more favorable in 2009-2010 than in 2008-2009, and all responses were above 3.0.



Source. Data presented in both figures are from the 2009-2010 Employee Coordinated Survey. Responses ranged from 1 "strongly disagree" to 4 "strongly agree."

Note.* Indicates a significant change from 2008-2009 to 2009-2010, based on Cohen's $d > .18$.

FAST FACTS:

Are REACH teachers more attached to their jobs and their schools than comparison teachers?

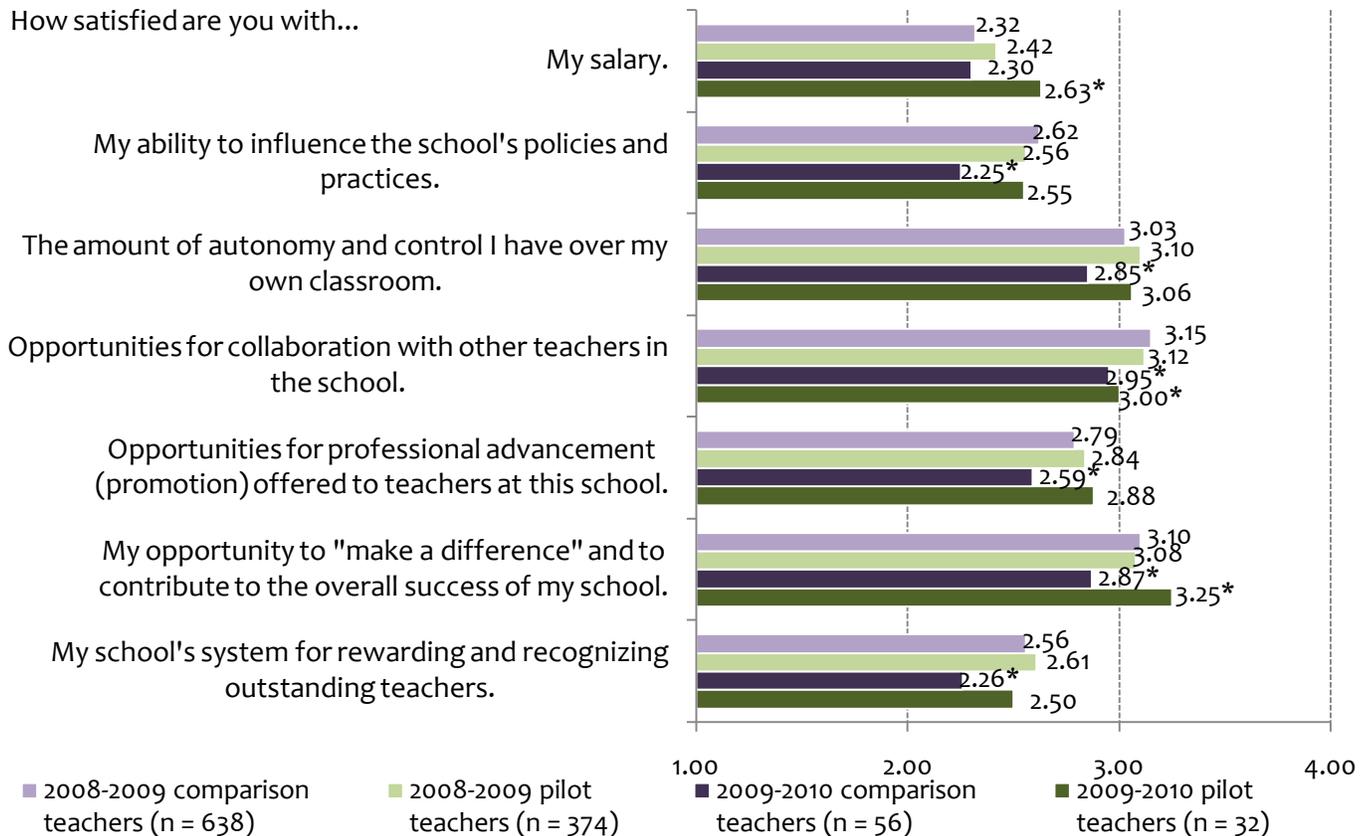
- REACH teachers expressed greater attachment to their school ($M = 3.13$) than did their comparison peers ($M = 2.86$).
- Non-REACH teachers' ratings of their attachment to their school and to their profession decreased significantly in 2009-2010 compared to 2008-2009.

Do REACH teachers perceive a relationship between Student Learning Objectives (SLOs) and student achievement?

- 68% of teachers surveyed agreed or strongly agreed that "using SLOs has improved [their] teaching."
- 74% of teachers agreed or strongly agreed that they "often consider [their] SLOs when planning and conducting [their] daily work."

Are REACH teachers more satisfied with their jobs and work environment than comparison teachers?

Previous research on teacher retention and transfer rates (Cornetto & Schmitt, 2010) suggests that psychological attachment to one's school along with overall satisfaction with the work environment can differentiate between those teachers who leave the district and/or school and those teachers who remain. In 2009-2010, REACH teachers were more satisfied with their ability to contribute to the overall success of their school than comparison teachers. Additionally, REACH teachers' satisfaction with their salary, opportunities for collaboration with other teachers, and their ability to contribute to the overall success of their school have improved significantly from 2008-2009 to 2009-2010. Comparison teachers' satisfaction, in contrast, decreased significantly on several items in 2009-2010 compared to 2008-2009.



Source. 2009-2010 Employee Coordinated Survey.

Note.* Indicates a significant change from 2008-2009 to 2009-2010, based on Cohen's $d > .18$. Responses ranged from 1 "very dissatisfied" to 4 "very satisfied."

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