

D.A.T.E. Plan Summary Austin ISD

As part of the vision of the Austin Independent School District's 2005-2010 Strategic Plan, a four-year strategic compensation pilot, called AISD REACH, was developed and designed to advance the district's ongoing efforts to recruit and retain the very best teachers and principals for Austin's schools. **The program is made up of three components: *Student Growth, Professional Growth, and Recruitment and Retention*** at Highest Needs schools. By strengthening the knowledge and skills of teachers, principals, and staff, and recognizing exemplary practice with various incentives, this program seeks to ensure that all students achieve new levels of academic excellence and have access to high quality teachers. AISD REACH is a program built by Austin educators for Austin, paid for, in part, with funds from the Texas D.A.T.E. Grant. From its inception, this pilot has had active participation of AISD teachers, principals, administrators, parents, Education Austin, the Greater Austin Chamber of Commerce, and community members, who have led the work of developing the program.

A comprehensive internal evaluation report was developed to identify the preliminary effects of AISD REACH on student achievement, teacher retention, and teacher quality. Outcomes from the first year of the pilot were generally positive and showed that overall the program is also demonstrating potential to influence teacher quality and retention, as well as student achievement. An external evaluation was also conducted by the National Center on Performance Incentives at Vanderbilt to identify teacher attitudes toward pay for performance in general and attitudes toward AISD REACH components and implementation. Both reports found that major components of AISD REACH are well aligned with teacher preferences. However, trend data over multiple years will be critical in evaluating the program's overall impact.

Highlight of Internal Evaluation Report:

- The validity of Student Learning Objectives (SLOs) as an instructional tool was supported by results showing that teachers who established and met math SLOs had students with significantly better performance on the math Texas Assessment of Knowledge and Skills (TAKS) than did those who established but did not meet their math SLOs. Similar results also were found for reading.
- At Highest Needs pilot schools, novice teachers also benefited from intensive mentoring which may have enabled them to perform as well as their more experienced peers did in developing their Student Learning Objectives (SLOs).
- At the middle school level, pilot school teachers had significantly more students scoring above expectations on math Texas Assessment of Knowledge and Skills (TAKS) than their comparison teachers (27% vs. 14%, respectively).
- The retention rate for novice teachers increased by 11% from 2007-2008 to 2008-2009 at Highest Needs pilot schools compared with a 3% increase for novice teacher retention rate at Highest Needs comparison schools.

Highlights of External Evaluation Report:

- 67% of teachers in the pilot reported that they felt the program is fair to teachers.
- Teachers in the pilot who met one or both Student Learning Objectives (SLOs) were more likely to indicate that they had altered their instructional practices in response to the program than those who did not meet either SLO.
- Teachers in the pilot also expressed that the program may also be improving collaboration with colleagues.
- In addition, teachers indicated strong support for outcome-based measures, particularly those based on student growth.
- In terms of AISD REACH Program components, teachers were found to be most supportive of the recruitment and new to school stipends, followed by the school-wide TAKS growth stipend.

D.A.T.E. Plan Summary Austin ISD (continued)

MILESTONES TO DATE

December 19th, 2008 –

- Six principals and 335 teachers at six schools participating in AISD REACH, received approximately \$991,000 in stipends, based on significant improvements in their campus performance on the Texas Assessment of Knowledge and Skills (TAKS) during the 2007-2008 school year.

October 31st, 2008 –

- Seven principals and 440 teachers at the seven Highest Needs pilot schools participating in AISD REACH during the 2008 2009 school year received approximately \$442,500 in recruitment and retention stipends. The results of these payouts support the research that suggests that school stability/staff continuity and teacher experience are important factors in the success of students at schools such as these.


July 30th, 2008 –

- 410 teachers and principals at the nine schools that participated in the AISD REACH Pilot during the 2007-2008 school year received approximately \$1 million in stipends for their work on the Student Learning Objective (SLO) and Mentoring elements of the program.

FIRST YEAR STIPEND AWARDS

- \$4,602 per teacher overall
- \$3,089 per teacher, on average at Non-Highest Needs schools
- \$5,420 per teacher, on average at Highest Needs schools
- \$8,244 per principal, on average

**AISD REACH
Program Overview
2008-2009**

PROGRAM ELEMENT	All Pilot Schools		Highest-Needs Pilot Schools*			
	Student Learning Objectives	Student Growth	Professional Growth	Novice Teacher Mentoring (Years 1-3)	Recruitment and Retention Stipends	Retention Stipend
DESCRIPTION	Teachers Develop Two Student Learning Objectives	Rewards for TAKS Growth (Based on Quartile 1 Comparable Improvement in Reading & Math as Defined by TEA)	"Take One!" Candidates Complete One of the Ten Requirements for National Board Certification	Mentors Freed up Full Time to Work with Cohort of Teachers in Years 1-3 of Service	Teachers in Years 1-3 of Service at Highest-Needs Schools*	Teacher and Principal Retention at Highest-Needs Schools*
D O L L A R	Principals: \$3000 Stipend (\$4,500 for Principals at Highest-Needs Schools*)	Principals: \$4,000 Reading Growth \$4,000 Math Growth	Candidates: \$395 per Teacher Fee Waived	Mentors: \$3,000 Stipend Per Mentor for Service	Teachers:** Years 1-3 = \$1,000 per year stipend	Principals: \$3,000 Stipend For Each Year at a Highest-Needs School*
	A M O U N T	Teachers:** 2 Student Learning Objectives: \$1,000 Stipend per Student Learning Objective Achieved (\$1500 per Student Learning Objective achieved at Highest-Needs Schools*)	Teachers:** \$2,000 Reading Growth \$2,000 Math Growth	\$200 Stipend Per Candidate for Receiving a Passing Score from NBPTS NBCT Facilitators: \$1,000 (Part of AISD National Board Stipend)	\$2,000 Additional Stipend Per Mentor Tied to Satisfactory Mentoring Evaluation	(1/2 of the stipend for beginning the school year and 1/2 of the stipend for completing the school year)
 Want to Learn More? Go to www.austinsisd.org/compensation						

*Highest-Needs Schools are identified from the top one-third of AISD schools based on their student populations in the following areas: Economically Disadvantaged, English Language Learners, and Special Needs.

** Instructional Specialists, Librarians, and Assistant Principals are considered in the teacher category. Starting in the 2009-2010 school year, counselors and project advance counselors are also eligible for the same incentives as teachers

All amounts are gross pay and do not reflect deductions.