AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Program Evaluation

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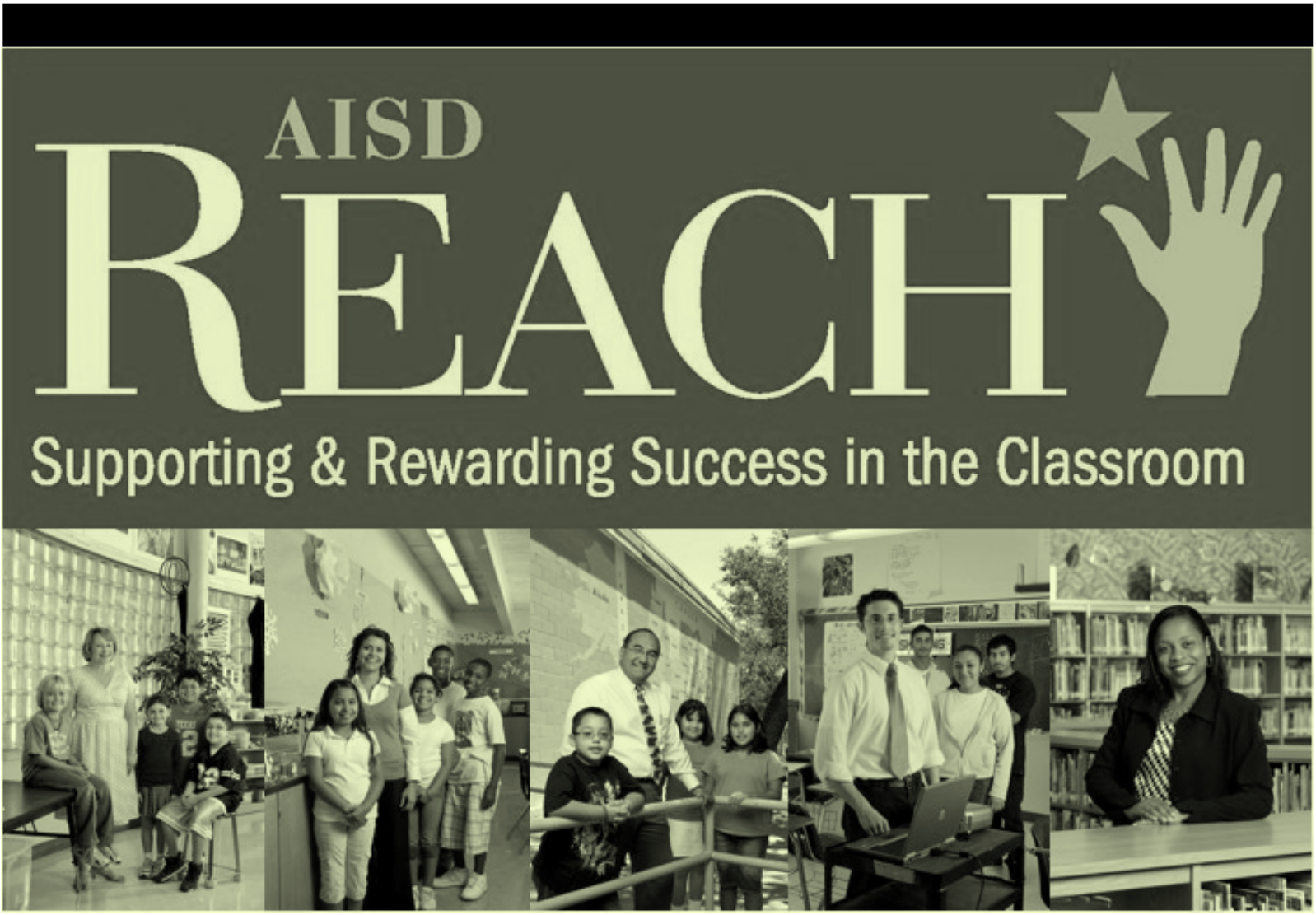
AISD REACH Year 2

Evaluation Report II, 2008–2009



EXECUTIVE SUMMARY

The 2008—2009 school year marked the second year of the 4-year pilot strategic compensation program, AISD REACH. Campus educators received a total of more than $2.8 million for demonstrating student growth, demonstrating professional growth, and/or coming to or remaining at a highest needs school. Staff at highest needs schools received, on average, $5,367 in additional stipends for 2008—2009, and some earned up to $10,400. Staff at non-highest needs schools received $1,478 for the school year, on average, and some earned up to $2,400.

In year 2, 81% of eligible staff achieved at least one of the two Student Learning Objectives (SLOs) they set for students, similar to the percentage who accomplished at least one SLO in 2007-2008 (83%). In addition, educators at three of 11 pilot schools received stipends of $4,000 for schoolwide growth on Texas Assessment of Knowledge and Skills (TAKS) for both reading and math by achieving the top quartile among 41 similar schools statewide on the Texas Education Agency's Comparable Improvement indicator for each subject area. The impact of REACH on two key campus outcomes (i.e., improved campus performance and improved staff stability) is described in this second in a series of reports documenting the progress of AISD REACH toward key program goals during year 2.

Although student growth on TAKS from 2007—2008 to 2008—2009 was not significantly greater for pilot schools than for their comparison schools, results suggest some modest program impact within pilot schools for science. However, the number of SLOs that teachers met in a subject area was not consistently related to performance on TAKS, and longitudinal comparisons suggest that the relationship between SLOs and TAKS has not improved over time. In addition, most schools dropped to a lower position within their respective Comparable Improvement cohorts in 2008—2009 than their position in 2007—2008.

Teachers at highest needs schools received a total of $889,000 for coming to or remaining at their schools in 2008—2009. Results from year 2 indicate that teacher retention rates continued to improve district wide in 2008—2009; however, despite reports from teachers that REACH had influenced their decision to remain on campus (Schmitt, Cornetto, Malerba, Ware, Bush-Richards, & Imes (2009b)), no significant differences were found between retention rates for REACH and comparison schools. Additional analyses indicated no significant differences for student growth between teachers who left and those who remained at their campuses.

REACH novice teachers, who received intensive mentoring support as part of the pilot, did not differ significantly from their comparison peers in terms of retention rate or student

growth. However, results from Fall 2009 suggest a trend toward greater teacher self-efficacy among REACH novice teachers than among their peers. This, combined with previous survey data suggesting widespread appreciation for the program among both novice and veteran teachers (Schmitt et al., 2009b), suggests a need for further examination of outcomes associated with the program.

Results from a teacher survey conducted after year 2 support other evidence that the program has not yet accomplished its intended effects on student achievement or teacher retention. Responses to the attitude survey suggest that REACH participants, particularly those at highest needs schools, find some value in the SLO process, the TAKS schoolwide growth stipend, and the recruitment/retention stipends; however, opinions were modest and not strongly favorable, and teachers on average did not agree that the program has yet accomplished its intended impact. In addition, teachers at non-highest needs schools were far less likely than were those at highest needs schools to agree that the TAKS Comparable Improvement quartile ranking is a fair measure or that it has been an incentive for their colleagues to work together. In general, teachers were most likely to report favorable attitudes toward the program when they were from schools where fewer, rather than more, people met SLOs. Teachers also were more favorable toward SLOs at schools where principals expanded their teaching skills and/or content knowledge, encouraged teacher collaboration to help struggling teachers and students, and required teachers to show evidence of student growth.

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INTRODUCTION

The AISD REACH program was designed to enhance student achievement by improving teacher quality through a combination of supports and rewards. First, teachers are empowered through the use of Student Learning Objectives (SLOs) to examine student data and identify an area of particular academic need, set a specific goal for student progress in that area, and then tailor their instructional practice to address that need. When students improve in that area and meet the learning objectives, educators are rewarded with stipends. When students school-wide rank in the top quartile among students at comparable schools in Texas on growth from year to year on the Texas Assessment of Knowledge and Skills (TAKS) in reading or math, all educators at the school are rewarded. Second, teachers and other educators can participate in a highly valuable professional development experience (*Take One!*) and can receive a stipend for achieving a passing score that counts toward National Board Certification. Third, novice teachers at highest needs schools receive intensive support from expert teacher mentors. Additional stipends also are awarded to teachers who are recruited to, or remain in, a highest needs school.

The hypothesized impact of these programs on two key campus outcomes (i.e., improved campus performance and improved staff stability) is displayed in Appendix A. The program has two primary premises. First, the professional development activities and intensive support provided to REACH educators will enhance their skills, which will influence individual student growth and school-wide performance. Second, the stipends educators earn for demonstrating student growth and the mentoring for novice teachers will bolster school climate, increase teachers' feelings of recognition for their accomplishments, enhance psychological attachment to the school and to the teaching profession, and improve job

OVERVIEW OF AISD REACH

The AISD REACH pilot is a strategic compensation program with the aim of raising student achievement by supporting and rewarding high-quality educators. Specifically, AISD REACH includes three elements:

1. STUDENT GROWTH

Educators are rewarded for raising the academic achievement of their students in two ways: through developing and meeting Student Learning Objectives (SLOs) and through school-wide growth on the Texas Assessment of Knowledge and Skills (TAKS).

2. PROFESSIONAL GROWTH

Novice teachers at highest needs schools receive intensive mentoring, and all educators in AISD REACH may participate in the National Board for Professional Teaching Standards *Take One!* program, which allows participants to complete one piece of the National Board Certification process .

3. **HIGHEST NEEDS SCHOOLS**

Educators at highest needs REACH schools receive stipends intended to facilitate recruitment and retention of high-quality educators at the program's most challenged schools. These schools are determined based on percentages of economically disadvantaged, limited English proficient, and special education students.

2008-2009 AISD REACH Pilot Schools

Highest needs	Non-highest needs
Lanier HS	O.Henry MS
Dobie MS	Barton Hills EL
Webb MS	Menchaca EL
Hart EL	Sunset Valley EL
Jordan EL	
Rodriguez EL	
Sims EL	

satisfaction; all of these outcomes ultimately will lead to improved staff recruitment and retention.

This report is the second in a series of reports documenting the progress of AISD REACH toward key program goals during year 2. Report I described the results of surveys and focus groups assessing attitudes toward experiences with REACH during year 2 and included preliminary results for teacher retention and for the novice teacher mentoring program (Schmitt, Cornetto, Lamb, & Imes, 2009a). The primary conclusions made in Report I were (a) the pilot made greater progress toward its key goals at highest needs schools than at non-highest needs schools, (b) teachers indicated that the program influenced their decisions to stay at their campus, and (c) novice teachers at AISD REACH schools reported significantly more favorable mentoring experiences than did their peers at comparisons schools with traditional AISD mentors. The present report extends the findings of Report I by examining year 2 student growth outcomes, including results for SLOs and TAKS schoolwide growth. In addition, the report describes results for teacher retention, novice teacher mentoring, and *Take One!*. As data become available, the hypothesized relationships in Appendix A will be explored in subsequent reports.

RESULTS FOR YEAR 2

2008—2009 STIPENDS

More than $2.8 million dollars was paid in stipends to AISD REACH teachers and other educators in 2008—2009, the majority of which was paid to educators at highest needs schools (Table 1). Staff at highest needs schools could have earned a maximum of $10,400 (including the stipends for the optional *Take One!* program), and on average earned $5,367. Principals at highest needs schools were eligible for up to $15,900 and earned an average of $10,357. Staff at non-highest needs schools were eligible for a maximum of $2,400 (including *Take One!*) and on average earned $1,478. Principals at non-highest needs schools were eligible for $11,400 and earned an average of $3,000.

Table 1. Stipend Expenditures for Year 2 of the AISD REACH Program

	Highest needs (*n* = 457)		Non-highest needs (*n* = 186)	
Staff*	Mean	Sum	Mean	Sum
SLOs	$2,010	$904,500	$1,478	$269,000
Take One!	$400	$2,400	$400	$400
TAKS growth	$1,422	$640,000	$0	$0
Retention/recruitment	$1,935	$871,000	n/a	n/a
Total staff payout		$2,417,900		$269,400
	Min: $500 Max: $10,400		Min: $0 Max: $2,400	
	Highest needs (*n* = 7)		**Non-highest needs (*n* = 4)**	
Principals	Mean	Sum	Mean	Sum
SLOs	$4,500	$31,500	$3,000	$12,000
TAKS growth	$2,857	$20,000	$0	$0
Retention/recruitment	$3,000	$21,000	n/a	n/a
Total principal payout		$72,500		$12,000
	Min: $7,500 Max: $15,500		Min: $3,000 Max: $3,000	

Source. AISD REACH financial records

* Includes all staff who wrote SLOs, including teachers, assistant principals, and librarians

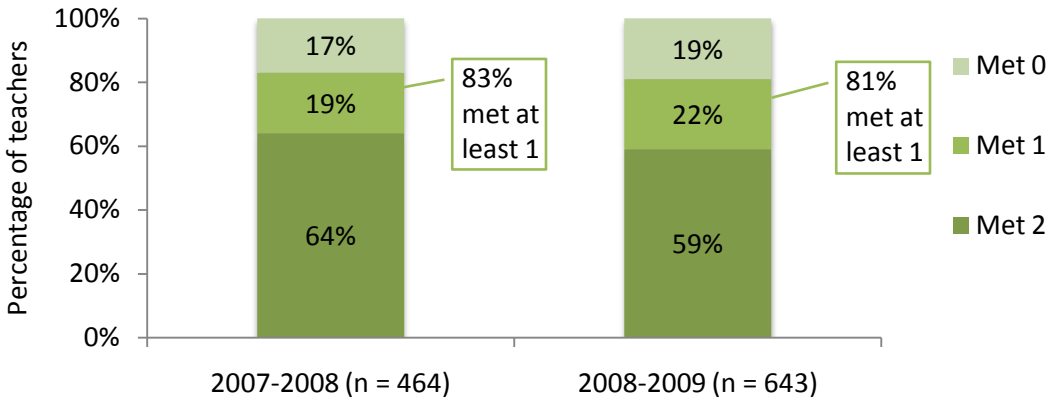
AISD REACH YEAR 2 RESULTS FOR STUDENT ACHIEVEMENT

Eligible staff at REACH campuses can receive compensation for two types of student achievement. First, staff receive stipends for student achievement in their own classes when their students meet one or both of the teacher developed SLOs. Second, stipends are awarded to eligible staff for campus achievement of quartile one (Q1) on Texas Education Agency's (TEA) measure of Comparable Improvement in reading or math. Results for both types of incentives are presented in the sections that follow.

Results for SLOs

SLOs are designed to assist teachers in focusing instruction on a particular area of student need through the process of analyzing student data, tying particular instructional practices to that area of need, and monitoring student progress to inform adjustments in practice. Student growth is assessed based on pre- and post-test scores on the teacher's chosen assessment. Teachers write their own SLOs, which must be approved by their principal and the REACH SLO staff. For more information on SLOs, including details about the creation and approval processes, please see Schmitt, Cornetto, Malerba, Ware, Bush-Richards, & Imes (2009b). In 2008—2009, 81% of teachers met at least one of their SLOs, and 59% met both (Figure 1, see Appendix A for SLO results by campus). This is a slight drop compared with data from 2007—2008, when 83% met at least one and 64% met both.

Figure 1. Teachers Meeting Zero, One, or Two Student Learning Objectives (SLOs), 2007—2008 and 2008—2009



Source. SLO database

SLOs and Student Growth on TAKS

Because SLOs are designed to facilitate student growth, their effectiveness can be examined in part by looking at the performance of teachers' students in TAKS grades and subject areas. Analyses are limited to teachers in the subjects of reading, math, and science and to teachers in grades 4 through 11. The calculation of student growth is limited to a subset of students who meet the following criteria: (a) they were in AISD in 2008 in grade 3, 4, 5, 6, 7, 8, 9, or 10, and (b) they had a valid TAKS score in the subject.

Results indicate that, in general, students with REACH teachers and students with comparison teachers achieved similar levels of growth on TAKS in 2009, and the level of student growth in 2009 was similar to the level demonstrated in 2008 for both REACH and comparison teachers (see Appendix C for details by subject). For teachers who met at least one SLO, the percentage of their students performing above what was predicted in 2009 for

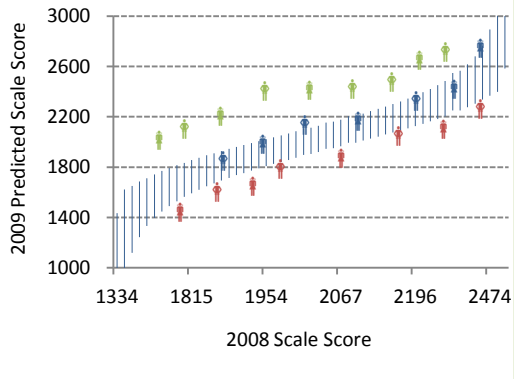
both their reading and math scores decreased slightly compared with 2008, and this finding held for teachers at both highest and non-highest needs schools. The decrease in the percentage of students performing above what was predicted for math teachers who met at least one SLO appeared large (i.e., 33% of students performing above what was predicted in 2008 and only 18% performing above what was predicted in 2009), but the decrease was not statistically significant.

In math, the percentage of students performing above what was predicted by their 2008 math performance was very similar across REACH and comparison schools, irrespective of the number of SLOs met. However, results were more favorable for teachers who met two SLOs in reading/English language arts (ELA) or science. Reading/ELA teachers who met two SLOs had a higher percentage of students performing above what was predicted based on their 2008 TAKS scores than did teachers who met zero or one SLO or teachers at comparison schools. Although this difference was not statistically significant[1], it is encouraging. In addition, teachers who met two science SLOs had a higher percentage of students achieving above what was predicted than did teachers who met no science SLOs; this was a statistically significant difference (Figure 2). The most striking difference was observed at non-highest needs schools, where teachers who met two science SLOs had, on average, 51% of students performing above what was predicted, more than twice the average amount for teachers who met no science SLOs (25%).

[1] Small group sizes may account for lack of statistically significant differences among some groups.

STUDENT GROWTH COMPUTATION

Student growth is conceptualized as *performing above what would be predicted based on the prior year's TAKS performance in the same subject*. Using a prediction equation derived from 2008 TAKS scores and the conditional standard error of measurement associated with each score (published by TEA), a prediction interval was computed for each 2009 score. Students either scored *above* (green), *within* (blue), or *below* (red) the interval that was predicted based on their prior performance.



Next, the percentage of each teacher's students who scored above, within, or below what was predicted is computed.

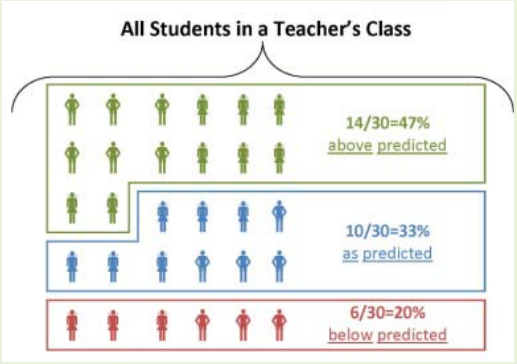
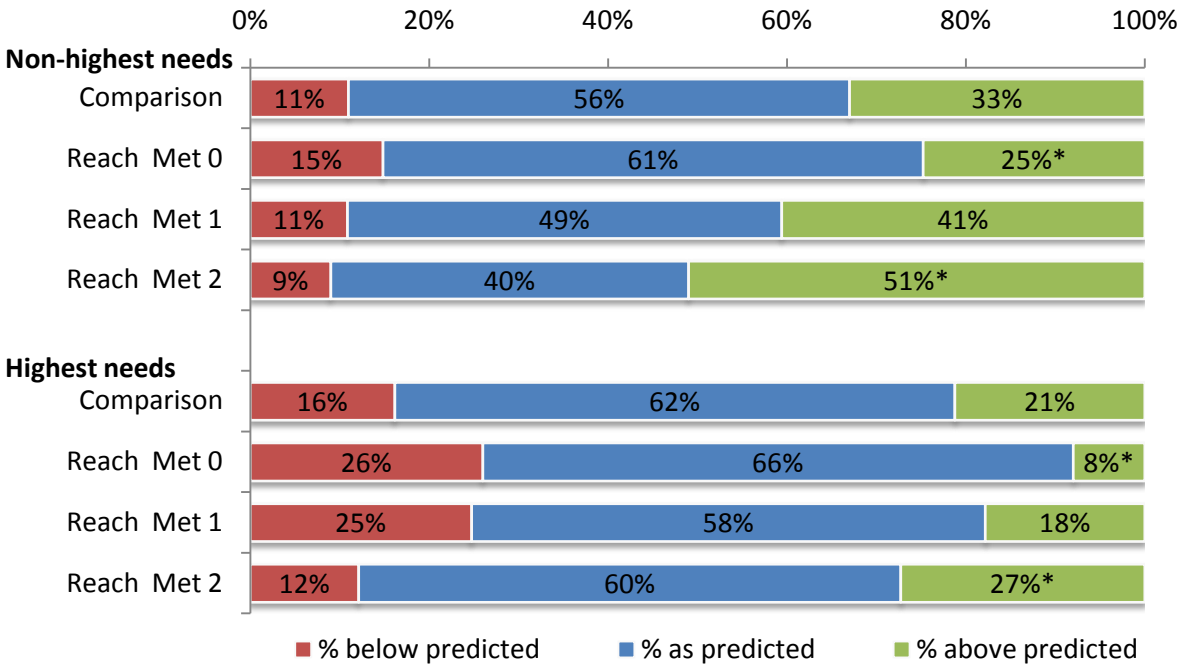


Figure 2. Teachers' Students Scoring Above, at, and Below What Was Predicted on TAKS Science by Student Learning Objectives (SLOs) Met and for Comparison Schools, 2008—2009



Source. SLO database and district TAKS records.
*Indicates a statistically significant difference between the starred values within the same need category.

In sum, the number of SLOs that teachers met in a subject area was not consistently related to student performance on TAKS in that same area. Although a significant difference was found between the student growth of teachers who met two science SLOs and those who did not meet any science SLOs, and a slight tendency for more student growth was found among teachers who met two SLOs in reading/ELA than among other teachers in reading/ELA, this relationship was not apparent in math. Longitudinal comparisons also revealed that the relationship between SLOs and TAKS did not improve over time. This was true despite significant changes made to the assessments used to measure student growth in core areas, discussed in the next section.

SLO Assessment in Year 2

In response to concerns of the REACH steering committee and stakeholders after pilot year 1 that teacher-made and other non-standardized assessments might not adequately measure student growth, REACH staff contracted with Testing for Higher Standards (THS) to develop tests that would measure growth from the beginning of year to end of year (EOY) on specific TAKS objectives determined to be of greatest need for pilot schools and the district as

a whole. Subsequently, the REACH steering committee modified the requirements for SLOs in year 2 to require all core-area pilot teachers in grades 3 through 11 to develop at least one SLO in response to the district and campus needs assessment. Teachers were required to use THS pre- and post-tests to measure student growth in these TAKS objective areas.

THS developed a total of 82 TAKS objective-level, pre- and post-tests across all the core subject areas (i.e., reading/ELA, math, science, and social studies) for grades 3 through 11. THS also supplied an item bank that teachers could use to create their own assessments to measure SLOs, conduct needs assessments, and create exams throughout the year. THS tests were delivered via an electronic system that was supplied by D2 and housed the THS tests and item bank, and scored and stored results of tests teachers had scanned into the system. D2 also provided a variety of results reports that teachers could use to examine student data from THS assessments. REACH staff provided extensive training in the fall of 2008 to prepare teachers for using the D2 system and provided technical assistance throughout the school year.

Teacher Responses to the New Testing System and Program Requirement

As discussed in previous program evaluation reports, teachers described significant challenges with using the D2 system, despite the training REACH staff provided, and many reported concerns about the face validity of some tests (Schmitt et al., 2009b). Focus groups and surveys, along with teacher feedback to REACH staff throughout the year, indicated multiple problems with the formatting of exams and with the scanning and uploading of test results.

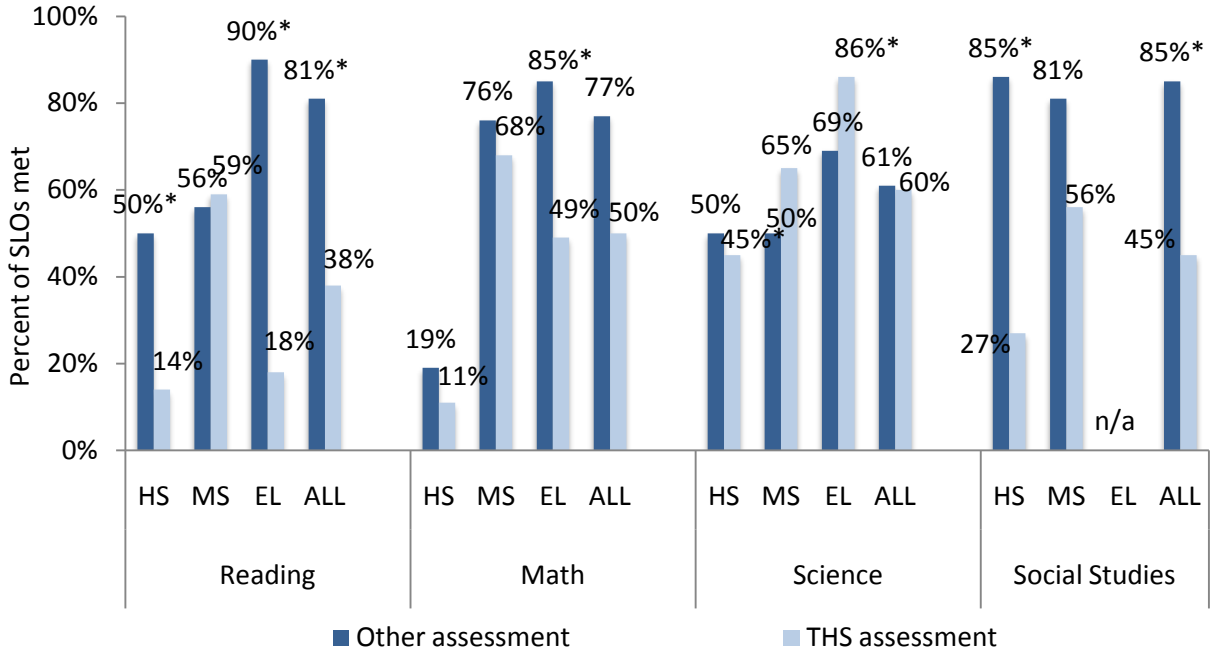
Teachers also voiced concerns about the content of the elementary-level tests in math; specifically, many felt the items in these assessments did not match the Texas Essential Knowledge and Skills (TEKS) they were expected to teach. Elementary math teachers believed the misalignment between the test content and the state expectations caused their failure to REACH their SLOs, as measured by the pre-developed assessments (Schmitt et al., 2009b).

In addition to their technical and content concerns, teachers reported disappointment about the modification of the REACH program to require a TAKS objective-focused SLO in one of a few predetermined areas of need. Teachers reported they initially had been told the REACH program, generally, and the drafting of SLOs, particularly, were an opportunity to demonstrate student learning beyond what could be assessed with standardized tests. In EOY focus groups and surveys, teachers reported frustration that they were unable to use some of their self-developed assessments from year 1, and described the program change as removing some of the teacher choice they had expected during the SLO process.

The Association Between Using THS Assessments and Meeting SLOs

The majority of core-area teachers (71%) used the pre-developed THS tests for only one SLO (the minimum required), although 29% of teachers across highest and non-highest need campuses elected to use the THS pre-developed tests for both SLOs.[2] Only 9% of teachers used the D2 system and the THS item bank to develop their own test (Figure 3). Data were examined to determine if teachers who used the THS tests were more or less likely to achieve their SLOs than were those who did not use a THS assessment (highest needs and non-highest needs campuses combined). Overall, chi-square tests by subject area indicate that in reading/ELA, math, and social studies, teachers were less likely to achieve SLOs that were measured with THS pre-developed tests than to achieve SLOs measured with other types of assessments. No overall differences were found in the likelihood of achieving SLOs in science based on the assessment used.

Figure 3. Student Learning Objectives (SLOs) Met in 2009 Using Testing for Higher Standards or Other Assessments, by Subject



Source. SLO and D2 databases.
*Indicates a significantly higher percentage than the other type of test for the same subject/grade level.

[2] Teachers who did not elect to use THS assessments for their second SLO may have created a teacher-made assessment or may have used a different standardized assessment.

Grade-level chi-square tests showed differences in the likelihood of meeting SLOs at the elementary and high school levels in reading/ELA, at the elementary level in math and science, and at the high school level in social studies, based on the type of assessment used. However, across all subject areas, no statistically significant differences were found in the likelihood of meeting SLOs at the middle school level, based on the assessment used.

Present analyses do little to explain the reasons for large differences found between teachers who used THS tests and those who used self-developed or other standardized tests. The differences may be explained in part by the technical difficulties teachers encountered using the D2 system and by the disappointment and frustration teachers felt because of the requirement they use a TAKS objective-focused SLO. THS pre-developed assessments also may have been more difficult than the other tests, or teachers may have been able to estimate more accurately or realistically how their students could perform on the self-developed or other standardized post-tests.

Ultimately, in response to staff concerns about the loss of instructional time due to the poor quality D2 interface and teachers' concerns about loss of autonomy in the SLO process, the REACH steering committee voted to terminate the contract with THS in the fall of 2009. Teachers are no longer limited to establishing SLOs in the predefined TAKS objective areas.

Predictive Validity of the Pre-developed Tests

Despite the challenges teachers faced using the D2 system, strong evidence across all grade levels and subject areas suggests that THS tests were valid measures of the material covered in the various TAKS objectives. Student pre- and post-test scores on the pre-developed THS assessments were moderately correlated with student performance on the same TAKS objectives. With a few exceptions, mostly at pre-test, these associations were roughly equivalent to those between existing district middle-of-year benchmark scores and TAKS objective performance[3]. These associations existed even at the elementary level, where teachers reported the most concerns that the THS tests did not appear to test the material required in the state curricular standards, the Texas Essential Knowledge and Skills (TEKS).

Teacher Engagement With Student Learning Objectives

Because the REACH pilot was not designed as a random assignment experiment with rigorous control over the implementation SLOs, variation probably occurred in the way SLOs were put into practice across classrooms. Although implementation was not measured

[3]For details about these analyses, please contact the AISD Department of Program Evaluation.

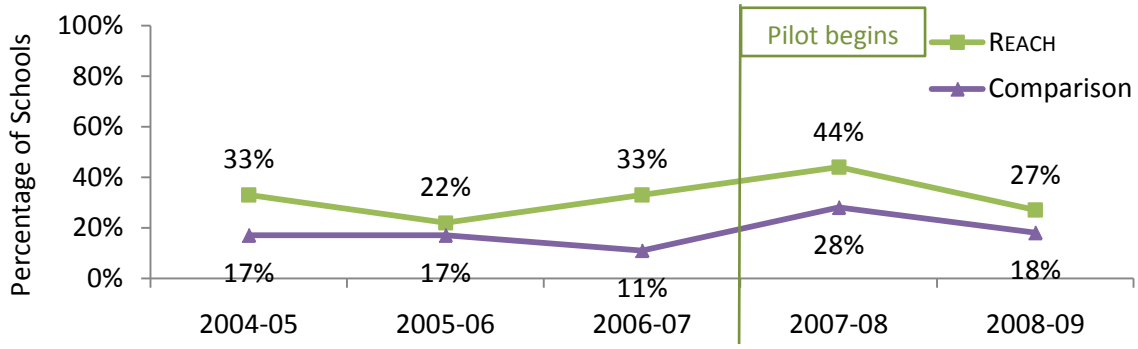
directly, in the spring of 2009 approximately 60% of the teachers in the present analyses responded to two survey items about SLOs and their teaching practices. The survey items asked teachers to rate their level of agreement with the following statements: "I often consider my SLOs when planning and conducting my daily work" and "Using Student Learning Objectives (SLOs) has improved my teaching."

Teachers at highest needs schools were more likely to agree with these statements than were those at non-highest needs schools (Schmitt et al., 2009a). For this reason, teacher responses to the SLO engagement items were correlated with student TAKS objective scores separately for highest needs and non-highest needs schools. At non-highest needs schools, teachers with low engagement ratings had students with higher TAKS objective scores than those with stronger engagement ratings. Results were somewhat inconsistent for highest needs schools; depending upon the grade level and subject area, both positive and negative associations were found between teacher engagement and student objective scores. The only consistently positive associations were found in high school math, where teachers who reported stronger SLO engagement had students with stronger math performance in their respective SLO-focused TAKS objectives than teachers who reported lower SLO engagement. These results suggest that the Lanier High School math department should be examined closely to determine if any best practices in objective setting, objective integration, and measurement that could be shared with other pilot schools and with the district as a whole. (See Appendix F for correlation table.)

Results for Comparable Improvement

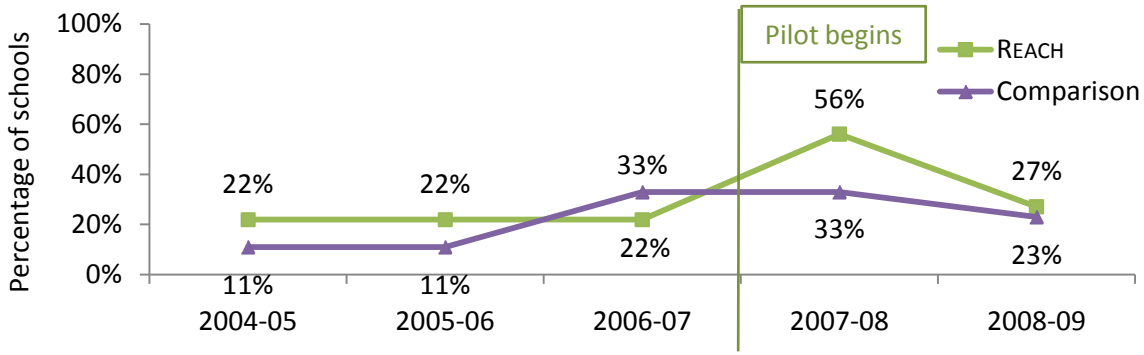
TEA's Comparable Improvement indicator is a quartile ranking of the relative improvement in TAKS performance among cohorts of 41 schools matched for demographic similarity. The indicator is calculated based on individual reading/ELA and math TAKS scores for students moving from grades 3 through 10 in one year to grades 4 through 11 in the next year. Staff at REACH schools can earn up to $2,000 per subject ($4,000 per subject for principals) when their school ranks in the top quartile (Q1) on this indicator. Three REACH campuses achieved Q1 in both reading and math: Hart, Dobie, and Webb. Although a greater percentage of REACH campuses than of comparison schools achieved Q1 in reading or math in 2008—2009 than did their comparison schools, the differences between REACH and comparison schools were much smaller than those from 2007—2008 and were not statistically significant (Figures 4 and 5).

Figure 4. REACH and Comparison Schools Achieving Quartile 1 in Reading on TEA's Comparable Improvement Rankings 2004—2005 Through 2008—2009



Source. Texas Education Agency (TEA) Accountability Data Tables.

Figure 5. REACH and Comparison Schools Achieving Quartile 1 in Math on TEA's Comparable Improvement Rankings 2004—2005 Through 2008—2009

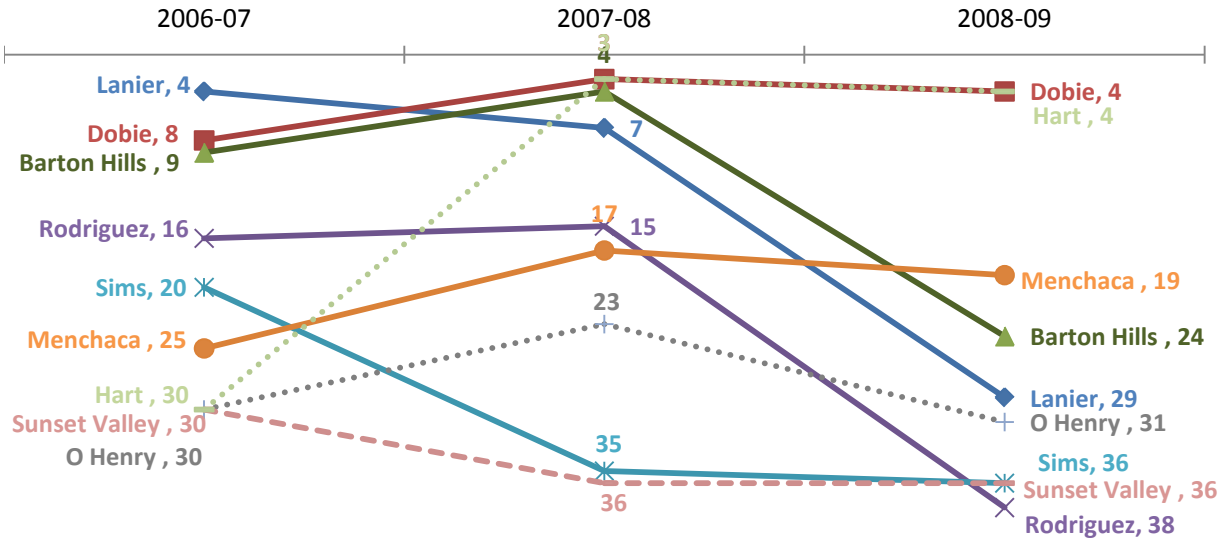


Source. Texas Education Agency (TEA) Accountability Data Tables.

An examination of how the REACH schools ranked within their respective cohorts for the past three years reveals that although most schools improved their position in 2007—2008, most dropped to a lower position in 2008—2009. This pattern is particularly pronounced in math, where all but two schools were in lower positions in 2008—2009 than in 2007—2008 (Figures 6 and 7).

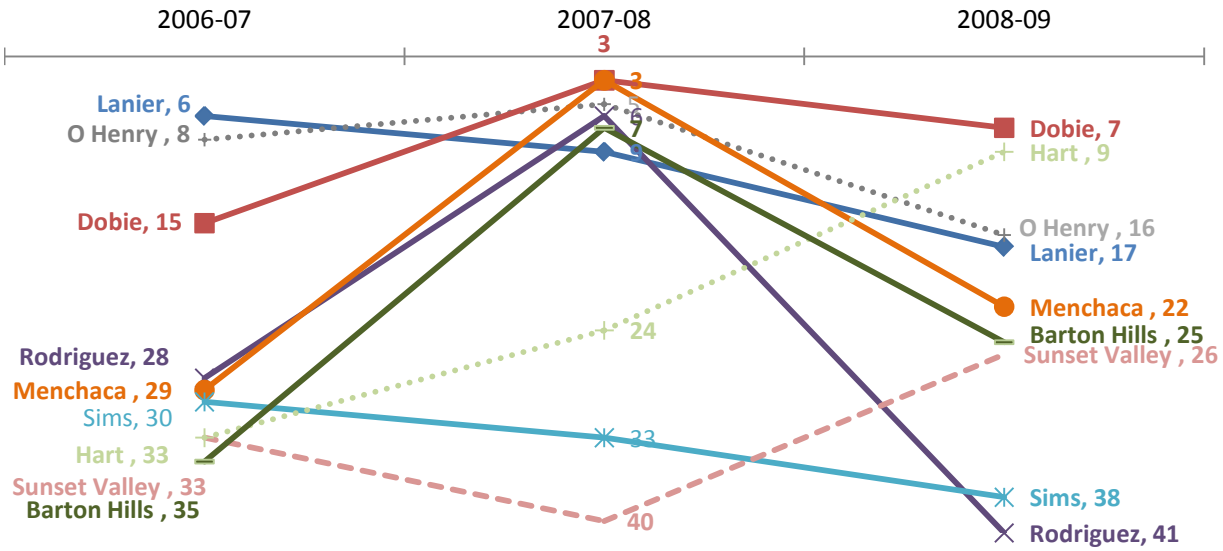
However, several campuses appear to have been on an upward trajectory since implementing the REACH pilot. For example, as indicated in Figure 6, out of the 41 cohort schools, Hart (light green dotted line) was ranked #30 in reading in 2006—2007, but moved to position #3 in 2007—2008 and remained near the top in position #4 in 2008—2009. Over the same time period, Dobie (red line) moved from #8 to #3 to #4 in reading and from #15 to #3 to #7 in math (Figure 7). Additionally, Webb, which joined the pilot in 2008—2009, moved from #16 in 2007—2008 to #1 in 2008—2009 for reading.

Figure 6. AISD REACH Schools' Ranking Within Comparable Improvement Cohorts for Reading, 2006—2007 Through 2008—2009



Source. Texas Education Agency (TEA) Accountability Data Tables.

Figure 7. AISD REACH Schools' Ranking Within Comparable Improvement Cohorts for Math, 2006—2007 Through 2008—2009

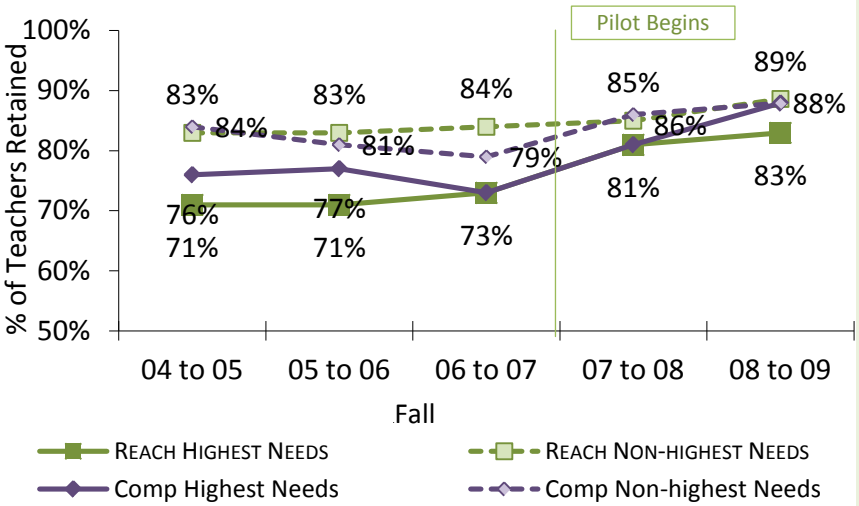


Source. Texas Education Agency (TEA) Accountability Data Tables.

Results for Teacher Retention

The REACH program aims to improve student learning through increased campus staff stability and quality. This is expected to occur in two ways (see Appendix A). First, the stipends educators earn for demonstrating student growth and the mentoring for novice teachers should bolster school climate, increase teachers' feelings of recognition for their accomplishments, enhance psychological attachment to the school and to the teaching profession, and improve job satisfaction; all of these outcomes ultimately will lead to improved staff retention. Second, stipends ranging from $1,000 to $3,000 dollars that are awarded to teachers at highest needs schools as an incentive to come to and remain at the most challenging campuses should increase the applicant pool for vacancies that may occur, thereby improving the opportunity for schools to attract and retain high-quality faculty. In 2008—2009 these stipends for teachers totaled $889,000.

Figure 8. Teacher Retention Rates From 2004—2005 to 2005—2006 Through 2008—2009 to 2009—2010 for REACH and Comparison Schools, by Need Status



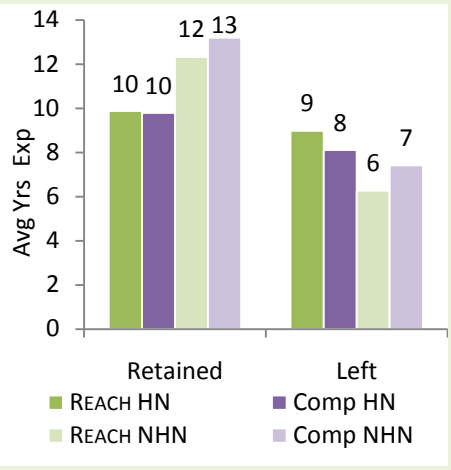
Source. District Human Resources data tables.

Results indicate that teacher retention rates continued to improve districtwide in Fall 2009; however, despite reports

REACH and Comparison Teacher Experience and 2009 Retention

For both REACH and comparison schools, teachers who were retained generally had higher years of experience than did those who left the district. No significant differences were found between REACH and comparison schools.

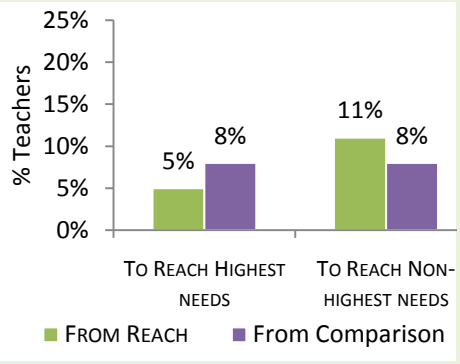
Reach and Comparison Teachers' Experience, by Retention Status



HIGHEST NEEDS REACH and Comparison Transfers for 2009—2010

Approximately 16% of teachers who transferred out of highest needs REACH or comparison schools went to REACH schools

Teachers Who Transferred From a Highest Needs REACH or Comparison School to a REACH School



from teachers that REACH had influenced their decision to remain on their campus (Schmitt et al., 2009b), no significant differences were found between retention rates for REACH schools and for comparison schools in Fall 2009 (Figure 8). Additional analyses indicated no significant differences between student growth elicited by teachers who left and by those who remained, either on REACH or comparison campuses.[4]

RESULTS FOR NOVICE TEACHER MENTORING AT HIGHEST NEEDS SCHOOLS

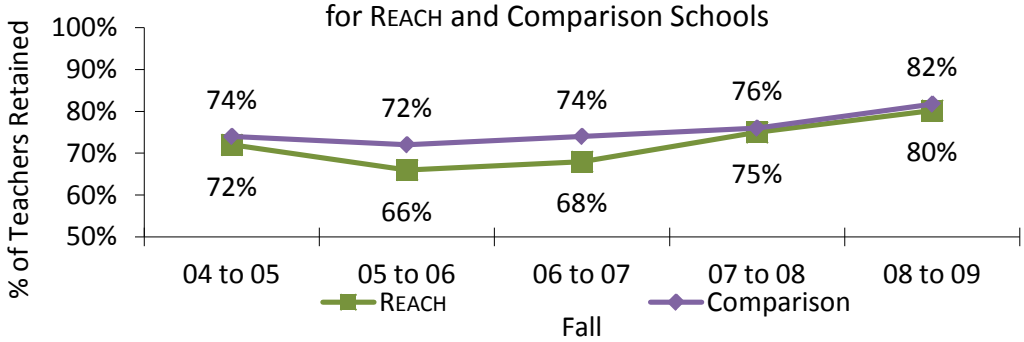
One of the most critical support elements of the REACH program is the provision of high-quality, intensive mentoring for teachers at highest needs schools in years 1 to 3 of service. Mentoring is expected not only to help novice teachers to become more effective, but also to provide a positive early career experience and ultimately to improve novice teacher retention. Novice teachers rated the mentoring program very favorably in 2008—2009, and provided significantly more favorable ratings of their mentoring than did novice teachers at comparison schools, who had traditional spare-time mentors. This was not surprising given that the level of intensive support provided by the full-time REACH mentors would not be sustainable within a spare-time program. As discussed in Report I, in 2008—2009 REACH mentors spent the majority of their time working with teachers on planning and goal setting, gathering resources, and co-teaching (see Schmitt et al., 2009b for further details about mentoring activities and ratings of mentoring quality).

AISD REACH mentors receive extensive training and ongoing professional development opportunities from The New Teacher Center of Santa Cruz, CA. In addition, to best support novice teachers in the accomplishment of campus academic goals and initiatives, mentors also participate in campus- or district-level training.

2008—2009 Novice Teacher Student Growth and Retention

Although ratings of the REACH mentoring program were higher than for the traditional spare-time mentoring program, no evidence was found to support the predicted relationships between mentoring and staff growth or mentoring and novice teacher retention.

Figure 9. Teacher Retention Rates From Fall 2004 Through 2009 for REACH and Comparison Schools



[4] Analysis conducted were similar to those described on p. 5 for SLOs, but comparison groups were "stayers" and "leavers" within REACH and comparison schools.

Novice teachers at REACH schools achieved levels of growth similar to those of their comparison school counterparts [5], and novice teacher retention rates improved in Fall 2009 for both REACH and comparison schools. Figure 9 displays the novice teacher retention rates for teachers at highest needs REACH schools and their comparison schools. Although the increase in retention rate was significantly greater for REACH novice teachers than for comparison teachers from 2007—2008 to 2008—2009, this difference was not observed in 2008—2009 to 2009—2010.

2008-09 Novice Teacher Self-Efficacy

Teacher self-efficacy is a teacher's judgment about his or her capabilities to elicit desired outcomes of student engagement and learning, even among students who may be challenging or unmotivated. Self-efficacy is a powerful predictor of a teacher's persistence, enthusiasm, commitment, and instructional behavior, along with student achievement, student motivation, and student self-efficacy beliefs (Tschannen-Moran & Woolfolk Hoy, 2001). As displayed in the model in Appendix A, the intensive mentoring support provided to novice teachers at REACH highest needs schools was expected to increase their feelings of self-efficacy.

Although novice teachers at REACH highest needs schools did report strong feelings of self-efficacy, with the exception of one item ("I am certain that I am making a difference in the lives of my students"), their ratings did not exceed those of teachers at similar schools with traditional spare-time mentors (Table 2). However, the overall Teacher Self-Efficacy mean difference approached significance ($t = -1.63$; $p < .10$). This is encouraging and suggests that with additional time and support, feelings of self-efficacy may continue to improve. It is also notable that this survey was administered in October/November, and some teachers had been working with their mentors for only a short time. Perhaps later in the year, their reports of self-efficacy would have been higher. Future analyses will examine longitudinal trends in the self-efficacy of novice teachers across pilot and comparison schools.

[5] Analyses conducted were similar to those described on p. 5 for SLOs, but comparison groups were REACH and comparison novice teachers.

Table 2. Teacher Self-Efficacy Ratings for Reach and Comparison Novice Teachers

	Comparison		Pilot	
	Mean	SD	Mean	SD
If I try really hard, I can get through to even the most difficult student.	3.10	1.1	3.33	1.2
Factors beyond my control have a greater influence on my students' achievement than I do. (R)	2.69	1.9	2.85	1.9
I am good at helping all the students in my classes make significant improvement.	3.26	1.2	3.40	1.1
Some students are not going to make a lot of progress this year, no matter what I do. (R)	3.01	1.9	2.90	1.7
I am certain that I am making a difference in the lives of my students.*	3.40	1.0	3.90	1.3
There is little I can do to ensure that all my students make significant progress this year. (R)	3.10	0.7	3.15	0.7
I can deal with almost any learning problem.	3.39	1.7	3.85	2.1
Teacher Self-Efficacy Mean	2.90	0.4	3.03	0.5

Source. 2008—2009 AISD Teacher Survey and Midgley et al. (2000)
Note. Response options ranged from 1 (strongly disagree) to 4 (strongly agree); negatively worded items - indicated with (R) - were reverse coded; *Means are significantly different ($p < .05$).

RESULTS FOR *TAKE ONE!*

In the 2008—2009 school year, *Take One!* participants had significantly fewer years of experience (4.9 and 11.1, respectively), a higher retention rate (100% and 93%, respectively); and a higher percentage of teachers who met at least one SLO (100% and 81%, respectively) than other REACH participants (Table 3). Participants of the *Take One!* program rated it very favorably in 2008—2009 (see Schmitt et al., 2009b for details), and seven of the 14 participants (50%) received a passing score on their *Take One!* entry, compared with 30% who did so in 2007—2008.

Table 3. *Take One!* Participants 2008—2009

	2007—2008		2008—2009	
	Take One! participants	Other REACH	*Take One!* participants	Other REACH
Average years teaching experience (SD)	8.6 (9.1)*	11.9 (9.7)	4.9 (2.8)*	11.0 (9.6)
Percentage retained in 2009—2010	87%	83%	100%	93%
Percentage who met at least one SLO	85%	84%	100%	81%
Percentage with a passing score	30%	n/a	50%	n/a

Source. 2007—2008 and 2008—2009 *Take One!* program records.
*Indicates a significant difference ($p < .05$) between *Take One!* participants and other REACH teachers.

PROGRAM IMPACT

Based on the evidence from year 2, the REACH program has not yet accomplished the intended effects on student achievement and teacher retention. Results from year 2 indicated a modest impact of SLOs on science TAKS growth within the pilot, but the utility of SLOs in reading and math that was observed in year 1 was not observed in year 2. Similarly, the percentage of schools who achieved Q1 in reading and/or math on TEA's measure of Comparable Improvement decreased from 2007—2008, and the examination of within-school quartile rankings indicates that with the exception of a few schools, the sharp improvement in ranking observed in 2007—2008 was not sustained in 2008—2009. Finally, patterns of improvement in teacher retention were not unique to REACH schools in 2008—2009; rather, AISD as a whole experienced marked improvement in teacher retention.

Attitudes toward the program were most favorable at campuses where fewer teachers achieved SLOs, suggesting that buy-in is more likely when rewards are not perceived as a given. This likely reflects the different type of principal engagement teachers reported at those campuses.

To better understand the effectiveness of REACH from the participants' perspectives, in November 2009 REACH participants were invited to provide feedback on the program through an online survey. Teachers and other non-administrative staff from the 11 schools responded (n = 246), representing about 40% of eligible participants. Questions on the survey covered a wide range of program-related issues, including the impact of the program on the campus, attitudes toward recruitment and retention stipends, attitudes toward SLOs, and attitudes toward the TAKS growth award. Table 4 provides the means and standard deviations for each of the survey subscales for highest needs and non-highest needs schools.

Table 4. Fall 2009 REACH Program Attitudes Survey Subscale Results for Highest and Non-highest Needs Schools

	Highest needs		Non-highest needs	
	Mean	SD	Mean	SD
REACH Impact on Campus*	2.73	.74	2.47	.70
Attitudes toward Recruitment and Retention Stipends	2.79	.75	n/a	
Attitudes toward SLOs	3.06	.55	3.02	.61
Attitudes toward TAKS Growth**	2.94	.65	2.55	.66

Source. REACH interim survey

Note. Responses ranged from 1 (least favorable) to 4 (most favorable); *Indicates a significant mean difference, where $p < .05$; **indicates a significant mean difference, where $p < .01$.

Responses varied by needs status, as well as by campus, but in general the responses indicated that, from the participants' perspectives, REACH did not have the expected impact on their campus (for subscale results by campus, please see Appendix G.) The results for individual items in this scale can be found in Table 5. Notably, only one of the 18 means was in the desirable range above 3.0. This suggests that, in general, participants did not agree the program had influenced campus operations in the expected ways.

Table 5. Fall 2009 REACH Program Survey Results for REACH Impact on Campus

	Highest needs		Non-highest needs	
	Mean	SD	Mean	SD
Participation in AISD REACH has increased collaboration at my school.	2.98	.79	2.88	.65
I feel that my work is more valued than it was before we started the REACH program.*	2.59	.95	2.24	.96
The conversations that I have with my principal about my teaching are more valuable than they were before REACH.	2.31	.90	2.29	.90
AISD REACH has motivated non-TAKS teachers to focus more on reading and math.*	3.02	.83	2.69	.83
Participation in AISD REACH has changed the way that I think about past teaching experiences while planning.*	2.67	.83	2.36	.82
Participation in AISD REACH has helped me to make better use of student data.	2.91	.84	2.68	.87
Our school climate has improved since we started the AISD REACH program.	2.64	.95	2.33	.83
My job satisfaction has improved as a result of the AISD REACH program.*	2.71	.98	2.33	.89
Mean for REACH Impact on Campus*	**2.73**	**.74**	**2.47**	**.70**

Source. REACH interim survey

Note. Responses ranged from 1 (strongly disagree) to 4 (strongly agree); *Indicates a significant mean difference, where $p < .05$; **indicates a significant mean difference, where $p < .01$.

In contrast with the hypothesized model (Appendix A), participants generally did not agree that REACH had increased collaboration, that they felt more valued than before REACH, that their teaching had become more reflective, that they made better use of student data, or that their climate and job satisfaction had improved because of the program[6]. Teachers may have felt these factors already were strong, and thus the program did little to improve upon them. However, although pilot teachers at all schools reported less than the desired level of

[6] Subsequent reports will include a more comprehensive test of the hypothesized model, when data are available.

impact for REACH, staff at highest needs schools reported more program impact at their campus than did staff at non-highest needs schools. With respect to retention stipends, participants at highest needs schools agreed that stipends had influenced the behaviors of their colleagues (i.e., kept others from leaving), but did not agree that the stipends had influenced their own decisions to remain on their campus (Table 6).

Table 6. Fall 2009 REACH Program Survey Results for Attitudes Toward Recruitment and Retention Stipends

	Highest needs		Non-highest needs	
	Mean	SD	Mean	SD
Retention/Recruitment stipends have helped keep the best teachers on our campus.	3.11	.85	n/a	
Retention/Recruitment stipends have helped us to bring new high quality teachers to our campus.	2.98	.89	n/a	
I know teachers who have decided not to leave our school because of the retention/recruitment stipend.	3.10	.85	n/a	
Retention/Recruitment stipends are big enough to be a real incentive.	2.77	.83	n/a	
The retention/recruitment stipend influenced my decision to come to this school (if new to campus since REACH started).	2.05	.93	n/a	
The retention/recruitment stipend influenced my decision to stay at this school.	2.65	.98	n/a	
Mean for Attitudes toward Recruitment and Retention Stipends	**2.79**	**.75**	n/a	

Source. REACH interim survey
Note. Responses ranged from 1 (strongly disagree) to 4 (strongly agree); *Indicates a significant mean difference, where $p < .05$; **indicates a significant mean difference, where $p < .01$.

Teachers at highest needs schools had slightly more favorable attitudes toward the TAKS growth award than did those at non-highest needs schools (Table 7). This is not surprising, given that the only schools to receive these awards in 2008—2009 were highest needs schools. However, the means on these items were low for both groups.

Table 7. Fall 2009 REACH Program Survey Results for Attitudes Toward TAKS Growth

	Highest needs		Non-highest needs	
	Mean	SD	Mean	SD
TEA's Comparable Improvement Quartile ranking is a fair measure of schoolwide TAKS growth.**	2.87	.76	2.10	.72
The possibility of earning a schoolwide growth award has been an incentive for my colleagues to work together more.**	3.03	.79	2.56	.91
Staff have a clear understanding of what they have to do in order to earn the REACH schoolwide TAKS growth stipend.	2.90	.73	2.97	.75
This stipend has encouraged special area teachers to focus on Reading and Math TEKS.*	3.11	.82	2.77	.91
Mean for Attitudes toward TAKS Growth**	**2.94**	**.65**	**2.55**	**.66**

Source. REACH interim survey
Note. Responses ranged from 1 (strongly disagree) to 4 (strongly agree); *Indicates a significant mean difference, where $p < .05$; **indicates a significant mean difference, where $p < .01$.

Finally, neither respondents at highest needs nor respondents at non-highest needs schools agreed that SLO stipends were large enough for the amount of work involved. However, most respondents agreed that SLOs were easy to integrate into their current work and that their students benefitted from SLOs (Table 8). In general, no significant differences were found in attitudes toward SLOs between teachers at highest needs and non-highest needs schools. However, teachers at non-highest needs schools reported having more valuable conversations with their principals about SLOs than did those at highest needs schools.

Attitudes towards SLOs were most favorable at campuses where teachers reported their principals expanded their teaching skills and/or content knowledge, encouraged teacher collaboration to help struggling teachers and students, and required teachers to show evidence of student growth.

The apparent discrepancy between attitudes toward the SLO stipend amount relative to the work involved versus attitudes toward ease of integrating SLOs may reflect reported differences in usefulness of SLOs in TAKS and non-TAKS grade/subject areas. Evidence from previous focus groups indicated that TAKS core-area teachers have copious amounts of student data available and often use student learning goals in their practice. However, other subject/grade level teachers have expressed gratitude for the program because of the opportunity it provides for them to focus their instruction on particular student learning goals in ways that they did not in the past. It also may be that the process of analyzing students' data and setting learning goals merely overlaps with other

processes used on campus and therefore is viewed by teachers as both easy to integrate and beneficial to students.

Table 8. Fall 2009 REACH Program Survey Results for Attitudes Toward Student Learning Objectives (SLOs)

	Highest needs		Non-highest needs	
	Mean	SD	Mean	SD
The SLO stipends are large enough for the amount of work involved.	2.75	.82	2.63	.91
The results of using an SLO are worth the extra work.	3.02	.88	2.80	.80
It is easy to integrate SLOs into my current work.	3.15	.73	3.22	.71
I understand the purpose of SLOs well enough to explain them to a friend.	3.35	.64	3.21	.73
My colleagues talk about planning instruction around SLOs.	2.84	.80	2.95	.74
When setting my SLO, it was easy to determine the area in which my students needed extra help.	3.27	.63	3.22	.67
I feel well supported by the REACH SLO team.	3.18	.78	3.31	.66
My principal expects me to incorporate my SLOs into my daily work.	3.15	.73	3.17	.75
My conversations with my principal about my SLOs are/were very valuable.*	2.83	.90	3.16	.72
My students have benefitted from SLOs.	3.15	.85	3.08	.72
Mean for Attitudes toward SLOs	**3.06**	**.55**	**3.02**	**.61**

Source. REACH interim survey
Note. Responses ranged from 1 (strongly disagree) to 4 (strongly agree); *Indicates a significant mean difference, where $p < .05$; **indicates a significant mean difference, where $p < .01$.

Responses to the attitude survey suggest that REACH participants, particularly those at highest needs schools, found some value in the SLO process, the TAKS schoolwide growth stipend, and the recruitment/retention stipends; however, opinions were modest and not strongly favorable, and teachers on average did not agree that the program has yet accomplished its intended impact.

CONCLUSION

Taken together, the results of the student achievement and retention analyses and the results of the attitude survey indicate that the program has achieved only modest success after year 2 of the 4-year pilot.

STUDENT GROWTH ON TAKS

Within the pilot, student growth on TAKS in year 2 was significantly greater in science, and the difference approached significance in reading/ELA, for teachers who achieved two SLOs, compared with those who did not achieve any SLOs in those subject areas. However, student growth at pilot schools did not significantly outpace that at comparison schools for year 2, nor was it consistently related to teacher reports of engagement with the pilot.

TEACHER RETENTION

Despite an improvement in teacher retention rates from the prior year, the increase did not differ significantly from that at comparison schools. Contextual factors must be considered when examining teacher mobility. For example, economic conditions can cause teachers to reconsider retirement and choose to remain at their jobs ("Lagging Economy," 2009). REACH principals indeed believed that the local economy influenced some teachers to remain in their positions for the upcoming school year. In addition, policy must be considered when interpreting teacher mobility for different demographic groups. For example, novice teachers (years 1 through 3) in AISD are not eligible to transfer within AISD. Thus, novice teachers who wish to but cannot move to a REACH school or any school in AISD may elect to leave the district.

STUDENT LEARNING OBJECTIVES

Teachers did not agree, on average, that the SLO stipend was large enough for the extra amount of work involved. Teachers reported frustration with the D2 system and THS assessments, and some believed the assessment challenges caused their failure to meet SLOs. Results indicate that in reading/ELA, math, and social studies, teachers at some grade levels were less likely to achieve SLOs that were measured with THS pre-developed tests than to achieve SLOs that were measured with other types of assessments. No overall differences were found in the likelihood of achieving SLOs in science, based on the assessment used. However, strong evidence emerged across all grade levels and subject areas that THS tests were valid measures of the material covered in the various TAKS objectives. Although the contract with THS/D2 ultimately was terminated because of insurmountable formatting and technical challenges, THS assessments were valid, and teachers who used them were less likely than those who used other assessments to have met their SLOs in many areas.

Nevertheless, teacher survey results suggest that teachers did perceive some value in SLOs, and that they did not find them difficult to integrate into their work. Teachers, on average, agreed that their students had benefited from SLOs. Findings suggest that despite the frustration encountered in year 2 with the D2 system and THS assessments, attitudes toward SLOs generally were favorable across both highest needs and non-highest needs schools, particularly at schools where the likelihood of achieving SLOs was not a given. Evidence suggests that attitudes were most favorable towards SLOs on campuses where principals were more actively engaged with teacher support and accountability.

TAKS Comparable Improvement Measure of Schoolwide Growth

Teachers at non-highest needs schools reported significantly less favorable attitudes towards the TAKS schoolwide growth stipend than did those at highest needs schools, probably because the only three schools to receive that award in year 2 were highest needs schools. Non-highest needs teachers were much less likely than were highest needs teachers to agree that it was a fair measure or that it provided an incentive for their colleagues to work together more. In year 2, most pilot schools dropped considerably in ranking within their cohorts. Although a few schools maintained a positive trajectory of movement within their comparable improvement cohorts, the decrease many schools experienced following their respective increases in year 1 is cause for further review of the stability and usefulness of this measure for the future.

Program Impact

Overall, highest needs teachers were more likely to report that REACH had made an impact on their campuses than were non-highest needs teachers. Specifically, they were more likely to report that as a result of REACH they felt their work was more valued than before, that their job satisfaction had improved, that non-TAKS teachers were more motivated to focus on reading and math, and that they thought differently about past teaching experiences while planning. As in year 1, outcomes for year 2 of REACH, though modest, appear more favorable for highest needs than non-highest needs schools.

Recommendations

Teacher attitudes toward the program, along with program outcomes to date, provide some direction for future program refinement. Specifically, although frustrations with the D2 and THS system resulted in a change to the requirements for year 3, differential SLO achievement rates for teachers using those standardized rather than other assessments suggest a need for either standardization of or rigorous review of SLO assessments. Despite challenges with the implementation of THS assessments, their content validity was found to

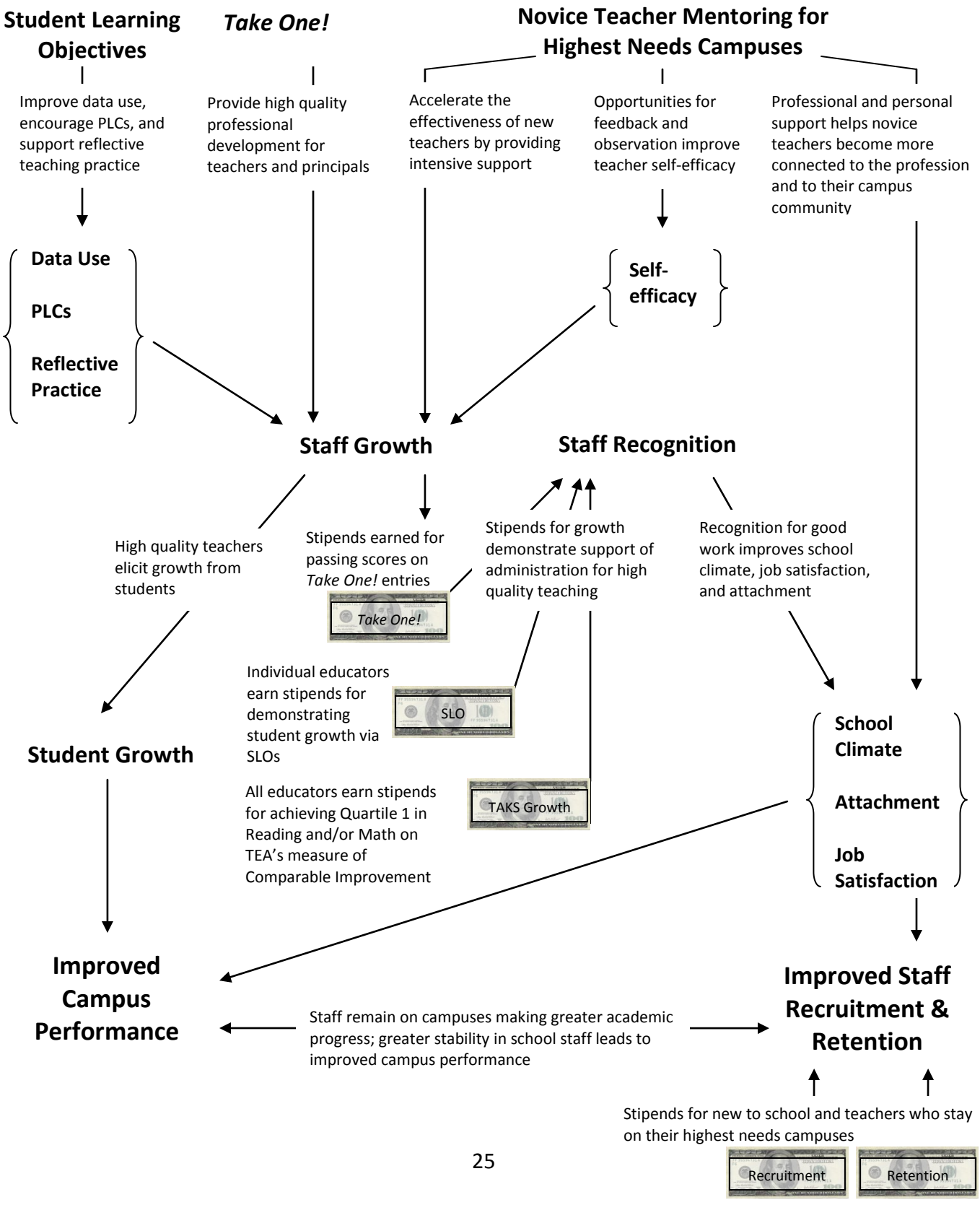
be appropriate for use in measuring TAKS objective-level performance. Thus, further scrutiny of teacher-made assessments may be necessary to ensure their rigor.

Additionally, results suggest a need to review alternative methods for compensating school staff for campus-wide or team-wide growth. Inconsistencies over time in school ranking within comparable improvement quartiles, along with teacher reports that this measure is not fair and does not provide the desired incentive, indicate that a different approach to group incentives may be necessary to achieve program goals.

Finally, although novice teachers at REACH highest needs schools reported significantly greater satisfaction with their mentoring experiences than did those at comparison schools, neither teacher retention rates nor student growth were significantly more favorable for REACH novice teachers than for their comparison peers. Due to the significant cost associated with the novice teacher mentoring program, this component must be examined closely to determine which specific elements are most cost effective.

APPENDICES

Appendix A. Overview of Hypothesized Effects of AISD REACH Program on School Outcomes

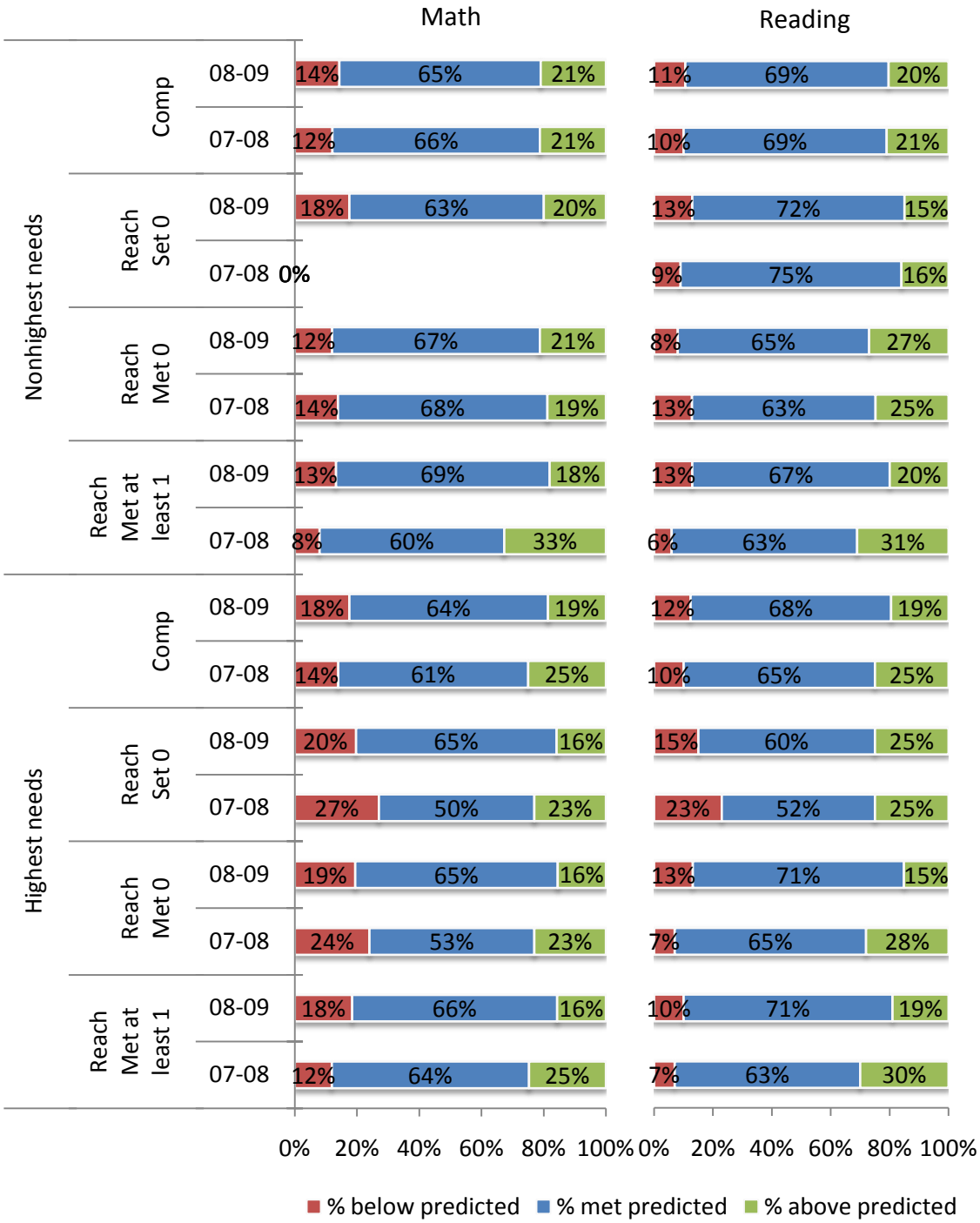


Appendix B. Summary of SLOs Met by Campus, 2007-2008 and 2008-2009

Campus	Teachers who met both SLOs		Teachers who met only one SLO		Teachers who did not meet an SLO		Teachers who met at least one SLO	
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
Barton Hills	76%	74%	20%	11%	4%	15%	96%	85%
Hart	60%	57%	21%	19%	19%	24%	81%	76%
Menchaca	70%	74%	21%	14%	9%	12%	91%	88%
Rodriguez	84%	73%	13%	20%	3%	7%	97%	93%
Sims	88%	65%	13%	22%	0%	13%	100%	77%
Sunset Valley	58%	59%	28%	22%	14%	19%	86%	81%
Dobie	71%	56%	8%	19%	21%	25%	79%	75%
O. Henry	37%	54%	13%	31%	50%	15%	50%	85%
Lanier	58%	32%	25%	35%	17%	33%	83%	67%
Webb	n/a	60%	n/a	22%	n/a	18%	n/a	82%
Jordan	n/a	81%	n/a	8%	n/a	11%	n/a	89%
Total	**64%**	**59%**	**19%**	**22%**	**17%**	**19%**	**83%**	**81%**

Source. SLO database

Appendix C. Mean Percentage of Teachers' Students Scoring Above, At, and Below Predicted on TAKS Math and Reading for Reach by SLOs Met and for Comparison schools, 2007-08 and 2008-09



Source.

SLO database and AISD TAKS records.

Appendix E. Staff REACH Stipends by Campus

Highest needs	SLO Stipend		*Take One!*		Schoolwide Growth		Retention Stipends		Total Payout				
	Avg	Sum	N	Sum	Avg	Sum	Avg	Sum	N	Avg	Min	Max	Sum
Hart	$1,893	$115,500	1	$400	$3,377	$206,000	$1,656	$101,000	62	$6,933	$1,000	$10,000	$422,900
Jordan	$2,411	$135,000	1	$400	$0	$0	$1,938	$108,500	57	$4,355	$500	$6,000	$243,900
Rodriguez	$2,478	$171,000	0	$0	$0	$0	$1,942	$134,000	70	$4,420	$500	$6,000	$305,000
Sims	$2,270	$84,000	0	$0	$0	$0	$1,959	$72,500	38	$4,230	$500	$6,000	$156,500
Dobie	$1,940	$112,500	1	$400	$3,828	$222,000	$2,405	$139,500	59	$8,179	$4,000	$10,400	$474,400
Webb	$2,116	$118,500	3	$1,200	$3,786	$212,000	$1,571	$88,000	57	$7,495	$500	$10,000	$419,700
Lanier	$1,487	$168,000	0	$0	$0	$0	$2,013	$227,500	114	$3,500	$500	$6,000	$395,500

Non-highest needs	SLO Stipend		*Take One!*		Schoolwide Growth		Retention Stipends		Total Payout				
	Avg	Sum	N	Sum	Avg	Sum	Avg	Sum	N	Avg	Min	Max	Sum
Barton Hills	$1,593	$43,000	0	$0	$0	$0	n/a	n/a	28	$1,593	$0	$2,000	$43,000
Menchaca	$1,612	$79,000	1	$400	$0	$0	n/a	n/a	50	$1,620	$0	$2,400	$79,400
O. Henry	$1,385	$90,000	0	$0	$0	$0	n/a	n/a	66	$1,385	$0	$2,000	$90,000
Sunset Valley	$1,429	$60,000	0	$0	$0	$0	n/a	n/a	42	$1,390	$0	$2,000	$57,000
Total	$1,511	$281,000	1	$400	$0	$0	n/a	n/a	186	$1,593	$0	$2,000	$43,000

Source. REACH payroll records

Appendix F. Correlations between Teacher Program Engagement and TAKS Objectives Scores by School Level

Level	Subject	Engagement	TAKS Objective					
			1	2	3	4	5	6
Elementary School	Reading	Considered SLO in Daily Work		-.06				
		SLOs Improved Teaching						
	Math	Considered SLO in Daily Work	-.08	-.08	-.10	-.13**		-.15**
		SLOs Improved Teaching	-.06	-.02	-.04	-.06		-.06
	Science	Considered SLO in Daily Work	-.49**	-.55**		-.60**		
		SLOs Improved Teaching	-.49**	-.55**		-.60**		
Middle School	Reading	Considered SLO in Daily Work			.19**	-.14*		
		SLOs Improved Teaching			.10	-.06		
	Math	Considered SLO in Daily Work	-13*	-.06	-.07	-.11*		-.08
		SLOs Improved Teaching	-.11*	.05	-.03	-.10		-.02
	Science	Considered SLO in Daily Work						
		SLOs Improved Teaching						
	Social Studies	Considered SLO in Daily Work						
		SLOs Improved Teaching						
High School	Reading	Considered SLO in Daily Work		.16**				
		SLOs Improved Teaching		.08				
	Math	Considered SLO in Daily Work	.34**	.37**	.33**	.19*		.40**
		SLOs Improved Teaching	.32**	.31**	.29**	.17*		.34**
	Science	Considered SLO in Daily Work	-.11	-.11		.11	-.26**	
		SLOs Improved Teaching	-.01	-.08		.04	-.25**	
	Social Studies	Considered SLO in Daily Work		.26**		-.38**		
		SLOs Improved Teaching		.19*				

Source. DPE REACH interim survey

Note. Blank cells indicate too little variation in teacher responses to calculate a correlation. * p<.05, **p<.01.

Appendix G. Fall 2009 Reach Program Attitudes Survey Results

Table G1. Survey Subscale Means by Campus for Highest Needs Schools

Campus	% met at least 1 SLO	REACH Impact		Attitudes toward Recruitment and Retention Stipends		Attitudes toward SLOs		Attitudes toward TAKS Growth	
		Campus	Mean	Campus	Mean	Campus	Mean	Campus	Mean
Rodriguez (n=25)	93%	Jordan	3.16	Dobie	3.03	Jordan	3.32	Jordan	3.19
Jordan (n=22)	89%	Dobie	2.87	Jordan	2.89	Hart	3.22	Hart*	3.19
Webb (n=27)	82%	Hart	2.86	Lanier	2.87	Sims	3.18	Dobie*	3.11
Sims (n=11)	77%	Lanier	2.74	Sims	2.85	Dobie	3.14	Webb*	2.90
Hart (n=23)	76%	Webb	2.53	Webb	2.80	Lanier	3.02	Rodriguez	2.83
Dobie (n=27)	75%	Sims	2.52	Hart	2.77	Webb	2.88	Lanier	2.82
Lanier (n=47)	67%	Rodriguez	2.28	Rodriguez	2.17	Rodriguez	2.77	Sims	2.33

Source. DPE REACH Interim Survey

Note. Means are sorted highest to lowest within each subscale; responses range from 1 to 4 blue lines indicate cut points for 3.0 and above (desirable range for means); asterisks indicate campuses that earned TAKS Growth stipends in 2008-09.

Table G2. Survey Subscale Means by Campus for Non-Highest Needs Schools

Campus	% met at least 1 SLO	REACH Impact		Attitudes toward Recruitment and Retention Stipends		Attitudes toward SLOs		Attitudes toward TAKS Growth	
		Campus	Mean	Campus	Mean	Campus	Mean	Campus	Mean
Menchaca (n=20)	88%	Sunset Valley	2.79	Sunset Valley	n/a	Sunset Valley	3.25	Sunset Valley	2.89
Barton Hills (n=8)	85%	Menchaca	2.34	Barton Hills	n/a	Barton Hills	2.95	Barton Hills	2.44
Sunset Valley (n=12)	81%	Barton Hills	2.29	Menchaca	n/a	Menchaca	2.91	Menchaca	2.41

Source. DPE REACH Interim Survey

Note. Means are sorted highest to lowest within each subscale; scores above 3.0 are desirable.

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