November 2018

Publication 17.50a

Educator Excellence Innovation Program Technical Report

Department of
Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

Executive Summary

This report describes findings from the Austin Independent School District's (AISD) Educator Excellence Innovation Program (EEIP). EEIP is a Texas Education Agency (TEA) grant program that funds innovation in teacher support. In 2014, 17 EEIP grants were awarded to sites across the state, including 11 school districts and six charter or other programs. AISD was awarded a total of $2 million over a 2-year period 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, providing AISD with a total of 4 school years of EEIP support.

The implementation of EEIP was guided by the goals of enhancing educator quality, increasing retention, and creating positive change in students' academics. These goals were evaluated by measuring teachers' knowledge, skills, abilities, and attitudes, teachers' ratings on the Professional Pathways for Teachers (PPfT) instructional practices strand, and retention.

EEIP in AISD has supported more than 230 teachers and 4,400 students in each year of the program at six Title I elementary schools in AISD, including Houston Elementary, Langford Elementary, Linder Elementary, Palm Elementary, Perez Elementary, and Widen Elementary. EEIP supports included mentoring for novice and 3rd-year teachers, opportunities for peer observation for more experienced teachers, and professional learning communities (PLCs) that provided teachers with the opportunity to collaborate with peers to grow and develop as professionals.

Prior yearly reports of EEIP (i.e., covering years 1, 2, and 3 of implementation) were largely formative in nature, with a focus on assessing and documenting program success and providing ongoing feedback about the program's implementation. These formative reports allowed the program to develop and grow over the 4 years of implementation. With the conclusion of EEIP implementation in Spring 2018, this report is summative and focuses on the short-term and intermediate outcomes of EEIP in AISD. The main summative findings from the year 4 evaluation revealed the following:

- Novice and 3rd-year EEIP teachers responded more positively than teachers at comparison schools on many knowledge, skills, abilities, and attitude items, including attachment to school, self-efficacy, and use of data for instruction.
- EEIP 3rd-year teachers were rated higher on their PPfT instructional practices across all years, on average, than were 3rd-year teachers at comparison schools.
- Novice EEIP teachers' retention rates increased relative to rates at comparison schools across all 4 years of the program, starting with lower retention rates than novice teachers at comparison schools in the first 2 years and finishing with higher retention rates than novice teachers at comparison schools in the last 2 years of program implementation.

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 at their schools.

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Introduction

The Educator Excellence Innovation Program (EEIP) is a Texas Education Agency (TEA) grant program that funds innovation in teacher support. 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.

With the award of the EEIP grant, AISD planned to transform educator quality and effectiveness by:

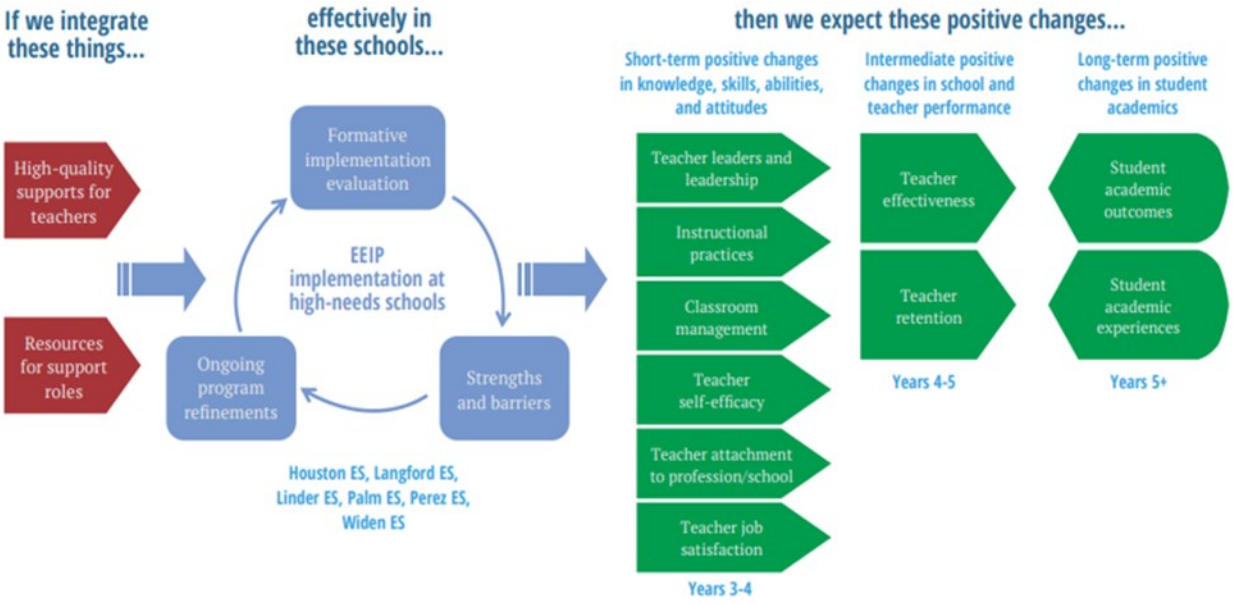
- Providing full-release mentors (FRMs) to teachers in their first 2 years of teaching and campus-based mentors (CBMs) to teachers in their 3rd year of teaching to build the skills necessary for teachers to flourish professionally
- Using targeted peer observation with experienced peer observers (POs) to serve as the basis for specific professional development activities for teachers with 4 or more years of teaching experience
- Reviewing professional literature, teacher practices, student work, and student data during dedicated professional learning community (PLC) time, so that teachers can collaborate pedagogically with peers; improve practice; and ultimately, increase student performance
- Creating an innovative compensation plan that includes stipends for FRMs, CBMs, assessment facilitation, peer observation, student learning objective (SLO) facilitators, and PLC leadership at hard-to-staff campuses in order to retain effective teachers (see Appendix A for specific compensation and stipend information)

EEIP in AISD supported more than 230 teachers and 4,400 students in each year of the program at six Title I elementary schools in AISD, including Houston Elementary, Langford Elementary, Linder Elementary, Palm Elementary, Perez Elementary, and Widen Elementary.

Program Theory

The overarching goal of EEIP was to enhance educator quality and effectiveness, with the long-term expectation of positive impacts on students in AISD. Additionally, the problem of retention, especially among early-career teachers, was expected to be decreased through the implementation of EEIP. Taken together, the implementation of EEIP was guided by the goals of enhancing educator quality and effectiveness, increasing retention, and creating positive change in students' academics. The process of achieving these goals is outlined in the EEIP theory of change (ToC), which provides stakeholders with a map of the concepts and expected processes necessary to elicit positive changes in a given environment. For EEIP, a ToC was developed to show how the integration of resources and supports, along with evaluation and program refinement, could result in numerous positive short-, intermediate-, and long-term changes at the six implementation schools. A visual representation of the EEIP ToC across the 4 years of funding and projections for beyond is provided in Figure 1.

Figure 1.
EEIP Theory of Change



Implementation History

Year 1 Implementation (2014–2015)

The 1st year of EEIP included staffing and training activities for the funded teacher-leader positions under EEIP (i.e., SLO facilitators, PLC leads, FRMs, CBMs, and POs). Year 1 implementation activities also included integration of the new positions on their respective campuses and work to develop professional relationships with teachers and school leadership. In addition, several tools were developed to help support formative feedback loops:

- The Mentor Innovation Configuration Assessment Tool (MICAT), a 360-degree assessment of mentors, with feedback from mentored teachers, school principals, the EEIP program manager, and a self-assessment by the mentors
- The Peer Observer Innovation Configuration Assessment Tool (PICAT), a 360-degree assessment of POs with feedback from observed teachers, school principals, the EEIP program manager, and a self-assessment by the POs
- An EEIP subsection on the AISD Employee Coordinated Survey (ECS) to assess the effectiveness of PLCs, use of POs by experienced teachers, impressions of SLOs, and perceptions of the impact of EEIP on recruitment and retention

Year 2 Implementation (2015–2016)

The implementation components of EEIP remained unchanged in year 2 of EEIP; however, subtle modifications were introduced for PLC support. To help better focus the work of PLCs in year 2, PLC leads received summer training on PLC leadership. During the school year, the PLC leads provided a greater emphasis on and supports for (a) analyzing student data, (b) analyzing student work, (c) analyzing teacher work, and (d) reviewing and discussing professional literature. PLCs explored each of the topics in consistent 4-week cycles. To further coordinate the work of PLCs on each EEIP campus,

an additional PLC leadership role was recommended to help collectively organize the PLC leads; this role was successfully implemented on one EEIP campus at the discretion of the principal.

Year 3 Implementation (2016–2017)

Year 3 implementation of EEIP in AISD included several differences from the first 2 years. Changes to the EEIP implementation were driven by a combination of responsive adjustments based on program participants' feedback and changes to the PPfT implementation in AISD. Year 3 adjustments involved changes to the EEIP PLC, peer observation, and SLO processes. Major EEIP adjustments for year 3 included:

- Changing participation in peer observation from voluntary to requiring at least one peer observation for every experienced teacher on an EEIP campus
- Adopting professional action research teams (PARTs) in PLCs to help better integrate PLCs into instruction and learning in teachers' classrooms
- Encouraging teachers to build the work of their SLOs into the work of their PARTs
- Implementing a leadership role to coordinate across the PLC leads at two of the EEIP schools
- Assigning 30 swivel cameras to PLC leads to facilitate the use of PLC time for watching recordings of colleagues teaching and reflecting on practice

The program adjustments were designed to better support program participants in their EEIP-related work and to help teachers in their work under PPfT. In the 2016–2017 school year, implementation of PPfT was expanded to the entire school district and was integrated with teacher compensation to form a system that blends appraisal, compensation, leadership pathways, and professional development activities. As an existing element of EEIP since the 1st year of the grant, PPfT had already linked teachers' performance on SLOs, classroom observations, professional development activities, and school-wide student growth to teacher appraisal. However, in the 2016–2017 school year, PPfT further linked teacher appraisal to compensation. Consequently, even though the basic components of PPfT did not change, the stakes associated with them did change in year 3 of EEIP.

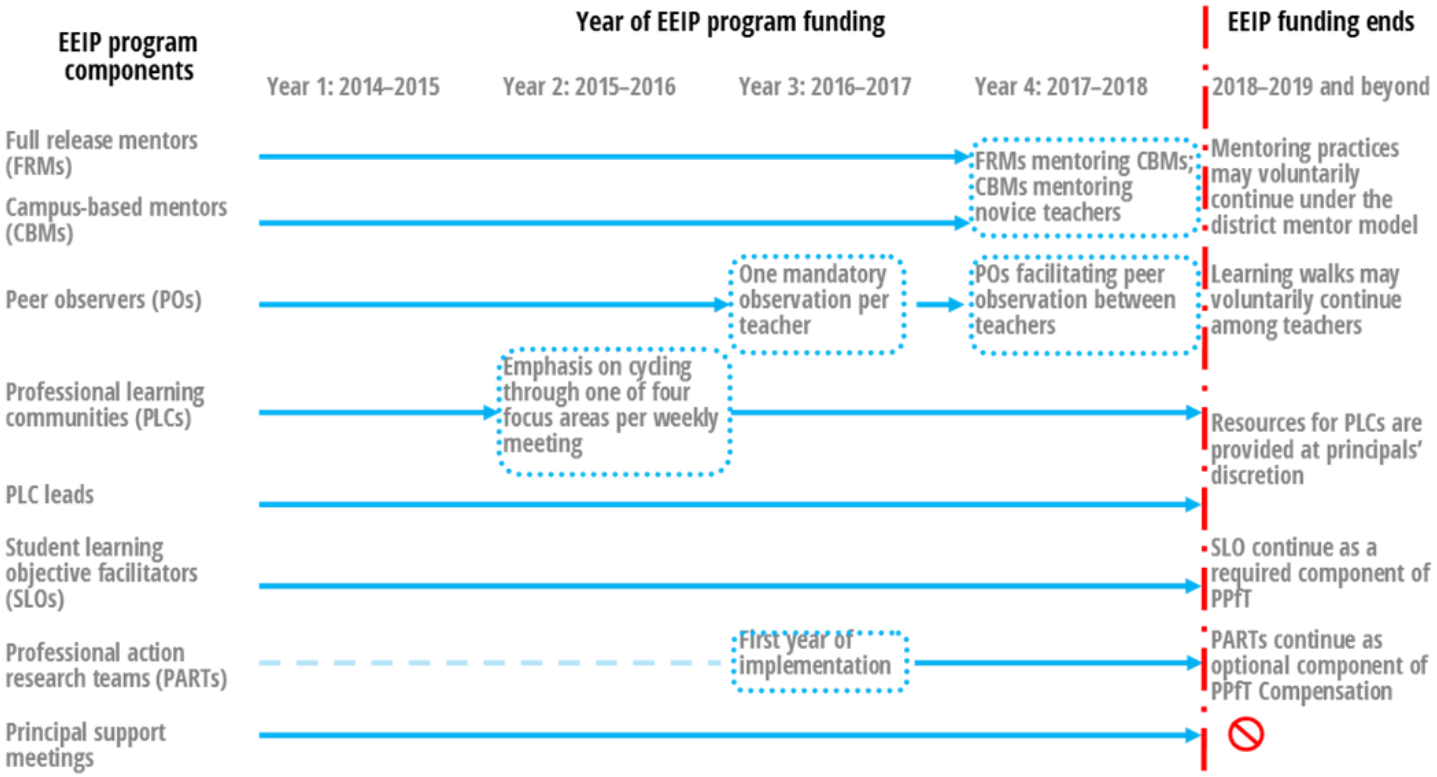
Year 4 Implementation (2017–2018)

The 2017–2018 school year, the 4th and last year of EEIP implementation in AISD, included significant modifications to the mentoring and observation components to better equip EEIP staff to sustain the work on campus after the end of program funding. The year 4 goal was to build capacity to transition the practices teachers learned and engaged in during EEIP to their practices post funding. Therefore, the focus of POs' and FRMs' work changed in the final year of implementation to ensure that campuses would be equipped to continue implementing successful EEIP practices in the future.

The FRMs continued working with novice teachers. However, the FRMs also spent time mentoring the CBMs in techniques for mentoring novice teachers. FRMs shared mentoring

time with CBMs—first modeling POs transitioned from leading peer observation of teachers to facilitating peer observation experiences between teachers (i.e., learning walks), in which teachers would volunteer to both be observed by another teacher and go into another teacher's classroom to observe instruction. POs facilitated the connections between participating teachers, the focus of the learning walks, and the subsequent feedback and reflection process. Figure 2 summarizes program implementation changes across all 4 years of EEIP implementation in AISD.

Figure 2.
EEIP Timeline Showing Program Components and Refinements Over the 4-Year Award Period



Evaluation Methods

EEIP Evaluation Questions

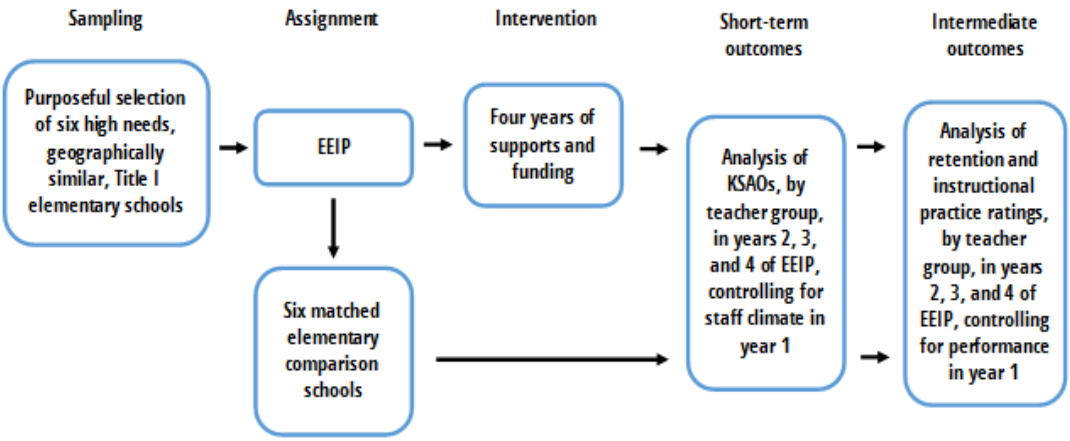
With the main objectives of enhancing educator quality and effectiveness, increasing retention, and creating positive change in students' academics, EEIP intended to reach these goals through increasing supports for teachers in several areas. Four research questions were posed to reflect the goals of EEIP implementation:

1. Were there positive impacts on teachers' knowledge, skills, abilities, and other characteristics (KSAOs; e.g., attitudes) at EEIP schools?
2. Were there positive impacts on teacher effectiveness at EEIP schools?
3. Were there positive impacts on teacher retention at EEIP schools?
4. What lessons were learned from EEIP teachers and how might these lessons inform practices continued beyond EEIP implementation?

EEIP Evaluation Design

The evaluation of EEIP in AISD took steps to approximate a quasi-experimental design in which purposefully selected EEIP schools were compared with matched comparison schools on several program outcomes of interest. Comparisons between EEIP schools and the matched comparison schools were made by analyzing three different teacher groups, based on years of experience, as years of experience delineated the EEIP mentoring components: FRMs working with novice teachers, campus-based one-to-one mentors working with 3rd-year teachers, and POs working with experienced teachers. Comparisons were made within years 2, 3, and 4 of implementation, while controlling for outcome performance during year 1 (Figure 3).

Figure 3.
Visual Diagram of EEIP Evaluation Design



Selection of Treatment Schools

AISD program staff targeted high-needs schools within the Akins High School and Travis High School vertical teams. Six schools were chosen based on identification as high-needs schools (e.g., all Title I elementary schools with a high concentration of economically disadvantaged families, English language learners, and students receiving

special education services) with the potential for high teacher turnover, and therefore were considered the appropriate sites to implement EEIP.

Selection of Matched Comparison Schools

The six elementary schools selected for EEIP implementation were matched with six elementary schools for comparison in order to gain information about the impact of EEIP implementation. Although there are more than 80 elementary schools in AISD, given the implementation of EEIP at PPfT pilot schools in 2014–2015, there were only 14 elementary schools implementing PPfT, of which only eight were not assigned to the EEIP treatment. Of the eight possible comparison schools, the comparison schools were chosen to match based on their instructional services index (ISI), which reflected the percentage of students who were economically disadvantaged, received bilingual or English as a second language services, or received special education services. The ISI also was used in PPfT to determine school eligibility for enhanced compensation status under the PPfT compensation system. Table 1 shows the 14 pilot PPfT elementary schools, their respective ISI and input variables, the six EEIP implementation schools, and the six schools chosen for comparison.

Teacher Grouping, by Years of Experience

Teachers were grouped into categories based on their years of teaching experience. Teachers in their 1st or 2nd year of teaching were considered novice teachers, those in their 3rd year of teaching were considered 3rd-year teachers, and those in their 4th or more year of teaching were considered experienced teachers.

Table 1.
Comparison schools were selected based on being pilot PPfT schools and having ISIs similar to EEIP schools.

Pilot PPfT elementary schools	Percentage of students receiving special education services	Percentage of students receiving services for bilingual education or English as a second language	Percentage of economically disadvantaged students	ISI	Group assignment
Barton Hills	5%	1%	8%	5%	
Zilker	9%	5%	28%	14%	
Sims	6%	27%	95%	43%	Comparison
Norman	11%	28%	96%	45%	Comparison
Palm	10%	43%	83%	45%	EEIP
Sunset Valley	8%	69%	65%	47%	Comparison
Widen	12%	49%	95%	52%	EEIP
Houston	6%	54%	97%	52%	EEIP
Linder	10%	53%	96%	53%	EEIP
Rodriguez	6%	59%	97%	54%	Comparison
Langford	8%	63%	95%	55%	EEIP
Perez	7%	68%	92%	56%	EEIP
Brown	10%	67%	95%	57%	Comparison
Harris	8%	70%	98%	58%	Comparison

Source. PEIMS student data 2014-15

Analysis of Outcomes

Short-Term Outcomes

As posed in research question 1, it was of interest to determine if there were differences in the KSAOs of EEIP teachers and teachers at matched comparison schools. Therefore, KSAOs were measured as short-term outcomes in which an impact was anticipated by the end of grant implementation. The KSAOs, or short-term outcomes, included perceptual measures of instructional practice and support, data use, PLCs, attachment to profession, attachment to school, self-efficacy, and job satisfaction. Teachers' perceptual data were measured by the Teaching, Empowering, Leading, and Learning (TELL) AISD Survey. The subscales of the TELL AISD Survey that addressed these topics were used to estimate if participating in EEIP had a positive impact on teachers.

Intermediate Outcomes

Research questions 2 and 3 addressed intermediate outcomes, or those outcomes that were anticipated after several years of the EEIP implementation. EEIP intermediate outcomes included measures of teachers' instructional practices and teacher retention.

Specifically concerning research question 2, teachers' instructional practice ratings were chosen to represent teachers' effectiveness. Teachers' instructional practices were measured using PPfT instructional practice ratings. In PPfT, teachers are observed once in the fall and once in the spring and rated according to a PPfT rubric inclusive of seven strands of instructional practice. Both fall and spring observations are announced and conducted by different observers. The average of the fall and spring observations become a teacher's final instructional practice rating in PPfT.

To address research question 3, teacher retention was measured using the Public Education Information Management System's (PEIMS) fall snapshot for district staff and staffs' perceptions of teacher retention were measured with the ECS.

The PEIMS snapshot is taken on a yearly basis in October and released in January, and thus comparisons can be made using the PEIMS snapshot dates across multiple years to assess teacher retention. Retention was determined by tracking the location and role of a teacher from fall of the prior year to fall of the current year. For each year, tracking location and role allowed categorization of whether the teacher was retained on campus, retained within the district, or left the district. For the purposes of this report, retained teachers were defined as teachers who remained at the same school. While teacher retention may be defined as retaining teachers within AISD, regardless of whether a teacher changed schools or roles, EEIP focused specifically on retaining teachers within the district's high-needs schools that had a high potential for turnover. Therefore, assessing teacher retention based on a teacher remaining at his or her school, as opposed to retention within the district, was more aligned with program objectives.

TELL AISD Survey Subscales

The individual survey items contributing to TELL AISD and an explanation of the rating scales can be found in Appendix B. The subscales for TELL AISD are as follows:

- **Instructional practice and support**
- **Attachment to profession**
- **Attachment to school**
- **Self-efficacy**
- **Job satisfaction**
- **Teacher data use**
- **Collaborative data use**
- **PLCs**

Analyses of Short-Term and Intermediate Outcomes

Campus was used as the unit of analysis for comparisons between EEIP schools and matched comparison schools. Consequently, outcomes for teacher groups (i.e., novice, 3rd-year, and experienced) were aggregated up to the campus level. Then, the campus-level outcomes for EEIP schools ($n = 6$) were descriptively compared with the campus-level outcomes for the matched comparison schools ($n = 6$). Inferentially, outcomes were evaluated for differences between school and teacher groups (i.e., EEIP novice vs comparison novice, EEIP 3rd-year vs comparison 3rd-year, and EEIP experienced vs comparison experienced) in years 2, 3, and 4 of the EEIP implementation, while controlling for performance in year 1 using analysis of covariance (ANCOVA).

Exploration of Lessons Learned

The lessons learned from those involved in EEIP are important to consider when planning for the continuation of EEIP practices beyond years of funding. To answer research question 4, feedback was solicited from those involved in PLCs, FRMs, and POs to inform future directions for implementing EEIP activities.

Feedback from 20 volunteer teachers about their PLC experiences was collected via an online discussion group in spring of the 4th and final year of EEIP in AISD. The volunteer teachers were prompted to reflect on their PLC experiences over the past 4 years of EEIP. Next, teachers were asked to respond to several discussion prompts, including questions about the most useful elements and processes of the EEIP PLCs, the EEIP PLC practices they would like to continue in the years following EEIP, and their learning resulting from engaging in EEIP PLCs.

Feedback from four EEIP FRMs was collected via interview in spring of the 4th and final year of EEIP in AISD. FRMs were prompted to reflect on their work with teachers new to the profession over the past 4 years of EEIP. FRMs were next engaged in a conversation about what they learned novice teachers need to be successful, the mentorship skills necessary to work with novice teachers, and their own lessons learned from the EEIP experience as an FRM.

Lastly, feedback from three EEIP POs was collected via interview in spring of the 4th and final year of EEIP in AISD. POs were prompted to reflect on their work with experienced teachers over the past 4 years of EEIP. POs were next engaged in a conversation about what they learned experienced teachers need, facilitating peer observation between experienced teachers (i.e., learning walks), and their own lessons learned from the EEIP experience as a PO.

PEIMS Snapshot Timing

Due to the timing of the snapshot in October and release of the PEIMS file in January, there was not yet a current year (i.e., 2018–2019) PEIMS snapshot with which to calculate retention of teachers in 2018–2019 from the 4th year of EEIP in 2017–2018. Consequently, retention was computed using PEIMS snapshots taken in 2013–2014, 2014–2015, 2015–2016, 2016–2017, and 2017–2018. Retention captured whether a teacher of a particular experience group from the prior year was retained on campus as of fall of the current year. For example, 2014–2015 retention for 3rd-year teachers examined whether the 3rd-year teachers in 2013–2014 returned to their campus in fall of 2014–2015, even though the returning teachers in this example would be 4th-year teachers in 2014–2015.

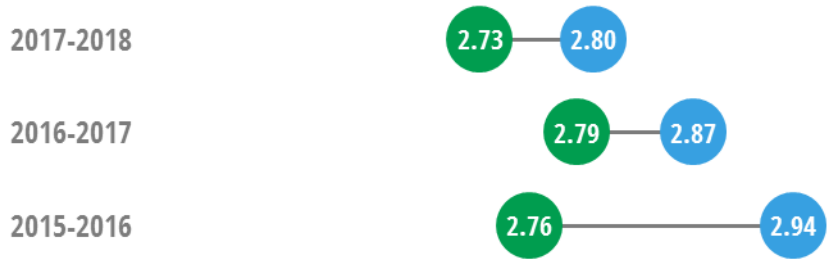
Findings

Short-Term Outcomes

For the three groups of teachers, each defined by the different forms of EEIP treatment (i.e., novice teachers assigned FRMs, 3rd-year teachers assigned CBMs, and experienced teachers assigned POs) they received, many positive outcomes were observed for EEIP novice and 3rd-year teachers (see Appendix C for more detailed analyses). Conversely, few positive impacts on short-term outcomes were observed for experienced teachers. Although disappointing from a grant perspective, the limited dosage of EEIP treatment experienced teachers received might explain the absence of any observed effects.

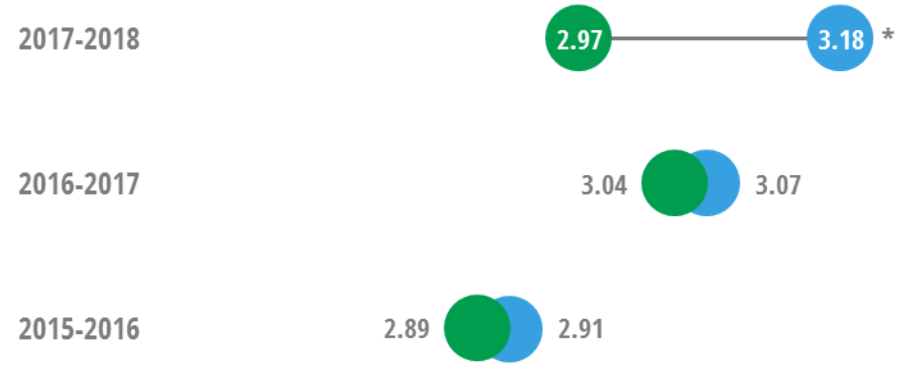
In general, EEIP novice teachers responded more positively to survey items than did comparison novice teachers, particularly to items regarding attachment to school, self-efficacy, PLCs, and collective data use (Figures 4, 5, 6, and 7). The FRMs worked with novice EEIP teachers to help them grow as professionals, make connections at the school, and (in conjunction with participating in PLCs) use and understand data in their classrooms.

Figure 4.
EEIP novice teachers rated their attachment to school higher, on average,



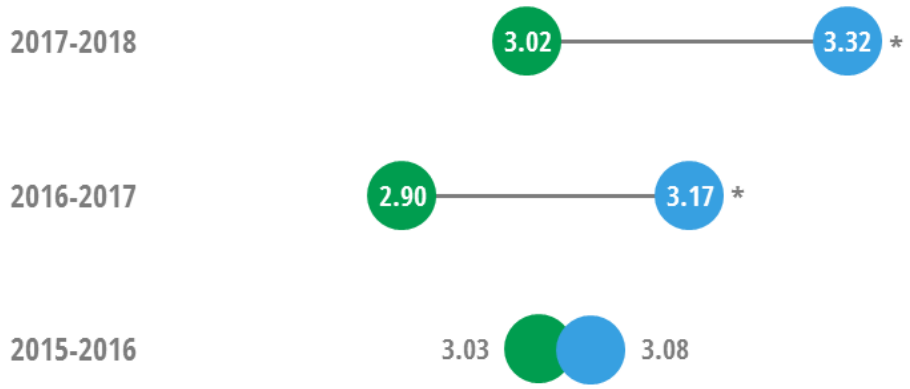
Source. TELL AISD 2015-16 through 2017-18
* $p \leq .1$; ** $p \leq .05$; *** $p \leq .01$

Figure 5.
EEIP novice teachers rated their self-efficacy higher, on average, than did comparison school novice teachers.



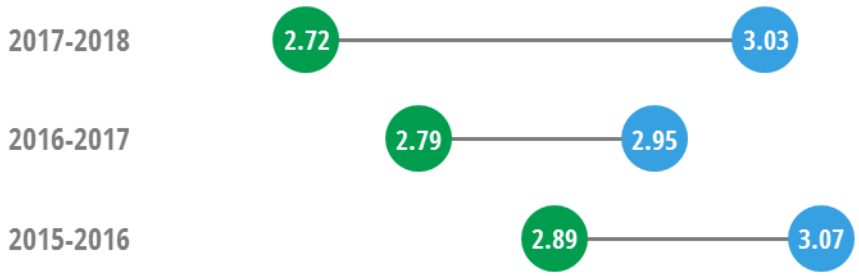
Source. TELL AISD 2015-16 through 2017-18
* $p \leq .1$; ** $p \leq .05$; *** $p \leq .01$

Figure 6.
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 7.
EEIP novice teachers rated their collective data use higher, on average, than did comparison school novice teachers.



Source. TELL AISD 2015-16 through 2017-18
* $p \leq .1$; ** $p \leq .05$; *** $p \leq .01$

The most positive outcomes, however, 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 (Figure 8). The widespread positive short-term outcomes for 3rd-year EEIP teachers in years 3 and 4 is especially interesting because these teachers likely received the greatest dosage of EEIP treatment, first as novice teachers in the early years of implementation and then as 3rd-year teachers in later implementation. The 3rd-year teachers in years 3 and 4 likely received all possible types of support over the course of EEIP implementation.

Progression of 3rd-year Teachers through EEIP

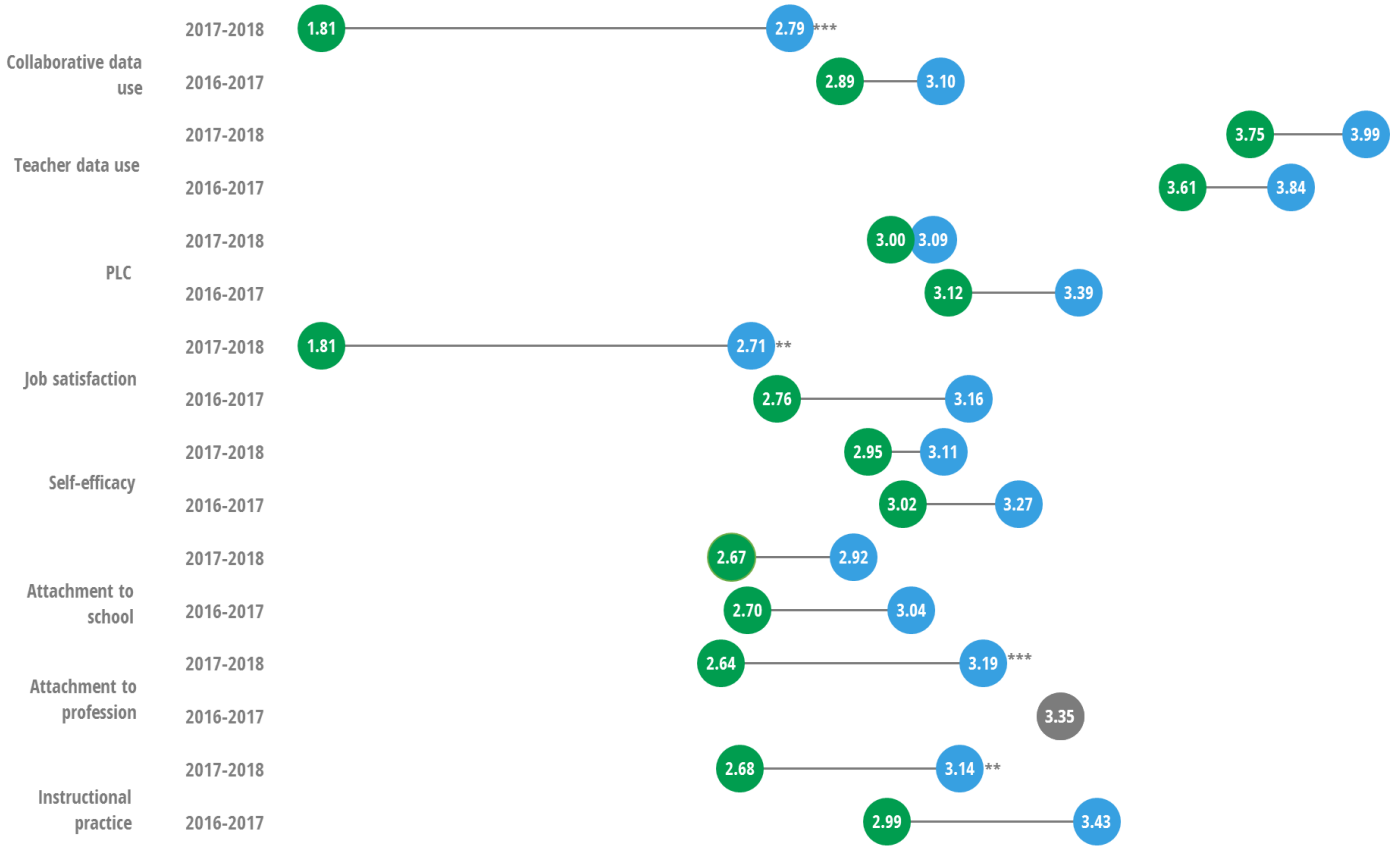
Of the 25 active 3rd-year EEIP teachers remaining at the end of the 2017–2018 school year:

- Two were hired in at the end of 2014–2015 with 0 years of professional experience, but less than 90 contract days remained in the school year, so a year of professional experience was not earned
- Eighteen were hired in 2015–2016 with 0 years of professional experience
- Five were hired in 2016–2017 with 1 year of professional experience
- None were hired in 2017–2018

Of the 13 active 3rd-year EEIP teachers remaining at the end of the 2016–2017 school year:

- Nine were hired in 2014–2015 with 0 years of professional experience
- Two were hired in 2015–2016 with 1 year of professional experience
- Two were hired in 2016–2017 with 2 years of professional experience

Figure 8.
EEIP 3rd-year teachers' perceptions were consistently more positive than those of their matched comparison group on 7 out of 8 TELL AISD subscales examined.



Source. TELL AISD 2015-16 through 2017-18
* $p \leq .1$; ** $p \leq .05$; *** $p \leq .01$

Intermediate Outcomes

Instructional Practices

Third-year teachers were rated higher on PPfT instructional practices at EEIP schools than were 3rd-year teachers at comparison schools (see Appendix D for more detailed analyses). Although none of the ratings were significantly different—likely due to the limited number of comparison schools with 3rd-year teachers in years 2, 3, and 4—EEIP 3rd-year teachers were rated higher across all years, on average, than were 3rd-year teachers at comparison schools (Figure 9).

Figure 9.
EEIP 3rd-year teachers' instructional practice ratings exceeded those of their matched comparison group.

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

Teacher Retention

Although the pattern of retention varied across teacher groups and program years, by the last year of program implementation, all teacher groups at EEIP schools were retained at a higher percentage than were teachers at comparison schools (see Appendix E for more detailed analyses).

At the campus level, the pattern for novice teachers' retention across years of EEIP implementation was a little clearer. Novice teachers were more likely to leave from EEIP schools than from comparison schools in the first 2 years of implementation. However, this likelihood of leaving decreased between 2013–2014 and 2015–2016. Between the last 2 years of implementation, 2015–2016 and 2017–2018, novice teachers at EEIP schools were more likely to be retained than were novice teachers at comparison schools (Figure 10).

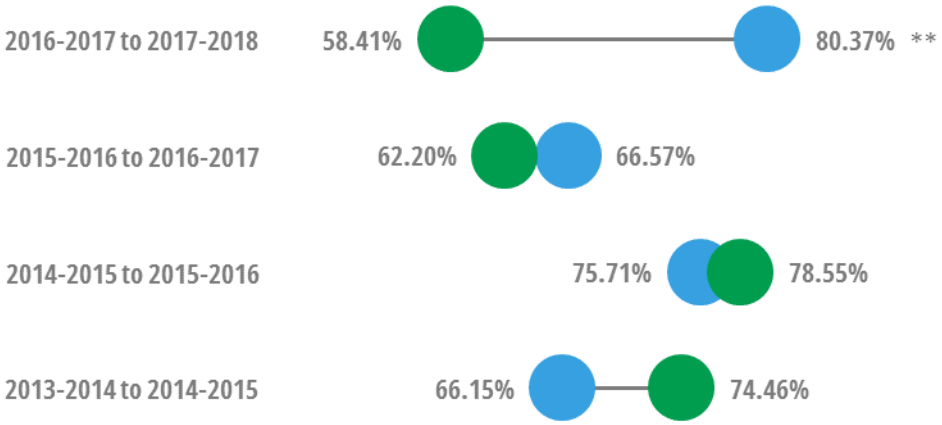
Analyses also were conducted to investigate retention at the individual teacher level (see Appendix E for more detailed analyses). These analyses considered the specific number of teachers retained in each teacher group across all schools in the two treatment groups (i.e., EEIP and comparison). Significance was determined through analyzing likelihood (i.e., risk) ratios. These analyses determined how more or less likely retention was to occur at either an EEIP or comparison campus, with a risk ratio of 1 indicating retention was equally likely in both groups, greater than 1 indicating retention was more likely for teachers at EEIP schools, and less than 1 indicating retention was less likely for teachers at EEIP schools. It is important to note that because of larger sample sizes and the lack of statistical control present for the risk ratios, the teacher level and campus level results for retention slightly differ.

The teacher-level retention data support the campus-level trend seen for novice teachers at EEIP schools. Novice teachers at EEIP schools started with retention rates lower than

those at comparison schools but ended up surpassing the retention rates of teachers within comparison schools by the last year of EEIP implementation. Novice teachers at EEIP schools were 1.63 times more likely to be retained than were novice teachers at comparison schools from 2016–2017 through 2017–2018. These risk ratios for novice teachers are plotted in Figure 11.

Figure 10.

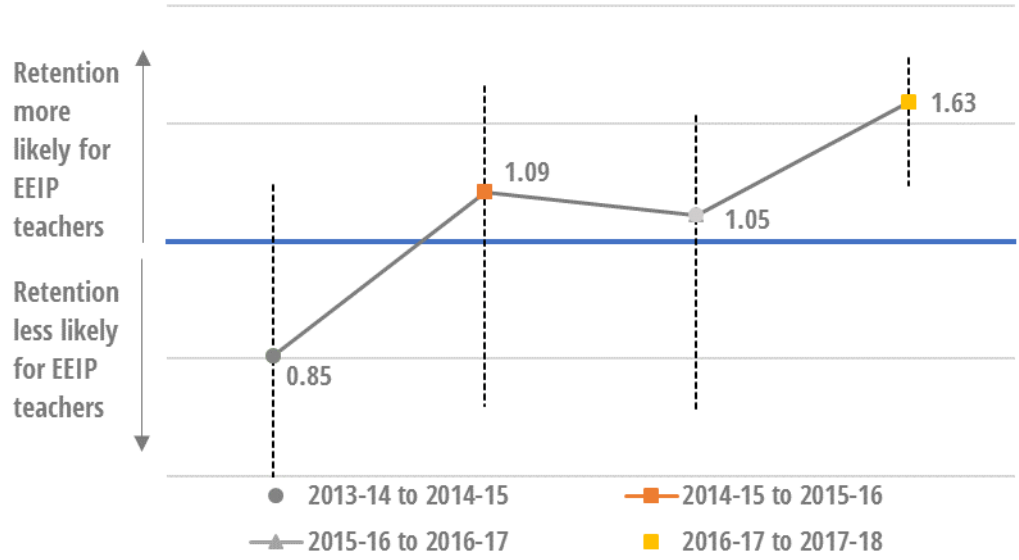
Novice teachers were more likely to leave from EEIP schools than from comparison schools in the first 2 years of implementation, but more likely to be retained than novice teachers at comparison schools in the last 2 years of EEIP implementation.



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

Figure 11.

The likelihood of novice teacher retention at EEIP schools improved over the 4 years of EEIP implementation relative to rates at comparison schools.



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

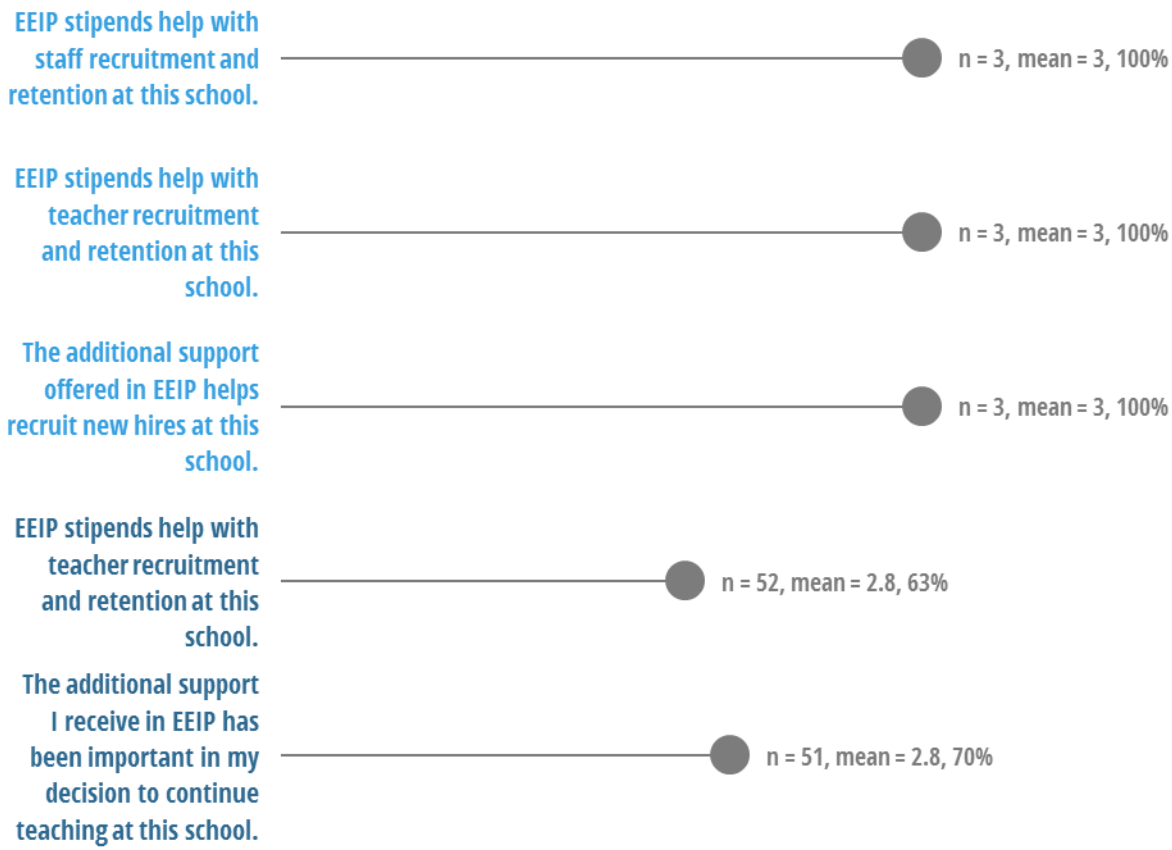
Perceptions of Recruitment and Retention

In May of 2018, EEIP staff were surveyed to collect perceptual data on the effect of the EEIP supports and stipends on recruiting and retention at their schools. EEIP staff were asked to rate their level of agreement with statements about the impact of EEIP. Four EEIP principals responded, and 52 EEIP teachers responded.

The majority of EEIP teachers (n = 46) agreed that the supports provided by the EEIP grant had been important to their decisions to stay at the EEIP schools (Figure 12). The majority of teachers (n = 35) also agreed that the stipends provided by EEIP helped with recruitment and retention at the EEIP schools, although fewer teachers agreed than did regarding the importance of supports for their decisions to stay. Responding principals (n = 3) agreed both that the supports provided by EEIP helped recruiting new hires to the EEIP schools and that the stipends provided by EEIP helped with teacher and staff recruiting and retention at the EEIP schools.

Figure 12.

The majority of EEIP principals and teachers responding to the survey agreed that EEIP helped with recruitment and retention.



Source. ECS 2017-18

Note. Strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1, don't know = 0; n = 3 for principal items due to one principal responding "Don't know" to the three items; additional support = mentoring, observation, PLCs; percentage represents the number of respondents who strongly agree or agree

Lessons Learned

PLCs

What elements and processes of the EEIP PLCs were most successful and helpful?

In general, teachers described types of mindsets and logistics that were key to the PLC work. The useful PLC mindsets included a refocusing from the individual to the collective (i.e., students are everyone's responsibility, *our kids* rather than *my kids* or *your kids*), embracing teaching as a collaborative process (i.e., working as a team and developing a shared vision for all students), and being open to learning from each other and sharing ideas. The useful PLC logistics included (a) having an agenda and assigned roles to keep everyone organized and maximize efficiency of the PLC time; (b) reviewing and comparing student data, followed by reflection on practice and student needs; and (c) reviewing online resources, articles, and instructional videos to learn new instructional strategies.

What parts of the EEIP PLC work would you like to continue with after EEIP ends?

Teachers were asked to identify the EEIP PLC experiences they would *ideally* like to continue and the EEIP PLC experiences they felt were most *practical* to continue. When focused on the ideal, teachers described wanting to continue time dedicated during the school week to the PLC meetings, ongoing alignment of work and meetings as a vertical team, and an environment that fosters buy-in for PLCs from all teachers. When focused on the practical, teachers described wanting to continue meeting as a team to review data, taking time to reflect with others on data, and working collaboratively to create common formative assessments.

What is the most important lesson learned about, or best practice for, PLCs you are taking away from your PLC experiences over the past 4 years of EEIP?

Central to the feedback were the intertwined thoughts about the value of teacher professional development activities and collaboration with peers. Teachers commented that PLCs required the following:

- Get to know your team, understand their strengths and needs
- Keep an open mind to others' ideas, work together as a team, and support each other
- Allow team members to have a voice in setting goals and norms
- Recognize that communication is essential to collaboration
- Make failure actionable; don't give up when a plan does not produce the expected result; ask questions, reflect, and look to other teams for ideas, strategies, etc.
- Gain buy-in and build trust by listening to team members' needs, allow everyone to have a voice, delegate to individuals' strengths, communicate and following through, and show how the work benefits students

One of the teacher's responses captured the essence of the value of teacher professional development activities: "The work you do to try to make a difference for students by way of teachers DOES make a difference." Another teacher's response captured the essence of the value of collaborating with peers as means for professional development: "My most important lesson, which sounds obvious but I need to be reminded of it, is that opportunities to collaborate and continue to learn with other teachers is vital to my professional growth and feeling of success."

"The work you do to try to make a difference for students by way of teachers DOES make a difference."

Mentoring Early-Career Teachers

What do teachers new to the profession need to be successful?

The discussion about what teachers new to the profession need to be successful revealed two high-level types of need: (a) the knowledge and skills these teachers need to gain through mentorship and professional learning and (b) the supports they need from teacher leaders and school administrative leaders. The knowledge and skills teachers new to the profession need included:

- Professionalism (e.g., communication, dress, conflicts, working on a team, being on time, timely reading/responding to emails, policies and procedures, speaking with parents in-person and on the phone, how to advocate for themselves in a school environment)
- Organizational skills (e.g., paperwork, pace, focus, prioritization)
- Stress management techniques (e.g., SEL skills, self-care lessons to keep them from burning out, finding another adult to talk to during the day)
- Cultural awareness (e.g., cultural responsiveness and sensitivity to the community being served)
- A shift in mindset away from deficit thinking (e.g., low expectations, students who are without cannot achieve)

FRMs commented that at a novice teacher's incoming level of education and experience, the district should expect fundamentals of pedagogy and content, a willingness to learn, care about the job, and a genuine desire to want to be in the class working with students. However, everything else needs to be learned.

The supports teachers new to the profession need from teacher leaders and school administrative leaders included:

- Behavioral support and training on classroom management
- System support (e.g., email, connecting to the printer, ECST, grades)
- Being welcomed, received, and supported by the school staff (e.g., trust building, answering questions)
- Someone to advocate on their behalf to the campus administration

In addition to discussing the learning and supports new teachers need, FRM mentors

suggested actions the district could proactively take to maximize the likelihood of retaining the novice professionals in their teaching roles within the district. FRM mentors felt strongly that novice teachers need mentors and a strong mentoring program. However, the FRMs further offered some specific requirements around the mentoring process.

- Mentors need to be someone who can be in the room with the teacher, rather than someone who has full-time classroom responsibilities of his or her own to deal with. Modeling and mentorship should happen in the moment, in context (as opposed to after the fact, in hindsight), when a shared break in teaching responsibilities affords time to check in.
- Mentors need to be someone who was not hired by the school administration. The mentor's job should be independent of but in cooperation with school leadership. The separation of mentor and leadership helps reduce both real and perceived conflicts of interest regarding teacher need. It can be easier for novice teachers to build confidence with a mentor when they are not one of the principal's direct reports.
- Mentors need to be someone who has received training in working with new teachers. Mentoring is not a one-size-fits-all set of skills. New teachers have different mentorship needs than do teachers who have already aged up in the teaching profession.

FRMs also felt the district should foster a peer and leadership team who provide positive, constructive feedback. Novice teachers should be given the opportunity to build a cohort or network of other novice teachers extending beyond the initial induction period throughout the entire 1st year. Novice teachers need to feel supported and welcomed. They are at risk of failure or attrition if they feel on their own to sink or swim. Similarly, the district should work to educate both novice teachers and school administrators on appropriate performance expectations during the first few years in the profession. Given all the on-the-job learning most new teachers require, they also need to learn how to set appropriate self-expectations for success and growth. School administrators can reinforce realistic expectations about growth and learning that align with novice teachers' needs and can help them differentiate their expectations from those of their more experienced peers. One avenue to accomplishing this on the administrative side is to correspondingly work to retain strong, caring, and supportive school leadership in schools with the highest concentrations of new teachers (and new teacher turnover).

What mentorship skills are necessary to work with novice teachers?

The FRM discussion about the mentorship skills necessary for working with novice teachers identified appropriate on-the-job training experiences, prior teaching experience (i.e., at least 5 years of classroom experience working with diverse populations), coaching skills, communication skills, relationship building skills, and skill in guiding and facilitating reflective processes. The FRMs recommend that on-the-job training experiences be from specialists in developing novice teachers, such that

training cultivated a specific skill and understanding for coaching novice teachers. FRMs described communication as a skill that embodies listening, modeling, trust building, and use of nonjudgmental language. Altogether, self-confidence from experience in the classroom, training specific to working with novice teachers, and communication and relationship building serve as the foundation for skills in guiding teachers through a reflective process that avoids instructing teachers on what to do but instead teaches teachers how to learn through self-reflection.

What did we learn about mentoring novice teachers?

Much of the FRM self-reflection about the fully released mentoring experience came down to building relationships. Trust, nonjudgment, communication, growth and risk taking, and the teacher's best interests all center on the fundamentals of building relationships. One FRM reflexively commented on this lesson learned in a way that captured the essence of relationship building:

"The most important lesson I've learned is how very important building relationships and trust are when working with people. When a strong relationship is built, there is great opportunity for honesty and growth. Once I've established a strong relationship with a teacher, I am able to push and guide them to where they may be very uncomfortable, but they are willing to take the risk because they know they are supported. I've seen many teachers grow exponentially due to the safety of the mentor relationship. In mentoring, it is necessary to have and take the time to develop these relationships."

Facilitating Peer Observation Between Experienced Teachers

What do experienced teachers need to continue growing professionally?

The discussion of what experienced teachers need to continue growing professionally revealed two high-level types of need: (a) reassurances and self-realizations and (b) resources and opportunities.

Reassurances and self-realizations:

- Experienced teachers need to know that they are not forgotten and that someone is still curious about the work they are doing and their ongoing professional growth.
- Experienced teachers need to know that the school is there to support their growth and that there is no expectation they have it all figured out just because they are successful, experienced teachers.
- Despite their own degree of success and comfort in the profession, experienced teachers need to be willing to make themselves vulnerable by opening their classrooms to peers to observe, learn, and provide feedback.

Resources and opportunities:

- Experienced teachers need other experienced, respected teachers leading by example (e.g., requesting feedback on an area of growth).
- Experienced teachers need someone on campus whom they trust and can talk with confidentially.
- Experienced teachers need the support and time necessary to create opportunities for reflection and engaging in reflective practice (e.g., after-the-fact reflection opportunities on PPfT scores/feedback).
- Experienced teachers need peers and administration who understand how to provide constructive observation feedback that drives self-reflection rather than defensiveness (e.g., someone who has come up in the system and has been evaluated and received feedback from a trained PO).

How were learning walks structured?

In year 4 of EEIP, the role of the PO shifted from leading peer observation of teachers to facilitating peer observation experiences between teachers. These facilitated observation experiences were called *learning walks*. Although learning walks varied somewhat from campus to campus, the process shared the following common elements:

- Participating teachers had to agree to both host and observe.
- POs used either surveys or Google forms to collect information on teachers' preferences prior to participation to help organize the observation (e.g., strengths for hosting, desired things to observe, on/off campus, subjects, in-person versus video).
- Learning walks could happen between teachers on the same campus or between teachers on different campuses.
- Teachers had the option to participate in person, through prerecorded video, or both.
- After observations, POs reviewed feedback with the observing teachers and provided coaching on how to share what they observed in a constructive way that would be well received by the observed teacher (i.e., coaching on how to provide nonjudgmental, constructive, positive feedback, but not coaching on what to say).
- POs also used the post-observation review of teachers' feedback as a tool to drive self-reflection (e.g., takeaways, wonderings, and self-reflection about how to apply what they observed in others' classes to their own classes).

What successes and challenges were encountered in the process of facilitating learning walks?

POs felt that collecting teachers' preferences upfront to help inform the work of each learning walk, reviewing observations with teachers to drive self-reflection, and coaching teachers on how to provide nonjudgmental, constructive, positive feedback were some of the more successful learning walk practices.

POs thought teachers reviewing a recording of themselves could be valuable for self-reflection when paired with feedback from an observing peer; however, use of video observations in place of in-person observations did not work out as well. POs also acknowledged an underlying power dynamic that was important to classroom observations. To drive professional growth, observations needed to be organized around teacher-directed learning goals. School administrators often had a work agenda for observation that was not necessarily aligned with a teacher's professional learning agenda. When observations are conducted or facilitated by the school's administration (or the administrator's instructional coaches), rather than occurring in a peer learning and sharing context, the shift in power dynamic from a focus on the teacher to a focus on the administrators' work can leave the observation feedback appearing critical rather than reflective about the teacher's own learning goals. Lastly, POs discussed the importance of substitutes to the learning walks. However, substitutes did not show up reliably, and POs had to take the class rather than facilitate the observation.

What skills are needed to conduct and facilitate peer observation between experienced teachers?

The PO discussion about the skills necessary for conducting and facilitating observations identified characteristics such as relationship building skill, a positive attitude, a constructive mindset, a nonintimidating demeanor, communication skills (e.g., can get a point across without offending, crucial conversations), and the ability to drive reflection by rephrasing an area of growth into a reflective question. POs discovered that teachers who had engaged in peer observation in prior years under EEIP were more skilled in providing feedback than were those participating for the first time under the learning walk structure.

What will be critical to the continued success of learning walks?

The goal behind shifting the role of the PO from leading peer observations on teachers to facilitating peer observation experiences between teachers was to initiate a transition in ownership of learning walks from POs to teachers. Given the transition year, POs were asked what they thought was going to be critical to the continued success of the learning walks in the years after EEIP. Four primary ideas were discussed.

- There needs to be a cultural shift in mindset at schools so experienced teachers are open to the process of growth throughout their careers.
- The learning walks need to be kept nonevaluative, nonjudgmental, and focused on teachers' learning goals.
- School administrators should communicate to teachers about the learning walk opportunities and encourage them to participate and set their own learning goals.
- Facilitators should continue collecting information on teachers' preferences prior to observations to inform the work.

Conclusions

The implementation of EEIP in AISD was guided by the shorter-term goals of enhancing educator quality and increasing teacher retention, and the long-term goal of creating positive change in students' academics and experiences by way of the supports provided to teachers. The implementation of EEIP in AISD grew and developed as a program designed to provide supports for teacher to match the local challenges of implementing support structures in the six EEIP schools. Throughout the implementation of EEIP, positive impacts were seen in a variety of areas.

- Novice and 3rd-year teachers at EEIP schools had overall more positive perceptions of their knowledge, skills, abilities, and attitudes than novice and third-year teachers at comparison schools.
- Third-year teachers at EEIP schools were rated higher on PPfT instructional practices' strands than were 3rd-year teachers at comparison schools.
- Novice teachers at EEIP schools experienced higher rates of retention than did novice teachers at comparison schools.
- The majority of EEIP staff surveyed felt that EEIP helped with recruitment and retention at their school

These findings reinforce the importance of mentorship supports for teachers early in their careers, specifically teachers in their 3rd year or less of teaching, with regard to increased knowledge, skills, abilities, and attitudes, application of strong instructional practices, and retention.at their schools. Much was learned from the successes of PLCs, novice teacher mentoring, and peer observation in EEIP. To sustain EEIP best practices in AISD after EEIP funding has ended, teachers and administrators can capitalize on the learning gained through the implementation of EEIP by identifying opportunities to empower teachers' ongoing professional growth (e.g., learning walks) and to enhance existing support structures (e.g., teacher induction and mentoring programs) with support structures similar to those used in EEIP.

Appendices

Appendix A: Budget Breakdown

EEIP in AISD provided the following funding for implementation:

- Stipend-funded ($1,000) SLO facilitators (12 in total, two at each of the six EEIP schools).
- Stipend-funded ($1,500) PLC leads (in 2014–2015 there were 49 PLC leads; in 2015–2016, 42 PLC leads; in 2016–2017, 46 PLC leads, and in 2017–2018, 46 PLC leads) and PLC support structures.
- Seven fully funded salary and stipend-funded ($5,000) full-release mentors (FRM), distributed across the six EEIP schools, to directly support teachers in their first 2 years of service.
- Stipend-funded ($1,000) campus-based, one-to-one mentoring for teachers in their 3rd year of service from an experienced teacher on their campus.
- Three fully funded salary and stipend-funded ($5,000) POs, distributed across the 6 EEIP schools, to provide targeted instructional feedback to teachers with 4 or more years of service.
- Compensation for substitutes to cover teacher classrooms for those choosing to participate in classroom observations.
- Retention stipends ($500) for all teachers at the six EEIP schools.

Appendix B: TELL Items and Subscales

The individual survey items contributing to each TELL AISD subscale are shown below. Items marked with an asterisk (*) were reverse coded during analysis for consistent directional scaling with all other items.

Instructional practice and support – Please rate how strongly you agree or disagree with the following statements (strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1):

- Teachers in this school use assessment data to inform their instruction.
- Teachers work in professional learning communities to develop and align instructional practices.
- Provided supports (e.g., instructional coaching, professional learning communities) translate to improvements in instructional practices by teachers.
- Teachers are encouraged to try new things to improve instruction.
- Teachers at my school are assigned classes that maximize their likelihood of success with students.
- Teachers have autonomy to make decisions about instructional delivery.
- Teachers have time available to collaborate with colleagues.
- I have detailed knowledge of the content covered and instructional methods used by other teachers at the school.

Attachment to profession – Please rate how strongly you agree or disagree with the following statements (strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1):

- I believe I've chosen the best of all possible occupations to work in.
- Being a teacher is part of who I am.
- I could easily give up teaching.*
- I often look for other non-teaching jobs.*
- I hope to be working as a teacher until I retire.
- I seriously intend to look for a nonteaching job within the next year.*

Attachment to school – Please rate how strongly you agree or disagree with the following statements (strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1):

- I feel very little loyalty to my school.*
- I find my values and the values of my school are very similar.
- I feel connected to my school.
- I would like to remain at this school for as long as possible.
- I would prefer a teaching job other than the one I now have.*
- I have thought seriously about leaving my school.*

Self-efficacy – Please rate how strongly you agree or disagree with the following statements (strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1):

- If I try really hard, I can get through to even the most difficult student.
- Factors beyond my control have a greater influence on my students' achievement than I do.*
- I am good at helping all the students in my classes make significant improvements.
- Some students are not going to make a lot of progress this year, no matter what I do.*
- I am certain that I am making a difference in the lives of my students.
- There is little I can do to ensure that all my students make significant progress this year.*
- I can deal with almost any learning problem.

Job satisfaction – How satisfied are you with your (very satisfied = 4, satisfied = 3, dissatisfied = 2, very dissatisfied = 1):

- Salary
- Ability to influence the school's policies and practices
- Amount of autonomy and control I have over my classroom
- Opportunities for collaboration with other teachers

- Opportunities for professional advancement (promotion) offered to teachers at this school
- Opportunity to make a difference and contribute to the overall success of my school
- School's system for rewarding and recognizing outstanding teachers

Teacher data use – How frequently do you use data in the following ways (once a week = 6, twice a month = 5, once a month = 4, once every two months = 3, once a semester = 2, once a year = 1):

- Comparing test scores for your class across academic years
- Examining current year benchmark scores to create classroom instructional groups
- Examining data to identify students in need of intervention
- Collaborating with other educators about data and how it relates to the learning needs of students

Collective data use – How often does your department/team (frequently = 4, often = 3, sometimes = 2, never = 1):

- Discuss your department/team's professional development needs and goals
- Discuss assessment data for individual students
- Set learning goals for groups of students
- Group students across classes based on learning needs
- Provide support for new teachers
- Provide support for struggling teachers
- Share instructional strategies

PLCs – I participate with a group of my campus colleagues to (strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1):

- Analyze student performance data
- Discuss ways to meet objectives for specific students
- Plan lessons and units together
- Develop common student assessments
- Support students' social and emotional competence

Appendix C: Additional TELL AISD Analyses

Table 2 shows the mean differences between EEIP and comparison schools for each teacher group and for each subscale of the TELL Survey across program years. Significant differences are indicated with asterisks. Cells shaded in light blue indicate where EEIP schools rated higher, on average, than did comparison schools.

		Mean difference score			*n* (EEIP schools, comparison schools)		
		Teacher group			Teacher group		
Subscale	Year	Novice	Third	Experienced	Novice	Third	Experienced
Instructional practice	Year 1	0.20	0.03	-0.10	6, 6	5, 6	6, 6
	Year 2	0.11	-0.28	-0.12	6, 6	6, 4	6, 6
	Year 3	0.25	0.44	-0.06	6, 5	5, 5	6, 6
	Year 4	-0.06	0.46**	0.03	6, 6	5, 3	6, 6
Attachment to profession	Year 1	0.06	0.27	-0.19	6, 6	5, 6	6, 6
	Year 2	0.20	0.12	-0.10	6, 6	6, 4	6, 6
	Year 3	0.27	0.00	0.01	6, 5	5, 5	6, 6
	Year 4	-0.09	.55***	-0.05	6, 6	5, 3	6, 6
Attachment to school	Year 1	0.48	0.18	-0.18	6, 6	5, 6	6, 6
	Year 2	0.18	0.12	-0.16	6, 6	6, 4	6, 6
	Year 3	0.08	0.34	-0.02	6, 5	5, 5	6, 6
	Year 4	0.08	0.25	0.00	6, 6	5, 3	6, 6
Self-efficacy	Year 1	0.10	-0.28	-0.10	6, 6	5, 6	6, 6
	Year 2	0.02	-0.02	-0.09	6, 6	6, 4	6, 6
	Year 3	0.03	0.24	-0.01	6, 5	5, 5	6, 6
	Year 4	0.21*	0.16	-0.12	6, 6	5, 3	6, 6
Job satisfaction	Year 1	0.25	-0.08	-0.20	6, 6	5, 6	6, 6
	Year 2	0.18	-0.24	-0.15	6, 6	6, 4	6, 6
	Year 3	0.39	0.40	-0.09	6, 5	5,5	6, 6
	Year 4	-0.25	0.90**	0.00	6, 6	5, 3	6, 6
PLC	Year 1	0.08	0.18	0.04	6, 6	5, 6	6, 6
	Year 2	-0.05	-0.25	-0.07	6, 6	6, 4	6, 6
	Year 3	0.28*	0.27	0.10	6, 5	5, 5	6, 6
	Year 4	0.31*	0.09	0.12	6, 6	5, 3	6, 6
Teacher data use	Year 1	0.34	-0.34	-0.01	6, 6	5, 6	6, 6
	Year 2	-0.78*	-0.33	-0.07	6, 5	6, 4	6, 6
	Year 3	0.59	0.23	-0.07	6, 5	5, 5	6, 6
	Year 4	0.02	0.24	0.06	6, 6	5, 3	6, 6
Collaborative data use	Year 1	0.23	0.37	-0.17	6, 6	5, 6	6, 6
	Year 2	0.18	-0.09	-0.08	6, 5	6, 4	6, 6
	Year 3	0.16	0.21	-0.12	6, 5	5, 4	6, 6
	Year 4	0.31	0.98**	0.09	6, 6	5, 3	6, 6

Source. TELL AISD 2014-15 through 2017-18
* $p \leq .1$; ** $p \leq .05$; *** $p \leq .01$

Appendix D: Additional Instructional Practices Analyses

Table 3 provides mean differences in instructional practice ratings between EEIP and comparison schools for each teacher group and for each program year. Cells shaded in light blue indicate where teachers at EEIP schools were rated higher, on average, than were teachers at comparison schools.

		Mean difference score			*n* (EEIP schools, comparison schools)		
		Teacher group			Teacher group		
Scale	Year	Novice	Third	Experienced	Novice	Third	Experienced
PPfT instructional practice	Year 1	0.02	0.15	-0.04	6, 6	5, 6	6, 6
	Year 2	-0.09	0.36	0.02	6, 5	6, 4	6, 6
	Year 3	0.15	0.28	0.09	6, 6	6, 4	6, 6
	Year 4	-0.01	0.09	0.07	6, 5	6, 6	6, 3

Source. PPfT appraisal data 2014-15 through 2017-18
* $p \leq .1$; ** $p \leq .05$; *** $p \leq .01$

Appendix E: Additional Retention Analyses

Table 4 shows mean differences in percentage of teachers retained between EEIP and comparison schools for each teacher group and for each program year. Cells shaded in light blue indicate where teachers at EEIP schools were retained at a greater percentage, on average, than were teachers at comparison schools.

		Mean difference score			*n* (EEIP schools, comparison schools)		
		Teacher group			Teacher group		
Scale	Year	Novice	Third	Experienced	Novice	Third	Experienced
Retention	2013–14- 2014–15	-8.31%	11.67%	6.35%	6, 6	4, 3	6, 6
	2014–15- 2015–16	-2.83%	18.22%	-5.82%*	6, 5	5, 6	6, 6
	2015–16- 2016–17	4.36%	-6.27%	-7.02%*	6, 6	6, 3	6, 6
	2016–17- 2017–18	21.96%**	10.48%	12.80%	6, 4	5, 3	6, 6

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

Table 5 shows the mean differences of the percentage retained at the individual teacher level and the total number of teachers retained in that teacher group (*n*), as well as the number of teachers in that teacher group at the prior snapshot date (*N*).

		Mean difference score			Sample size (*n* EEIP/*N* EEIP, *n* comp /*N* comp)		
		Teacher group			Teacher group		
Scale	Year	Novice	Third	Experienced	Novice	Third	Experienced
Retention	2013–14- 2014–15	-11.51%	14.28%	8.39%*	35/54, 29/38	12/14, 5/7	181/227, 137/192
	2014–15- 2015–16	6.19%	16.67%	-5.09%	32/42, 21/30	12/18, 10/20	177/237, 138/173
	2015–16- 2016–17	3.54%	3.68%	-6.38%	33/47, 22/33	15/23, 8/13	145/209, 125/165
	2016–17- 2017–18	30.29%*	23.08%	8.68%	44/56, 14/29	11/13, 8/13	143/193, 104/159

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

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November 2018
Publication 17.50a