MEMORANDUM March 23, 2011

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

SUBJECT: **TEACH FOR AMERICA (TFA) EVALUATION REPORT**

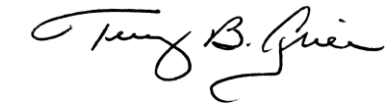
CONTACT: Carla Stevens, (713) 556-6700

Attached is the 2009–2010 summary report on Teach for America in the Houston Independent School District (HISD). This report includes a summary of the prevalence and effectiveness of Teach for America's corps members in HISD. This report presents the hiring rates and retention rates of TFA corps members in HISD. Test performance data of students taught by TFA and non-TFA teachers are compared to investigate the effectiveness of TFA teachers in the district.

From 2005–2006 to 2009–2010, a total of 647 new TFA teachers have been hired and placed in HISD schools. Although the overall number of new teacher hires in HISD has decreased during this same time period, the percentage of new teachers that were recruited from TFA has increased from 15.3 percent in 2005–2006 to 30 percent in 2009–2010. The retention rates discussed in this report show that TFA new hires leave the district at higher rates than nonTFA new hires, especially after their two-year program commitment is complete.

When comparing the performance outcomes of students taught by the 2008–2009 TFA and non-TFA new teacher cohort, the results were mixed. TFA students were found to pass the TAKS mathematics and science tests in both 2009 and 2010 at higher rates than those students taught by non-TFA teachers. However, non-TFA students outperformed students of TFA teachers by earning higher mean NCEs on the 2009 and 2010 Stanford 10 at the majority of grade levels and subtests. Further longitudinal analysis of the impact of TFA teachers on the academic progress of HISD students is needed.

Should you have any further questions, please contact my office or Carla Stevens in Research and Accountability at (713) 556-6700.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RESEARCH

Educational Program Report

Teach for America (TFA)

2009–2010

Department of Research and Accountability
Houston Independent School District

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TEACH FOR AMERICA
2009–2010

Program Description

In 1991, the Houston Independent School District (HISD) developed a partnership with Teach for America (TFA). This is a national organization focused on helping urban and rural school districts manage their teacher shortages. TFA recruits and trains recent graduates from universities across the United States and assigns these graduates to teach in school districts for a two-year commitment. Teacher recruits, called corps members, are trained during the summer for five weeks and throughout the school year through alternative certification programs (ACP), while they work as classroom teachers (Teach for America, 2010). In HISD, TFA corps members enroll in the district's ACP and complete their summer training at an HISD school. The program collaboration between HISD and TFA is aligned with the district's core initiative of having an effective teacher in every classroom.

Purpose of the Evaluation

The purpose of this evaluation is to summarize the prevalence and effectiveness of Teach for America's corps members in HISD. This report also presents the hiring rates and retention rates of TFA corps members in HISD. Test performance data of students taught by TFA and non-TFA teachers are compared to investigate the effectiveness of TFA teachers in the district.

The following evaluation questions were addressed:

1. What proportion of HISD teachers are TFA recruits (2005–2006 to 2009–2010)?
2. How do TFA recruits compare to non-TFA recruits relative to retention rates?
3. What was the academic performance of students taught by TFA teachers compared to students taught by non-TFA teachers?

Methods

Data Collection

For academic years 2005–2006 to 2009–2010, newly hired TFA and non-TFA teachers in HISD were identified using PeopleSoft, which is a human resources information system. New teachers were defined as those who were beginning their professional career, and who had no previous experience as teachers. Retention data were also gathered utilizing the PeopleSoft data system, with a data extraction date of October 25, 2010.

The campus assignments of new TFA teachers were retrieved through the Public Education Information Management System (PEIMS). PEIMS is a district snapshot taken each October of the academic year. New teachers that were hired after the yearly snapshot were not included in the campus distribution tables in **Appendix A.**

The test performance results of students taught by TFA and non-TFA teachers were obtained from the spring 2009 and spring 2010 Texas Assessment of Knowledge and Skills (TAKS) and Stanford 10 databases. Given that TFA requires a two-year commitment of teaching within its program, the results were collected for students taught by TFA and non-TFA teachers in the 2008–2009 cohort year. The 2009 and 2010 test results included in this evaluation correspond to the 2008–2009 cohort teachers' first year of teaching and their second year of teaching in HISD, respectively.

The 2009 and 2010 Education Value Added Assessment System (EVAAS$^{@}$) data in reading, language, math, science, and social studies were reported for the 2008–2009 TFA and non-TFA cohort teachers. Value-added status was available for teachers instructing students in grades three though eight and indicated to what level the teachers' students performed based on the expected growth standard.

Instruments

Texas Assessment of Knowledge and Skills (TAKS) is a state-mandated, criterion-referenced test, specifically developed to reflect good instructional practices and to measure student learning. TAKS is vertically aligned with the Texas Essential Knowledge and Skills (TEKS) curriculum. TAKS was administered for the first time in the spring 2003 as a means to monitor student performance. The English language version measures academic achievement in reading at grades 3–9; English language arts at grades 10 and 11; writing at grades 4 and 7; social studies at grades 8, 10, and 11; and science at grades 5, 8, 10 and 11. Students in the 11th grade are required to take and pass an exit-level TAKS in all four subjects in order to graduate.

The Stanford 10 is a norm-referenced, standardized achievement test in English used to assess students' level of content mastery. The 2009 and 2010 results on reading/ELA, mathematics, language, science and social studies subtests of the Stanford 10 are included in this report. Reported are mean Normal Curve Equivalent (NCE) scores for each subject. The NCE is a normalized standard score most often used when interpolating or averaging scores. Like the National Percentile Rank (NPR), the NCE is a norm-referenced score, but in contrast to the NPR, the NCE provides an equal-interval scale that allows computations such as averaging or subtraction, which are useful when studying academic progress over time, especially when comparing different subject areas or student groups.

Results

What proportion of HISD teachers are TFA recruits (2005–2006 to 2009–2010)?

Table 1 displays the number and percentages of new teachers hired in HISD for the past five school years (2005–2006 to 2009–2010). Data were retrieved from PeopleSoft, the HISD human resources information system. New TFA and non-TFA teachers are defined as those who are beginning their professional career and have no previous experience as teachers. The combined number of new TFA and non-TFA teachers hired in HISD steadily decreased, from 732 new teachers in 2005–2006 to 490 in 2009–2010. However, the number of new TFA teachers hired in HISD increased each school year until 2008–2009. Following the 2008–2009 school year, increases in the number of new TFA teachers resumed in 2009–2010.

Over the past five years, 647 TFA new teachers have been hired as compared to 2,278 non-TFA new teachers. The percentage of new TFA teacher recruits represent 15.3 percent of new teachers in 2005–2006 and 30.0 percent of new teachers in 2009–2010. The campus distribution tables of TFA new hires by cohort year are presented in the **Appendix A.**

How do TFA recruits compare to non-TFA recruits relative to retention rates?

Figure 1 (page 3) shows the retention rates of TFA and non-TFA new hires as of October 2010 by cohort year. Each cohort year represents the year teachers were hired in the district. The retention data

Table 1. Total Number of New Teachers Hired in HISD, 2005–2006 through 2009–2010

	TFA		Non-TFA		Total
School Year (Cohort Year)	N	%	N	%	N
2005–2006	112	15.3	620	84.7	732
2006–2007	114	18.7	495	81.3	609
2007–2008	144	25.0	431	75.0	575
2008–2009	130	25.0	389	75.0	519
2009–2010	147	30.0	343	70.0	490

SOurce: PeopleSoft, 2005–2010.

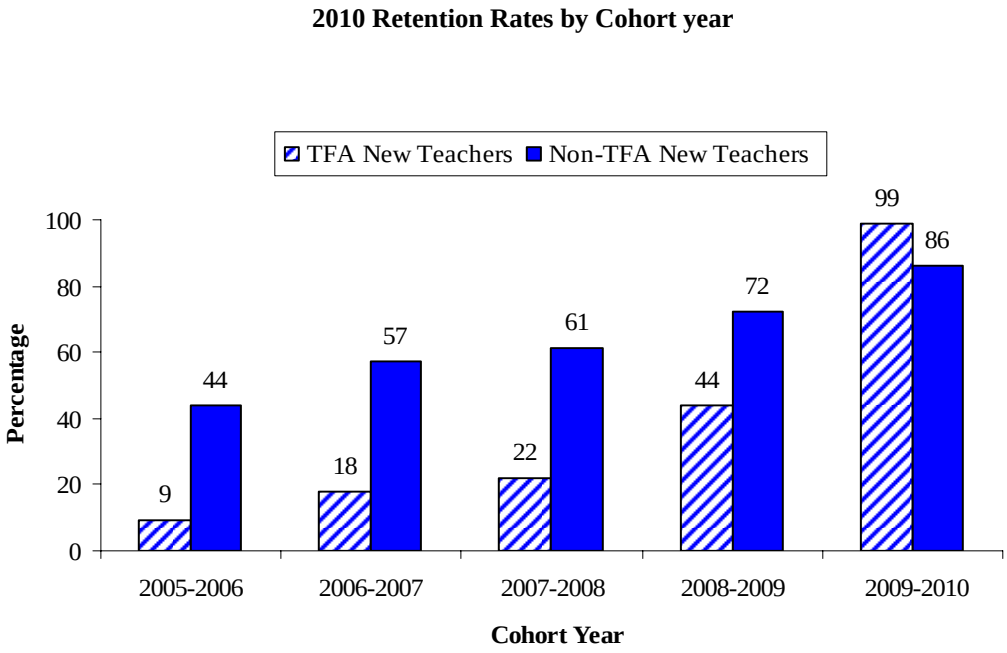


Figure 1. Percentage of teachers retained in HISD (as of October 2010) by cohort year

Source: PeopleSoft, October 2010.

included in this report corresponds to the second year of service in HISD for the 2009–2010 cohort of teachers and the sixth year of service in HISD for the 2005–2006 cohort. All employees who remained in HISD, including those promoted to other positions, were included in the retention rates.

As seen in the figure, non-TFA recruits remained in HISD at higher rates than TFA recruits, excluding the 2009–2010 cohort. Ninety-nine percent of 2009–2010 TFA new hires returned to HISD at the beginning of 2010 to complete their second year of service in HISD, while 86 percent of non-TFA new hires returned to HISD at the beginning of the 2010–2011 school year. The percentage-point differences between non-TFA and TFA new hires that were retained in HISD increase each year, with higher percentages of non-TFA teachers remaining in the district. Seventy-two percent of the 2008–2009 non-TFA cohort returned to HISD at the beginning of 2010 as compared to 44 percent of the 2008–2009 TFA cohort. The percentage-point difference between the 2008–2009 non-TFA new hires and the 2008–2009 TFA new hires was 28 percentage points. Forty-four percent of the 2005–2006 non-TFA new hires returned to HISD in 2010–2011 for their sixth year of service in HISD, while only 9 percent of the 2005–2006 TFA new hires returned to the district in October 2010.

What was the academic performance of students taught by TFA teachers compared to students taught by non-TFA teachers?

The TAKS performances of HISD students taught by TFA and non-TFA new teachers in spring 2009 and spring 2010 are presented in **Table 2** (page 4) by test. Student performance data were collected for students taught by TFA and non-TFA teachers from the 2008–2009 teacher cohorts during their first and second year of teaching in HISD. To explore the statistical significance of the passing rate differences between students taught by TFA and non-TFA teachers, independent z-tests of proportions were conducted utilizing the MegaStats program, which is a data analysis feature in Microsoft Excel. The z-test results are also presented in Table 2.

Table 2. TAKS Performance and Z-test Results of Students Taught by TFA and non-TFA 2008–2009 New Teachers by Test, Spring 2009 and Spring 2010

		TFA	Non-TFA		
Test	**Year**	**% Met**		***z***	***p***
Reading	**2009**	84	84	0.07	.94
	2010	84	85	2.29	.02
Mathematics	**2009**	75	72	4.95	.00
	2010	78	76	2.70	.01
Writing	**2009**	92	88	3.29	.00
	2010	94	92	1.83	.07
Science	**2009**	71	71	0.01	.99
	2010	83	76	5.57	.00
Social Studies	**2009**	89	90	0.81	.42
	2010	96	94	2.92	.00

In spring 2009, slightly higher percentages of students taught by TFA teachers met the passing standard on the TAKS mathematics and writing tests as compared to students taught by non-TFA teachers. As displayed in Table 2, these differences were found to be significant at the $p < .05$ level. There was a one percentage-point difference between the two student groups on the 2009 TAKS social studies test, with a larger proportion of those students taught by non-TFA students meeting the passing standard. However, the difference was not significant ($p = .42$). Both groups had comparable passing rates on the reading and science tests. More specifically, on the 2009 TAKS reading and science tests, the percentages of TFA and non-TFA teachers' students meeting the passing standard were the same.

In the spring of 2010, higher percentages of TFA teachers' students met the passing standards on the TAKS mathematics, writing, science, and social studies tests as compared to students taught by non-TFA teachers. At the $p < .05$ level, statistically significant differences were found between the two groups' passing rates on the 2010 TAKS mathematics, science, and social studies tests. On the 2010 TAKS reading test, there was a one percentage-point difference between the student groups, with non-TFA teachers' students attaining a higher passing rate. This difference was significant at the $p < .05$ level. A higher percentage of TFA teachers' students (83 percent) compared to those in non-TFA classrooms (76 percent) met the passing standard on the 2010 TAKS science test. On the 2010 TAKS social studies test, there was a two percentage-point difference between the student groups, with TFA teachers' students having a higher passing rate. The passing rate differences found on the 2010 TAKS science and social studies tests were statistically significant at the $p < .05$ level (see Table 2).

Stanford 10

Table 3 (page 5) displays the spring 2009 Stanford mean normal curve equivalents (NCEs) for students taught by the TFA and non-TFA 2008–2009 cohort teachers during their first year of teaching. Non-TFA students outperformed students of TFA teachers at most grade levels and subtests. However, students of TFA teachers consistently outperformed students in non-TFA classrooms at grade seven on all subtests. The largest percentage differences between TFA and non-TFA teacher's students were found among first-grade students on the reading subtest (12 percentage-point difference) and on the mathematics subtest (11 percentage-point difference), with students taught by non-TFA teachers earning

Table 3. Stanford Performance of Students Taught by TFA and non-TFA 2008–2009 New Teachers by Subtest, Spring 2009

	TFA	Non TFA	TFA	Non TFA	TFA	Non TFA	TFA	Non TFA	TFA	Non TFA
Grade	**Reading NCE**		**Mathematics NCE**		**Language NCE**		**Science NCE**		**Social Science NCE**	
1	33	45	36	47	47	53	37	46	–	–
2	38	48	42	50	39	46	44	52	–	–
3	42	43	49	47	45	45	46	46	43	42
4	43	46	52	51	50	51	48	47	41	43
5	45	46	53	52	46	47	54	55	46	46
6	43	44	50	49	45	46	49	50	42	43
7	47	44	52	48	48	46	55	51	51	46
8	39	43	46	49	40	43	49	51	41	43
9	36	43	50	53	39	46	43	49	37	41
10	39	47	45	51	37	44	45	50	45	49
11	47	52	49	52	45	49	48	52	53	54

higher mean NCEs.

Table 4 presents the descriptive and t-test results of the 2009 cumulative NCE means across grade levels for students taught by the TFA and non-TFA 2008–2009 cohort teachers. Overall, non-TFA teachers' students outperformed TFA teachers' students on all subtests, except mathematics. A statistically significant difference ($p<.05$) was found between students of non-TFA teachers (M= 45.5) and students of TFA teachers (M=41.1) on the 2009 reading subtest. The other differences were not found to be statistically significant.

The spring 2010 Stanford mean NCEs for students taught by the TFA and non-TFA 2008–2009 cohort teachers are presented in **Table 5** (page 6). The TFA and non-TFA teachers were completing their second year of teaching in HISD during the spring of 2010. Similarly to the 2009 results, non-TFA teachers' students continued to outperform those in TFA classrooms at the majority of grade levels and subtests, with the exception of eighth grade for all subtests, mathematics at grades five through eight, science at grade five, and social science at grade six.

On the 2010 Stanford 10 science subtest, third grade students of non-TFA teachers outperformed third graders of TFA teachers by 13 NCEs. This was the largest percentage-point difference found at all grade levels and on all subtests of the 2010 Stanford 10. There was a 12 percentage-point difference between TFA and non-TFA first-grade students on the reading subtest and an 11 percentage-point difference between third graders on the social science subtest, with non-TFA teachers' students earning higher mean NCEs on both tests.

Table 4. Descriptive Statistics and T-test Results on Stanford 10 Subtests of TFA Students Compared to non-TFA Students, Spring 2009

	TFA Students		**Non-TFA Students**		***t***	***df***	***p***
Stanford Subtest	***Mean***	***SD***	***Mean***	***SD***			
Reading	41.1	4.5	45.5	2.7	2.8	20	.01*
Mathematics	47.6	5.1	43.7	4.3	2.0	20	.06
Language	43.7	4.3	46.9	3.0	2.0	20	.06
Science	47.1	5.0	49.9	2.8	1.6	20	.12
Social Science	44.3	5.1	45.2	4.1	0.4	16	.69

*$p < .05$

Table 5. Stanford Performance of Students Taught by TFA and non-TFA 2008–2009 New Teachers by Subtest, Spring 2010

	TFA	Non TFA	TFA	Non TFA	TFA	Non TFA	TFA	Non TFA	TFA	Non TFA
Grade	**Reading NCE**		**Mathematics NCE**		**Language NCE**		**Science NCE**		**Social Science NCE**	
1	38	50	43	51	53	58	42	48	–	–
2	37	44	41	48	40	46	41	48	–	–
3	38	46	44	53	41	48	35	48	33	44
4	40	43	51	52	47	47	46	47	41	44
5	42	44	53	51	47	48	52	51	44	46
6	44	44	52	49	44	45	52	49	44	43
7	43	43	52	51	45	45	50	49	46	46
8	47	43	53	50	46	44	57	52	52	47
9	39	43	47	52	39	43	49	50	41	44
10	37	42	50	50	37	41	43	46	46	46
11	40	48	46	50	41	47	49	53	48	51

Table 6 presents the descriptive and t-test results of the 2010 cumulative NCE means across grade levels for students taught by the TFA and non-TFA 2008–2009 cohort teachers. For spring 2010, students in non-TFA classrooms were found to have higher cumulative means as compared to TFA teachers' students on all subtests. The difference between students of non-TFA teachers (M= 44.5) and students of TFA teachers (M=40.5) on the 2010 reading subtest was found to be statistically significant ($p<.05$). These results matched the 2009 results, where a statistically significant difference was observed between the groups on the reading subtest.

Value-Added Results

Figure 2 (page 7) presents the 2009 and 2010 mathematics value-added status of TFA and non-TFA teachers from the 2008–2009 cohort of new teachers to HISD. For 2009, the largest percentage of TFA teachers (48 percent) had no detectable difference (NDD) in their estimated mean NCE gain, while the largest percentage of non-TFA teachers (40 percent) fell below their estimated mean NCE gain. From 2009 to 2010, there were increases in the percentages of teachers who were above their estimated mean NCE gains for non-TFA teachers (from 29 percent to 42 percent) and TFA teachers (from 35 percent to 54 percent). These shifts in performances resulted in the largest percentages of teachers for both groups falling above their 2010 estimated mean NCE gain.

Data for the language and reading subtests are included in **Appendix B.** The majority of language and reading teachers (TFA and non-TFA) had no detectable difference (NDD) in their estimated mean NCE gain for 2009 and 2010. For science, 59 percent of non-TFA and 43 percent of TFA teachers had NDD in their 2009 estimated mean NCE gain, however, in 2010, a majority of TFA teachers (41 percent) fell below their estimated growth standard. For social studies, the same percentage of TFA teachers fell below

Table 6. Descriptive Statistics and T-test Results on Stanford 10 Subtests of TFA Students Compared to non-TFA Students, Spring 2010

	TFA Students		**Non-TFA Students**		***t***	***df***	***p***
Stanford Subtest	***Mean***	***SD***	***Mean***	***SD***			
Reading	40.5	3.2	44.5	2.5	3.4	20	.00*
Mathematics	48.4	4.3	50.6	1.4	1.6	20	.11
Language	43.6	4.6	46.5	4.4	1.5	20	.14
Science	46.9	6.2	49.1	2.1	1.1	20	.27
Social Science	43.9	5.3	45.7	2.4	0.9	11	.38

*$p < .05$

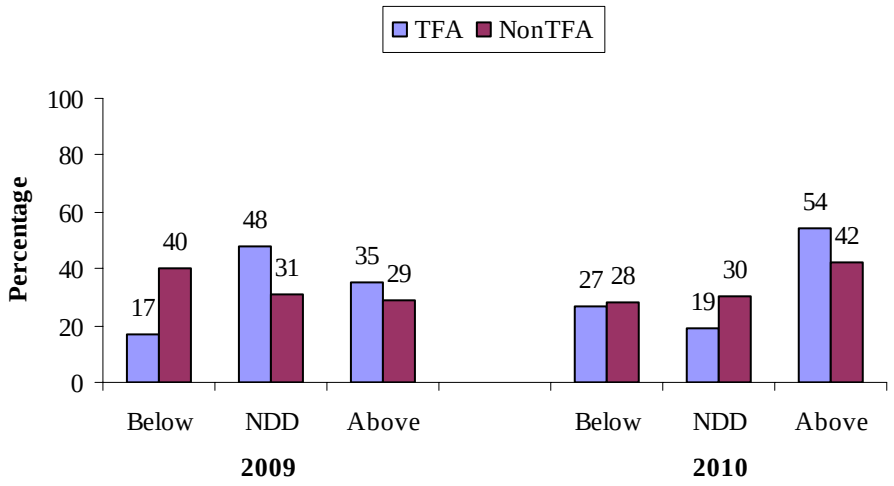


Figure 2: Mathematics Value-Added Status of TFA and non-TFA Teachers, Spring 2009 and Spring 2010

Below= Estimated mean NCE gain is below expected growth standard, NDD= No detectable difference was found between estimated mean NCE gain and expected growth standard, Above= Estimated mean NCE gain is above expected growth standard

or had NDD (40 percent) in their 2009 estimated mean NCE gain. In 2010, the largest percentage of TFA teachers (47 percent) fell below their estimated mean NCE gain. The majority of non-TFA teachers had NDD in their estimated mean NCE gain for 2009 and 2010 for science and social studies. The results are shown in Appendix B.

Discussion

Since 1991, Teach for America (TFA) and HISD have collaborated to address the teacher shortage in the district. From 2005–2006 to 2009–2010, a total of 647 new TFA teachers have been hired and placed in HISD schools. Although the overall number of new teacher hires in HISD has decreased during this same time period, the percentage of new teachers that were recruited from TFA has increased from 15.3 percent in 2005–2006 to 30 percent in 2009–2010.

Retention percentage results indicate that the vast majority of new TFA hires (99 percent) returned to HISD in the fall of 2010 to fulfill their second year of teaching. However, the percentage of remaining new TFA recruits decreased to 44 percent as compared to 72 percent of non-TFA recruits who returned to HISD for their third year of service. As the number of district service increases, the retention percentage difference between TFA new hires and non-TFA hires continues to widen, with non-TFA new hires returning to the district at higher rates than TFA new hires.

When comparing the performance outcomes of students taught by the 2008–2009 TFA and non-TFA new teacher cohort, the results were mixed. TFA students were found to pass the TAKS mathematics and science tests in both 2009 and 2010 at higher rates than those students taught by non-TFA teachers. However, the 2009 and 2010 TAKS results were comparable between students taught by TFA and non-TFA teachers on the reading, science, and social studies tests, with no group outperforming the other in two consecutive years.

The Stanford 10 results provided a different picture about the performance of students taught by

TFA teachers as compared to those taught by non-TFA teachers. Non-TFA students outperformed students of TFA teachers by earning higher mean NCEs on the 2009 and 2010 Stanford 10 at the majority of grade levels and subtests. There were two notable exceptions. First, seventh grade TFA students earned higher NCEs on all subtests of the 2009 Stanford 10 than those taught by non-TFA teachers and eighth grade TFA students earned higher NCEs on all subtests in 2010. Secondly, students taught by TFA teachers in grades 3-7 outperformed their non-TFA counterparts on the 2009 mathematics subtests of the Stanford 10 and in grades 5-8 on the 2010 mathematics subtests. However, across grades, the non-TFA teachers' students outperformed the students of TFA teachers in reading at statistically significant higher levels in both in both 2009 and 2010. Further longitudinal analysis of the impact of TFA teachers on the academic progress of HISD students is needed.

For the 2008–2009 cohort teachers, the majority of the non-TFA teachers consistently had no detectable difference (NDD) in their estimated mean NCE gains in reading, language, science and social studies in 2009 and 2010, as measured by EVAAS value-added analysis. On the other hand, TFA teachers were found to have mixed results across content areas. The majority of TFA teachers had NDD in their estimated mean NCE gains in reading and language for 2009 and 2010, while 47 percent fell below their 2010 estimated mean NCE gain in social studies, and 54 percent were found to be above their estimated growth standard on mathematics in 2010.

For the last twenty years, HISD has relied on TFA as a resource to find qualified college graduates to fill teacher vacancies throughout the district. The working relationship between HISD and TFA directly aligns with the district's core initiative of having an effective teacher in every classroom. During their first and second year of teaching, some academic benefits have been found for students taught by TFA teachers. However, longitudinal analyses of the academic performances of students taught by TFA teachers are limited because many TFA teachers leave HISD after their two-year program commitment is fulfilled. When TFA new teachers choose to leave the district, the investments made by HISD in their hiring and professional development leave with them (Heilig and Jez, 2010). Efforts should be considered that encourage effective TFA teachers to remain educators in the district after their program commitment is complete.

References

Heilig, J.V. & Jez, S.J. (2010). Teach for America: A Review of the evidence. Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. Retrieved June 10, 2010 from http://epicpolicy.org/publication/teach-for-america.

Teach for America (2010). Retrieved June 10, 2010 from http://www.teachforamerica.org/what-we-do/our-approach/.

APPENDIX A
Distribution of New TFA Teachers by Campus, 2005–2006

Elementary	N	Middle	N	High	N
Barrick	2	Edison	2	Austin	1
Bonner	3	Fonville	3	Chavez	3
Braeburn	2	Grady	1	Davis	3
Browning	5	Hamilton	1	Houston	5
Cage	5	Henry	8	Lee	5
Coop	1	Holland	1	Milby	1
Gallegos	2	Jackson	9	Reagan	1
Garcia	1	Long	2	Sharpstown	1
Helms	1	Marshall	2		
Martinez, C	4	Ortiz	1		
Moreno	2	Welch	1		
Northline	2				
Oates	3				
Park Place	1				
Patterson	2				
Pilgrim Academy	1				
Port Houston	4				
Robinson	1				
Roosevelt	1				
Rucker	1				
Rusk	2				
Sherman	3				
Wesley	4				
Whittier	3				

Data Source: Public Education Information Management System (PEIMS), October 2005.

APPENDIX A (continued)
Distribution of New TFA Teachers by Campus, 2006–2007

Elementary	N	Middle	N	High	N
Barrick	1	Black	2	Chavez	4
Bonner	1	Deady	4	Davis	1
Braeburn	1	Edison	2	Houston	3
Coop	2	Fonville	5	Lee	6
DeZavala	4	Henry	1	Reagan	2
Gallegos	2	Hogg	3	Sharpstown	1
Garcia	2	Holland	2	Wheatley	1
Harris, JR	2	Jackson	3		
Kaleidoscope School	1	Las Americas	1		
Lantrip	3	Long	3		
Macarthur	2	Marshall	2		
Martinez, C	5	Mcreynolds	4		
Moreno	2	Ortiz	2		
Northline	2	Sharpstown	1		
Parker	1				
Peck	2				
Petersen	2				
Robinson	1				
Rucker	2				
Rusk	1				
Scott	2				
Seguin	3				
Sherman	3				
Tinsley	2				
Wesley	2				
Whittier	1				
Windsor Village	2				

Data Source: Public Education Information Management System (PEIMS), October 2006.

APPENDIX A (cont.)
Distribution of New TFA Teachers by Campus, 2007–2008

Elementary	N	Middle	N	High	N
Almeda	1	Black	4	Chavez	4
Bonham	3	Chrysalis	1	Davis	8
Bonner	2	Deady	2	Houston	6
Braeburn	2	Edison	1	Lee	4
Briscoe	1	Fondren	9	Madison	1
Bruce	1	Fonville	5	Wheatley	1
Cage	1	Henry	9		
Carrillo	1	Holland	3		
Coop	4	Long	1		
Dezavala	1	McReynolds	1		
Dogan	1	Revere	4		
Durham	1	Sharpstown	8		
Foerster	3				
Fondren	1				
Gallegos	5				
Garcia	4				
Gregg	1				
Harris, JR	1				
Lantrip	4				
Moreno	2				
Osborne	2				
Patterson	1				
Petersen	1				
Pilgrim Academy	3				
Pleasantville	1				
Port Houston	2				
Pugh	1				
Roosevelt	1				
Rucker	1				
Scott	2				
Sherman	2				
Smith, EO	4				
Smith, K.	2				
Tinsley	1				
Wainwright	1				
Wesley	1				

Data Source: Public Education Information Management System (PEIMS), October 2007.

APPENDIX A (cont.)
Distribution of New TFA Teachers by Campus, 2008–2009

Elementary	N	Middle	N	High	N
Bonham	2	Black	2	Chavez High	6
Bonner	2	Chrysalis	3	Lee High	5
Braeburn	5	Edison	3	Madison High	1
Briscoe	2	Fondren	1	Ninth Grade College Preparatory Academy	10
Dávila	1	Fonville	3	Sharpstown High	4
Foerster	1	Hogg	4	Washington High	2
Gallegos	4	Holland	5		
Golfcrest	1	Long	3		
Harris, J. R.	1	Marshall	2		
Hohl	1	Ortíz	1		
Lantrip	2	Revere	3		
Looscan	2	Ryan	2		
Lyons	1	Sharpstown	7		
Martínez, C.	5				
Moreno	3				
Northline	1				
Patterson	3				
Pilgrim Academy	6				
Port Houston	2				
Pugh	1				
Robinson	1				
Rucker	2				
Rusk	4				
Sherman	1				
Stevenson	2				
Sugar Grove	1				
Whidby	1				
Windsor Village	3				

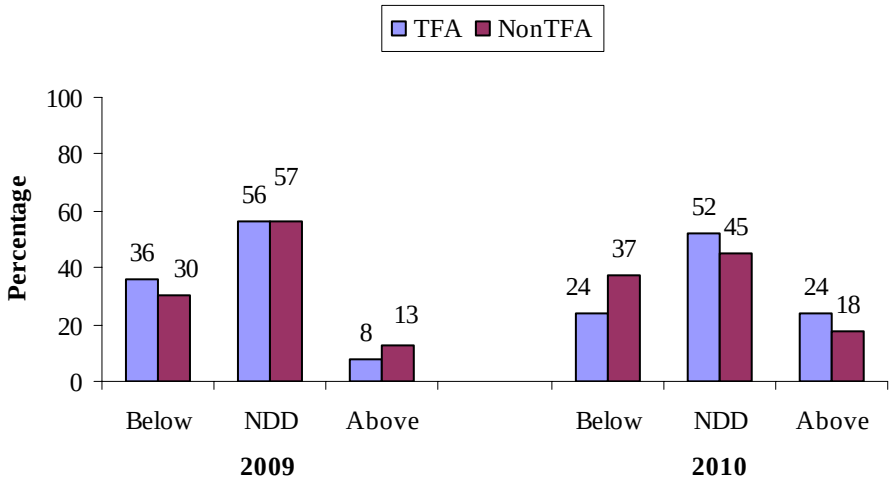
Data Source: Public Education Information Management System (PEIMS), October 2008.

APPENDIX A (cont.)
Distribution of New TFA Teachers by Campus, 2009–2010

Elementary	N	Middle	N	High	N
Berry	4	Black	6	Chavez	10
Bonner	1	Burbank	1	Davis	1
Briscoe	3	Clifton	1	Houston Academy for International Studies	1
Bruce	1	Cullen	2	Lee	9
Burbank	1	Deady	3	Ninth Grade College Preparatory Academy	5
Cage	1	Edison	4	Sharpstown	2
Cook	2	Fondren	4	Westbury	2
Dávila	1	Fonville	3	Wheatley	2
Dogan	1	Hamilton	1	Yates	4
Durham	1	Hartman	2		
Foerster	2	Henry	2		
Gallegos	3	Hogg	1		
Garcia	1	Holland	1		
Garden Oaks	2	Jackson	2		
Gregg	1	Long	2		
Hartsfield	1	Marshall	5		
Lewis	1	Ortíz	2		
Lockhart	2	Revere	3		
Mading	1	Sharpstown	1		
Milne	1	Stevenson	5		
Mitchell	2	Thomas	1		
Moreno	3				
Neff	1				
Northline	1				
Patterson	1				
Pilgrim Academy	2				
Port Houston	1				
Reynolds	2				
Roosevelt	2				
Rusk School	1				
Scott	1				
Scroggins	1				
Seguin	1				
Sherman	1				
Stevens	2				
Windsor Village	2				

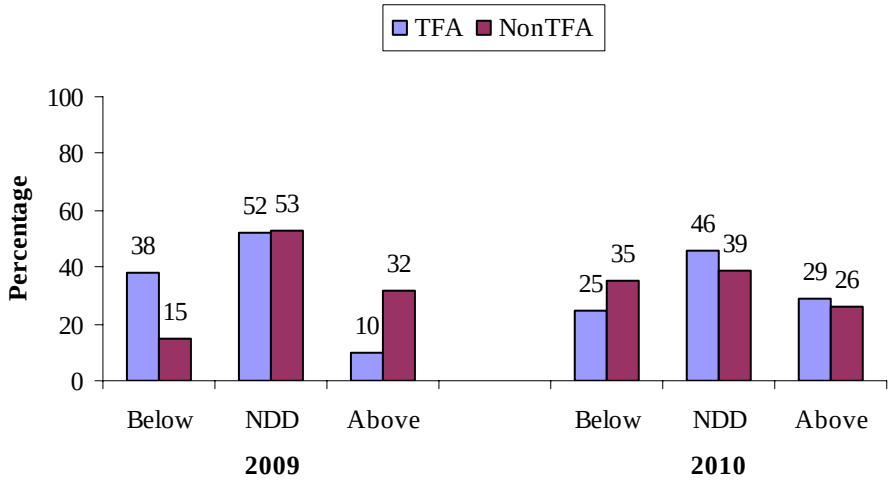
Data Source: Public Education Information Management System (PEIMS), October 2009.

APPENDIX B
Value-Added Tables for 2008–2009 Cohort Teachers, Spring 2009 and Spring 2010



Language Value-Added Status of TFA and non-TFA Teachers, Spring 2009 and Spring 2010

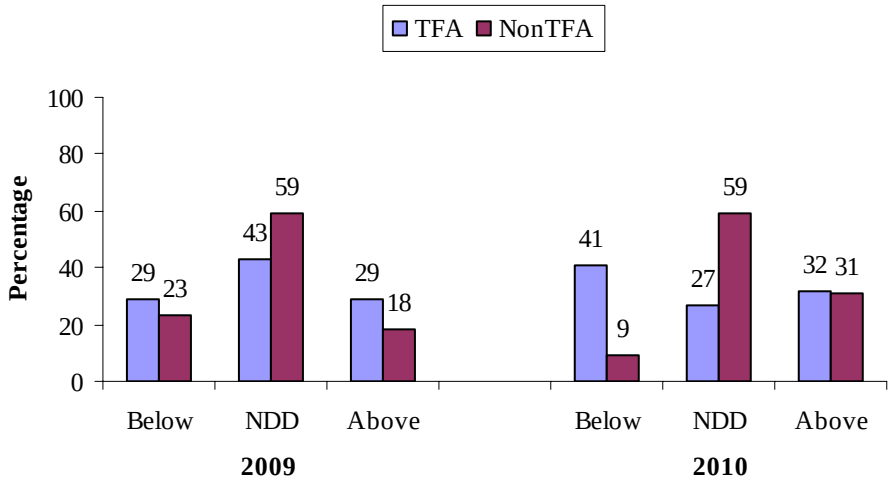
Below= Estimated mean NCE gain is below expected growth standard, NDD= No detectable difference was found between estimated mean NCE gain and expected growth standard, Above= Estimated mean NCE gain is above expected growth standard



Reading Value-Added Status of TFA and non-TFA Teachers, Spring 2009 and Spring 2010

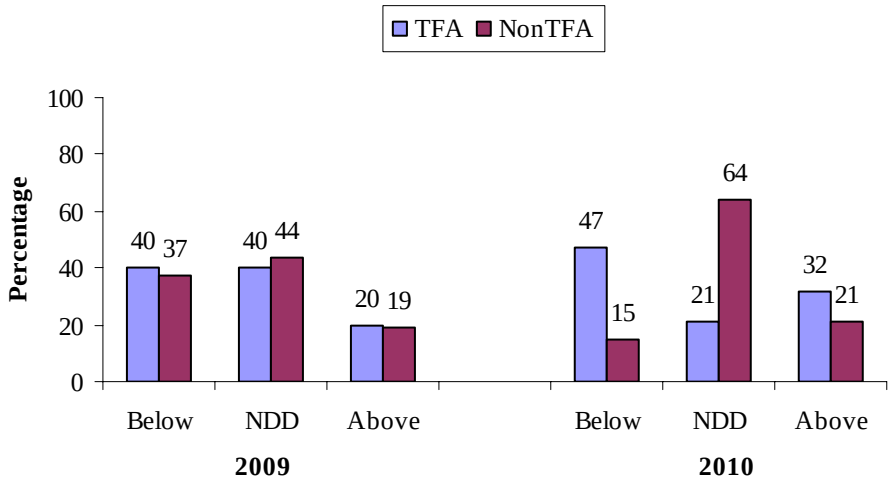
Below= Estimated mean NCE gain is below expected growth standard, NDD= No detectable difference was found between estimated mean NCE gain and expected growth standard, Above= Estimated mean NCE gain is above expected growth standard

APPENDIX B (continued)
Value-Added Tables for 2008–2009 Cohort Teachers, Spring 2009 and Spring 2010



Science Value-Added Status of TFA and non-TFA Teachers, Spring 2009 and Spring 2010

Below= Estimated mean NCE gain is below expected growth standard, NDD= No detectable difference was found between estimated mean NCE gain and expected growth standard, Above= Estimated mean NCE gain is above expected growth standard



Social Studies Value-Added Status of TFA and non-TFA Teachers, Spring 2009 and Spring 2010

Below= Estimated mean NCE gain is below expected growth standard, NDD= No detectable difference was found between estimated mean NCE gain and expected growth standard, Above= Estimated mean NCE gain is above expected growth standard