

# Agenda Items: April 8, 2021 Board Meeting

Q&A

## ITEM A.2

### When will the materials for this item be provided to the board?

Due to the winter storm, the Renaissance MOY testing window was extended to Friday March 12, 2021. In order to adhere to the approved reporting timeline, more days were needed to finalize the report and therefore the report will be sent to the Trustees prior to the April 1 agenda review meeting, over a week prior to the presentation at the main meeting on April 8.

## ITEM E.1

### Are the additional 15 student days for all students or for a subset of students?

These days are for a subset of students.

### Are the additional 15 student days the same as the days labeled enrichment opportunities on the calendar?

Yes, these enrichment days will include additional interventions and tutorials beyond what students receive in a typical year. These are an additional 15 days beyond the 175 instructional days offered to all students.

## ITEM E.3

### Why is there no recommended name in this agenda item?

At the time this version of the agenda was published, the Woodrow Wilson Montessori Renaming Consideration Committee was set to convene on March 25, 2021 to review names submitted by the committee and select one name to recommend to the School Board. The committee has voted to recommend the name of Ella Josephine Baker to the Board of Trustees.

Ella Baker (1903-1986) was an African-American civil rights and human rights activist. She was a largely behind-the-scenes organizer whose career spanned more than five decades. Baker has been called "one of the most important American leaders of the twentieth century and perhaps the most influential woman in the civil rights movement". She is known for her critiques not only of racism within American culture, but also of sexism within the civil rights movement.

### What was the membership of the naming committee?

- Aedan Flores, Grade 7 Student
- Helen Repass, Grade 8 Student
- Kayden Schumacher, Grade 7 Student

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- Ruby Shampine, Alumni Representative
- Carol Rensink, Local Civic Leader (Director of Friends of Cherryhurst Park Community Center)
- Randi Blair, Parent
- John Eckelkamp, Teacher
- Anika Rikondja, Anti-Bias, Anti-Racist (ABAR) Committee, Teacher and Parent
- Dr. Belva Parrish, School Counselor
- Sarah Fischer, Parent Teacher Organization and Parent
- Heather Trachtenberg, Local Civic Leader and Parent
- Michael Gomez, Local Civic Leader and Parent
- Jesus Azuara, Alumni Representative, Teacher, and Parent
- Angela Borzon, Montessori Advocate
- Christine Soderstrom, Friends of Montessori Representative and Parent
- Shameika Sykes-Salvador, Principal
- Dr. Amy Poerschke, School Support Officer
- Cesar Martinez, Area Superintendent

### What was the process the naming committee went through? What community input was there?

- Following renaming action taken by Princeton University's Board of Trustees in June 2020, members of the Woodrow Wilson Montessori community began to contact the principal to inquire about whether or not this may be considered for the campus.
- Beginning in September 2020, the principal included the review and consideration of Houston ISD School Board Policy related to the naming or renaming of campus facilities CW (Local) during Shared Decision-Making Committee (SDMC) Meetings.
- The SDMC members developed a committee which met the board standards for membership.
  - The Woodrow Wilson Montessori Renaming Consideration Committee met a series of times to review the name change process and achieve community input through the below methods.
  - Email, callouts, and social media posts inviting any member of the school community to be a part of the renaming committee.
  - An email domain was developed where all members of the learning community (parents, students, teachers, community members) could email their input, whether suggesting a

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specific name or providing questions. This email was published through all communication channels (email, callouts, newsletter, marquee).

- Woodrow Wilson Montessori Renaming Consideration Committee reviewed the campus and district mission statements to create a positioning statement. This positioning statement was shared with all stakeholders. Suggested names would be taken into consideration as compared to the committee's positioning statement:
  - “A commitment to basic human rights such as freedom, dignity, safety, equitable treatment, and a standard of living adequate for health and well-being drive the Montessori commitment to education for peace and social justice. By creating respectful, inclusive classrooms, celebrating diversity in all its forms, crossing cultural boundaries, and modeling engaged citizenry, Montessori educators nurture students who will transform the world and make it a better place for their generation and the generations that follow.”
- Principal Salvador hosted a Community Townhall to review the procedures, share the history of the current name, and solicit input from the community related to the process or suggested names. This Community Townhall was published through all communication channels (email, callouts, newsletter, marquee).
- The received list of names initially totaled 39. After removing all currently living, those without detailed personal records, and those actions did not align with the campus's position statement (listed above), the committee closely reviewed the top 10 choices together.
- The committee then considered duplicate names across the district. Duplicate names were removed.
- The committee considered unique place names or acronyms. Following discussion with all committee members about the pros and cons of these unique names, they were removed.
- The top 5 of 8 names were anonymously tallied by all members of the committee.
- The top 3 choices were then anonymously ranked identifying the highest rank name.
- The highest ranked name, Ella Josephine Baker, was set for a final vote, receiving unanimous support as a name to forward to the Board of Trustees for final review and approval.
- Principal communicated to community that the Renaming Committee had selected a finalist name, Ella Josephine Baker, to be submitted to the Board of Trustees for review.
- All meetings were recorded and will be posted to the school's website for community review.

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Q&A

## ITEM G.1

How many TFA teachers have been hired on since 1991 to date? How many are still with the district?

1,326 TFA corps members have been hired since the 2005-2006 School Year. Data prior to 2005 was not specifically tracked for TFA. Of the number reported (1,326), it is approximated that 578 remained after Year 2.

UPDATED  
04/07/21

How many left before 2 years? How many promoted after 2 years? 3 years?

There is no HISD system that tracks data specifically if a TFA corps member leaves before their 2-year commitment is complete. There is no HISD system that tracks promotions specifically for TFA corps members.

TFA's mission is to build equity? After 20 years in HISD, show me proof of their mission in our schools? An organization that has been around this long hasn't changed their model. Why?

The most recent HISD research done on any aspect of TFA is attached for your review. Below is a response from TFA regarding their model.

TFA has researched how increasing the initial corps commitment from two to additional years would impact its program. What was found is that an increase in initial commitment to corps impacts the ability to recruit high quality applicants. Young people at the beginning of their careers are hesitant to make long term career commitments before experiencing the career. Through the two-year corps model, TFA is able to recruit more high-quality applicants to commit to teaching in partner schools for at least two years while attracting more leaders to education - many who had not previously considered education as a career path - and work to invest them in education as they become alumni of TFA. We believe more can be done to keep effective teachers in under-resourced schools and hard-to-staff positions, no matter which path they've taken to the classroom. While TFA requires a two-year commitment, 4 out of 5 of our alumni are in education or working in low-income communities, working to advance the cause of excellence and equity. Among our alumni, teaching is the most common profession. In fact, in 2019 and 2020 alone, we had five TFA alumni receive "State Teacher of the Year." Alumni who leave the classroom continue to be strong advocates for education, both within the field and outside of it.

UPDATED  
04/07/21

How much revenue was generated by fees paid from Teach for America corps members to the ACP program this last year?

\$165,000

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How many TFA teachers were assigned to a particular campus...for the last year and the year before to have a comparison?

2020-2021	
Campus	New Corps Members
Austin	1
Chavez HS	2
Clifton MS	2
DeAnda ES	2
Dogan ES	2
Edison MS	1
Emerson ES	2
Gregory Lincoln	1
Longfellow ES	1
McGregor ES	2
Ortiz MS	1
Patterson ES	3
Roosevelt	3
Sam Houston MSTC	3
Sharpstown HS	1
Sharpstown International	1

2019-2020	
*Corps members in Year 2 as no new TFA were hired	
Campus	Corps members from 2018-2019 cohort
Bonham ES	2
Brookline ES	1
Edison MS	1
Emerson ES	2
Fondren MS	4
Garden Villas ES	2
Herrera ES	1
Longfellow ES	1
Mitchell ES	2
Neff ES	1
Northline ES	3
Revere MS	1
Roosevelt ES	1
Sam Houston MSTC	4
Wainwright ES	1

UPDATED  
04/07/21

## ITEM I.1

### Project 21-10-14

Please explain the purpose of these cameras, and why up to \$10 million over the next five years is a budgetary priority.

With recent events, the safety of our students and staff remains a priority. As part of HISD's safety and security initiative and included in our standard design guidelines, more than 16,000 surveillance cameras are installed on the interior as well as the exterior of our campuses and facilities. Security cameras serve as a deterrent to help prevent vandalism and other potential crimes and mischief and provides coverage or footage of damage and thefts. To protect privacy, cameras are installed on the exterior of the classrooms except for the self-contained classrooms. Texas Education Code section 29.022 requires districts to "conduct video and audio surveillance in certain special education classrooms or settings upon request."

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Based on the District's design guidelines, the recommended camera quantities per building type are:

- Elementary and Pre-Kindergarten Centers to receive up to 64 cameras.
- Middle Schools receive up to 96 cameras.
- High Schools receive up to 180 cameras.

The annual spend for the installation, maintenance, and replacement for the cameras in the district is approximately two million dollars per year. Over a five year period, the estimated total spend is 10 million dollars.

Additional supporting information can be found in the links below.

- [Texas Education Code 29.022](#)
- [Houston ISD Design Guidelines](#)
- [TASB Video Cameras in Special Education Classrooms](#)
- [Chapter 103: Health and Safety](#)

### Project: 17-02-02C

Please explain how this vendor helps the district increase student achievement (our board goals).

Each vendor is evaluated utilizing a rubric with the following criteria: purchase price, reputation of the proposer and the proposer's goods or services, quality of the proposer's goods or services, the extent to which the goods or services meets and is aligned to the District's needs and/or strategic initiative, past relationship with the District, impact of ability of the District to comply with laws and rules relating to historically underutilized businesses, and total long-term cost to the district. The evaluations can be found in the board summaries. The evaluation committee also looks at whether goods and services are aligned to current research-based methods, academic content/enrichment, effective practice, and/or scholar/adult culture and whether provider is able to provide evidence to support alignment to each criterion.

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# RESEARCH

Educational Program Report

TEACH FOR AMERICA  
PROGRAM EVALUATION  
2017



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# Teach for America Program Evaluation, 2017

## Executive Summary

### Program Description

Teach for America is a national organization with a long-established presence in Houston. The organization recruits recent college graduates and mid-career professionals who commit to teaching for two years in schools with high proportions of economically disadvantaged students (Teach for America, 2017). Since 1991, Houston Independent School District (HISD) and Teach for America (TFA) have maintained a twenty-five year partnership in which TFA assists the district with filling high-priority, vacant teaching positions in low-income schools. The purpose of this evaluation is to summarize the frequency and effectiveness of TFA corps members in HISD since 2012–2013.

### Highlights

- Since 2012–2013, 36 percent (N=97) of the 267 low-income schools in HISD hired at least one TFA corps member for at least one year. TFA corps members have made up ten percent or less of the total number of new teachers hired at the beginning of each school year.
- The decision to shift cost of the annual fee for a TFA teacher from the district to the hiring campus appears to have had a limited impact on hiring trends. The number of TFA corps members hired in HISD has declined since 2012–2013, with the greatest decrease in TFA teacher hires occurring between 2014–2015 and 2015–2016, one year before the budget changes.
- For the 2012–2013 new teacher cohort entering their fourth year of teaching, the retention rate for TFA teachers was 16 percent (n=20), a decrease of 32 percentage points from the previous year, and a difference of 37 percentage points when compared to non-TFA teachers (53%, n=594) from the same cohort. Analyses of the 2013–2014 and 2014–2015 new teacher cohorts show similar retention trends for TFA teachers entering their fourth year of teaching.
- TFA teachers did not contribute significantly to the proportional diversity of new teacher hires in HISD. Across all three new teacher cohorts in 2014–2015, 2015–2016, and 2016–2017, TFA teachers had a lower proportion of Hispanic teachers compared to non-TFA teachers. The number of Hispanic TFA teachers accounted for one percent of the total proportion of Hispanic new teachers hired for each school year.
- Analysis of the 2015–2016 new teacher cohort showed similar proportions of retained TFA and non-TFA teachers with Effective and Highly Effective Instructional Practice ratings in their first year of teaching. Though TFA teachers were proportionally rated as more effective than non-TFA teachers in their second and third year of teaching, TFA teachers had higher turnover rates compared to non-TFA teachers in the third year of teaching and years thereafter.
- On the STAAR 3–8 Mathematics exam for 2015, 2016, and 2017, and the STAAR 3–8 Reading exam for 2017, economically disadvantaged students linked to TFA teachers from the 2014–2015 new teacher cohort showed higher student outcomes compared to economically disadvantaged students linked to non-TFA teachers from the same teacher cohort. On the STAAR 3–8 Reading exam for both 2015 and 2016, economically disadvantaged students linked to TFA teachers performed equally as well as economically disadvantaged students linked to non-TFA teachers from the same cohort.

## Recommendations

- In light of the district's goal to fill teacher vacancies in critical shortage areas, as well as the contributions made by TFA teachers to the education of economically disadvantaged students, particularly in the area of mathematics, it may be of interest to the district to further investigate the impact of TFA teachers at individual campuses. The district might consider further research to understand why HISD campuses have hired TFA teachers for multiple years in order to potentially identify reasons that some principals value the district's partnership with Teach for America.
- Findings show that most TFA corps members hired in the district fulfilled their two-year obligation to teach, but the retention of TFA teachers in subsequent years was lower than the retention of non-TFA teachers. The district might consider collecting information at the point of exit for all teachers, including TFA teachers, or requesting exit data on TFA corps members from Teach for America. It may be possible to improve retention for TFA teachers after two years if the district and hiring campuses had a better understanding of why these teachers choose to leave.
- For this report, comparisons between teacher groups were limited to TFA and non-TFA teachers by cohort year. The district does not currently maintain historical records of individual teacher's certification type (i.e., traditional or alternative) and/or alternative certification program. Because most TFA teachers are not certified at the time of hiring, comparisons of TFA teachers with traditionally certified teachers and/or other teachers enrolled in alternative certification programs would offer a more comprehensive analysis of the longitudinal data.
- Though the majority TFA teachers have been shown to be effective in the classroom, especially during the second year of teaching, findings from this report provide evidence of greater upfront costs and higher turnover rates over time for TFA teachers compared to non-TFA teachers. Because the district already invests heavily in the recruitment, preparation, and support of novice teachers through internal efforts, HISD leadership may want to assess the salience of a longstanding partnership that was originally established to help the district fill high-priority, vacant teaching positions.

## Introduction

Houston Independent School District (HISD) and Teach for America (TFA) have maintained a twenty-five year partnership aimed at assisting the district to fill high-priority, vacant positions in low-income schools. Teach for America recruits recent college graduates and mid-career professionals across the nation whocommit to two years of teaching in schools with high proportions of economically disadvantaged students (Teach for America, 2017).

TFA teachers, also known as corps members, receive a variety of training and supports. Before they are hired by a school, corps members receive summer training for five weeks from Teach for America Houston, which covers subjects including general teaching pedagogy, classroom management, and diversity, equity, and inclusiveness (Teach for America, 2017). Additional information about TFA training can be found in **Appendix A** (pp. 17–18). Most corps members do not enter TFA with a teaching certification, and therefore enroll in an alternative certification program (ACP) during their two-year commitment. The majority of TFA corps members hired in HISD are certified through the Effective Teaching Fellowship (ETF)<sup>1</sup>, the district's ACP for uncertified, novice teachers (TFA, personal communication, October 6, 2017). TFA teachers also participate in regular sessions offered through Teach for America Houston in areas including restorative justice, leadership development, and education policy during their two years in the classroom, ultimately gaining access to a “powerful network” of alumni “across all sectors influencing the future of our country” (Teach for America, 2017). Essentially, TFA teachers in HISD receive training and support from both TFA and ETF, with most corps members obtaining their teaching certification prior to, or by the end of, their two-year service commitment.

Teach for America requires the hiring district to pay a non-refundable, annual fee per corps member per year. TFA reports that these fees are used to offset the high cost of recruiting and training quality teachers.<sup>2</sup> In HISD, the annual fee of a TFA teacher was historically paid through the district budget. However, beginning in 2016–2017, the responsibility of paying the annual fee per TFA teacher shifted to the hiring campus<sup>3</sup>, with the school paying \$5,000/year per teacher in a critical shortage area and \$3,000/year per teacher in a non-critical shortage area. In addition to the annual fee, the hiring campus also paid other costs of the teacher, including salary and additional training or supports.

Teach for America has garnered different sentiments regarding both the effectiveness of TFA teachers and the value of TFA in school districts with teacher shortages and constrained budgets. Nationally, numerous studies have been conducted assessing the impact of TFA corps members, exploring topics like student achievement and growth on standardized assessments, diversity of TFA corps members, the utility of using TFA to address local teacher shortages, and teacher retention. The findings from these studies have been largely mixed, with both advocates and critics citing data to support their respective views of TFA. An overview of studies on TFA can be found in **Appendix B** (pp. 19–20).

A 2011 program evaluation of TFA in HISD analyzed hiring trends, retention rates, and student performance data for TFA teachers from 2006 through 2010 (HISD Research and Accountability, 2011). While most TFA corps members fulfilled their two-year obligation to teach, the retention of TFA teachers over time was

<sup>1</sup> New teachers enrolled in the Effective Teaching Fellowship (ETF) participate in 30 hours of pre-service training. Throughout the one-to two-year internship, teachers are expected to accumulate 300 hours of professional development, while also receiving instructional support and coaching from HISD content specialists (HISD Teacher Development, 2017).

<sup>2</sup> According to Teach for America Houston, the cost per corps member to pay for recruitment, training, and development during the two-year commitment amounts to nearly \$51,000 (TFA, personal communication, October 6, 2017).

<sup>3</sup> Teach for America Houston aims to place their teachers in low-income HISD schools with at least 70 percent of the student population identified as economically disadvantaged (TFA, personal communication, October 6, 2017).

worse when compared to non-TFA teachers. Review of the retention rates of the 2005–2006 cohort found that only nine percent of TFA teachers, compared to 44 percent of non-TFA teachers, returned for their sixth year of teaching. When comparing student performance outcomes for TFA and non-TFA teachers in the 2008–2009 new teacher cohort, students of TFA teachers passed the Texas Assessment of Knowledge and Skills (TAKS) in mathematics at higher rates than students of non-TFA teachers in both 2009 and 2010. However, no difference was found for the 2009 and 2010 TAKS results in the subject areas of reading, science, and social studies in between groups or across years.

Recent conversations about TFA in the district have raised issues like diversity and retention. In 2015, HISD’s Chief Human Resources Officer cited the partnership with TFA as one of several strategies to recruit more Hispanics in HISD, a proposal that aligned with TFA’s 2015 pledge to recruit Latinos in response to a call to action from the White House Initiative on Educational Excellence for Hispanics (Houston ISD, 2015; Teach for America, 2015). The following year, the HISD Leadership Profile Report for the incoming superintendent presented leaders’ concerns regarding the investment of financial resources to hire and retain highly effective teachers in struggling schools (Hazard, Young, Attea, & Associates, 2016). The report cited that a reoccurring theme across focus groups was the low attrition rates of TFA teachers beyond the two-year commitment to teaching. Given the frequency of conversations around HISD’s partnership with TFA and the considerable amount of time that has passed since the last program evaluation, a recent HISD report (HISD Research and Accountability, 2017) recommended an updated evaluation showing employment trends and effectiveness of TFA teachers in the district.

The purpose of this evaluation is to summarize the frequency and effectiveness of TFA corps members in HISD. First, TFA and non-TFA teachers are presented by teacher hiring and retention rates across five years from 2012–2013 through 2017–2018. This report then summarizes the jobs of TFA corps members hired in 2012–2013 through 2015–2016 currently employed in HISD at the beginning of the 2017–2018 school year, beyond the two-year commitment to TFA. This report then presents new TFA and non-TFA teachers by demographics and district placement for new teacher cohorts from 2014–2015 through 2016–2017. Student performance data on the STAAR 3–8 Reading and Mathematics exams are presented across three years for students identified as economically disadvantaged or gifted and talented and linked to the 2014–2015 new teacher cohort. Finally, this report summarizes a sample of principal responses on a short survey conducted by HISD Human Resources (HR) Recruitment and Selection regarding overall interest in hiring TFA teachers for the upcoming 2017–2018 school year.

## Methods

### Data Collection

For this report, Teach for America (TFA) teachers, or corps members, refer to teachers hired through TFA. Non-TFA teachers refer to teachers *not* hired through TFA. A new teacher cohort refers to all teachers in their first year of teaching hired to work in the district. Both TFA and non-TFA teacher groups include teachers certified through alternative certification programs (ACPs) and traditional certification programs.

- TFA teacher cohort files present the number of TFA corps members who appear on corps member rosters provided by Teach for America Houston. In some years, not all corps members on a roster remained in the district long enough for adequate data to be collected. While the counts of TFA corps members hired are presented in **Figure 1** (p. 6) of this report, the following data represent only TFA teachers that remained in the district long enough for data to be compiled. In 2012–2013, 125 TFA teachers were hired, but 123 teachers were identified in the HR Roster File. In 2014–2015, 102 TFA

teachers were hired, but 101 teachers were identified in the HR Roster File. In 2016–2017, 39 TFA teachers were hired, but 38 teachers were identified in the HR Roster File.

- HISD Human Resources (HR) provided district-wide employee rosters, which included multiple identifiers for teacher level data. Teachers were identified using the following criteria:
  - To identify job descriptions specific to teachers, the variable *Job Function Code* was reported as TCH, TEA ELEM, TEA PREK, or TEA SEC.
  - To identify salary plans specific to teachers, the variable *Salary Plan* was reported as RT, VT, RO1 or RO5.
- New teachers, verified by the Human Resources Information System (HRIS), were identified as full-time teachers with zero (or #) years of total HISD and other teaching experience for each school year.
- Critical shortage teachers for 2014–2015 and 2015–2016 were in the following areas: Bilingual/English as a Second Language, Career and Technical Education, Computer Science, Mathematics, Science, and Special Education. Critical shortage teachers for 2016–2017 were in the following areas: Bilingual/English as a Second Language, Career and Technical Education, Computer Science/Technology Applications, Mathematics, Science, and Special Education (U.S. Department of Education, 2016a).
- This report presents the percentage of students performing at or above the Approaches Grade Level Standard and at the Masters Grade Level Standard on the State of Texas Assessments of Academic Readiness (STAAR 3-8) Reading and Mathematics exams for 2015, 2016, and 2017 for students taught by TFA and non-TFA teachers from the 2014–2015 new teacher cohort. The ASPIRE (Accelerating Student Progress: Increasing Results and Expectations) team, housed within the HISD Department of Research and Accountability, provided student-teacher linkage across three years 2015, 2016, and 2017, for students taught by teachers in the 2014–2015 new teacher cohort.

### Limitations

- HISD Human Resources (HR) collects and manages data for district teachers regarding alternative certification program, university/college major, degree type, and teaching years of experience. In most cases, these data are self-reported by the teacher within the first few months of hiring. As a result, data not submitted by the teacher at the time of the data extraction may not be captured in this report. Consequently, newly-hired HISD teachers, while incentivized to report years of experience for salary purposes to the district, may not have reported previous experience and would be incorrectly counted as a new first-year teacher in this report.
- For this report, comparisons between teacher groups were limited to TFA and non-TFA teachers by cohort year. HISD HR does not currently maintain historical records of individual teacher's certification type (i.e., traditional or alternative) and/or alternative certification program.

## Results

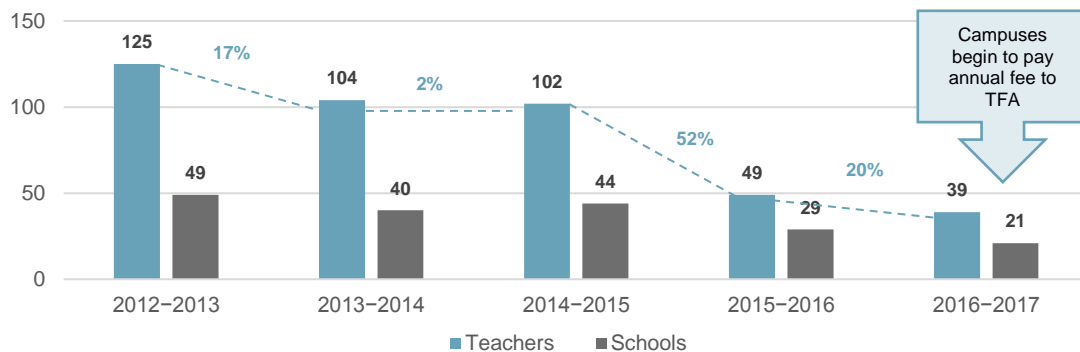
### *What was the frequency of TFA teachers hired from 2012–2013 to 2016–2017?*

- Figure 1 (p. 6) displays the number of TFA teachers hired annually from 2012–2013 to 2016–2017 and the number of schools that hired TFA teachers each year. While the number of TFA corps members hired in HISD has declined since 2012–2013, the greatest decrease occurred between 2014–2015 and

2015–2016, when the number of TFA corps members hired in HISD fell 52 percent from 102 to 49 teachers.

- Since 2012–2013, 36 percent (N=97) of the 267 low-income schools in HISD hired at least one TFA corps member for at least one year. See **Table C-1** in **Appendix C** (pp. 21–22) for more detail. Annually, the total number of hiring schools has ranged from 49 schools in 2012–2013 to 21 schools in 2016–2017.

**Figure 1. Hiring Trends of Teach for America Teachers in HISD, 2012–2013 through 2016–2017**



Sources: TFA Cohort File 2012–2013, 2013–2014, 2014–2015, 2015–2016, 2016–2017

Note: Beginning in 2016–2017, second year corps members hired in 2015–2016 were paid by the district budget and first year corps members hired in 2016–2017 were paid by the campus budget from the hiring school.

- Of the schools that have hired at least one TFA corps member since 2012–2013, nine schools hired at least one TFA teacher for four out of the five years, and two schools hired at least one TFA teacher five out of five years. See Table C-1 in Appendix C (pp. 21–22).
- **Table 1** shows the frequency and proportion of TFA and non-TFA new teachers hired across five years. From 2012–2013 to 2016–2017, a total of 415 new TFA corps members were employed in HISD schools.<sup>4</sup>

**Table 1. Total Number of New Teachers Employed in HISD, 2012–2013 through 2016–2017**

School Year (Cohort Year)	TFA Teachers		Non-TFA Teachers		Total New Teachers		Total Teachers
	N	% of new teachers	N	% of new teachers	N	% of total teachers	N
2012–2013	123*	10%	1,123	90%	1,246	11%	11,355
2013–2014	104	8%	1,266	92%	1,370	12%	11,861
2014–2015	101*	8%	1,212	92%	1,313	11%	11,847
2015–2016	49	4%	1,185	96%	1,234	10%	11,910
2016–2017	38*	4%	889	96%	927	8%	11,785

Sources: HR Roster File 2012–2013, 2013–2014, 2014–2015, 2015–2016, 2016–2017; and TFA Cohort File, 2012–2013, 2013–2014, 2014–2015, 2015–2016, 2016–2017

Notes: \*In 2012–2013, 2014–2015, and 2016–2017, the number of teachers hired did not match the number of teachers employed as of November 1 of the respective year.

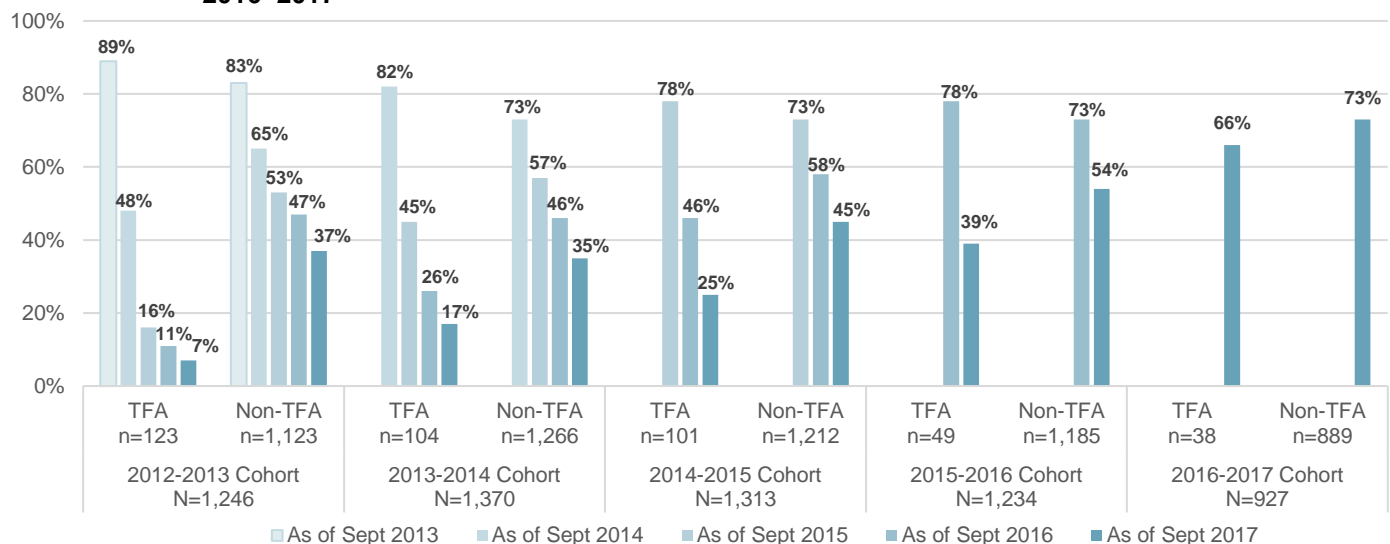
<sup>4</sup> In some years, not all corps member on a roster remained in the district long enough for adequate data to be collected. After Figure 1 (p. 6), the data represent only TFA teachers that remained in the district long enough for data to be compiled.

- Since 2012–2013, TFA corps members have made up ten percent or less of the total number of new teachers employed in the district. In both 2015–2016 and 2016–2017, TFA teachers accounted for only four percent of the total new teachers hired for each respective school year (Table 1, p. 6).

*How did TFA teachers compare to non-TFA teachers relative to retention rates from 2012–2013 to 2016–2017?*

- Figure 2** presents the retention rates of new teacher cohorts from 2012–2013 to 2016–2017. See **Table D-1** in **Appendix D** (p. 23) for more detail. Since 2012–2013, with the exception of 2016–2017, the retention rate for the new teacher cohorts entering their second year of teaching was at least four percentage points higher for TFA teachers compared to the non-TFA teachers. In 2016–2017, the retention rate for TFA teachers entering their second year of teaching was seven percentage points lower than non-TFA teachers from the same cohort (66% compared to 73%).

**Figure 2. Teacher Retention Rates Across Years for New Teacher Cohorts, 2012–2013 through 2016–2017**



Sources: HR Roster File 2012–2013, 2013–2014, 2014–2015, 2015–2016, 2016–2017; and TFA Cohort File, 2012–2013, 2013–2014, 2014–2015, 2015–2016, 2016–2017

Note: Teachers are considered retained if they remained in a teaching position within the district. Teachers that moved to a school different from their school of hire are not captured in this graph.

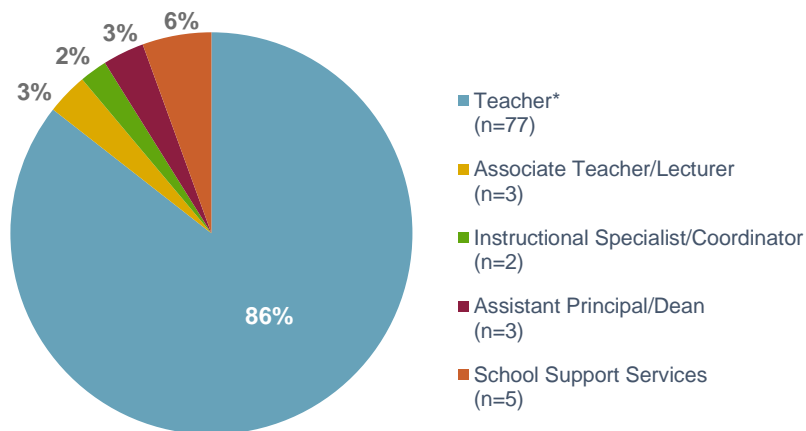
- For teachers entering their third year of teaching, the retention rate for non-TFA teachers was higher compared to TFA teachers. The greatest proportional difference in retention rates for teachers entering their third year was observed in the 2012–2013 new teacher cohort. As of September 2014, the retention rate for TFA teachers hired in the 2012–2013 school year was 17 percentage points lower than non-TFA teachers hired that same year (48% compared to 65%).
- For the 2012–2013 new teacher cohort entering their fourth year of teaching, the retention rate for TFA teachers was 16 percent, a decrease of 32 percentage points from the previous year (48%), and a difference of 37 percentage points when compared to non-TFA teachers (53%) from the same new teacher cohort. For this same cohort, as of September 2017, the retention rate for TFA teachers entering their sixth year of teaching was seven percent (n=8) compared to 37 percent (n=413) for non-TFA teachers.



*After the two-year commitment to TFA, how many TFA alumni were employed at the beginning of the 2017–2018 school year?*

- **Figure 3** shows the job positions for TFA alumni working in HISD as of September 2017 after completing their two-year commitment to Teach for America. Of the TFA cohorts presented in this report, the cohorts from 2012–2013, 2013–2014, 2014–2015, and 2015–2016 had completed their two-year commitment prior to the start of the 2017–2018 school year. Of the 377 teachers employed in HISD from these four cohorts, 24 percent (N=90) were working for the district as of September 2017. This count includes both teachers that were consecutively retained (Table D-1, p. 23) and teachers that may have left the district and later returned.

**Figure 3. Positions of TFA Alumni Employed in HISD as of September 2017 from 2012–2013, 2013–2014, 2014–2015, & 2015–2016 Cohorts (N=90)**



Sources: HRIS Roster File, October 2017; TFA Cohort File 2012–2013, 2013–2014, 2014–2015, and 2015–2016

Note: \*The teacher count includes both teachers that were consecutively retained (n=70) (Table D-1, p. 23) and teachers that may have left the district and later returned (n=7).

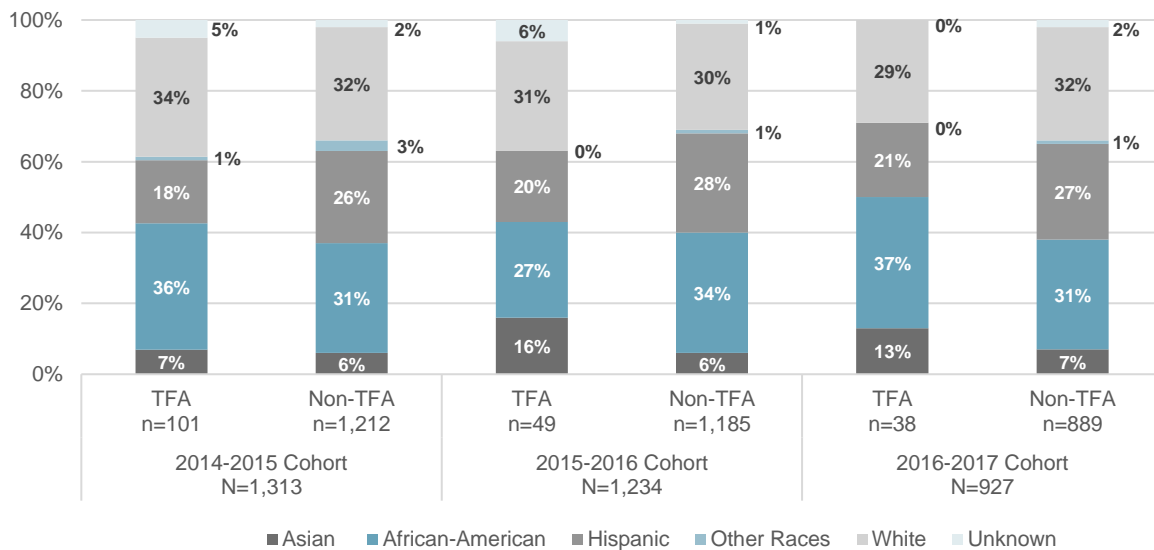
- Of the 90 TFA alumni employed at the beginning of the 2017–2018 school year, 86 percent (n=77) were working as teachers beyond the two-year commitment required by TFA. In other words, of the 380 TFA teachers hired to work for HISD between 2012–2013 and 2015–2016, 18 percent (n=70) were consecutively retained as teachers and two percent (n=7) left the district and later returned as teachers.
- By the beginning of the 2017–2018 school year, 11 percent (n=10) of TFA teachers who had completed their two-year commitment had transitioned to leadership or support positions within the district. That is, of the 380 TFA teachers hired to work for HISD between 2012–2013 and 2015–2016, three percent (n=10) transitioned to other roles as Instructional Specialists/Coordinators, Assistant Principals/Deans, or positions in School Support Services.

*What were the demographic characteristics of TFA teachers compared to non-TFA teachers from 2014–2015 to 2016–2017?*

- **Figure 4** (p. 9) presents the ethnic/racial composition of new teacher cohorts in 2014–2015, 2015–2016, and 2016–2017. Additional information regarding race/ethnicity, gender, and level of education for new teacher cohorts can be found in **Table D-2**, Appendix D (p. 24). For the 2016–2017 new teacher cohort, TFA teachers had a higher proportion of Asian and African American teachers compared to non-TFA teachers (13% compared to 7%, and 36% compared to 31%, respectively).

- With the exception of 2015–2016, TFA teachers had a higher proportion of African American teachers compared to non-TFA teachers. For the 2015–2016 new teacher cohort, the proportion of African American TFA teachers was seven percentage points lower than the proportion of African American non-TFA teachers (27% compared to 34%).
- Across all three new teacher cohorts, 2014–2015, 2015–2016, and 2016–2017, TFA teachers had a lower proportion of Hispanic teachers compared to non-TFA teachers. For the 2014–2015 new teacher cohort, for example, the proportion of Hispanic TFA teachers was eight percentage points lower than the proportion of Hispanic non-TFA teachers (18% compared to 26%).

**Figure 4. Ethnic/Racial Diversity Across Years for New Teacher Cohorts, 2014–2015 through 2016–2017**



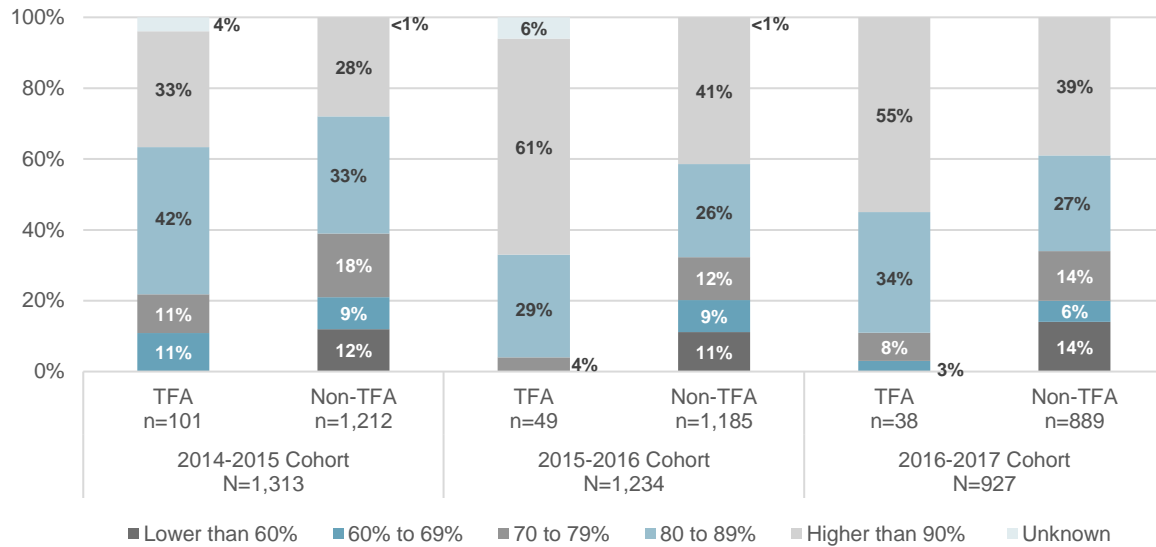
Sources: HR Roster File 2014–2015, 2015–2016, 2016–2017; PEIMS Roster File 2014–2015, 2015–2016, 2016–2017; and TFA Cohort File, 2014–2015, 2015–2016, 2016–2017

Note: Percentages may not equal 100 due to rounding

- Across all three new teacher cohorts, 2014–2015, 2015–2016, and 2016–2017, the number of Hispanic TFA teachers accounted for one percent of the new teachers for the year (n=18, n=10 and n=8, respectively). (Table D-2, Appendix D, p. 24).

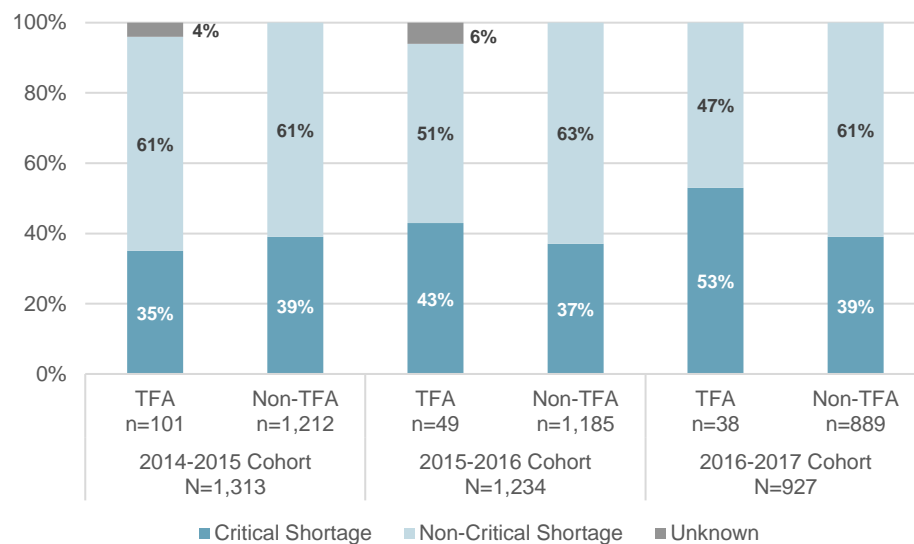
**What was the district's placement of TFA teachers compared to non-TFA teachers from 2014–2015 to 2016–2017?**

- **Figure 5** (p. 10) shows the placement of TFA and non-TFA teachers from new teacher cohorts by the percentage of economically disadvantaged students at a school. Additional information for new teacher cohort placement by percent economically disadvantaged, school accountability rating, critical shortage area, school level, and student population can be found in **Table D-3**, Appendix D (p. 25). Across all three new teacher cohorts, the proportion of TFA teachers placed at schools with at least 70 percent of the student population identified as economically disadvantaged was higher compared to the proportion of non-TFA teachers. For the 2016–2017 new teacher cohort, for example, the proportion of TFA teachers placed at high poverty schools was 17 percentage points higher than the proportion of non-TFA teachers (97% compared to 80%).

**Figure 5. Placement by School Percentage Economically Disadvantaged Students for New Teacher Cohorts, 2014–2015 through 2016–2017**

Sources: PEIMS Roster File 2014–2015, 2015–2016, 2016–2017; and TFA Cohort File, 2014–2015, 2015–2016, 2016–2017  
 Note: Percentages may not equal 100 due to rounding

- Across all three new teacher cohorts, 2014–2015, 2015–2016, and 2016–2017, the proportion of TFA teachers placed at schools with at least 90 percent of the student population identified as economically disadvantaged was higher compared to the proportion of non-TFA teachers. The number of TFA teachers placed at schools with at least 90 percent of the student population identified as economically disadvantaged accounted for three percent or less of the new teachers hired for the year (n=33, n=30, and n=21, respectively) (Table D-3, Appendix D, p. 25).

**Figure 6. Placement by Critical Shortage Assignment for New Teacher Cohorts, 2014–2015 through 2016–2017**

Sources: PEIMS Roster File 2014–2015, 2015–2016, 2016–2017; and TFA Cohort File, 2014–2015, 2015–2016, 2016–2017

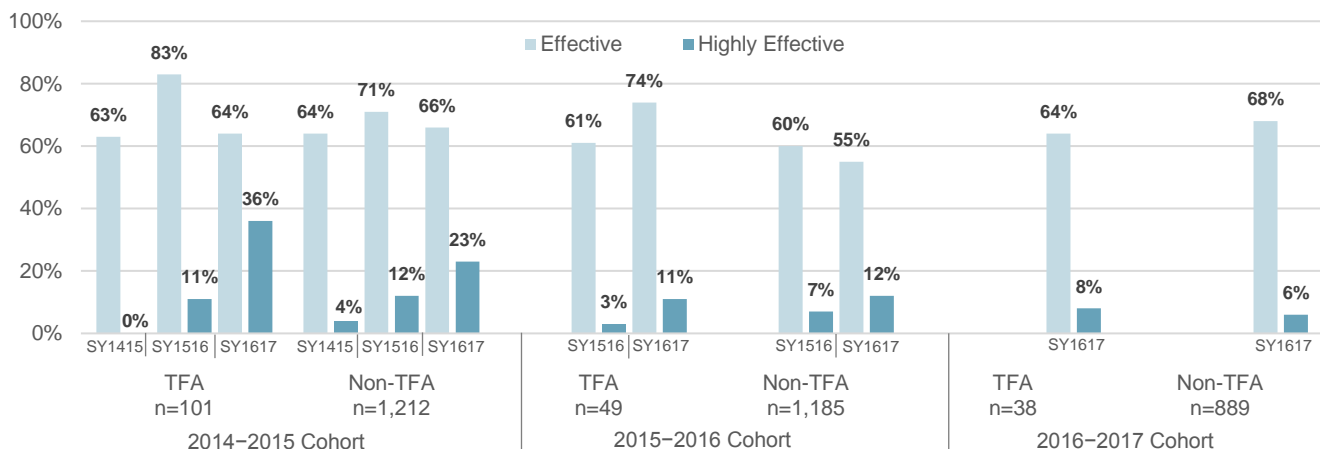
Note: Percentages may not equal 100 due to rounding

- **Figure 6** (p. 10) presents the placement of TFA and non-TFA teachers from new teacher cohorts by critical shortage assignment. See Table D-3 Appendix D (p. 25) for more detail. In both 2015–2016 and 2016–2017, a higher proportion of TFA teachers were assigned to teach in critical shortage areas (43% and 53%, respectively) compared to the proportion of non-TFA teachers (37% and 39%, respectively).
- Across all three new teacher cohorts, 2014–2015, 2015–2016, and 2016–2017, the number of TFA teachers assigned to critical shortage areas accounted for three percent or less of the new teachers for the year (n=35, n=21 and n=20, respectively) (Table D-3, Appendix D, p. 25).

*How did TFA teachers compare to non-TFA teachers in terms of teacher effectiveness from 2014–2015 to 2016–2017?*

- **Figure 7** shows new teacher cohorts by TFA and non-TFA teachers from 2014–2015 to 2016–2017 across three years by Effective and Highly Effective Instructional Practice (IP) ratings.<sup>5</sup> See **Table D-4** in Appendix D (p. 26) for more detail. Further explanation of the Instructional Practice Component of the Teacher Appraisal and Development System (TADS) can be found in **Table E-1** in **Appendix E** (p. 27). For the 2014–2015 new teacher cohort retained for the 2015–2016 school year, 63 percent of TFA (n=50) and 64 percent non-TFA teachers (n=569) received an Effective IP rating in their first year of teaching. There were no TFA teachers that received a Highly Effective rating in their first year of teaching, while four percent of non-TFA teachers (n=35) received a Highly Effective rating.

**Figure 7. Instructional Practice Ratings of Teachers Retained Annually Across Years for New Teacher Cohorts, 2014–2015 through 2016–2017**



Sources: HR Roster File 2014–2015, 2015–2016, 2016–2017; TADS F&D Tool, 2014–2015, 2015–2016, 2016–2017; and TFA Cohort File, 2014–2015, 2015–2016, 2016–2017

- For the 2014–2015 new teacher cohort retained for the 2016–2017 school year, the proportion of TFA teachers rated Effective or Highly Effective (n=43) during their second year of teaching was 11 percentage points higher than the proportion of non-TFA teachers (n=591) (94% compared to 83%). The following year, for the 2014–2015 new teacher cohort retained for the 2017–2018 school year, the proportion of TFA teachers rated Effective or Highly Effective (n=25) during their third year of teaching

<sup>5</sup> Over the course of the school year, appraisers observe teachers to provide useful feedback intended to improve teaching practices and support the teacher in curriculum planning and professional development through the TADS system (HISD Performance Management, 2013). Appraisers assign scores to the teachers for whom they are responsible using standardized rubrics. Appraisers use the Instructional Practice rubric to assess a teacher's skills and ability to promote learning through classroom observations and walkthroughs.

was 11 percentage points higher than the proportion of non-TFA teachers (n=485) (100% compared to 89%) (Figure 7, p. 11).

- For the 2015–2016 new teacher cohort retained for the 2016–2017 school year, 61 percent of TFA (n=23) and 60 percent non-TFA teachers (n=523) received an Effective IP rating in their first year of teaching, while the proportion of TFA teachers rated Highly Effective (n=1) was four percentage points lower than the proportion of non-TFA teachers (n=62) (3% compared to 7%). The following year, for the 2015–2016 new teacher cohort retained for the 2017–2018 school year, the proportion of TFA teachers rated Effective or Highly Effective (n=16) during their second year of teaching was 18 percentage points higher than the proportion of non-TFA teachers (n=427) (85% compared to 67%).
- For the 2016–2017 new teacher cohort retained for the 2017–2018 school year, the proportion of TFA teachers rated Effective (n=16) in their first year of teaching was four percentage points lower than the proportion of non-TFA teachers (n=441) (64% compared to 68%). That same year, eight percent of TFA (n=2) and six percent of non-TFA teachers (n=40) from the 2016–2017 new teacher cohort received a Highly Effective IP rating in their first year of teaching.

*What was the academic performance of students taught by TFA teachers compared to the academic performance of students taught by non-TFA teachers from 2014–2015 to 2016–2017?*

- Table 2** presents the academic performance of economically disadvantaged students on the STAAR 3–8 Reading and Mathematics exams linked to TFA and non-TFA teachers in the 2014–2015 new teacher cohort across three years. For the 2015 and 2016 STAAR 3–8 Reading tests, the percent of economically disadvantaged students at or above Approaches Grade Level Standard was statistically similar for new teachers, regardless of the TFA or non-TFA identification.

Test	Year	TFA New Teacher n=101				Non-TFA New Teachers n=1,212					
		N teachers	N students tested	% At or Above Approaches	% Masters	N teachers	N students tested	% At or Above Approaches	% Masters	% At or Above Approaches p-value	% Masters p-value
Reading 3–8	2015	37	2,991	58%	8%	273	19,303	57%	8%	0.26	0.84
	2016	29	1,292	57%	9%*	162	7,231	59%	11%*	0.28	0.01
	2017	11	611	69%**	15%	81	4,185	60%**	13%	<0.01	0.18
Mathematics 3–8	2015	26	1,256	61%**	6%	217	9,161	52%**	5%	<0.01	0.08
	2016	24	1,248	68%**	14%**	138	5,606	61%**	10%**	<0.01	<0.01
	2017	10	537	80%**	20%*	72	3,807	66%**	15%*	<0.01	0.01

Sources: PEIMS Roster File 2014–2015, 2015–2016, 2016–2017; TFA Cohort File, 2014–2015, 2015–2016, 2016–2017, ASPIRE Teacher Linkage File, 2014–2015, 2015–2016, 2016–2017; TEA-ETS STAAR 3–8 Student Data Files, 2014–2015, 2015–2016, 2016–2017

Notes: Results for STAAR 2015, 2016, and 2017 exclude the Alt 2 test version.

\*p<0.05, \*\*p<0.01.

- On the subsequent 2017 STAAR 3–8 Reading test, the proportion of economically disadvantaged students performing at or above the Approaches Grade Level Standard was nine percentage points higher for students linked to TFA teachers (69%) that were retained as teachers in HISD beyond the two-year commitment compared to students linked to non-TFA teachers (60%).

- On the STAAR 3–8 Mathematics test across all three years, 2015, 2016, and 2017, the proportion of economically disadvantaged students performing at or above the Approaches Grade Level Standard was higher for students linked to TFA teachers compared to students linked to non-TFA teachers. For TFA teachers in their first year of teaching, the proportion of their students at or above Approaches Grade Level Standard (61%) was nine percentage points higher compared to students linked to non-TFA teachers (52%) in their first year of teaching (Table 2, p. 12).
- For students linked to TFA teachers that were retained as teachers in HISD beyond the two-year commitment, 80 percent performed at or above the Approaches Grade Level Standard on the 2017 STAAR 3–8 Mathematics test, 14 percentage points higher than the proportion of economically disadvantaged students linked to non-TFA teachers in their third year of teaching (66%).
- Table 3** presents the academic performance of gifted and talented (GT) students on the STAAR 3–8 Reading and Mathematics exams linked to TFA and non-TFA teachers in the 2014–2015 new teacher cohort across three years. On both the STAAR 3–8 Reading and Mathematics exams for school years 2015, 2016, and 2017, the proportion of GT students performing at or above the Approaches Grade Level Standard was statistically similar for TFA and non-TFA teachers.

Test	Year	TFA New Teacher n=101				Non-TFA New Teachers n=1,212				% At or Above Approaches p-value	% Masters p-value
		N teachers	N students tested	% At or Above Approaches	% Masters	N teachers	N students tested	% At or Above Approaches	% Masters		
Reading 3–8	2015	29	339	91%	27%**	208	3,145	93%	42%**	0.14	<0.01
	2016	21	167	95%	35%**	132	1,594	95%	52%**	0.64	<0.01
	2017	11	166	96%	36%**	67	1,302	95%	55%**	0.53	<0.01
Mathematics 3–8	2015	21	164	94%	29%	155	1,423	94%	36%	0.97	0.10
	2016	21	213	97%	51%	100	1,070	97%	47%	0.95	0.29
	2017	9	144	97%	53%	59	793	96%	52%	0.65	0.80

Sources: PEIMS Roster File 2014–2015, 2015–2016, 2016–2017; TFA Cohort File, 2014–2015, 2015–2016, 2016–2017, ASPIRE Teacher Linkage File, 2014–2015, 2015–2016, 2016–2017; TEA-ETS STAAR 3–8 Student Data Files, 2014–2015, 2015–2016, 2016–2017

Notes: Results for STAAR 2015, 2016, and 2017 exclude the Alt 2 test version.

\*p<0.05, \*\*p<0.01.

- On the STAAR 3–8 Reading exam across all three years, 2015, 2016, and 2017, the proportion GT students performing at the Masters Grade Level Standard was lower for students who were linked to TFA teachers compared to students linked to non-TFA teachers. For TFA teachers in their first year of teaching, the proportion of their GT students performing at the Masters Grade Level Standard was 15 percentage points lower compared to students linked to non-TFA teachers in their first year of teaching (27% compared to 42%).

### *What was principals' interest in hiring TFA teachers for the 2017–2018 school year?*

- In January 2017, HISD Human Resources Department conducted a brief survey to gauge the interest of principals eligible to hire a TFA corps member in the 2017–2018 school year.<sup>6</sup> See **Appendix F** (p. 28) for more detail. Of the 229 principals invited to participate, 20 percent responded (N=46) to the survey. Three principals identified themselves as TFA alumni.
- Of the respondents, 50 percent of principals (n=23) reported that they had hired a TFA corps member to teach at their school in previous years. However, with the responsibility of paying the annual fee for a TFA member shifting to the hiring campus, 11 of the principals, almost half of those who had previously hired a TFA corps member, said they would not hire a corps member in the future.
- Overall, with the budget changes, 41 percent of all respondents (n=19) reported that they would still hire a TFA corps member in the future.

## Discussion

This report was intended to evaluate the Teach for America program in HISD from 2012–2013 to 2016–2017. Since 2012–2013, a total of 415 new TFA corps members were employed in 97 different low-income schools in the district.

The change of requiring the hiring campus to pay the annual fee for a TFA teacher appears to have had a limited impact on hiring trends. Multiple HISD employees have mentioned that they suspect the decrease in the number of TFA corps members hired may be associated with shifting the cost to campuses. As one principal reported, “Although [it is] hard to staff [our] campus, our extreme budgeting limitations makes it difficult to utilize programs such as TFA.” However, the greatest decrease in district-wide TFA hires occurred one year before the budget changes. Moreover, despite a higher fee for a TFA teacher in a critical shortage area compared to a non-critical shortage area, the proportion of TFA teachers in critical shortage areas has increased by 18 percentage points since 2014–2015. In light of the district’s need for teachers in critical shortage areas, as well as the contributions by TFA teachers to the education of economically disadvantaged students, particularly in the area of mathematics, it may be of interest to the district to investigate the impact of TFA teachers at individual campuses in order to identify reasons that some principals in HISD value the district’s partnership with Teach for America.

Findings for TFA teacher retention rates were similar to those in the 2011 report (HISD Research and Accountability, 2011). TFA corps members fulfilled their two-year obligation to teach, but the retention of TFA teachers in subsequent years was lower than the retention of non-TFA teachers. For each new teacher cohort in HISD since 2012–2013, nearly half of TFA teachers remained in the classroom after their two-year commitment for a third year, but TFA teacher turnover increased substantially in the fourth year. Teach for America Houston, which supports both area public and charter schools, asserts that their teachers often serve schools beyond the two-year teaching commitment, citing numerous examples of TFA alumni that have gone on to hold leadership roles in the district or founded educationally-based organizations supporting low-income students (Teach for America, 2017). In HISD, of the teachers hired between 2012–2013 and 2015–2016 who had completed their two-year commitment, three percent transitioned to support or leadership roles. It may be possible to improve retention for TFA teachers after two years if the district and hiring schools had a better understanding of why these teachers choose to leave. The district might

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<sup>6</sup> In 2016–2017, schools with at least 70 percent of their students identified as economically disadvantaged were eligible to hire a TFA corps member.



consider collecting information at the point of exit for all teachers, including TFA teachers, or requesting exit data on TFA corps members from Teach for America.

The data suggests that TFA and non-TFA teachers have been similarly diverse in the new teacher cohorts since 2014–2015. Across all three new teacher cohorts in 2014–2015, 2015–2016, and 2016–2017, TFA teachers had a lower proportion of Hispanic teachers compared to the proportion of non-TFA teachers. The number of Hispanic TFA teachers accounted for only one percent of the total proportion of Hispanic new teachers hired for each school year. Although TFA teachers had a higher proportion of African-American teachers compared to the proportion of non-TFA in the 2014–2015 and 2016–2017 school years, the number of African American TFA teachers accounted for one to three percent of the total proportion of African American new teachers hired for each school year. Because there was such a small number of TFA recruits hired each year, TFA teachers did not contribute significantly to the proportional diversity of new teacher hires and did not appear to bolster the recruitment of Latino teachers.

Longitudinal analyses of teacher effectiveness measured by Instructional Practice (IP) ratings seem to support some principals' concerns around hiring TFA teachers. As one principal explained, "We have had some good luck and some bad with our TFA corps members. Even ones that turned out really well had very rough beginnings and took much coaching (as most beginning teachers do). However, it is rare to have one that stays in education in the classroom." Analysis of retained TFA and non-TFA teachers showed similar proportions of teachers with Effective and Highly Effective IP ratings in their first year of teaching. Conversely, in their second year, a higher proportion of retained TFA teachers were identified as effective in the classroom, compared to the proportion of non-TFA teachers from the same cohort. And while 100 percent of retained TFA teachers from the 2014–2015 new teacher cohort were rated as Effective or Highly Effective in their third year of teaching, only 89 percent of non-TFA teachers reached that same standard. However, only 25 percent of the 101 TFA teachers, compared to 45 percent of the 1,212 non-TFA teachers, continued to teach at their hiring campuses. Though TFA teachers were proportionally rated as more effective than their non-TFA counterparts in their second and third year of teaching, TFA teachers had higher turnover rates than non-TFA teachers after their third year of teaching.

The results comparing the academic performance of students on the STAAR 3–8 Reading and Mathematics exams by TFA and non-TFA teachers for the 2014–2015 new teacher cohort were mixed. Economically disadvantaged students linked to TFA teachers outperformed students assigned to non-TFA teachers on STAAR 3–8 Mathematics exams in 2015, 2016, and 2017. For the STAAR 3–8 Reading exam, there were no differences between students by TFA or non-TFA teacher groups for students performing at or above the same level in 2015 and 2016. Analysis of gifted and talented (GT) students assigned to the teachers in the 2014–2015 cohort indicated that the academic performance of these students by TFA and non-TFA groups was nearly similar on the 2015, 2016, and 2017 STAAR 3–8 Reading and Mathematics exams. However, GT students linked to non-TFA teachers outperformed at the Masters Grade Level Standard on the 2015, 2016, and 2017 STAAR 3–8 Reading exams. These findings suggest that there may be other factors impacting student achievement that are not addressed in differences between TFA and non-TFA new teachers, such as being highly qualified in STEM subjects or obtaining a teaching certification prior to teaching in the classroom. Additional research comparing TFA teachers to a similar teacher group, like teachers enrolled in HISD's alternative certification program, is recommended. However, because most TFA teachers leave the district after two years, longitudinal analysis of these groups would likely provide limited results.

Though the majority of TFA teachers have been shown to be effective in the classroom, especially during the second year of teaching, findings from this report provide evidence of greater upfront costs and higher

turnover rates over time for TFA teachers compared to non-TFA teachers. Because the district invests heavily in the recruitment, preparation, and support of novice teachers through internal efforts (e.g., hiring events, a district ACP, and competitive compensation programs), HISD leadership may want to assess the salience of a longstanding partnership that was originally established to help the district fill high-priority, vacant teaching positions.

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## Appendix A: Teach for America – Houston, Excerpts from the Professional Development Overview and Guide, 2017–2018

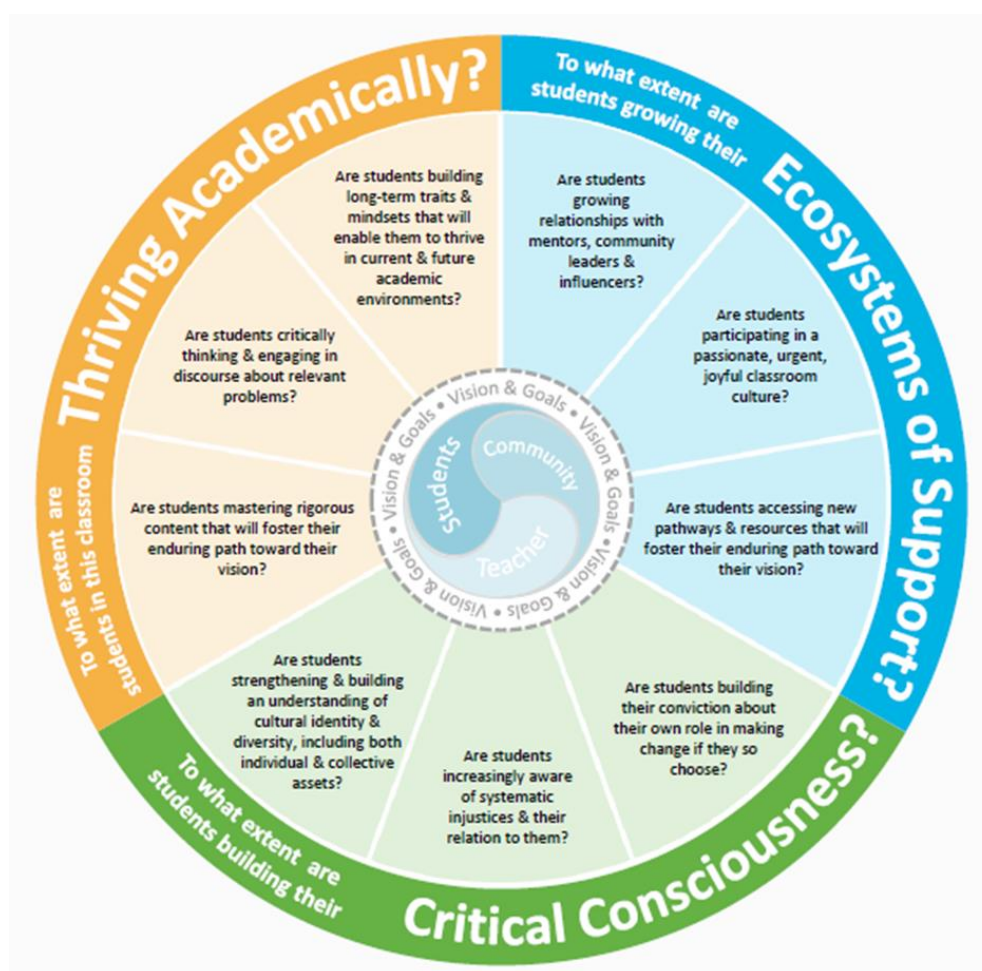
The following is an excerpt from the 2017–2018 Professional Development and Guide, distributed by Teach for America Houston to incoming TFA corps members. Portions of the guide have been omitted from this report. None of the text provided in this report has been changed in any way.

### PART ONE: TLD Grounding Vision and Texts:

**VISION:** We aspire for all Houston students to thrive academically, develop critical consciousness, and ultimately create more just systems of opportunity for themselves and their communities.

**MISSION:** We develop leaders who: transform classrooms, create ecosystems of support for students, and become change agents in the city of Houston and beyond.

**TEACHING AS LEADERSHIP (TAL)- HOUSTON FRAMEWORK:** The following framework is used to help staff, corps members, students, and partners to set and support a strong vision of excellence in TFA-Houston classrooms.



## PART TWO: Our Approach to Professional Development

### APPROACH:

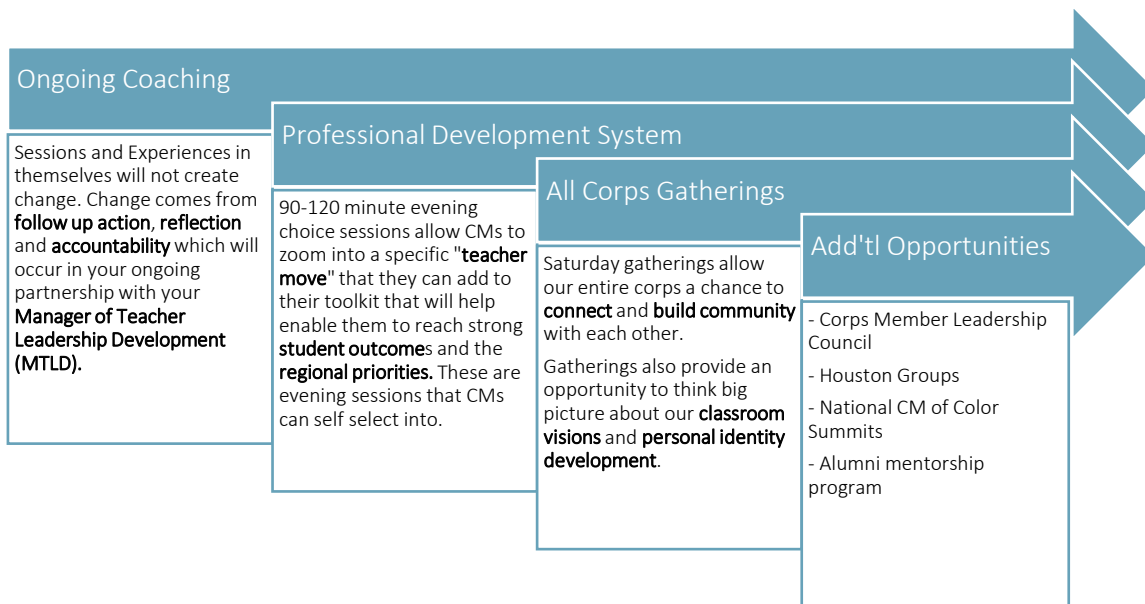
At Teach For America-Houston we believe...

... that teaching is a craft that must be constantly honed. You have chosen, whether for two years or longer, to enter the profession of teaching. Great teachers never stop learning about becoming more effective practitioners of their chosen craft.

... that busy teachers need choice and transparency in how they hone that craft. Our PDS system is designed around the belief we should be transparent about the practices of our most effective teachers and that you should have choices of when to engage with development. This includes being clear about the scope and sequence of development over time in the areas of content, culture of achievement, and diversity.

... that student experience is at the heart of our work. As a teacher, it is your responsibility not just to attend professional development, but to put what you learn into practice, in order to ensure that your students thrive academically, develop critical consciousness, and ultimately create more just systems of opportunity.

**STRUCTURES:** In support of our approach and outcomes listed above, a 1CM can expect to receive support from TFA-Houston in the following ways. It is important to understand that during their first year teaching, a CM will also receive support from their campus and certification partner. What that support looks like will vary by partner.



## PART THREE: Professional Development Catalog

## PART FOUR: IMPORTANT DATES AND ONGOING EXPECTATIONS

Source: Teach for America, 2017.

## Appendix B: Summary of Research Studies

**Table B-1. Summary of Research Studies on Teach for America, 1 of 2**

Name of Study	Author(s)	Year of Publication	Findings
<b>Supplying Disadvantaged Schools with Effective Teachers: Experimental Evidence on Secondary Math Teachers from Teach for America</b>	Chiang, H. S., Clark, M. A., & McConnell, S	2017	This study found that TFA teachers were more effective than more experienced non-TFA teachers with more than five years of experience in the same schools in math, increasing student math achievement by 0.07 standard deviations over one school year.
<b>The Effectiveness of Secondary Math Teachers from Teach for America and the Teaching Fellows Programs</b>	Clark, M. A., Chiang, H. S., Silva, T., McConnell, S., Sonnenfeld, K., Erbe, A., & Puma, M.	2013	On average, secondary students assigned to TFA teachers scored 0.07 standard deviations higher on end-of-year math assessments than students assigned to comparison teachers.
<b>Impacts of the Teach for America Investing in Innovation Scale-Up</b>	Clark, M. A., Isenberg, E., Lui, A. Y., Makowsky, L., & Zukiewicz, M.	2017	This report examined the effectiveness of TFA first and second year corps members in the second year of a federally funded scale-up grant. Compared to other teachers, TFA teachers were more likely to come from selective colleges, but have less experience in teaching. On reading and math end-of-year tests, student performance outcomes, on average, for students assigned to TFA teachers was not statistically different from those assigned to teachers in the comparison group.
<b>Does Teacher Preparation Matter? Evidence About Teacher Certification, Teach for America, and Teacher Effectiveness</b>	Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Vasquez Heilig, J	2005	This multiple longitudinal analyses of student test scores showed that, when controlling for teacher experience, degrees, and student characteristics, uncertified TFA teachers are less effective than certified teachers, and similarly effective to non-TFA uncertified teachers during the first two to three years of teaching.
<b>The Effects of Teach for America on Students: Findings from a National Evaluation</b>	Decker, P. T., Mayer, D. P., & Glazerman, S.	2004	This study compared student outcomes of students assigned to TFA teachers and non-TFA teachers on norm referenced assessments, TFA students received significantly higher average math scores compared to non-TFA students. There was no significant difference in reading score between groups. While the majority of TFA teachers graduated from competitive undergraduate programs, they were less likely to have received education specific training compared to control teachers.
<b>Teacher Characteristics and Student Achievement: Evidence from Teach for America</b>	Dobbie, W.	2011	This study reported that TFA teachers' prior achievement, leadership experience, and perseverance was associated with student gains in math, student gains in English, and improved student behavior in the classroom. Researchers argue that applicants' characteristics and accomplishments at the time of hire can predict student outcomes.
<b>Teach for America Teachers: How Long Do They Teach? Why Do They Leave?</b>	Donaldson, M. L., & Johnson, S. M.	2011	This study found that most TFA corps members continued to teach after their two-year commitment. Over 60 percent of teachers remained in the classroom schools longer than two years, and more than one third taught for more than four years. Researchers argue that TFA teachers leave for reasons similar to other teachers (e.g., working conditions, employment opportunities).

Table B-1 *continued*. Summary of Research Studies on Teach for America, 2 of 2

Name of Study	Author(s)	Year of Publication	Findings
<b>Examining Spillover Effects from Teach for America Corps Members in Miami-Dade County Public Schools</b>	Hansen, M., Backes, B., Brady, V., & Xu, Z.	2014	This study examined the spillover effect of large clusters of TFA teachers on other teachers' performance in schools in Miami-Dade County. Researchers were not able to find evidence of spillover, but did report evidence of higher average performance on math test scores of 10 percent of a standard deviation for students assigned to TFA teachers.
<b>Teach for America: A Return to the Evidence</b>	Heilig, J. V., & Jez, S. J.	2014	This meta-evaluation offers analysis of studies on the effectiveness of TFA teachers. It addresses areas of impact, such as student achievement, teacher attrition, and cost of TFA, with strong criticism regarding the absence of peer-reviewed articles that support TFA. Researchers provide recommendations to improve TFA, including a call for five-year contractual commitments to hiring districts and cost-benefit analysis comparisons across multiple hiring districts.
<b>What Does Certification Tell Us About Teacher Effectiveness? Evidence From New York City</b>	Kane, T. J., Rockoff, J. E., & Staiger, D. O.	2008	This study found that the certification status of a teachers had small impacts on student performance. Researchers argue that high turnover groups, like TFA, would only have to be slightly more effective in their two years of teaching to offset negative effects of exit rates.
<b>The Effectiveness of "Teach for America" and Other Under-Certified Teachers</b>	Laczko-Kerr, I., & Berliner, D. C.	2002	This study found that students of certified teachers performed significantly better on the SAT 9 in reading, math, and language arts, compared to students of uncertified teachers. Further analysis of uncertified teachers, by TFA and non-TFA, showed no significant impact on student performance.
<b>Teach for America: An Evaluation of Teacher Differences and Student Outcomes in Houston, Texas</b>	Raymond, M., Fletcher, S. H., & Luque, J	2001	This study found that students of TFA teachers, on average, outperformed students in teacher comparison groups. However, the difference in average performance was statistically significant for only two out of the six models. This study also reported less variation in the quality of TFA hires compared to non-TFA hires.
<b>Making a Difference? The Effects of Teach for America in High School</b>	Xu, Z., Hannaway, J., & Taylor, C.	2011	This multiple longitudinal analyses of student test scores showed that students of TFA teachers performed better than students of non-TFA teachers, regardless of certification status.

## Appendix C: Campuses with TFA Corps Members

Table C-1. HISD Schools with Hired TFA Corps Members, 2012–2013 through 2016–2017, 1 of 2

Campus Name	2012–2013 N=125	2013–2014 N=104	2014–2015 N=102	2015–2016 N=49	2016–2017 N=39	Total Number of TFA Corps Members Hired Since 2012–2013
<i>TFA Teachers Hired Five out of Five Years</i>						
Dogan ES	3	2	1	2	2	10
Houston MSTC	7	2	2	5	3	19
<i>TFA Teachers Hired Four out of Five Years</i>						
Braeburn ES	1	2	1	1		5
Fondren MS	3	2	5		2	12
Garcia ES	1	2	3	1		7
Henry MS	3	6	3		2	14
Lewis ES	2	8	1		2	13
Sharpstown HS	2	5	2	2		11
Sugar Grove Academy		3	1	1	1	6
The Rusk School	7	1	3	2		13
Woodson School	3	3	3	1		10
<i>TFA Teachers Hired Three out of Five Years</i>						
Black MS	10	9			1	20
Brookline ES	2		4	1		7
Cunningham ES		1	2		2	5
Gallegos ES		3	1	2		6
Grissom ES		1	2	2		5
Harris, J R ES		4	2	3		9
Hartman MS	3			2	2	7
Heights HS	3	6	1			10
Herrera ES	1	1	3			5
Lantrip ES			2	1	2	5
Marshall ES			3	1	3	7
Rodriguez ES	2	3	2			7
Stevens ES	3	1	1			5
Wainright ES			4	2	3	9
Wisdom HS	4	1	2			7
<i>TFA Teachers Hired Two out of Five Years</i>						
Bonham ES	2			2		4
Burbank ES	2			1		3
Cage ES	3	2				5
Codwell ES			2	1		3
Crespo ES		2	1			3
Davila ES	3	2				5
DeAnda ES	3		1			4
Lawson MS	2		3			5
Elmore ES			2	3		5
Emerson ES	2	5				7
Foerster ES		2	5			7
Kashmere HS	2		3			5
Madison HS	1	1				2
Marshall MS	2			2		4
Neff ECC			2	1		3
Neff ES		1	3			4
Northline ES	1	1				2
Ortiz MS	4		5			9
Pugh ES			3		3	6
Sharpstown International School	3		1			4
Shearn ES		3	1	1		5
Stevenson MS	4		2			6
Welch MS		1	1			2

Sources: TFA Cohort List, 2012–2013, 2013–2014, 2014–2015, 2015–2016, 2016–2017



Table C-1 continued. HISD Schools with Hired TFA Corps Members, 2012–2013 through 2016–2017, 2 of 2

Campus Name	2012–2013 N=125	2013–2014 N=104	2014–2015 N=102	2015–2016 N=49	2016–2017 N=39	Total Number of TFA Corp Members Hired Since 2012–2013
<i>TFA Teachers Hired One out of Five Years</i>						
Attucks MS	1					1
Austin HS				1		1
Benavidez ES					2	2
Bonner ES	3					3
Coop ES		4				4
Deady MS	2					2
Durham ES	1					1
EL DAEP	1					1
Eliot ES	1					1
Fondren ES				1		1
Fonville MS				2		2
Franklin ES	2					2
Garden Villas ES				3		3
Gregory-Lincoln MS	1					1
Hamilton MS			1			1
Harris, R P ES		1				1
Highland Heights ES		4	1			5
Hilliard ES					1	1
Hogg MS	1					1
Houston Academy for International Studies	2					2
Jefferson ES				1		1
Jones HS		2				2
Kelso ES				1		1
Key MS	1					1
Mandarin Immersion Magnet School	1					1
McReynolds MS					1	1
Moreno ES			2			2
Oates ES			1			1
Petersen ES	4					4
Pilgrim Academy			5			5
Port Houston ES					1	1
Project Chrysalis MS	5		1			6
Reagan K-8 Ed Center		1				1
Revere MS					1	1
Robinson ES					1	1
Scarborough ES		1				1
Scroggins ES		1				1
Smith ES					1	1
Sutton ES	1					1
Thomas MS	1					1
Valley West ES					3	3
Walnut ES			1			1
Wesley ES		3				3
Wheatley HS	1					1
Whittier ES			1			1
Williams MS	2					2
Yates HS		1				1

Sources: TFA Cohort List, 2012–2013, 2013–2014, 2014–2015, 2015–2016, 2016–2017

## Appendix D: New Teacher Data

Table D-1. Teacher Retention Rates of New Teacher Cohorts by Teach for America (TFA) and Non-Teach for America (Non-TFA), 2012–2013 through 2017–2018											
Cohort		As of Sept 2013		As of Sept 2014		As of Sept 2015		As of Sept 2016		As of Sept 2017	
		N	%	N	%	N	%	N	%	N	%
2012-2013 Cohort N=1,246	TFA n=123	109	89%	59	48%	20	16%	13	11%	8	7%
	Non-TFA n=1,123	929	83%	730	65%	594	53%	529	47%	413	37%
2013-2014 Cohort N=1,370	TFA n= 104			85	82%	47	45%	27	26%	18	17%
	Non-TFA n= 1,266			926	73%	726	57%	585	46%	447	35%
2014-2015 Cohort N=1,313	TFA n= 101					79	78%	46	46%	25	25%
	Non-TFA n= 1,212					885	73%	709	58%	545	45%
2015-2016 Cohort N=1,234	TFA n= 49							38	78%	19	39%
	Non-TFA n= 1,185							868	73%	643	54%
2016-2017 Cohort N=927	TFA n= 38									25	66%
	Non-TFA n= 889									653	73%

Sources: HR Roster File 2014–2015, 2015–2016, 2016–2017; and TFA Cohort File, 2014–2015, 2015–2016, 2016–2017

Notes: Percentages may not equal 100 due to rounding. In 2012–2013, 2014–2015, and 2016–2017, the number of teachers hired did not match the number of teachers employed as of November 1 of the respective year.

Table D-2. Demographic Characteristics of New Teacher Cohorts by Teach for America (TFA) and Non-Teach for America Teachers (Non-TFA), 2014–2015 through 2016–2017

Characteristics	2014–2015 N = 1,313						2015–2016 N = 1,234						2016–2017 N = 927					
	TFA n= 101			Non-TFA n= 1,212			TFA n= 49			Non-TFA n= 1,185			TFA n= 38			Non-TFA n= 889		
	Frequency	% of TFA	% of New Teachers	Frequency	% of Non-TFA	% of New Teachers	Frequency	% of TFA	% of New Teachers	Frequency	% of Non-TFA	% of New Teachers	Frequency	% of TFA	% of New Teachers	Frequency	% of Non-TFA	% of New Teachers
Race/Ethnicity																		
Unknown	5	5%	<1%	24	2%	2%	3	6%	<1%	14	1%	1%	0	0%	0%	17	2%	2%
Asian	7	7%	1%	72	6%	5%	8	16%	1%	74	6%	6%	5	13%	1%	58	7%	6%
Black/African American	36	36%	3%	376	31%	29%	13	27%	1%	398	34%	32%	14	37%	2%	276	31%	30%
Hispanic/Latino	18	18%	1%	317	26%	24%	10	20%	1%	328	28%	27%	8	21%	1%	240	27%	26%
White	34	34%	3%	387	32%	29%	15	31%	1%	354	30%	29%	11	29%	1%	288	32%	31%
Other	1	1%	<1%	36	3%	3%	0	0%	0%	17	1%	1%	0	0%	0%	10	1%	1%
Gender																		
Unknown	5	5%	<1%	24	2%	2%	3	6%	<1%	14	1%	1%	0	0%	0%	2	<1%	<1%
Female	74	73%	6%	871	72%	66%	34	69%	3%	856	72%	69%	31	82%	3%	614	69%	66%
Male	22	22%	2%	317	26%	24%	12	24%	1%	315	27%	26%	7	18%	1%	273	31%	29%
Level of Education																		
No Degree/Unavailable	5	5%	<1%	56	5%	4%	6	12%	0%	98	8%	8%						
Bachelors	83	82%	6%	975	80%	74%	40	82%	3%	926	78%	75%						
Masters or Higher	13	13%	1%	181	15%	14%	3	6%	<1%	161	14%	13%						

Sources: HR Roster File 2014–2015, 2015–2016, 2016–2017; PEIMS Roster File 2014–2015, 2015–2016, 2016–2017; and TFA Cohort File, 2014–2015, 2015–2016, 2016–2017

Notes: Percentages may not equal 100 due to rounding. Data for level of education for new teachers in 2016–2017 was not available for this report. In 2014–2015 and 2016–2017, the number of teachers hired did not match the number of teachers employed as of November 1 of the respective year.

Table D-3. HISD Placement of New Teacher Cohorts by Teach for America (TFA) and Non-Teach for America Teachers (Non-TFA), 2014–2015 through 2016–2017

Characteristics	2014–2015 N = 1,313						2015–2016 N = 1,234						2016–2017 N = 927					
	TFA n= 101			Non-TFA n= 1,212			TFA n= 49			Non-TFA n= 1,185			TFA n= 38			Non-TFA n= 889		
	Frequency	% of TFA	% of New Teachers	Frequency	% of Non-TFA	% of New Teachers	Frequency	% of TFA	% of New Teachers	Frequency	% of Non-TFA	% of New Teachers	Frequency	% of TFA	% of New Teachers	Frequency	% of Non-TFA	% of New Teachers
Placement by School Accountability Rating																		
Not Rated/Unknown	4	4%	<1%	3	<1%	<1%	3	6%	<1%	6	1%	<1%	0	0%	0%	3	<1%	<1%
Met Standard	65	64%	5%	878	72%	67%	39	80%	3%	946	80%	77%	30	79%	3%	764	86%	82%
Improvement Required	32	32%	2%	331	27%	25%	7	14%	1%	233	20%	19%	8	21%	1%	122	14%	13%
Placement by Critical Shortage Assignment																		
Unknown	4	4%	<1%	0	0%	0%	3	6%	<1%	0	0%	0%	0	0%	0%	0	0%	0%
Critical Shortage Area	35	35%	3%	476	39%	36%	21	43%	2%	441	37%	36%	20	53%	2%	345	39%	37%
Non-Critical Shortage Area	62	61%	5%	736	61%	56%	25	51%	2%	744	63%	60%	18	47%	2%	544	61%	59%
Placement by School Level																		
Unknown	4	4%	<1%	3	<1%	<1%	3	6%	<1%	0	0%	0%	0	0%	0%	0	0%	0%
Elementary	56	55%	4%	587	48%	45%	29	59%	2%	595	50%	48%	25	66%	3%	396	45%	43%
Middle	20	20%	2%	270	22%	21%	6	12%	<1%	256	22%	21%	10	26%	1%	190	21%	20%
High	9	9%	1%	292	24%	22%	8	16%	1%	251	21%	20%	3	8%	0%	232	26%	25%
Combined	12	12%	1%	60	5%	5%	3	6%	<1%	79	7%	6%	0	0%	0%	71	8%	8%
Placement by School % Economically Disadvantaged Students																		
Unknown	4	4%	<1%	3	<1%	<1%	3	6%	<1%	2	<1%	<1%	0	0%	0%	0	0%	0%
Lower than 60%	0	0%	0%	147	12%	11%	0	0%	0%	128	11%	10%	0	0%	0%	126	14%	14%
60% to 69%	11	11%	1%	106	9%	8%	0	0%	0%	112	9%	9%	1	3%	<1%	57	6%	6%
70% to 79%	11	11%	1%	213	18%	16%	2	4%	<1%	145	12%	12%	3	8%	0%	122	14%	13%
80% to 89%	42	42%	3%	404	33%	31%	14	29%	1%	313	26%	25%	13	34%	1%	241	27%	26%
Higher than 90%	33	33%	3%	339	28%	26%	30	61%	2%	485	41%	39%	21	55%	2%	343	39%	37%
Placement by Student Population																		
Unknown	5	5%	<1%	24	2%	2%	3	6%	<1%	14	1%	1%						
Regular Education	69	68%	5%	773	64%	59%	37	76%	3%	776	65%	63%						
Bilingual/ESL	8	8%	1%	74	6%	6%	3	6%	<1%	85	7%	7%						
Compensatory	2	2%	<1%	35	3%	3%	2	4%	<1%	31	3%	3%						
Gifted and Talented	12	12%	1%	112	9%	9%	2	4%	<1%	112	9%	9%						
Career and Technical Education	0	0%	0%	37	3%	3%	0	0%	0%	29	2%	2%						
Special Education	1	1%	<1%	75	6%	6%	0	0%	0%	80	7%	6%						
Other	4	4%	<1%	82	7%	6%	2	4%	<1%	58	5%	5%						

Sources: HR Roster File 2014–2015, 2015–2016, 2016–2017; PEIMS Roster File 2014–2015, 2015–2016, 2016–2017; and TFA Cohort File, 2014–2015, 2015–2016, 2016–2017

Notes: Percentages may not equal 100 due to rounding. Data for placement by student population for new teachers in 2016–2017 was not available for this report. In 2014–2015 and 2016–2017, the number of teachers hired did not match the number of teachers employed as of November 1 of the respective year.

**Table D-4. Instructional Practice Ratings of Teachers Retained Annually by Teach for America (TFA) and Non-Teach for America Teachers (Non-TFA), 2014–2015 through 2016–2017**

Cohort		2014-2015				2015-2016				2016-2017			
		Effective		Highly Effective		Effective		Highly Effective		Effective		Highly Effective	
		N	%	N	%	N	%	N	%	N	%	N	%
<b>2014-2015 Cohort N=1,313</b>	TFA N= 101	50	63%	0	0%	38	83%	5	11%	16	64%	9	36%
	Non-TFA N= 1,212	569	64%	35	4%	504	71%	87	12%	358	66%	127	23%
<b>2015-2016 Cohort N=1,234</b>	TFA N= 49					23	61%	1	3%	14	74%	2	11%
	Non-TFA N= 1,185					523	60%	62	7%	351	55%	76	12%
<b>2016-2017 Cohort N=927</b>	TFA N= 38									16	64%	2	8%
	Non-TFA N= 889									441	68%	40	6%

Sources: HR Roster File 2014–2015, 2015–2016, 2016–2017; TADS F&D Tool, 2014–2015, 2015–2016, 2016–2017; and TFA Cohort File, 2014–2015, 2015–2016, 2016–2017

Notes: Percentages are based on the retention rate for the year. Percentages may not equal 100 due to rounding. In 2014–2015 and 2016–2017, the number of teachers hired did not match the number of teachers employed as of November 1 of the respective year.

## Appendix E: Guide to the Instructional Practice Component of the Teacher Appraisal and Development System

Table E-1. HISD Teacher Appraisal and Development System			
Measure		Summative Rating Weight	Criteria for Measurement
Instructional Practice Criteria	Planning (PL)	50%	PL-1 Develops student learning goals
		OR	PL-2 Collects, tracks, and uses student data to drive instruction;
		70%	PL-3 Designs effective lesson plans, units, and assessments
	Instruction (I)		I-1 Facilitates organized, student-centered, objective-driven lessons
			I-2 Checks for student understanding and responds to student misunderstanding
			I-3 Differentiates instruction for student needs by employing a variety of instructional strategies
			I-4 Engages students in work that develops higher-level thinking skills
			1-5 Maximizes instructional time
			1-6 Communicates content and concepts to students
			1-7 Promotes high expectations for students
			1-8 Students actively participating in lesson activities
			1-9 Sets and implements discipline management procedures
			1-10 Builds a positive and respectful classroom environment
Professional Expectations Criteria	Professionalism (PR)	20% OR 30%	<i>See the HISD Teacher Appraisal and Development System: Instructional Practice and Professional Expectations Rubrics for more information.</i>
Student Performance Criteria	Student Performance (PR)	30% OR N/A	<i>See the HISD Student Performance Guidebook for more information.</i>

Sources: HISD Performance Management, 2013; HISD Performance Management, 2015; HISD Performance Management, 2017

## Appendix F: Results from the 2016 HISD Principal Interest Survey regarding Teach for America

Table F-1. Responses from the Principal TFA Interest Survey, 2016–2017 (N=46)

	Yes		No		Total					
	n	%	n	%	n	%				
Are you a TFA Corps Member?	3	6.5	43	93.5	46	100.0				
Have you previously hired a 1st year TFA Corps Member?	23	50.0	23	50.0	46	100.0				
Considering the following: The premium rate for corps members is \$5000 per year for a critical shortage teacher (Bilingual, Secondary ELAR, Secondary Math or Secondary Science) and \$3000 per year for all other content area teachers. Is your campus willing to budget for TFA corps members for two (2) years beginning the upcoming 2017-2018 school year?	19	41.3	27	58.7	46	100.0				
	0 to 1 yr		2 to 3 yrs		4 to 5 yrs		More than 5 yrs		Total	
	n	%	n	%	n	%	n	%	n	%
If you have previously hired a TFA corps member, how long have you been working with Teach for America corps members in your capacity as principal?	13	39.4	6	18.2	7	21.2	7	21.2	33	71.7
	One		Two		More than two		Total			
	n	%	n	%	n	%	n	%		
If you are willing to hire a TFA corps member, how many are you interested in hiring?	4	20.0	9	45.0	7	35.0	20	43.5		

Source: HISD Human Resources Department, TFA Principal Interest Survey, 2017

Table F-2. Sample Principal Responses to the Open-Ended Item, "What additional feedback would you like to provide regarding Teach For America and our continued partnership?"

Sample Responses
"Although [it is] hard to staff [our] campus, our extreme budgeting limitations makes it difficult to utilize programs such as TFA."
"With already limited funding, it is difficult to hire and train a TFA Corp member to only stay for 2 years and then leave. If I am to pay extra for TFA Corp member, then it has to be for a longer guarantee than 2 years. The effort in training a TFA'er is more difficult than a traditional teacher. The payout is not worth the reward in my opinion."
"I currently don't have vacancies but if they come up I would definitely consider TFA."
"We have had some good luck and some bad with our TFA corps members. Even ones that turned out really well had very rough beginnings and took much coaching (as most beginning teachers do.) However, it is rare to have one that stays in education in the classroom. The money coupled with the time expenditure for training makes them less than ideal candidates, despite the fact that they are quality candidates."
"Our hiring is based on if we have openings. At this point we may or not have openings in specific fields. We are also looking for more Spanish speaking corps members who can communicate with parents when possible."
"My campus is small and never has the number of required vacancies needed. I believe TFA only places CMTs on campuses in groups. I have requested to have one in the past and promised to support that one, but it has not been an option. Now that I know there is a fee involved, I am not able to do so because of funding."
"We have had a great experience with TFA and want to continue our partnership."
"I would like to work with TFA, but I do not expect to have additional funding to cover this expense."
<b>Total Open-ended Responses</b>
<b>20</b>

Source: : HISD Human Resources Department, TFA Principal Interest Survey, 2017