

ARS 15-552 Annual Report  
*“Alternative Teacher Development Program”*  
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Prepared for the  
Arizona Department of Education

**TEACHFORAMERICA**

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- I. *The number of teachers placed in low income schools by the Contractor*
- II. *The number of students served by teachers placed in low income schools by the Contractor.*

**Overview of Teach For America Corps in Arizona (2018 and 2019 Corps Members):**

Total Corps Size: **141**

Estimated Number of Students Reached: **10,575 (approx. 2,100 students taught in STEM classes)**

**Current Corps Member Diversity:**

Person of Color (POC): **46.1%**

Grew up in Low-Income Community (LIC): **56%**

POC or grew up in LIC: **69.5%**

POC or Pell Grant Recipient: **63.8%**

- III. *Demographic data concerning the aggregate composition of students in classrooms served by teachers placed by the Contractor.*

***\*SEE FRPL % IN LAST COLUMN OF TABLE BELOW***

- IV. *A listing of the school districts and schools in which teachers were placed by the Contractor.*

**Teach For America Placement Sites – 2019-2020 School Year**

<b>School:</b>	<b>District/Network:</b>	<b>% Free &amp; Reduced Price Lunch from 2018-2019:</b>
Academia Del Pueblo	Friendly House	>98%
Academy of Math and Science - Camelback	Academy of Math and Science	88%
Academy of Math and Science - Desert Sky	Academy of Math and Science	93%
Academy of Math and Science - Glendale	Academy of Math and Science	NA
Academy of Math and Science - Peoria	Academy of Math and Science	NA
Agua Fria High School	Agua Fria Union High School District	57%
Aim Higher Academy	Espiritu Schools	83%
Alhambra High School	Phoenix Union High School District	86%
Bernard Black School	Roosevelt School District	78%
Betty Fairfax High School	Phoenix Union High School District	58%
Bicentennial South	Glendale Elementary School District	87%
Carson Junior High	Mesa Public Schools	77%

Cesar Chavez High School	Phoenix Union High School District	62%
Collier Elementary School	Littleton Elementary School District	75%
Country Place Elementary School	Littleton Elementary School District	82%
EAGLE Maryvale	Open Sky Education	95%
Eisenhower Center for Innovation	Mesa Public Schools	85%
Emerson Elementary School	Phoenix Elementary School District	78%
Empower College Prep Middle School	Empower College Prep	>98%
Estrella Vista STEM Academy	Littleton Elementary School District	77%
Fine Arts Academy	Littleton Elementary School District	75%
Garfield Elementary School	Phoenix Elementary School District	93%
Guerrero Elementary School	Mesa Public Schools	93%
Heard Elementary School	Phoenix Elementary School District	88%
Herrera Elementary School	Phoenix Elementary School District	75%
Isaac Middle School	Isaac School District	88%
Kenilworth Elementary School	Phoenix Elementary School District	71%
Littleton Elementary School	Littleton Elementary School District	77%
Machan School	Creighton School District	94%
Maryvale High School	Phoenix Union High School District	89%
Maryvale Prep	Great Hearts	73%
Mesa High School	Mesa Public Schools	62%
NFL YET	Espiritu Schools	93%
Osborn Middle School	Osborn School District	91%
Papago School	Creighton School District	93%
Pioneer Preparatory School	A Challenge Foundation Academy	89%
Pueblo del Sol Elementary School	Isaac School District	38%
Quentin Elementary School	Littleton Elementary School District	86%
Reyes Maria Ruiz Leadership Academy	Espiritu Schools	96%
Rhodes Junior High	Mesa Public Schools	74%

Self Development Academy - Phoenix	Self Development Academy	91%
Skyline High School	Mesa Public Schools	52%
South Mountain High School	Phoenix Union High School District	84%
Sunset Vista	Glendale Elementary School District	93%
Tres Rios Elementary School	Littleton Elementary School District	86%
Vista College Prep -Hadley	Vista College Preparatory, Inc.	93%
Vista College Prep – Maryvale	Vista College Preparatory, Inc.	85%
Western School of Science and Technology	A Challenge Foundation Academy	96%
Westwood High School	Mesa Public Schools	68%
Whittier Elementary School	Phoenix Elementary School District	77%
AVERAGE		82%

V. A total of all matching monies raised by the Contractor.

**Matching Gifts Received in (TFA's) Fiscal Year 2019**

<b>Donor</b>	<b>Match Amount</b>	<b>Date</b>
Arizona Public Service	\$50,000	1/4/19
BMO Financial Group	\$10,000	5/28/19
Carstens Family Funds	\$50,000	3/21/19
Diane and Bruce Halle Foundation	\$150,000	9/20/19
Gary Tooker	\$50,000	11/13/18
Jon Walker	\$5,000	12/17/18
Kate Baker	\$10,000	2/21/19
Phil Francis	\$100,000	11/19/18
Regina Bidstrup	\$25,000	12/31/18
State Farm Companies Foundation	\$120,000	1/23/19
The Jack Ingebritson Foundation	\$40,000	12/29/18
The Pike and Susan Sullivan Foundation	\$25,000	12/20/18 (\$15,000) and 2/25/19 (\$10,000)
Wespac Construction	\$5,000	12/6/18
Arizona Public Service	\$50,000	1/4/19
BMO Financial Group	\$10,000	5/28/19
<b>Total</b>	<b>\$700,000</b>	

**VI. The number of teachers in each of the four evaluation performance classifications.**

Total Number of Teach For America Corps Members Reported On	52
Highly Effective Corps Members	5
Effective Corps Members	22
Developing Corps Members	22
Ineffective Corps Members	3

\*This number does not reflect our total corps and includes both first and second year corps members (2019 & 2018 cohorts, respectively). We surveyed every school we place corps members in and every response we received is included above.

23 of 50 principals

**Data from a RAND Corporation Principal that is conducted every two years. In 2019, thirty-two out of 44 principals responded. Here are some takeaways regarding Teach For America Corps Members:**

- 97% of surveyed principals would either agree or strongly agree that they would recommend hiring a TFA Corps Member to a fellow school leader
- 100% of surveyed principals felt that Corps Members, either to some extent or to a great extent, build trusting relationships with their colleagues and administrators as well as continuously learn and improve their practice and impact

Additionally, these are open-ended comments that were offered by partner school leaders:

*“The TFA teacher on our campus had to be extremely flexible with her class assignment as changes were made based on enrollment. This teacher simply “made it happen” with a smile on her face.”*

**-Partner Elementary and Middle School Principal**

*“All of our corps members are deeply committed to their scholars and our school. Despite challenges and changes this year, these corps members have remained positive and resilient. They are team players who want to better themselves and their scholars.”*

**-Partner Elementary and Middle School Principal**

*“The TFA members on our campus get involved in campus activities and all have amazing, “can do” attitudes. We have had members step into coaching roles, support after-school and Saturday programs, and step into roles requiring extra support.”*

**-Partner Elementary Principal**

*“I am impressed with the way the corps members reach out to peers for help and are continually trying to improve their craft. They are dedicated and committed to being the best for their students!”*

**-Partner Elementary and Middle School Principal**

**VII. Classroom-level data showing student academic progress by participating teachers compared to students served in the same school by beginning teachers.**

While it is difficult for us to obtain comparative, classroom-level data, we are able to show some of the effects our corps members (first and second-year teachers) have on student achievement as compared to other novice teachers. Without access to comparative, state-normed data, our best evidence of our teachers’ comparative impact on student achievement is through responses from the school leaders who hire and work directly with our teachers on their school campuses. Below are the responses to an independent (third party research firm) survey that asks principals to respond to questions regarding the performance of our corps members. We’ve selectively included the responses that provide evidence of our teachers’ effect on “student academic progress” per the request above.

**Appendix AP: 2019 National Principal Survey Instrument Responses for Phoenix**

Thirty-two of 44 (72.7%) total principals responded.

I am satisfied with the Teach For America corps members in my school.

Agree or Strongly Agree	91%
Disagree	9%
Strongly Disagree	0%

I would recommend hiring a Teach For America corps member to a fellow school leader.

Agree or Strongly Agree	97%
Disagree	3%
Strongly Disagree	0%

Teach For America corps members have a positive impact on students’ academic growth.

Agree or Strongly Agree	94%
Disagree	6%
Strongly Disagree	0%

Teach For America corps members have a positive impact on students’ personal growth (e.g., socio-emotional development, growth mindset)

Agree or Strongly Agree	93%
Disagree	6%
Strongly Disagree	0%



**VIII. The retention rate of the teachers who participate in this program.**

Corps Year	Total	Completed
2018	71	68
2019	72	TBD
Total CMs	141	
	69 (68, +1 that transferred in) from '18 and 72 from '19	
<b>96% Retention Rate from '18 to'19</b>		

Source for first two columns of information: The Morrison Institute's May 2017 Report: <a href="#">Finding &amp; Keeping Educators for Arizona's Classrooms</a>	All Arizona Teachers	Teach For America-Phoenix Teachers
<b>Second year teacher retention</b> ( <i>taught beyond first year</i> )  "Twenty-two percent of the new teachers who were hired in Arizona between 2013 and 2015 left after their first year on the job."	78%	92.9%  ( <i>average from 2006-2016</i> )  **TFA had a 96% retention rate of year one CMs from 2018 to 2019
<b>Third year teacher retention</b>  "Of the new teachers hired in 2013, 42 percent were not in the ADE database by 2016. – Arizona Department of Education data."	58%	65%  ( <i>2014 corps members</i> )
<b>Diversifying the teacher workforce</b>	22% identify as people of color	53% identify as people of color  ( <i>2015-2017 teachers</i> )

**\*\*Retention data for the 2019-2020 school year will be shared in the October 2020 Annual Report\*\***

***IX. A descriptive summary of the ongoing support, evaluations, and professional development provided to participating teachers.***

Our program continuum hinges on the recruitment, selection, training, and support of our teachers and the creation of continuous leadership development opportunities for our alumni. Each year, we focus on the following key programmatic activities:

- *Recruitment and Selection* - We seek talented and diverse college graduates and professionals, who demonstrate the traits needed to excel as teachers in low-income areas and become agents of change in education reform.
- *Training and Teacher Preparation* - All incoming corps members attend an intensive six-week training institute, run by the local Teach For America program, to learn the overarching approach to teaching utilized by successful teachers in low-income communities and to gain the training needed to become highly effective teachers.
- *Placement* - Partnering with districts and charter schools, we place corps members in positions where they can achieve maximum success, balancing district needs, state requirements, and corps member preferences.
- *Regional Support and Professional Development*. Regional support includes 1) individualized one-on-one support from a instructional coach, including observations, feedback, co-planning and coaching conversations, 2) quarterly group professional development with veteran educators, 3) coursework and observations through an alternative certification program, and 4) connections with Teach For America alumni for mentorship and resource sharing.
- *Alumni Support* - We clarify and accelerate the path to leadership through our alumni network, online resources, and collaboration with universities and organizations that offer leadership programs for aspiring school leaders and political leaders. We also facilitate and support a Teach For America Alumni Leadership Board, which is made up of Teach For America alumni in Arizona and responsible for galvanizing a network of alumni working together to advance educational equity and opportunity in Arizona.