

RESEARCH

Educational Program Report



Teach for America (TFA)

2010–2011



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TEACH FOR AMERICA 2010–2011

Program Description

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

Purpose of the Evaluation

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

The following evaluation questions were addressed:

1. What proportion of HISD new teachers are TFA recruits (2006–2007 to 2010–2011)?
2. How do TFA recruits compare to non-TFA new teachers relative to retention rates?
3. What was the academic performance of students taught by TFA teachers compared to students taught by non-TFA teachers?

Methods

Data Collection

For academic years 2006–2007 to 2010–2011, newly hired TFA and non-TFA teachers in HISD were identified using PeopleSoft, which is a human resources information system. New teachers were defined as those who were beginning their professional career, and who had no previous experience as teachers. Retention data were also gathered utilizing the PeopleSoft data system, with a data extraction date of August 1, 2011. Teachers, who were included in the data system on August 1, were considered retained. The campus assignments of new TFA teachers were retrieved through the Public Education Information Management System (PEIMS). PEIMS is a district snapshot taken each October of the academic year. New teachers that were hired after the yearly snapshot were not included in the campus distribution tables in Appendix A.

The test performance results of students taught by TFA and non-TFA teachers were obtained from the spring 2010 and spring 2011 Texas Assessment of Knowledge and Skills (TAKS) and Stanford 10 databases. Given that TFA requires a two-year commitment of teaching within its program, the results were collected for students taught by TFA and non-TFA teachers in the 2009–2010 cohort year. The 2010 and 2011 test results included in this evaluation correspond to the 2009–2010 cohort teachers' first year of teaching and their second year of teaching in HISD, respectively.

The 2010 and 2011 Education Value Added Assessment System (EVAAS[®]) data in reading, language, math, science, and social studies were reported for the 2009–2010 TFA and non-TFA cohort teachers. Value-added status was available for teachers instructing students in grades three through eight

and indicated to what level the teachers' students performed based on the expected growth standard.

Instruments

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

The Stanford 10 is a norm-referenced, standardized achievement test in English used to assess students' level of content mastery. The 2010 and 2011 results on reading/ELA, mathematics, language, science and social studies subtests of the Stanford 10 are included in this report. Reported are mean Normal Curve Equivalent (NCE) scores for each subject. The NCE is a normalized standard score most often used when interpolating or averaging scores. Like the National Percentile Rank (NPR), the NCE is a norm-referenced score, but in contrast to the NPR, the NCE provides an equal-interval scale that allows computations such as averaging or subtraction, which are useful when studying academic progress over time, especially when comparing different subject areas or student groups.

Results

What proportion of HISD new teachers are TFA recruits (2006–2007 to 2010–2011)?

Table 1 displays the number and percentages of new TFA and non-TFA teachers hired in HISD for the past five school years (2006–2007 to 2010–2011). New teachers are defined as those who are beginning their professional career and have no previous experience as teachers. From 2006 to 2010, the combined number of new TFA and non-TFA teachers hired in HISD steadily decreased, with 609 new teachers hired in 2006–2007 to 490 in 2009–2010. However, the number of new teachers hired in HISD increased during the 2010–2011 school year to 549. Over the five-year period, 733 new TFA teachers were hired compared to 2,009 non-TFA teachers. During this time period, the percentage of new teachers hired in HISD that were TFA corps members dramatically increased from 18.7 percent in 2006–2007 to 36.1 percent in 2010–2011.

During the 2010–2011 school year, a total of 198 new TFA teachers were assigned to 75 HISD campuses. The largest number of TFA corps members (n=21) were assigned to Dowling Middle School, followed by Attucks Middle School (n=12), and Fondren Middle School (n=11). The campus distribution tables of TFA new hires by cohort year are presented in **Appendix A**.

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

Figure 1 (page 3) shows the retention rates of TFA and non-TFA new hires as of August 2011 by cohort year. Each cohort year represents the year teachers were hired in the district. The retention data

Table 1. Total Number of New TFA and non-TFA Teachers Hired in HISD, 2006–2007 through 2010–2011

School Year (Cohort Year)	TFA		Non-TFA		Total
	N	%	N	%	N
2006–2007	114	18.7	495	81.3	609
2007–2008	144	25.0	431	75.0	575
2008–2009	130	25.0	389	75.0	519
2009–2010	147	30.0	343	70.0	490
2010–2011	198	36.1	351	63.9	549

2011 Retention Rates by Cohort Year

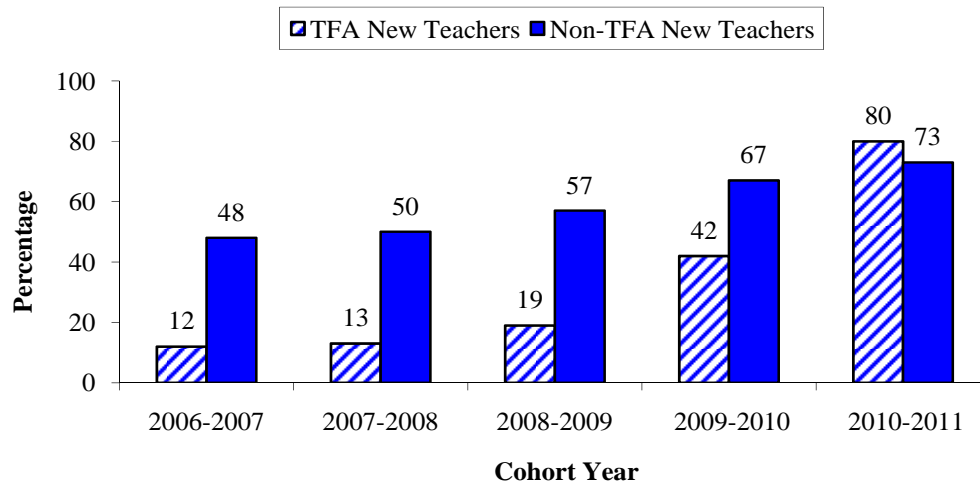


Figure 1. Percentage of teachers retained in HISD (as of 2011) by cohort year

Source: PeopleSoft, August 2011.

included in this report corresponds to the start of the second year of teaching for the 2010–2011 cohort of teachers and the sixth year of teaching in HISD for the 2006–2007 cohort. When TFA new teachers are assigned to teach in school districts, they agree to a two-year commitment as a part of their TFA program requirements.

As seen in the figure, non-TFA recruits continue teaching in HISD at higher rates than TFA recruits, excluding the 2010–2011 cohort. Eighty percent of 2010–2011 TFA new hires returned to HISD at the beginning of 2011 to complete their second year of teaching, while 73 percent of non-TFA new hires returned to HISD at the beginning of the 2011–2012 school year to continue teaching. Comparatively, sixty-seven percent of the 2009–2010 non-TFA cohort returned to teaching in HISD at the beginning of 2011 as compared to 42 percent of the 2009–2010 TFA cohort. In regards to the 2008–2009 cohort of teachers and retention in 2011, there was a 38 percentage-point difference between the 2008–2009 non-TFA teachers and the 2008–2009 TFA retained, with a higher percentage of non-TFA teachers returning to teaching in HISD. The same trend is found for the 2007–2008 and the 2006–2007 cohorts. Fifty percent of the 2007–2008 non-TFA new hires returned to HISD in 2011 for their fifth year of teaching, while only 13 percent of the 2007–2008 TFA new hires returned to the district in August 2011.

During October 2010, the retention rates of TFA and non-TFA new hires by cohort year were also analyzed. These results are presented in **Appendix B**. Similar to the results at the beginning of 2011, the non-TFA cohort of teachers returned to HISD at higher percentages than TFA new teachers, excluding at the beginning of their second year with the district. During the fall of 2010, approximately 99 percent of the 2009–2010 TFA new hires returned to HISD to complete their second year of teaching. In contrast, 80 percent of the 2010–2011 TFA new hires returned to complete their second year of teaching at the beginning of 2011. According to PeopleSoft data files, 32 (80 percent) of the 2010–2011 TFA new hires voluntarily resigned from their teaching positions, while eight were terminated.

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

The TAKS performance of HISD students taught by TFA and non-TFA teachers in spring 2010 and

Table 2. TAKS Performance of Students Taught by TFA and non-TFA 2009–2010 Teachers by Test, Spring 2010 and Spring 2011

	Reading		Mathematics		Writing		Science		Social Studies	
	<u>TFA</u>	<u>Non TFA</u>	<u>TFA</u>	<u>Non TFA</u>	<u>TFA</u>	<u>Non TFA</u>	<u>TFA</u>	<u>Non TFA</u>	<u>TFA</u>	<u>Non TFA</u>
Year	% Met		% Met		% Met		% Met		% Met	
2010	78	84	71	73	91	93	71	73	92	92
2011	81	86	75	77	90	92	75	76	94	95

spring 2011 are presented in **Table 2** by test. Student performance data were collected for students taught by TFA and non-TFA teachers from the 2009–2010 teacher cohort during their first and second year of teaching in HISD. The 2009–2010 cohort was selected in order to report the most current available data.

In spring 2010 and 2011, slightly higher percentages of students taught by non-TFA teachers met the passing standards on the reading, mathematics, writing, and science tests as compared to students taught by TFA teachers (see Table 2). The largest percentage-point differences between the two student groups were found on the 2010 and 2011 TAKS reading tests, where the passing rates of non-TFA students surpassed the passing rates of those taught by TFA teachers by six and five percentage points, respectively. On the 2010 TAKS social studies test, the percentages of TFA and non-TFA students meeting the passing standard were the same (92 percent). There was a one percentage-point difference between the student groups on the 2011 TAKS social studies test, with non-TFA students attaining a higher passing rate.

Stanford 10

Table 3 displays the spring 2010 Stanford mean normal curve equivalents (NCEs) for students taught by the TFA and non-TFA 2009–2010 cohort teachers during their first year of teaching. Students of non-TFA teachers outperformed students of TFA teachers at most grade levels and subtests. However, students of TFA teachers consistently outperformed students of non-TFA teachers at grade three on all subtests and at grade four on all subtests, except social science. On the 2010 Stanford 10, the largest mean NCE difference between students of TFA and non-TFA teachers was found among second-grade students on the mathematics subtest (13 NCEs), with students of non-TFA teachers earning higher mean NCEs.

Table 4 (page 5) presents the descriptive and t-test results of the 2010 cumulative NCE means across grade levels for students taught by the TFA and non-TFA 2009–2010 cohort teachers. Overall, students of non-TFA teachers outperformed students of TFA teachers on reading, mathematics, language, environ-

Table 3. Stanford Performance of Students Taught by TFA and non-TFA 2009–2010 Teachers by Subtest, Spring 2010

	<u>TFA</u>	<u>Non TFA</u>	<u>TFA</u>	<u>Non TFA</u>	<u>TFA</u>	<u>Non TFA</u>	<u>TFA</u>	<u>Non TFA</u>	<u>TFA</u>	<u>Non TFA</u>
	Reading NCE		Mathematics NCE		Language NCE		Environment/Science NCE		Social Science NCE	
1	37	47	40	47	49	57	–	–	–	–
2	31	41	31	44	34	45	–	–	–	–
3	43	41	50	48	47	45	48	44	43	38
4	43	40	51	49	47	46	46	45	42	42
5	37	44	47	51	40	47	45	51	40	44
6	39	46	46	50	41	47	47	52	38	45
7	40	46	49	53	42	48	46	52	44	49
8	38	48	48	54	40	48	50	56	42	52
9	37	40	47	49	37	40	44	46	41	43
10	40	41	49	50	39	41	43	45	46	46
11	41	41	43	44	39	40	48	48	46	47

Table 4. Descriptive Statistics and T-test Results on Stanford 10 Subtests of TFA Students Compared to non-TFA Students, Spring 2010

Stanford Subtest	TFA Students		Non-TFA Students		<i>t</i>	<i>df</i>	<i>p</i>
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>			
Reading	38.7	3.4	43.2	3.1	3.2	20	.00*
Mathematics	45.5	5.8	49.0	3.2	1.7	20	.10
Language	41.4	4.6	45.8	4.8	2.2	20	.04*
Environment/Science	46.3	2.2	48.8	4.15	1.6	16	.14
Social Science	42.4	2.6	45.1	4.1	1.6	16	.12

* $p < .05$

ment/science, and social science subtests. The mean NCE differences between students taught by TFA teachers and non-TFA teachers were statistically significant ($p < .05$) on the 2010 reading and language subtests (see Table 4).

The spring 2011 Stanford mean NCEs for students taught by the TFA and non-TFA 2009–2010 cohort teachers are presented in **Table 5**. The TFA and non-TFA teachers were completing their second year of teaching in HISD during the spring of 2011. Students of non-TFA teachers continued to outperform students of TFA teachers at the majority of grade levels and subtests, with the exception of first and fourth grade for all tests administered. Fifth grade students taught by TFA teachers earned higher NCEs than those taught by non-TFA teachers in reading, language, environment/science, and social science. Second grade students of non-TFA teachers outperformed second-graders of TFA teachers by 10 NCEs on the language and science subtests as did third grade students in reading.

Table 6 (see page 6) presents the descriptive and t-test results of the 2011 cumulative NCE means across grade levels for students taught by the TFA and non-TFA 2009–2010 cohort teachers. For spring 2011, students of non-TFA teachers were found to have higher cumulative means as compared to students of TFA teachers on all subtests. However, the differences between students of non-TFA teachers and those taught by TFA teachers were not found to be statistically significant ($p < .05$).

Table 5. Stanford Performance of Students Taught by TFA and non-TFA 2009–2010 Teachers by Subtest, Spring 2011

Grade	Reading NCE		Mathematics NCE		Language NCE		Environment/Science NCE		Social Science NCE	
	TFA	Non TFA	TFA	Non TFA	TFA	Non TFA	TFA	Non TFA	TFA	Non TFA
1	31	22	36	32	34	31	36	30	–	–
2	38	44	41	48	36	46	42	52	–	–
3	35	45	46	55	40	46	39	47	38	45
4	47	45	62	55	58	52	57	51	52	46
5	44	40	51	51	48	45	61	55	49	47
6	39	44	52	54	41	46	50	54	39	44
7	39	46	51	56	42	49	48	53	42	49
8	43	49	54	56	43	48	57	61	49	54
9	36	44	49	53	37	43	46	50	42	47
10	38	42	51	51	38	41	45	47	45	47
11	44	44	47	48	43	43	51	51	50	50

Table 6. Descriptive Statistics and T-test Results on Stanford 10 Subtests of TFA Students Compared to non-TFA Students, Spring 2011

Stanford Subtest	TFA Students		Non-TFA Students		<i>t</i>	<i>df</i>	<i>p</i>
	Mean	SD	Mean	SD			
Reading	39.5	4.7	42.3	7.1	1.10	20	.28
Mathematics	49.1	6.8	50.8	6.9	0.59	20	.56
Language	41.8	6.6	44.5	5.4	1.06	20	.30
Environment/Science	48.4	7.9	50.1	7.7	0.52	20	.61
Social Science	45.1	5.1	47.7	3.0	1.29	16	.21

Value-Added Results

Figure 2 presents the 2010 and 2011 reading value-added results of TFA and non-TFA teachers from the 2009–2010 cohort of new teachers to HISD. For 2010, the largest percentage of TFA teachers (53 percent) had no detectable difference (NDD) in their estimated mean NCE gain, while the largest percentage of non-TFA teachers (35 percent) fell below their estimated mean NCE gain. Thirty-two percent of non-TFA teachers also had an estimated mean that was above the expected growth standard. For both groups in 2011, the largest percentage of teachers had no detectable difference (NDD) in their estimated mean NCE gain.

Value-added data for the language, mathematics, science and social studies tests are included in **Appendix C**. The majority of TFA and non-TFA teachers had no detectable difference (NDD) in their estimated mean NCE gain for 2010 and 2011 in language and science. For mathematics, 43 percent of TFA and 30 percent of non-TFA teachers had NDD in their 2010 estimated mean NCE gain, however, the majority of non-TFA teachers (37 percent) fell above their estimated growth standard. In 2011, the largest percentage of TFA teachers (53 percent) and non-TFA teachers (45 percent) were above their estimated mean NCE growth standard for mathematics. For social studies, 40 percent of TFA teachers had NDD in their 2010 estimated mean NCE gain, while 44 percent of non-TFA teachers fell below their 2010 estimated mean NCE growth standard. In 2011, the largest percentage of TFA teachers (52 percent) fell above their estimated mean NCE gain. The majority of non-TFA teachers had NDD in their estimated mean NCE gain for 2011 for social studies. The result figures are in Appendix C.

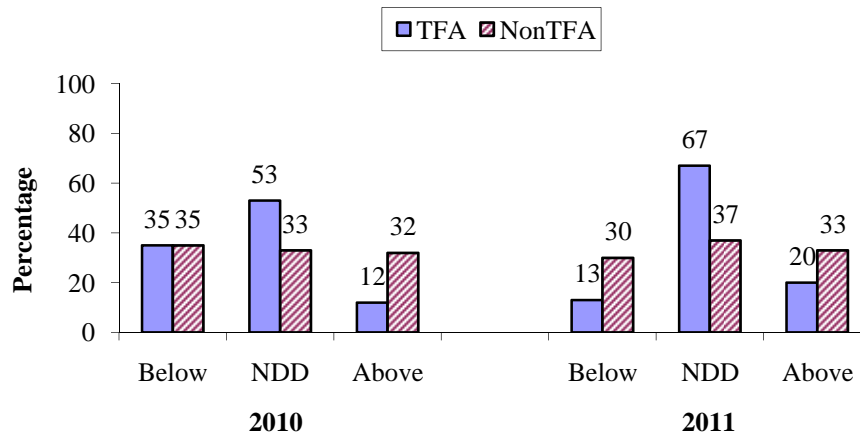


Figure 2. Reading value-added results of TFA and non-TFA teachers, spring 2010 and spring 2011

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

Discussion

Since 1991, Teach for America (TFA) and HISD have collaborated to address the teacher shortage in the district. From 2006–2007 to 2010–2011, a total of 733 new TFA teachers have been hired and placed in HISD schools. In addition, the percentage of new teachers that were recruited from TFA has increased from 18.7 percent in 2006–2007 to 36.1 percent in 2010–2011.

Retention percentage results indicate that 80 percent of new TFA hires (2010–2011 cohort) returned to HISD in the fall of 2011 to fulfill their second year of teaching. The second-year retention rate for 2010–2011 new TFA teachers (80 percent) was a 19 percentage-point reduction compared to the 99 percent of 2009–2010 new hires that returned for their second year in the fall of 2010. Beyond the second year of teaching, the percentage of remaining new TFA recruits remained lower than the retention rates of non-TFA new teachers.

When comparing the performance outcomes of students taught by the 2009–2010 TFA and non-TFA new teacher cohort, slightly higher percentages of students taught by non-TFA teachers met the TAKS passing standards on the reading, mathematics, writing, and science tests as compared to students taught by TFA teachers. Students of non-TFA teachers outperformed students of TFA teachers at most grade levels and subtests of the 2010 Stanford 10. However, students of TFA teachers consistently outperformed students of non-TFA teachers at grade three on all subtests in 2010. On the 2011 Stanford 10, students of non-TFA teachers continued to outperform those taught by TFA teachers at the majority of grade levels and subtests, with the exception of first and fourth grade for all tests administered. Fifth grade students taught by TFA students earned higher NCEs than those taught by non-TFA teachers on the 2011 Stanford reading, language, environment/science and social science subtests. Further longitudinal analysis of the impact of TFA teachers on the academic progress of HISD students is needed.

For the 2009–2010 cohort teachers, the majority of TFA and non-TFA teachers had no detectable difference (NDD) in their estimated mean NCE gain for 2010 and 2011 in language and science as measured by EVAAS value-added analysis. In 2011, larger percentages of TFA teachers were above their estimated mean NCE growth standard than non-TFA teachers for mathematics, science, and social studies.

For the last twenty years, HISD has relied on TFA as a resource to find qualified college graduates to fill teacher vacancies throughout the district. The working relationship between HISD and TFA directly aligns with the district's core initiative of having an effective teacher in every classroom. Longitudinal analyses of the academic performances of students taught by TFA teachers are limited because many TFA teachers leave HISD after their two-year program commitment is fulfilled. For the 2010–2011 cohort, 20 percent of TFA new teachers left HISD without completing their second year of teaching. When TFA new teachers choose to leave the district, the investments made by HISD in their hiring and professional development leave with them (Heilig and Jez, 2010). Data should be gathered to assess the perceptions and experiences of TFA teachers in the district to develop an understanding of why some corps members chose to remain educators in HISD, while others elect to leave.

References

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

APPENDIX A
Campuses with the Highest Number of TFA New Teachers, 2006–2011

2006–2007		2007–2008		2008–2009	
Lee	6	Fondren	9	9th College Preparatory [†]	10
Martinez, C	5	Henry	9	Sharpstown MS	7
Fonville	5	Sharpstown MS	8	Pilgrim Academy	6
DeZavala	4	Davis	8	Chavez High	6
Deady	4	Houston	6	Braeburn	5
McReynolds	4	Gallegos	5	Martínez, C.	5
Chavez	4	Fonville	5	Holland	5
Lantrip	3	Coop	4	Lee High	5
Seguin	3	Garcia	4	Gallegos	4
Sherman	3	Lantrip	4	Rusk	4
Hogg	3	Smith, EO	4	Hogg	4
Jackson	3	Black	4	Sharpstown HS	4
Long	3	Revere	4		
Houston	3	Chavez	4		
		Lee	4		
2009–2010		2010–2011			
Chavez	10	Dowling [*]	21		
Lee	9	Attucks [*]	12		
Black	6	Fondren [*]	11		
Marshall	5	Jones [*]	10		
Stevenson	5	Sharpstown HS [*]	10		
9 th College Preparatory	5	Lee [*]	9		
Berry	4	Ortíz	7		
Edison	4	Stevenson	7		
Fondren	4	Chavez	6		
Yates	4	Hogg	5		
		Revere	5		

†. New campus in 2008–2009; *Apollo Schools

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

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

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

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

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

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

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

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

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

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

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

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

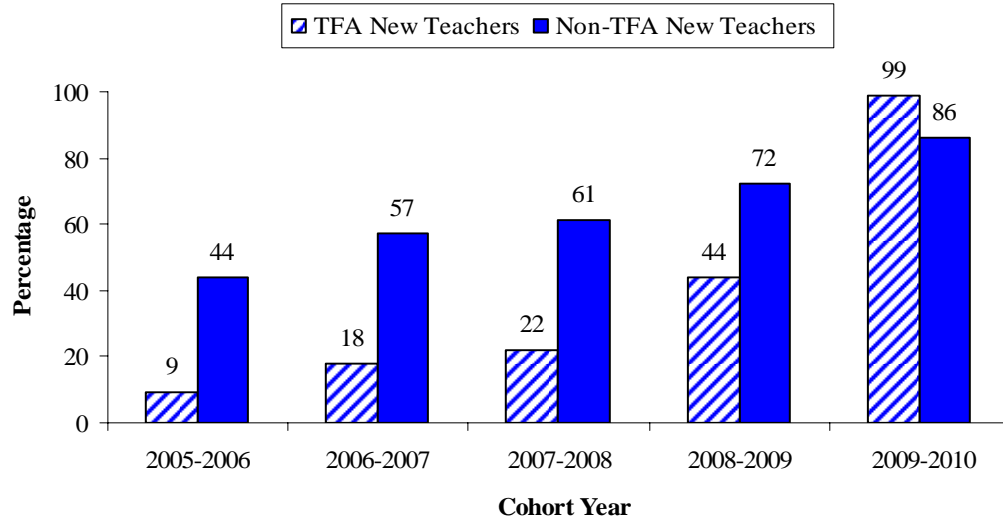
APPENDIX A (cont.)
Distribution of New TFA Teachers by Campus, 2010–2011

Elementary	N	Middle	N	High	N
Alcott	1	Attucks	12	Austin	2
Benavidez	1	Black	2	Chavez	6
Berry	2	CLCenter	1	Contemporary Learning Center	1
Bonham	1	Deady	2	Eastwood Academy	2
Braeburn	1	Dodson	1	Empowerment College Prep	1
Briscoe	2	Dowling	21	Jones	10
Browning	1	Fleming	1	Kashmere	3
Cage	2	Fondren	11	Lee	9
Crawford	1	Fonville	1	Milby	1
				Ninth Grade College Preparatory Academy	1
Dávila	2	Hartman	1	Reagan	2
Elrod	2	Henry	1	Sam Houston School Math/Science	1
Fondren	1	Hogg	5	Scarborough	2
Frost	2	Jackson	3	Sharpstown	10
Gallegos	2	Key	3	Sterling	1
Garcia	3	Marshall	1	Washington	2
Gordon	1	Ortíz	7	Worthing	1
Gregg	1	Project Chrysalis	1		
Lantrip	1	Revere	5		
Lewis	1	Sharpstown	1		
Mitchell	1	Smith, EO	1		
Northline	1	Stevenson	7		
Oates	2				
Patterson	1				
Petersen	1				
Port Houston	1				
Reynolds	1				
Rodriguez	3				
Rucker	1				
Rusk School	3				
Scott	2				
Shearn	2				
Sherman	1				
Smith, K	1				
Stevens	1				
Sutton	2				
Wesley	2				
Whittier	1				

Data Source: Public Education Information Management System (PEIMS), October 2010.

APPENDIX B

2010 Retention Rates by Cohort Year

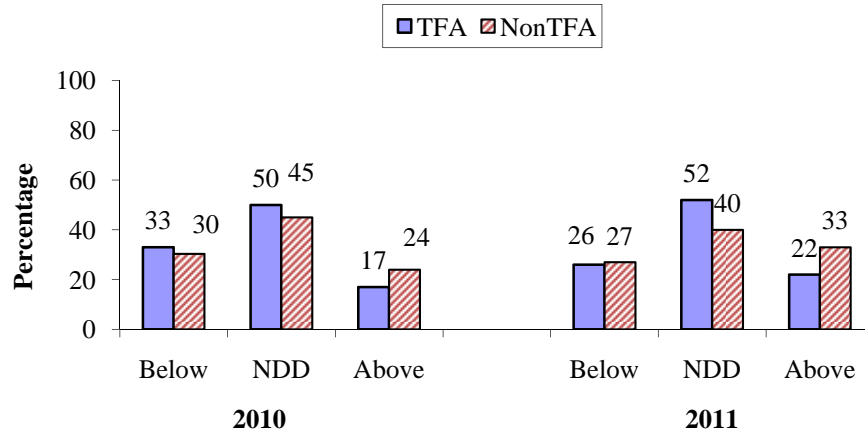


Percentage of teachers retained in HISD (as of October 2010) by cohort year

Source: PeopleSoft, October 2010.

APPENDIX C
Value-Added Tables for 2009–2010 Cohort Teachers,
Spring 2010 and Spring 2011

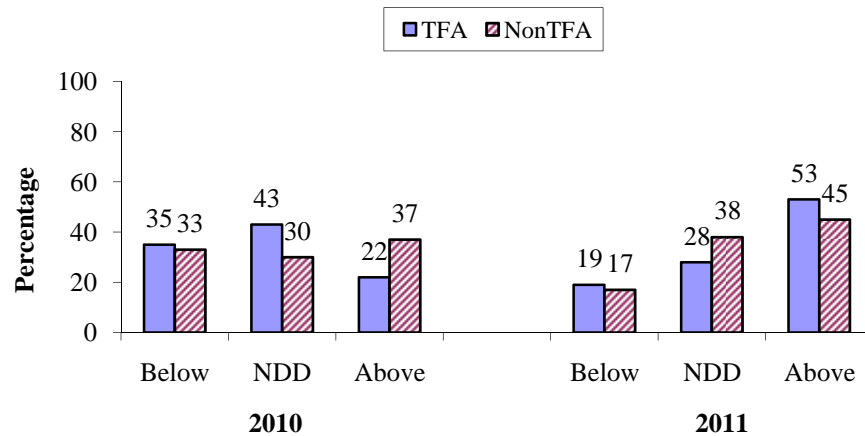
LANGUAGE



Language value-added results of TFA and non-TFA Teachers, Spring 2010 and Spring 2011

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

MATHEMATICS

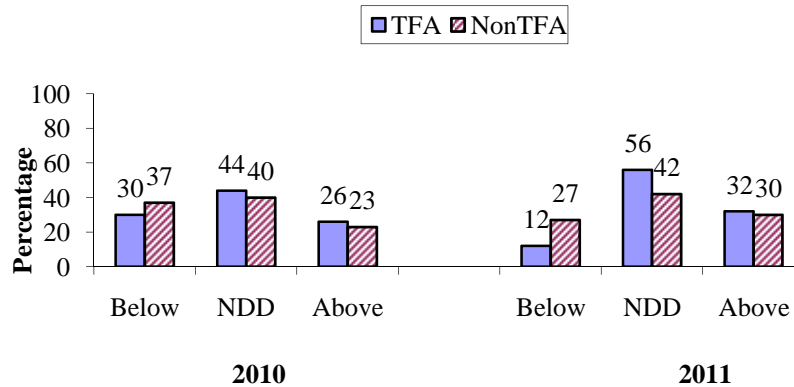


Mathematics value-added results of TFA and non-TFA Teachers, Spring 2010 and Spring 2011

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

APPENDIX C (continued)
Value-Added Tables for 2009–2010 Cohort Teachers,
Spring 2010 and Spring 2011

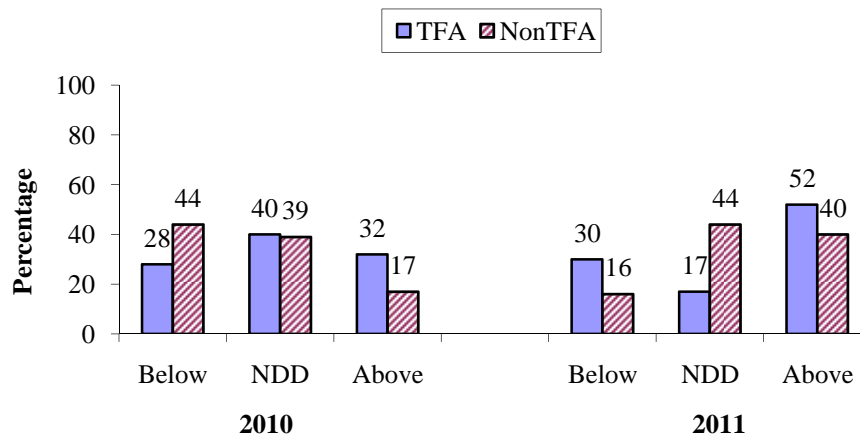
SCIENCE



Science value-added results of TFA and non-TFA Teachers, Spring 2010 and Spring 2011

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

SOCIAL STUDIES



Social Studies value-added results of TFA and non-TFA Teachers, Spring 2010 and Spring 2011

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