Colorado Department of Education Quality Teacher Recruitment Grant Program

Final Report, 2015-17 funding cycle

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OMNI

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Executive Summary

Section 22-94-101, C.R.S. (Senate Bill 13-260), created the Quality Teacher Recruitment Grant (QTR) Program. The program authorizes the Colorado Department of Education (CDE) to fund programs to coordinate recruitment, preparation, and placement of highly qualified teachers in school districts that have had difficulty attracting and retaining high-quality teachers. Since 2014-15, CDE has awarded grant funds to the Public Education & Business Coalition (PEBC) and Teach for America (TFA)-Colorado to place teachers in historically hard-to-serve school districts in Colorado.

CDE selected OMNI Institute to conduct a formative and summative evaluation of the program. Evaluation data come from: (a) vendor-provided teacher recruitment, placement, and retention lists; (b) district-provided educator effectiveness ratings (via vendors); (c) interviews with selected district partners; (d) online surveys of school/district leaders; and (e) online surveys of teachers. This document summarizes findings from the 2016-17 academic school year for three cohorts of teachers placed through the QTR Program.

Program Approach

PEBC, through its Boettcher Teacher Residency (BTR) program, and TFA-Colorado each seek to place highly qualified teachers in high-need districts to promote effective teaching and increase student achievement. Each program implements a unique model to achieve these goals.

Exhibit A. Program Overview	
BTR	**TFA - Colorado**
▪ Initiative to improve effectiveness of school systems by increasing teacher quality and retention district-wide, supporting ongoing development of residents and mentor teachers, and enhancing capacity and collaborative leadership in partner schools and districts.	▪ Teach for America finds, develops, and supports a diverse network of leaders who expand opportunity for children from classrooms, schools, and every sector and field that shapes the broader systems in which schools operate. These leaders begin their commitment to educational equity by serving two years teaching in high-needs classrooms.
▪ Colorado Only	▪ Colorado is one of 48 TFA regions
▪ Candidates agree to a 3-year commitment (BTR supports candidates for up to 5 years)	▪ Corps members agree to a 2-year commitment (program graduates become TFA alumni)
▪ Program admission is generally contingent on successful placement (i.e., matched to a mentor teacher or principal request to fill an open position in a rural district)	▪ Corps members are admitted to the program, assigned to Colorado, and then apply for open teaching positions in partner districts
▪ In the first year, most candidates serve as residents in the classrooms of mentor teachers, although some serve as teachers of record in rural districts	▪ In the first year, all corps members are placed as teachers of record
▪ Institute of Higher Education Partner: Adams State University, located in the San Luis Valley	▪ Institute of Higher Education Partner: University of Colorado-Denver's ASPIRE to Teach Program and Relay Graduate School of Education
▪ Designated agency for licensing: PEBC	▪ Designated agency for licensing: University of Colorado-Denver's ASPIRE to Teach Program and Relay Graduate School of Education

Exhibit B provides the number of teachers initially placed each year through the grant and the number who continued teaching in grant-partner districts. Note that many BTR candidates served as resident teachers in the classroom of a mentor teacher during their first year in the program.

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Exhibit B. Teacher Placement and Retention in Grant-Partner Districts by Placement Year and Program	
BTR	TFA - Colorado
▪ 95 teachers were placed in fall 2016 (exceeding 85 target) − 90 (95%) completed the first year (2016-17)	▪ 78 teachers were placed in fall 2016 (exceeding 70 target) − 75 (96%) completed the first year (2016-17)
▪ 70 teachers were placed in fall 2015 − 64 (91%) completed the first year (2015-16) − 54 (77%) completed the second year (2016-17)	▪ 92 teachers were placed in fall 2015 − 84 (91%) completed the first year (2015-16) − 75 (82%) completed the second year (2016-17)
▪ 65 teachers were placed in fall 2014 − 61 (94%) completed the first year (2014-15) − 57 (88%) completed the second year (2015-16) − 52 (80%) completed the third year (2016-17)	▪ 111 teachers were placed in fall 2014 − 106 (95%) completed the first year (2014-15) − 95 (86%) completed the second year (2015-16) − 59 (53%) started the third year (fall 2016)

Notes. Numbers do not always match prior reports. For BTR, in 2014 and in 2015, a small number of teachers were initially placed in non-grant-partner districts and moved to grant-partner districts and a small number were in a district that became a grant partner district after 2014-15. Although these teachers were not funded through the grant during their initial placement year, they are counted as initially placed to facilitate the calculation of retention rates. For TFA, 37 teachers placed in 2014-15 were not in initial 2014-15 placement files, but TFA confirmed that these teachers should have been counted in the evaluation. As such, the total number placed in 2014-15 is based on retrospective estimates. Finally, TFA did not provide information on whether alumni teachers (initially placed in fall 2014) completed the 2016-17 year.

Exhibit C provides information on effectiveness ratings and program reach for teachers supported through the grant in 2016-17. At the time of this report, educator effectiveness ratings were not complete. Programs are working to obtain missing information from districts. An updated analysis of effectiveness ratings will be conducted in December 2017.

Exhibit C. Educator Effectivenesss Ratings and Quality Teacher Grant Program Reach in 2016-17	
BTR	TFA - Colorado
▪ 196 teachers (includes 59 residents) served in 99 schools in 29 districts − 75 taught math, science or English Language Arts − 84 taught elementary education	▪ 209 teachers served in 84 schools in 3 districts − 111 taught math, science or English Language Arts − 28 taught elementary education
▪ At least 11,737 students were in classrooms with a BTR resident or teacher of record	▪ An estimated 10,962 students were in classrooms with a TFA corps member or alumni teacher
▪ BTR provided effectiveness ratings for 76 of the 137 (55%) teachers of record ▪ 63 (83%) were rated *Effective* or *Highly Effective* − 29 (97%) third-year teachers − 24 (77%) second-year teachers − 10 (67%) first-year teachers	▪ TFA provided effectiveness ratings for 102 of the 209 (49%) corps members and alumni ▪ 76 (75%) were rated *Effective* or *Highly Effective* − 20 (91%) third-year teachers − 27 (75%) second-year teachers − 29 (71%) first-year teachers

Notes. Data on primary subject area were unavailable for 3 BTR and 5 TFA teachers. BTR provided individual counts of students taught by teachers placed through the grant. Data on students taught were missing for 60 BTR teachers TFA used an algorithm to estimate the number of students taught by TFA teachers.

The QTR Program is a valued strategy to place teachers in historically hard-to-serve districts – District and school partners interviewed through the evaluation shared appreciation and support for the programs, as the programs help address districts' needs around recruiting and placing highly-qualified teachers and are responsive and flexible. The "value added" from partnering with BTR and TFA is that districts have a reliable partner they can draw from to help fill open positions in their districts. Nonetheless, districts remain concerned about ongoing teacher shortages; retaining high quality teachers; and filling math, science, and Special Education positions. Overall, the 2016-17 evaluation of the QTR Grant Program found that BTR and TFA-Colorado continue to successfully recruit, place, and retain high-quality teachers in schools and districts that have had historic difficulty retaining high-quality teachers.

Introduction

Section 22-94-101, C. R. S. (Senate Bill 13-260), created the Quality Teacher Recruitment Grant Program. The program authorizes the Colorado Department of Education (CDE) to fund programs in Colorado to coordinate recruitment, preparation, and placement of highly qualified teachers in school districts that have had difficulty attracting and retaining high-quality teachers. In fall 2013, two programs were selected as grant recipients, Public Education & Business Coalition (PEBC) and Teach For America (TFA)-Colorado. These programs demonstrated a history of recruiting, training, and retaining high-quality teachers in Colorado. For the grant, they partnered with high-need districts to select and train a first cohort of teachers that began serving in classrooms in the fall of 2014. Both programs applied for and were awarded a second grant to continue to select and train teachers in partner districts.

The same legislation that authorized funding for the teacher preparation programs also allowed for a third-party evaluation of the program. OMNI Institute (OMNI) was selected to serve as the evaluation contractor for both grants (2013-15 and 2015-17). OMNI conducted a two-year evaluation of the 2013-15 grant. The year 1 and year 2 evaluation reports from the first grant period are available on CDE's website.[1]

This report serves as the final report for the second grant period (2015-17) and examines three cohorts of teachers who served in classrooms during the 2016-17 academic year.[2] Table 1 describes the number of years in programs by cohort. In 2016-17, Cohort 1 teachers had been in the classroom for three years, Cohort 2 teachers had been in the classroom for two years, and Cohort 3 teachers had been in the classroom for one year.

Table 1.0 Teacher Cohort by Academic Year in the Classroom

Cohort	2014-15	2015-16	2016-17
1	First year in classroom*	Second year in classroom	Third year in classroom
2		First year in classroom*	Second year in classroom
3			First year in classroom*

*Depending on program model, in the first year, teachers may serve as teachers of record or as residents in the classroom of a mentor teacher.

Depending on the program model, some teachers served as residents during the first year in the classroom and others served as teachers of record. Teachers who served as residents during the first year in the classroom moved on to serve as teachers of record in the second year.

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[1] https://www.cde.state.co.us/educatoreffectiveness/qualityteacherrecruitmentgrantprogram.
[2] For preliminary placement information on the incoming 2017-18 cohort of teachers (Cohort 4), please see Appendix A.

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As well as examining teachers recruited, placed, and retained in 2016-17 for summative evaluation purposes, a formative evaluation was conducted to provide CDE with additional information on the process, benefits, challenges, and learnings from efforts to recruit, place, and retain highly qualified teachers through the QTR Grant Program. To support the formative evaluation, three data collection efforts were conducted in 2016-17: key informant interviews with three district partners from each program (for a total of 6 sampled district partners); an online survey to school and district leaders to capture their perceptions and satisfaction with the programs; and an online survey disseminated to teachers who were placed through the QTR Grant Program to capture their experiences and satisfaction with the programs. This report presents findings for both the summative and formative evaluation efforts.

ALTERNATIVE TEACHER PREPARATION PROGRAMS

Alternative teacher preparation programs typically allow individuals to teach in a classroom while completing the program and working toward an initial teaching license. Alternative teacher preparation programs are provided by a designated licensing agency that is approved by the Colorado State Board of Education. Candidates obtain an alternative teaching license at the start of the preparation program, and the alternative license provides a pathway to initial licensure upon completion of program requirements. To obtain an alternative license in Colorado, candidates must be enrolled in an approved alternative teacher preparation program and meet the following requirements:

- Have a bachelor's degree from an accepted, regionally accredited college or university,
- Have demonstrated professional competence, and
- Have obtained employment in an elementary or secondary school. [3]

Alternative teacher preparation programs are "required to provide 225 contact hours of instruction related to the Colorado Teacher Quality Standards" and candidates must demonstrate proficiency in these standards to complete the program.[4] Colorado Teacher Quality Standards focus on ensuring teachers have strong content knowledge and pedagogy, can facilitate learning, will provide a respectful learning environment for a diverse student population, are reflective, demonstrate leadership, and take

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[3] For more information on alternative licensure through the Colorado Department of Education, please visit: https://www.cde.state.co.us/cdeprof/licensure_alt1_info. For more information on how candidates demonstrate professional and content competency, please visit: https://www.cde.state.co.us/cdeprof/licensure_authorization_landing and review the Education checklist.

[4] Colorado Department of Education. Designated Agencies for Alternative Teacher Preparation. Retrieved from: https://www.cde.state.co.us/cdeprof/educator-preparation-institution-search?field_endorsement_area_tid=All&field_ed_prep_grade_level_tid=All&field_region_served_tid=All&field_traditional_or_alternative_value=Alternative

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responsibility for student growth.[5] An initial teaching license is awarded to teacher candidates who have completed an approved teacher preparation program and meet Colorado licensing requirements.

PUBLIC EDUCATION & BUSINESS COALITION'S BOETTCHER TEACHER RESIDENCY

The Boettcher Teacher Residency (BTR), an initiative of the Public Education and Business Coalition (PEBC), is an alternative-licensure program that partners with school districts to increase teacher recruitment, quality and retention district-wide; to support the ongoing professional development and growth of teachers; and to increase student achievement.[6] Core philosophies of the program are the integration of theory and practice, job-embedded coaching, ongoing training and support, and a quality improvement model that advances the effectiveness of entire school systems. PEBC is the designated licensing agency for participants' initial license, and Adams State University (ASU), located in the San Luis Valley, is BTR's higher education partner for the program's required Master's in Education.

Program participants agree to remain in education for a three-year commitment during which they work toward earning an initial teaching license and a Master's of Education degree. In exchange, BTR commits to providing support for up to five years. BTR primarily employs a residency model, in which participants spend a year in a mentor teacher classroom before becoming teachers of record in their own classrooms. Residents may be placed in either urban or rural school districts. After the residency year, candidates apply for open positions in BTR partner districts. To be responsive to schools in rural districts with immediate needs for teachers of record, BTR implements a model referred to by the program as "induction support". In this model, which parallels a typical alternative licensure program, in the first year, candidates become teachers of record and lead teach in the classroom. These teachers complete the same pre-service preparation as residents, and are paired with mentor teachers from other classrooms who provide modified levels of support during the school year. The induction support model is used only in rural districts.

TEACH FOR AMERICA–COLORADO

Teach For America (TFA) is a national alternative teacher preparation program that was founded to reduce educational inequities. TFA's primary goal is to eliminate inequities through a two-pronged approach:

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[5] For more information on the Colorado Teacher Quality Standards, please visit:
http://www.cde.state.co.us/sites/default/files/Colo%20Teacher%20Quality%20Standards%20Ref%20Guide%202.pdf
[6] From this point forward in the report, PEBC's Boettcher Teacher Residency program will be referred to as the BTR program or BTR for short.

- Recruiting high-quality candidates with strong academic or leadership backgrounds to become corps members and teach in high-need/hard-to-serve schools.
- Creating alumni who will serve as leaders and advocates for change in educational policy and ideology, regardless of their professions after their TFA experiences.

Corps members make a two-year commitment to teach in a Title I or similar school. TFA partners with districts in Colorado that agree to hire corps members for open positions. Corps members must complete the district's hiring process to obtain a position for final placement in a school.

The program coordinates teacher preparation for initial licensure through a higher education partnership with the University of Colorado Denver's ASPIRE to Teach Alternative Licensure Program (ASPIRE). ASPIRE is the designated licensing agency for TFA-Colorado, and during the first year of the program provides the required instruction for the alternative teacher preparation program requirements. ASPIRE also offers an optional Master's degree in Critical Pedagogy or Special Education during corps members' second year. Corps members may continue to teach beyond their initial 2-year commitment, and while a number do continue to teach, many also go on to work in other fields such as medicine or law, where TFA anticipates they will advocate around educational issues.

Methods

For the summative evaluation, BTR and TFA provided OMNI with 2016-17 data for teachers from Cohorts 1 through 3. Preliminary data were submitted to OMNI in the fall of 2016 on initial placements for the year, and OMNI and the programs worked closely together through the winter of 2016-17 auditing and cleaning the data. In the spring of 2017, the programs were asked to provide data on teacher retention and the number of students taught in his or her primary subject area. Descriptive statistics were employed and findings can be found in Section I of this report.

For the formative evaluation, three data collection efforts were conducted in 2016-17 – key informant interviews with district partners; the School Leader Survey, an online survey administered to grant-partner school and district leaders; and the Teacher Survey, an online survey administered to teachers placed through the QTR Grant Program (Evaluation tools are available upon request). Below, we briefly describe each tool. Findings from formative evaluation efforts are presented in Sections II and III.

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KEY INFORMANT INTERVIEWS

OMNI conducted key informant interviews with leaders in three districts that each program serves through the QTR Grant Program. The purpose of the interviews was to gain a better understanding of the strengths and challenges that districts have experienced in their partnerships with the programs. In collaboration with CDE and the programs, OMNI developed a semi-structured interview guide and a consent form. In the consent process, key informants were notified that OMNI, per contractual obligations, would provide a copy of the transcripts from audio-recorded interviews to CDE. Interview questions were developed to capture the following: Program strengths; program challenges; lessons learned; the role of the programs in districts' recruitment, placement, and retention strategies; and future directions.

Evaluation resources allowed for three district-partner interviews per program. TFA recruited key informants from each of its three grant-partner districts. In 2016-17, BTR partnered with 28 districts. As such, purposeful sampling was employed as it enables the selection of "representative" respondents after important sources of variation in the population are identified[7] The program was asked to select three grant partners that had a larger number of placed teachers and that one rural district be selected if possible. BTR recruited key informants from one urban, one suburban, and one rural grant partner district. This sampling approach has some limitations, as feedback may not necessarily be generalizable to all districts served by BTR through the QTR Grant Program.

In total, OMNI interviewed six representatives from three districts for BTR and four representatives from three districts for TFA.[8] Key informants included district superintendents, administrators (e.g. Chief Academic Officer, Human Resources Officer), a school principal, and two executive directors.

Interviews were conducted via telephone in March of 2017 and ranged in length from approximately 30 minutes to one hour. All interviews were audio-recorded and transcribed, and a coding structure was developed and implemented to surface salient themes for each program.

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[7] Singleton, R. A. and B. C. Straits, ed. (1999). *Approaches to Social Research.* 3rd ed. New York: Oxford University Press.
[8] Some interviews were in group format when programs identified more than one person for a district.

THE SCHOOL LEADER SURVEY

In collaboration with CDE, BTR, and TFA, OMNI developed and disseminated the School Leader Survey in the spring of 2017. The purpose of the survey was to learn from school and district leaders about their perspectives and experiences of working with teachers who participated in BTR and TFA's programs. Items were developed to capture the following:

- Participant characteristics
- Participant perception of teacher preparation
- Participant satisfaction with BTR support to teachers
- Qualitative feedback on the program

Programs were asked to identify school and district leaders from grant partner districts who worked closely with teachers who were placed by the program. Programs typically reached out to principals or assistant principals in schools in which teachers were placed or they reached out to superintendents or assistant superintendents who played an active role in schools in which teachers were placed. In some instances, programs identified school and district leaders who had different roles or titles, but could speak to the preparation and professional development provided to teachers placed.

THE TEACHER SURVEY

In 2015, OMNI developed and administered the Teacher Survey to gather information directly from teachers and residents placed through the QTR Grant Program. In 2015, the survey was administered to Cohort 1 teachers at the end of the first year in the program. An analysis of 2015 survey responses was provided in a prior evaluation report. In 2017, the survey was updated and slightly adapted to accommodate the surveying of three cohorts of teachers placed through the grant (i.e., Cohorts 1 – 3). To promote honest responses, the survey was administered anonymously (i.e., no identifying information was requested). Teachers were invited to complete the survey in May 2017. Survey items capture the following:

- Participant characteristics
- Participant satisfaction with the recruitment and placement process
- Participant perceptions of program, school, and district supports
- Participant overall satisfaction with the placement and the program
- Participant plans to continue to teach in a high-need school or district

The survey contained all closed-ended responses, except for the final question that was used to solicit any additional feedback from teachers. Questions were identical across programs except that one item was added for the BTR program to capture whether the candidate was currently placed as a resident or teacher of record.

Section 1: Teacher Recruitment, Placement, Retention, and Effectiveness Outcomes

BTR and TFA provided OMNI with 2016-17 data for teachers from Cohorts 1, 2, and 3. This section provides information on teacher recruitment, placement, retention and effectiveness. The goal of the QTR Program is to fund recruitment, placement, and retention of effective teachers in historically hard-to-serve Colorado districts. As such, the evaluation examines data on teacher placement and retention in the context of the QTR Program; specifically, we count teachers as placed and retained when they are teaching in a QTR grant-partner district.

NUMBER OF TEACHERS RECRUITED, PLACED, AND RETAINED

Table 1.1 provides information on Cohort 1 teachers who were in the third year of the program in 2016-17.

BTR. As shown in Table 1.1, in 2014-15, 65 teachers were initially placed (includes five teachers who were placed in non-grant partner districts that moved to a grant-partner district and four teachers who were in a district that became a grant partner district after 2014-15). At the end of the first year, 61 teachers (94%) remained in grant-partner classrooms. At the end of 2015-16, 57 teachers taught in a grant-partner district (88%). In 2016-17, 52 teachers began teaching in a grant partner district and all 52 teachers (100%) remained in the classroom through the spring of 2017. Cohort 1 teachers' average length of time teaching in a grant partner district was 2.62 years of three possible years; 80% of those initially placed were retained for the full 3 years (if the 5 teachers who moved to a grant-partner district after 2014-15 are not included in the retention statistics, 78% of initially placed teachers were retained for the full 3 years). Reasons for leaving the program across and within years included extenuating personal circumstances (e.g., returning to graduate school, taking a year off for personal reasons); the candidate determined the program was not a good fit; and the program asked the candidate to leave. [9]

TFA-Colorado. As shown in Table 1.1 above, 111 teachers were initially placed in 2014-15 (includes 37 teachers who were not in initial 2014-15 placement files but who were confirmed as part of the program by TFA). At the end of the first year, 106 teachers (95%) remained in the classroom, and by the end of 2015-16, 95 teachers (86%) taught in grant-partner districts. In 2016-17, 59 teachers began teaching in a grant partner district, but it is not known how many teachers remained in the classroom through the spring

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[9] Reasons for leaving the program were combined across years, as there were confidentiality concerns with the small response numbers between years.

of 2017, as TFA did not have this information on alumni at the time of this report. However, if all of the 59 teachers who were placed in fall 2017 completed the academic school year, the retention rate for Cohort 1 alumni (third year teachers) would be 53%. Reasons for leaving the program across and within years included extenuating personal circumstances; the candidate determined the program was not a good fit; the candidate did not meet licensing requirements; and the candidate completed the two-year program commitment.

Table 1.1. Cohort 1 Teachers in 2016-17

	BTR	TFA
Initially placed in 2014-15*	65	111
Did not complete first year in the program	-4	-5
Completed first year of teaching (2014-15)	61	106
Transferred to a non-grant partner district in 2015-16	-4	-1
Did not continue teaching from 2014-15 to 2015-16	0	-9
Did not complete second year in the program	0	-1
Completed second year of teaching (2015-16)	57	95
Transferred to a non-grant partner district in 2016-17	-1	-12
Unknown	0	-3**
Did not continue teaching from 2015-16 to 2016-17	-4	-21
Began teaching in a grant partner district in 2016-17	52	59
Did not complete third year in the program	0	--
Completed third year of teaching (2016-17)	52	--***
Average length of time in grant-partner district	2.62 years	--
Percentage retained for 3 years	80%	--

*Note: Does not match prior evaluation reports. For BTR, 5 teachers were initially placed in a non-grant-partner district and moved to a grant-partner district in 2015-16 and 4 teachers were in a district that became a grant partner district after 2014-15. Although these 9 teachers were not funded through the grant during their initial placement year, they are counted as *initially placed* to facilitate the calculation of retention rates. For TFA, 37 teachers were not in initial 2014-15 placement files, but TFA confirmed that these teachers should have been counted in the evaluation. **There were three alumni for whom TFA did not have information. ***TFA was not able to provide information on whether alumni teachers taught through the spring of 2017.

Table 1.2 below provides information on Cohort 2 teachers, who were in the second year of the program in 2016-17.

BTR. 70 teachers were initially placed, including one teacher who was originally placed in a non-grant partner district and who moved to a grant-partner district in 2016-17. At the end of 2015-16, 64 individuals (91%) from Cohort 2 completed the first year of the program. Five teachers transferred to non-grant partner districts in 2016-17, including one teacher was who was teaching out of state. Four teachers did not continue teaching from 2015-16, and one teacher was on leave in 2016-17 but remained in the program. The teacher plans to teach in 2017-18. In 2016-17, 54 teachers began teaching in a grant partner district and all 54 teachers (100%) remained in the classroom through the spring of 2017. Cohort

2 teachers' average length of time in the program was 1.69 years of two possible years and 77% completed two years in the classroom. Reasons for leaving the program across and within years included extenuating personal circumstances (e.g., family reasons), the teacher was asked to leave by the program, the candidate determined the program was not a good fit, and the teacher took on an administrative role with a school district.

TFA-Colorado. 92 teachers funded through the grant were initially placed, which includes one teacher who was originally placed in a non-grant partner district and who moved to a grant-partner district in 2016-17. At the end of 2015-16, 84 individuals (91%) from Cohort 2 completed the first year in the program. Nine teachers did not continue teaching from 2015-16. In 2016-17, 75 teachers began teaching in grant partner districts and all 75 teachers (100%) remained in the classroom through the spring of 2017. Cohort 2 teachers' average length of time in the program was 1.72 years of two possible years and 81% completed two years in the classroom. Reasons for leaving the program across and within years included extenuating personal circumstances (e.g., family moved out of state, mental health concerns), the teacher's contract was not renewed by the school, and the candidate determined the program was not a good fit).

Table 1.2. Cohort 2 Teachers in 2016-17

	BTR	TFA
Initially placed in 2015-16*	70	92
Did not complete first year in the program	-6	-8
Completed first year of teaching (2015-16)	64	84
Transferred to a non-grant partner district in 2016-17	-5	0
Did not continue teaching from 2015-16 to 2016-17	-4	-9
Remained in program but on leave in 2016-17	-1**	N/A
Began teaching in a grant partner district in 2016-17	54	75
Did not complete second year in the program	0	0
Completed second year of teaching (2016-17)	54	75
Average length of time in grant-partner district	1.69 years	1.72 years
Percentage retained for 2 years	77%	81%

*Note: Does not match prior evaluation reports. Includes one teacher for BTR and one teacher for TFA who began teaching in a non-partner grant district and moved to a partner grant district in 2016-17. ** One BTR teacher was on leave in 2016-17 and was not placed in a grant-partner district, though remained in the program.

Table 1.3 provides the number of new candidates recruited for the 2016-17 academic year, how many were placed, and how many remained in the program through the year. Reasons for leaving the program are not listed due to confidentiality concerns due to the small number of teachers in each program that did not complete the first year.

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BTR sought to place 85 teachers in fall 2016. The program recruited 101 individuals and placed 95 in grant-partner districts. Ninety placed teachers (95%) remained in a grant partner district through the spring of 2017. Four of the five individuals who left the program had been placed as residents.

TFA-Colorado sought to place 70 teachers. The program recruited 81 individuals and placed 78 in grant-partner districts. Seventy-five placed teachers (96%) remained in a grant partner district through the spring of 2017.

Table 1.3. Cohort 3 Teachers in 2016-17

	BTR	TFA
Target numbers*	85	70
Recruited	101	81
Not placed	0	0
Placed in a non-grant partner district	-6	-3
Placed in a grant-partner district	95	78
Placed as teachers of record	32	78
Placed as residents	63	N/A
Did not complete first year in program	-5	-3
Completed first year of teaching (2016-17)	90	75
Percentage retained for 1 year	95%	96%

*Target numbers were ascertained from vendor 2015-17 grant proposals.

Summing across programs, in 2016-17, 407 individuals (196 from BTR and 209 from TFA) served in Colorado classrooms through the QTR Grant Program. [10] About 79% of BTR Cohort 1 teachers remained in the classroom teaching in a partner district for the full three years. For Cohort 2, about 80% of teachers in both programs completed two years in the classroom. For Cohort 3, about 95% of teachers completed their first year in the classroom in both programs.

DISTRICT AND SCHOOL POSITIONS IN 2016-17

Tables 1.4 and 1.5 provide information on the number of individuals who were in teaching positions in 2016-17, by district and cohort, for BTR and TFA, respectively (for school positions see Appendix A).

- In 2016-17, 201 BTR teachers of record and residents were placed in 29 partner districts.
- In 2016-17, 2012 TFA corps members were placed in three partner districts.

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[10] Note numbers assume that TFA alumni (Cohort 1 third-year teachers) remained in the classroom for the full year.

Table 1.4. Number of Teachers in BTR Partner Districts by Cohort in 2016-17

District	Cohort 1	Cohort 2	Cohort 3
Adams 12 Five Star Schools	5	5	7
Alamosa School District RE-11J	3	6	4
Archuleta School District	0	2	2
Aurora Public Schools	15	9	12
Bayfield School District	1	0	0
Brighton School District	3	3	9
Center Consolidated School District 26JT	2	4	4
Denver Public Schools	0	0	2
Dolores School District RE-4A	1	4	0
Durango School District 9-R	0	4	6
Englewood Schools	1	0	3
Ignacio School District 11-JT	3	1	4
Jefferson County R-1	4	6	6
Lone Star School District #1	0	0	1
Manzanola School District 3J	0	1	1
Mapleton Public Schools	2	4	7
Moffat Consolidated School District 2	1	0	0
Monte Vista School District C-8	5	2	3
Montezuma-Cortez School District RE-1	1	2	9
Mountain Valley School District	0	0	1
North Conejos School District RE-1J	2	0	2
RE-1 Valley School District	0	0	2
Rocky Ford School Distrct R-2	1	0	6
Sierra Grande School District	1	0	0
South Conejos School District	0	1	0
Trinidad School District 9R	1	0	0
Wray School District RD-2	0	0	2
Yuma School District 1	0	0	2
Total	52	54	95

Table 1.5. Number of Teachers in TFA-CO Partner Districts, by Cohort in 2016-17

District	Cohort 1	Cohort 2	Cohort 3

Denver Public Schools*	46	54	49
Harrison School District 2	11	15	20
Pueblo City Schools	2	6	9
Total	59	75	78

*Note: Includes charter schools.

Tables 1.6 and 1.7 describe the available demographic characteristics of placed teachers, by program and overall, for Cohort 3.

Table 1.6. Gender, Race/Ethnicity, and Education Level of Cohort 3 Teachers in 2016-17

	BTR		TFA-Coloardo		Total	
	n	**%**	**n**	**%**	**n**	**%**
Gender						
Female	58	61.1	57	73.1	115	66.5%
Male	37	38.9	21	26.9	58	33.5%
Total	95	100.0%	78	100.0%	173	100.0%
Ethnicity/Race						
African American	3	3.2	5	6.5	8	4.6%
Asian	2	2.1	1	1.3	3	1.7%
Hispanic or Latino	9	9.5	6	7.8	15	8.7%
White	77	81.1	59	76.6	136	79.1%
Other	1	1.1	1	1.3	2	1.2%
Two or more races	3	3.2	5	6.5	8	4.7%
Total	95	100.0%	77	100.0%	172	100.0%
Education						
Bachelor's Degree	85	89.5	55	72.4	140	81.9%
Masters Degree	10	10.5	21	27.6	31	18.1%
Total	95	100.0%	76	100.0%	171	100.0%

Note. Demographic information for Cohorts 1 and 2 teachers initially placed through the grant can be found in previous reports.

Table 1.7. Age of Cohort 3 Teachers in 2016-17

	BTR (N=95)	TFA-Colorado (N=78)
Range	22 – 58	21 - 59
Mean (SD)	31 (9.0)	26 (5.7)
Median	29	25

Note. Age for Cohort 1 and 2 teachers initially placed through the grant can be found in previous reports.

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TEACHER HIGHLY QUALIFIED STATUS

In 2015, the No Child Left Behind Act (NCLB) was reauthorized as the Every Student Succeeds Act (ESSA). Prior to ESSA, to be considered Highly Qualified (HQ) under NCLB, teachers had to have held a degree, be fully licensed (except when waivers have been granted in charter schools), and demonstrate subject matter competency. ESSA removed the NCLB requirement that teachers be highly qualified and instead requires that teachers meet applicable state licensure requirements. Teachers must still demonstrate subject matter competency in their assigned teaching subject area as was the original intent of the highly qualified requirements in NCLB. When the QTR Grant Program was put into effect, programs were required to report on HQ Status. Despite the new ESSA requirements, programs still provided data on HQ status for teachers supported through the QTR Grant this year of the evaluation.

BTR Cohort 1-3, 2016-17 HQ Status

- 52 Cohort 1 teachers remained in the program through 2016-17.
- 51 were required to meet HQ qualifications and all 51 (100%) met the qualifications.
- HQ requirements did not apply to one individual who was teaching PE.
- 54 Cohort 2 teachers remained in the program through 2016-17.
- 53 were required to meet HQ qualifications and all 53 (100%) were deemed to meet the qualifications.
- HQ requirements did not apply to one individual who was serving as a Gifted and Talented Coordinator.
- 90 Cohort 3 teachers remained in the program through 2016-17.
- 87 were required to meet HQ qualifications and 84 (97%) were deemed to meet the qualifications.[11]
- HQ requirements did not apply to three individuals – two were teaching Business, and one was teaching Agriculture & Woodworking.[12]

TFA-CO Cohorts 1-3, 2016-17 HQ Status

- 59 Cohort 1 teachers were placed in grant partner districts in 2016-17, but it is unknown how many of these teachers remained through the spring of 2017.
- 59 Cohort 1 teachers were required to meet HQ qualifications and all 59 (100%) were deemed to meet the qualifications.
- 75 Cohort 2 teachers remained in the program through 2016-17.

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[11] The three teachers who did not have their HQ qualifications were delayed in taking their Praxis exams. They are teaching with Substitute or Emergency Licenses until they can take the exam in May 2018.
[12] HQ requirements under NCLB are only applicable to core content areas.

- 75 Cohort 2 teachers were required to meet HQ qualifications and all 75 (100%) were deemed to meet the qualifications.
- 75 Cohort 3 teachers remained in the program through 2016-17.
- 75 Cohort 3 teachers were required to meet HQ qualifications and all 75 (100%) were deemed to meet the qualifications.

SUBJECTS/GRADE LEVELS TAUGHT

Tables 1.8 through 1.11 provide information on the subjects and grade levels taught by teachers retained through the program. When interpreting Tables 1.10 and 1.11, it should be noted that many teachers taught more than one grade level; thus, the number of teachers per grade level exceeds the total number of teachers placed.

Table 1.8. Number of BTR Teachers by Subject Area in 2016-17

Primary Subject Area	Cohort 1		Cohort 2		Cohort 3	
	n	%	N	%	n	%
Agriculture & Woodworking	0	0.0	0	0.0	1	1.1
Business	0	0.0	0	0.0	2	2.3
Elementary	30	57.7	19	35.8	35	39.8
English, reading, or language arts	6	11.5	5	9.4	13	14.8
ELA-S	0	0.0	1	1.9	0	0.0
Gifted Talented Coordinator	0	0.0	1	1.9	0	0.0
Mathematics	3	5.8	8	15.1	11	12.5
Physical Education	2	3.8	0	0.0	1	1.1
Science	6	11.5	12	22.6	11	12.5
Social studies	4	7.7	5	9.4	8	9.1
Special education	0	0.0	0	0.0	3	3.4
The arts	1	1.9	2	3.8	2	2.3
World languages	0	0.0	0	0.0	1	1.1
Total	52	100.0%	53	100.0%	88	100.0%

Note: For Cohort 2, one individual is not included in the totals because two placement subjects were listed and a primary subject could not be determined. For Cohort 3, two individuals are not included because two placement subjects were listed and a primary placement subject could not be determined

Table 1.9. Number of TFA-CO Teachers by Subject Area in 2016-17

Primary Subject Area	Cohort 1		Cohort 2		Cohort 3	
	n	%	N	%	n	%

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Primary Subject Area	Cohort 1		Cohort 2		Cohort 3	
	n	%	N	%	n	%
Computer Science	1	1.8	0	0.0	0	0.0
Elementary	9	16.4	8	10.7	11	14.9
English, reading, or language arts	9	16.4	30	40.0	20	27.0
ELA-S	5	9.1	5	6.7	4	5.4
Mathematics	5	9.1	7	9.3	11	14.9
Science	10	18.2	10	13.3	9	12.2
Social studies	4	7.3	4	5.3	6	8.1
The arts	0	0.0	0	0.0	1	1.4
World languages	1	1.8	0	0.0	1	1.4
Special education	10	18.2	11	14.7	11	14.9
Total	55	100.0%	75	100.0%	74	100.0%

Note: For Cohort 1, data are based on beginning-of-year assignments – TFA was unable to verify if teachers remained in the classroom through the spring of 2017; two individuals are not included because two subjects were listed and a primary subject could not be determined; two other individuals are not included, as they did not have a placement subject indicated. For Cohort 3, one individual was marked as "Other" and no additional information was provided about the primary subject area.

Table1.10. Number of BTR Teachers by Grade Level by Cohort in 2016-17

Grade Level	Cohort 1	Cohort 2	Cohort 3
	n	n	n
K	5	4	9
1st	7	7	10
2nd	9	5	11
3rd	12	6	9
4th	10	7	11
5th	7	7	12
6th	6	15	10
7th	6	14	12
8th	8	13	10
9th	9	18	30
10th	9	18	32
11th	9	18	30
12th	9	18	29

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Table 1.11. Number of TFA-CO Teachers by Grade Level by Cohort in 2016-17

	Cohort 1	Cohort 2	Cohort 3
Grade Level	n	n	n
K	6	3	4
1st	8	4	5
2nd	2	4	6
3rd	5	6	12
4th	1	3	6
5th	1	5	8
6th	13	11	19
7th	10	18	15
8th	6	13	15
9th	17	18	16
10th	15	17	15
11th	9	14	14
12th	9	14	11

Note: For Cohort 1, data are based on beginning-of-year assignments - TFA was unable to verify if teachers were remained in the classroom through the spring of 2017.

STUDENTS SERVED

The Quality Teacher Recruitment Grant Program served students enrolled in historically hard-to-serve schools in 2016-17. BTR teachers served at least 11,737 students, and TFA served an estimated 10,962 students. BTR provided individual counts of students taught by teachers placed through the grant. TFA used an algorithm to estimate the number of students taught by each teacher placed through the grant. TFA did not provide details of the specific algorithm used to estimate students reached. [13] Tables 1.12 and 1.13 present information on the total number of students served by teachers' primary subject area.

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[13] In past reports, data on students reached by TFA was also estimated using the estimation algorithm. This method was not noted in past reports becuase OMNI was unaware that the data TFA submitted on number of students served were derived from an algorithm and not from actual counts of students.

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Table 1.12. Total Number of Students Served by BTR by Subject Area by Cohort in 2016-17

Primary Subject Area	Cohort 1	Cohort 2	Cohort 3
	# of students served	# of students served	# of students served
Agriculture & Woodworking	N/A	N/A	-
Business	N/A	N/A	254
Elementary	844	323	932
English, reading, or language arts	254	203	1,085
ELA-S	N/A	29	N/A
Gifted Talented Coordinator	N/A	29	N/A
Mathematics	111	712	1004
Physical Education	-	N/A	245
Science	563	844	1,549
Social studies	340	313	663
Special education	N/A	N/A	44
The arts	-	479	766
World languages	N/A	N/A	106
Total	2,112	2,932	6,693

Note: Data were missing for 21 Cohort 1 teachers, 22 Cohort 2 teachers, and 17 Cohort 3 teachers. Cells marked as '-' indicate at least one teacher was placed in this area but the number of students was not provided. 'N/A' indicates that no teachers were placed in the area.

Table 1.13. Total Number of Students Served by TFA-CO by Subject Area by Cohort in 2016-17

Primary Subject Area	Cohort 1	Cohort 2	Cohort 3
	# of students served	# of students served	# of students served
Computer Science	54	N/A	N/A
Elementary education	486	432	594
English, reading, or language arts	486	1,620	1,080
Mathematics	270	270	216
Science	540	378	594
Social studies	216	216	324
The arts	N/A	N/A	54
World languages	54	N/A	54
Special education	540	594	594

Primary Subject Area	Cohort 1 # of students served	Cohort 2 # of students served	Cohort 3 # of students served
Total	2,916	4,050	3,996

Note: Data are not included for the four Cohort 1 teachers and one Cohort 3 corps member for whom subject area was not indicated. For Cohort 1, data are based on beginning-of-year assignments - TFA was unable to verify if teachers were remained in the classroom through the spring of 2017. 'N/A' indicates that no teachers were placed in the area.

EDUCATOR EFFECTIVENESS

Per Senate Bill 10-191, Colorado school districts are required to conduct annual evaluations of educators based on professional practice and measures of student learning. A district has the choice of completing its evaluations using the State's Model Evaluation System or by developing its own system, provided it meets at a minimum all legislative requirements. Regardless of the system used, evaluation ratings eventually must be determined equally from 1) measures of professional practice, using the five quality standards, and 2) multiple measures of student learning. Final ratings of *Highly Effective, Effective, Partially Effective*, or *Ineffective* are assigned to each teacher.

The QTR Grant Program requires that vendors report the effectiveness ratings of teachers placed each year through the grant. Each program requested effectiveness ratings from partner districts for teachers placed through the grant who were in the classroom during the 2016-17 academic year. Programs then provided effectiveness ratings to OMNI. At the time of this report, there was missing information on effectiveness ratings for both programs, as described in more detail in each section below. Programs were allowed more time to obtain complete information on effectiveness ratings through the fall of 2017. OMNI will provide an updated report on effectiveness ratings for teachers placed through the grant to CDE in December of 2017.

Below, based on available data, we report ratings separately by cohort only when data for a sufficient number of teachers (i.e., 15) were available for each cohort. In addition, we calculate the percentage of effective teachers based on the number rated *Effective* or *Highly Effective* divided by the total number of teachers with effectiveness data (i.e., the valid percent). Thus, percentages do not include teachers for whom effectiveness data were not available.

Boettcher Teacher Residency (BTR)

In 2016-17, 196 BTR teachers served in classrooms in grant-partner districts – 52 Cohort 1, third-year teachers (all teachers of record); 54 Cohort 2, second-year teachers (all teachers of record); and 90 Cohort 3, first-year teachers (59 as residents in the classroom of a mentor teacher and 31 as teachers of record). BTR obtained effectiveness ratings for 76 (55%) of the 137 teachers of record:

- 30 from Cohort 1 (58% of Cohort 1 teachers) across 12 districts (urban and rural);
- 31 from Cohort 2 (57% of Cohort 2 teachers) across 13 districts (urban and rural), and
- 15 from Cohort 3 (48% of Cohort 3 teachers of record) across 11 districts (all rural).

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Across cohorts, of the 76 teachers with effectiveness ratings, **63 (83%) were rated as effective or higher**. Looking at each cohort shows that:

- 29 (97%) Cohort 1 (third-year) teachers were rated *Effective* or *Highly Effective*.
- 24 (77%) Cohort 2 (second-year) teachers were rated *Effective* or *Highly Effective*.
- 10 (67%) Cohort 3 (first-year) teachers were rated *Effective* or *Highly Effective*.

Residents placed in classrooms with a mentor teacher do not receive educator effectiveness ratings from the district because they are not teachers of record. However, BTR conducts evaluations of residents using the BTR Teacher Development Rubric. The rubric is aligned with the Colorado Teacher Quality Standards I-V.[14] Using the rubric, residents are rated on each of the five standards and ratings are combined to create an overall rating of *Developing, Partially Proficient,* or *Proficient*. Mentors and field directors provide independent ratings of the residents, and residents conduct self-ratings. For this evaluation, field director scores are reported. BTR Teacher Development Rubric field director end-of-year scores were provided for 58 of the 59 residents (98%) placed in partner districts in 2016-17. According to field director end-of-year observations, 10 (17%) were *Proficient*, 41 (71%) were *Partially Proficient,* and seven (12%) were *Developing*.

TFA-Colorado

In 2016-17, 209 corps members and alumni served in classrooms in grant-partner districts – 59 from Cohort 1, 75 from Cohort 2, and 75 from Cohort 3, all teachers of record.[15] TFA obtained effectiveness ratings for 102 (49%) of the 209 teachers:

- 22 from Cohort 1 (% of Cohort 1 teachers) across three districts;
- 36 from Cohort 2 (% of Cohort 2 teachers) across three districts, and
- 41 from Cohort 3 (% of Cohort 3 teachers of record) across three districts.

Across districts, **of the 102 TFA corps members and alumni with effectiveness ratings, 76 (75%) were rated as effective or higher.**

- 20 (91%) Cohort 1 (third-year) teachers were rated *Effective* or *Highly Effective*.
- 27 (75%) Cohort 2 (second-year) teachers were rated *Effective* or *Highly Effective*.
- 29 (71%) Cohort 3 (first-year) teachers were rated *Effective* or *Highly Effective*.

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[14] http://www.cde.state.co.us/sites/default/files/Colo%20Teacher%20Quality%20Standards%20Ref%20Guide%202.pdf

[15] As indicated earlier in the report, it was unknown how many of the 59 TFA alumni teachers taught through the spring of 2017. Those with effectiveness ratings will have completed the year but it is unknown how many with missing effectiveness ratings did not complete the year versus did not have an effectiveness rating.

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Pueblo City Schools: At the time of this report, data were not available for Cohort 1, TFA-Colorado alumni. Fifteen TFA corps members were teaching in Pueblo City Schools in 2016-17 (six from Cohort 2 and nine from Cohort 3), and effectiveness data were available for all 15 teachers. Pueblo City Schools uses the Colorado State Model to determine effectiveness ratings.

- Of the 15 corps members in Pueblo City Schools, **13 (87%) were rated *Effective* or *Highly Effective*.**[16]

Denver Public Schools (DPS): 149 TFA corps members and alumni were teaching in DPS in 2016-17 (46 from Cohort 1, 54 from Cohort 2, and 49 from Cohort 3). Of the 149 teachers,

- 60 (40%) had DPS-provided effectiveness ratings;
- 85 (57%) were teaching in charter schools and TFA-Colorado did not obtain effectiveness ratings from those schools; and
- 4 (3%) were not rated by the district.

DPS uses the Leading Effective Academic Practice (LEAP) system and the Framework for Effective Teachers[17] to evaluate educators on professional practice and measures of student learning. Overall LEAP categories are as follows: *Not Meeting, Approaching, Effective* and *Distinguished*. DPS provides TFA-Colorado with aggregate numbers of teachers in each category.

Across cohorts, **39 of the 60 teachers (65%) in DPS were rated as *Effective* or *Distinguished*.** Examining the ratings by cohort shows that:

- 15 (94%) Cohort 1 alumni (third-year teachers) were rated as *Effective* or *Distinguished.*
- 16 (64%) Cohort 2 corps members (second-year teachers) were rated as *Effective* or *Distinguished.*
- Eight (50%) Cohort 3 corps members (first-year teachers) were rated as *Effective* or *Distinguished.*

Harrison School District 2: 46 TFA teachers were teaching in Harrison School District 2 in 2016-17, 11 from Cohort 1, 15 from Cohort 2, and 20 from Cohort 3. Effectiveness ratings were provided for 27 of the 46 teachers (59%), including six Cohort 1 teachers (55%), five Cohort 2 teachers (33%), and 16 Cohort 3 teachers (80%). Harrison School District 2 implemented a new rating system in 2016-17 and the district rated teachers as *Ineffective, Partially Effective, Effective,* and *Highly Effective.*

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[16] Effectiveness ratings are not presented by cohort due to the small sample size for Cohort 2 (n=6).
[17] http://leap.dpsk12.org/LEAP/media/Main/PDFs/2017-LEAP-Teacher-Handbook_web.pdf

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▪ Of the 27 teachers with effectiveness ratings in Harrison School District 2, **24 (89%) were rated as *Effective* or *Highly Effective*.**[18]

Section 2. District, School, and Teacher Perspectives – BTR

In this section, findings from key informant interviews, the School Leader Survey, and the Teacher Survey are presented for the BTR program.

KEY INFORMANT INTERVIEWS WITH DISTRICT PARTNERS

Below, we summarize information obtained from key informant interviews conducted with three BTR grant-partner districts, one each in an urban, suburban, and rural area. Themes that were indicated by multiple districts are presented in bold.

Strengths

Interviews began by asking district partners what they liked about partnering with the BTR program, and participants identified various strengths, both at the organizational and programmatic levels, such as BTR's staff responsiveness and the teachers' rigorous preparation.

The BTR program helps address districts' needs for highly qualified teachers. Partners in all three districts voiced appreciation for the BTR program, as it helps address the needs that districts have in recruiting and placing highly qualified teachers. "The strengths are that we've gotten good residents in our system…we have the chance to have teachers in reflective practice, and then we have the chance to potentially hire great candidates in a difficult time," as one district partner said. However, district partners also noted that programs like BTR cannot fully meet districts' needs, due to the shortage of teachers at the state and national levels (see Challenges below).

BTR staff are well organized, communicative, and open to district feedback. District partners from all three sampled districts described how BTR staff are communicative, open to feedback, responsive when district partners have questions, and follow through with their work in an organized way. "I think they do a good job of keeping us in the loop and communicating with us," one district partner said and another noted, "The communication is outstanding." Regarding feedback, one district partner discussed

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[18] Effectiveness ratings are not presented by cohort due to the small sample sizes for Cohorts 1 (n=6) and 2 (n=5).

that the BTR program is not only open to receiving feedback but also actively solicits feedback: "I really appreciate their constant asking for feedback, whether it's in recruitment, training, or theories of action."

> "I want to celebrate the partnership [with BTR]. I think it's incredibly successful. I believe they've been incredibly adaptive and responsive."

Another strength of the BTR program is the rigorous preparation that teachers receive. All district partners discussed that one of the main benefits of partnering with BTR is the comprehensive training that BTR teachers receive. District partners noted the "quality foundation," "skills to bring to the classroom right away" and "depth of teaching" that BTR teachers bring because of their preparation.

Mentor teachers also benefit from the BTR program. District partners in all three districts discussed the benefits that mentor teachers experience because of the BTR program. The model has encouraged mentor teachers to "be far more reflective on their practice," examine their teaching with "a fresh look," and grow professionally. One district partner also indicated that school culture around professional growth and learning is enhanced from participating in the BTR program, as mentor teachers are "trained and treated to professional development and treated with a status where their learning matters." In turn, this supports the school's work in promoting ongoing professional development and learning.

The BTR program is responsive to districts. All district partners indicated that the program is responsive and flexible. As an example, BTR's recruitment of teachers within certain needed areas has helped meet district needs. "They will try their best to find candidates who match what the districts are asking for," explained one district partner. Another example that was highlighted was how the program has modified its professional development content and curriculum after receiving district partner feedback.

Additional program strengths that were surfaced by individuals include:

- BTR teachers bring other professional experiences prior to becoming educators, which enhances their teaching.
- The BTR program "breaks barriers to allow entry into the profession and does it in a professional and thoughtful way."
- Alumni BTR teachers have remained teaching in district partner schools for several years and are "positively impacting student achievement" by doing so. Some alumni have also pursued administrator licenses to move into administrative capacities.
- Student growth for BTR teachers is equivalent or sometimes exceeds that of teachers who have received a four-year degree.
- Through the BTR program, one district partner discussed a deeper relationship with PEBC and an ability to leverage the partnership beyond the BTR program.
- Principals can observe BTR residents in the classroom before hiring them.

Finally, participants were asked what the "value added" was of the BTR program and individual responses included:

- The partnership has allowed for additional opportunities to utilize PEBC as a partner and resource.
- Districts have a guaranteed hire, as "we already know what that person can do…what good a teacher they're going to be for us" due to preparation candidates receive through the BTR program, which "cuts the risk factor."
- "Simply getting teachers…and just having a pool to begin with, having someone to call" to help fill a position.

Challenges

Participants were then asked about any challenges or areas to improve in their collaboration with the BTR program. Not many challenges were surfaced, as district partners mainly expressed appreciation for the program. Additionally, some of the challenges that district partners discussed were outside the scope of the BTR program (e.g., decreased funding towards education and a shortage of teachers at the state and national levels). The challenges that district partners noted about their collaborations with BTR are provided below.

Recruiting teachers to fill math, science, and Special Education positions has been challenging. District partners in all three districts noted that it can be challenging for the BTR program to recruit and place teachers in certain specialty areas such as math, science, and Special Education. "I think what all districts need is specialty teaching areas. And we've talked about it [with BTR], we've thought about it…, but it's hard on every end to find math, science, and Special Education teachers," one district partner noted. However, as the quote also highlights, participants framed this feedback by discussing how it was a larger state and national challenge and that the program was working hard to help fill these positions.

Although rare, a BTR teacher may not always be the right "fit" for a school. Two district partners indicated that BTR teachers may not always be the right "fit" at a school but noted these were few cases. "Even though the program is very successful, has a high retention rate, there have been a few teachers who simply did not work out," explained one district partner. The other district partner indicated that BTR had to change a teacher placement because "we had a fit that wasn't correct." Although a difficult situation for all parties, the district partner praised BTR for being "incredibly thoughtful to both the individual and the organization."

Other issues identified by individuals include:

- The need for a diverse pool of candidates that reflect student populations, including bilingual teachers.
- BTR teachers "have a lot on their plate," as they balance teaching in the classroom, while completing their graduate coursework.
- Consideration of financial stipends or supports to help teachers remain in the program.

Learning Lessons

District partners were also asked about learning lessons, including the key factors that are important in the recruitment, placement, and retention of highly qualified teachers in high-needs districts.

Schools' and districts' support of BTR teachers is crucial. "I think part of the reason that we've been good collaborators is we have always been open to supporting the program," explained a district partner. This district partner went on to describe examples of support to teachers and the program such as providing opportunities for BTR residents to serve as substitute teachers on occasion to help build their experience and independence in the classroom and providing BTR with space to hold meetings and trainings. The rural district partner expressed pride that "we grow our teachers and work very hard to retain them," and explained that this approach has been key in supporting new BTR teachers.

It is helpful to implement the program in schools with experienced principals. Principals play a large role in setting the tone of a school's culture, identifying what the needs and capacity are of the school, and understanding how to leverage a partnership like BTR. For these reasons, one district partner learned over the course of their collaboration with the program that principals should be at their school for at least one year before introducing a program like BTR, so principals can first "begin to understand building culture, climate, traditions, [and knowing] what are the real needs of the school and how to leverage this partnership." Key factors that are important in the recruitment, placement, and retention of highly qualified teachers, also included:

- Increasing salaries to attract new teachers to the field of education is crucial.
- Professional development opportunities should be provided.
- Programs like BTR play an important role, but it may be challenging to scale up this kind of program due to the financial contribution that districts need to make. It may also be challenging to scale up a program like BTR in a quality way.
- Candidates need to understand the community's culture, demographics, and needs (e.g., high poverty school, high proportion of Spanish speakers, etc.).
- It can be challenging to attract new teachers to schools that are not in cities like Denver or Boulder.

The Role of BTR in District Partners' Strategies

The BTR program aligns with districts' initiatives and goals around recruiting and placing highly qualified teachers. All district partners indicated that the partnership has been a benefit and aligns with existing efforts. For some districts, BTR may be "another recruitment tool" that adds to districts' "Rolodex." For others, BTR is a primary strategy, without which districts would have more difficulty recruiting, hiring, and retaining teachers.

The BTR program is part of districts' ongoing strategy to place highly qualified teachers. Additionally, district partners were asked whether their collaboration with BTR was seen as part of their districts' ongoing strategy to place highly qualified teachers, and all district partners indicated that it was, though to varying degrees. Two district partners indicated BTR was "one of our go-to's if not our main

go-to" and "probably the biggest [provider] of candidates" for Elementary Education teachers." The third district partner indicated that while BTR teachers make up a smaller proportion of their district's total pool of new teachers, the collaboration was still important: "It's a small element, but an important element…it makes a difference to those particular schools."

Future Directions

Finally, district partners were asked about what future program initiatives or goals they were considering around recruiting and placing highly qualified teachers in their districts.

Utilizing technology to recruit more efficiently and broadly is one strategy that district partners consider. "[W]e're going to continue to refine and look at ways to use technology to assist us in the recruitment process," one district partner explained. One way this district is streamlining recruitment processes through technology is through its use of Teacher Match:

> *Teacher Match, as a software product, is helping us with our hiring and our recruitment efforts without spending a ton of money…It's a tool to help better identify teachers' strengths and developmental needs as they come into the assignment…[P]rincipals that have a high volume of applications have a way of discerning who they want to interview…to identify better talent coming in the door.*

The district partner in the rural region also discussed the need to use technology in their recruitment, such as databases to post openings. The district is also considering making a recruitment video to reach a larger pool of applicants and to promote the benefits of living in a smaller community.

Another key strategy is to continue working closely with partner organizations such as the BTR program and universities. Two district partners discussed that partners like BTR and universities are critical to their overall recruitment strategies. For one district partner, supporting BTR teachers and the BTR program is part of their goals as a district: "Our first goal is to create a culture where student teachers and residents are handled with care at every school, that principals know how to choose quality placements and use their political capital to vet and promote cooperating with Boettcher teachers."

BTR SCHOOL LEADER SURVEY FINDINGS

In the spring of 2017, the School Leader Survey was disseminated to school and district leaders that partner with BTR through the QTR Grant Program. The survey was distributed to 66 school and district leaders, and 64% (n=42) completed the survey. Of those:

- 69% (n=29) were school leaders, including principals, assistant principals, and deans; 31% (n=13) were district leaders including superintendents and assistant superintendents.
- 66% (n=19) of school leaders came from rural schools and 34% (n=10) came from urban schools; 62% (n=8) of district leaders came from rural districts and 38% (n=5) came from urban districts.

- 14 elementary schools, 10 middle schools, and 12 high schools were represented by the school leaders; it should be noted that school leaders could select multiple types of schools they represented, so the sum of the schools is higher than the number of school leaders.
- 35% (n=10) of school leaders indicated being at their school for 1-2 years; an additional 35% of (n=10) of school leaders had been at their school for 10 or more years. Of the district leaders, 61% (n=8) had been in their district for 3-6 years.

BTR Teacher Placement in Schools and Districts

School leaders[19] were asked for the number of teachers of record and resident teachers placed in their schools for the 2016-2017 school year (see table 2.1). The majority had one to three teachers in the school.

- 66% (n=23) of school leaders had up to 2 BTR resident teachers placed in their school or district in 2016-2017; 29% (n=10) had 3-5 BTR resident teachers placed in their school or district, and 6% had more than 5 BTR resident teachers in their school or district in 2016-2017.
- 72% (n=26) of school leaders had 0-1 teacher of record as a first-year teacher in their school or district in 2016-2017; 25% (n=9) had between 2 and 5 teachers of record as first-years in their school or district in 2016-2017, and 3% (n=1) had more than 5 teachers of record as first-year teachers in 2016-2017.
- 72% (n=26) of school leaders had 1-3 teachers trained by BTR currently teaching in their school or district in 2016-2016. 11% (n=4) had no teachers trained by BTR, and 17%(n=6) had four or more teachers trained by BTR currently teaching in their school.

School leaders were also asked about the length of time that their schools/districts had participated in the BTR program, and the majority (78%) had BTR teachers in their schools for one to three years.

BTR Teacher Preparation

School leaders were asked to rate the overall preparation of BTR teachers. As Figure 2.1 shows, the mean score for teachers' preparation was a 3.82 out of 5, or between *Sufficiently prepared* and *Well prepared.*

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[19] For simplicity, the term school leaders will be used to describe both school and district leaders.

Figure 2.1. School Leader Perceptions of BTR Teacher Overall Preparation for Success

Overall, how well prepared are BTR teachers for success?
(n=32)

3.82

| 1 | 2 | 3 | 4 | 5 |

Note. 1=Not at all prepared, 2=Not sufficiently prepared, 3=Sufficiently prepared, 4=Well prepared, 5=Very well prepared
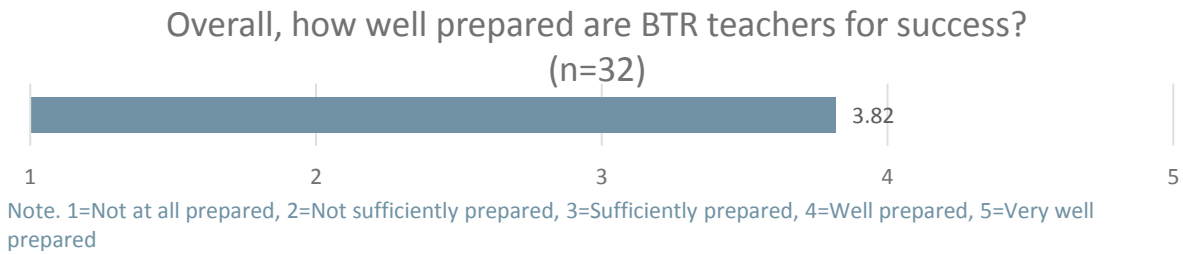
Additionally, school leaders were asked to rate how well prepared BTR teachers were in areas of core competencies, such as knowledge of subject matter, managing classroom behavior, and reflecting on their work to improve student learning. As Figure 2.2 shows, school leaders rated highest BTR teachers' planning and delivery of instruction that is aligned with the individual needs of students (4.31, or between *Well prepared* and *Very well prepared*), while rating lowest BTR teachers' effective management of classroom behavior (3.59, or between *Sufficiently prepared* and *Well prepared*).

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Figure 2.2. School Leader Perceptions of BTR Teacher Preparation for Success in Core Competencies

How well prepared are BTR teachers in the following areas?

Area	Rating
Abiding by a commitment to/respect for diversity (n=32)	4.22
Exhibiting knowledge of subject matter (n=32)	4.16
Fostering a predictable and safe learning environment in the classroom (n=32)	4.03
Using appropriate assessments of student learning (n=31)	3.94
Communicating and collaborating with students' families (n=31)	3.90
Analyzing student progress and applying learnings to improve practice (n=31)	3.90
Managing classroom behavior effectively (n=32)	3.59
Planning and delivering instruction…	
…that is aligned with the individual needs of students (n=32)	4.31
…that is aligned with state and district standards (n=33)	4.06
…that advances students' levels of content knowledge and skills (n=32)	3.97
…that draws on results of student assessments (n=29)	3.86

Note. 1=Not at all prepared, 2=Not sufficiently prepared, 3=Sufficiently prepared, 4=Well prepared, 5=Very well prepared

Satisfaction with BTR Support

School leaders rated their satisfaction with the supports that BTR provides to its teachers on a scale of 1 (*Not at all satisfied*) to 4 (*Very satisfied*). Overall, school leaders indicated a high level of satisfaction, with average ratings between *Satisfied* and *Very satisfied* (see Figure 2.3).

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Figure 2.3. School Leader Perceptions of BTR Overall Support for Teachers
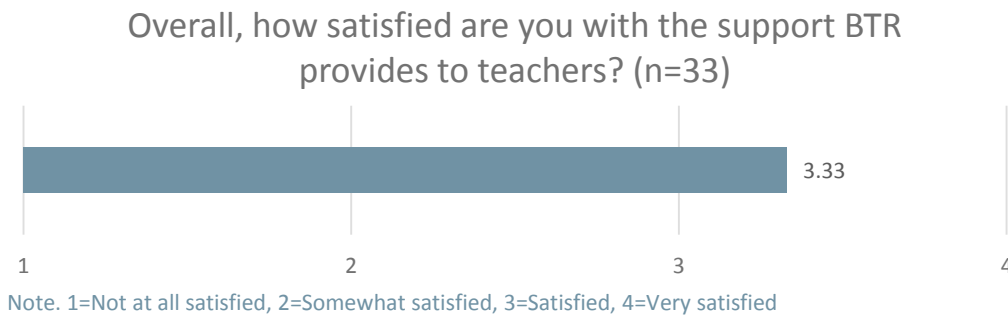
Overall, how satisfied are you with the support BTR provides to teachers? (n=33)

Note. 1=Not at all satisfied, 2=Somewhat satisfied, 3=Satisfied, 4=Very satisfied

Additionally, school leaders were asked to rate their level of satisfaction with specific supports that BTR provides, such as professional development, field observations, and supports to mentor teachers. As Figure 2.4 shows, school leaders rated highest the support that BTR provides to teachers in program staff field observations (3.86) and with the support BTR provides to residents in formal mentorship (3.86 or between *Satisfied* and *Very satisfied*). The item rated lowest was on the support BTR provides to teachers in professional development (3.28) by district leaders, though it should be noted that a mean of 3.28 still falls between *Satisfied* and *Very satisfied*.

Figure 2.4. School Leader Perceptions of BTR Support in Specific Areas for Teachers

How satisfied are you...?

Note. 1=Not at all satisfied, 2=Somewhat satisfied, 3=Satisfied, 4=Very satisfied

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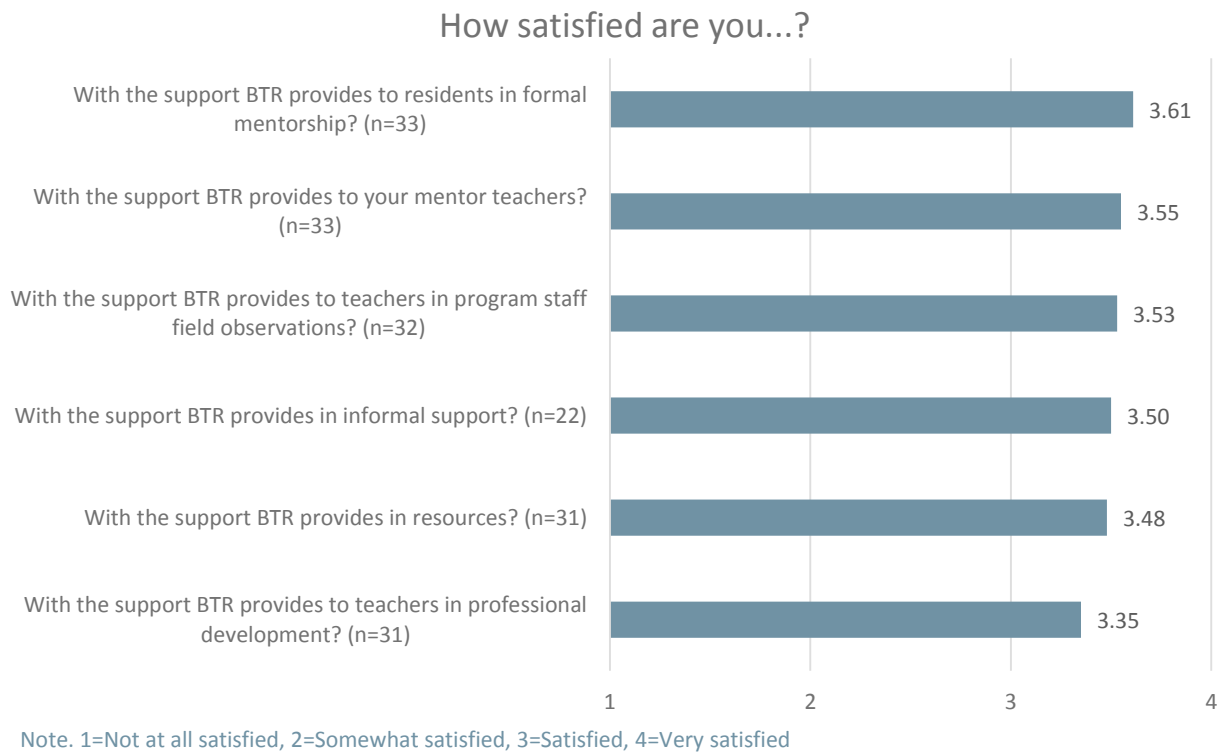
Qualitative Feedback

Finally, qualitative data were collected via open-ended questions and findings below are organized around each question that was asked on the survey.

IS THERE ANYTHING MORE THAT THE PROGRAM SHOULD BE DOING TO SUPPORT TEACHERS?

Nine participants answered the question. Other participants either left the item blank, expressed a general gratitude for the program, and/or indicated that there were no areas for the program to further support teachers.

Four participants indicated the BTR program could further support teachers in putting what they learn in the program into practice in the classroom. One participant, for example, wrote that the "classes that they go through are fine but more coaching is needed in the classrooms to help them put things into practice."

A few participants indicated that the value of the BTR program lies in not only placing teachers in high-need schools but also in retaining them. One advantage is that school and district leaders can recruit BTR teachers as permanent staff: "It's a great partnership and allows my school to recruit quality candidates while they are still in my building." However, participants indicated this can be a priority to expand upon. For example, one school leader in a rural setting surfaced the need retain BTR teachers to these regions: "Help our rural BTR students stay rural; they tend to leave for other jobs."

Finally, one participant noted the importance and need for rigor in candidate selection and another suggested increasing communication between the program and school district leaders who supporting the residents "when the mentors/field coaches are not there."

WHAT IS THE MOST POSITIVE ASPECT OF YOUR WORK WITH BTR?

Of the 25 participants who answered this question, the majority commended the BTR program for its support and preparation of teachers for the classroom, noting the success of their candidates. Several also commented on the program's commitment to education and a "culture of learning."

Nine participants highlighted teachers' preparation as the most positive aspect of the BTR program, indicating that "teachers are ready to go," are "very strong in content knowledge, are "up-to-date in best practices," "trained by the best," and that the program "[builds] amazing teachers to hire." The residency model was described as "phenomenal."

Nine participants indicated as a program strength the support built into the program to help BTR resident teachers and mentor teachers succeed. Several respondents praised the year-long residency program, highlighting aspects such as the "modeling and learning for both the cooperative teacher and the student" and the observation and feedback to the BTR resident and mentor teacher.

The below were also noted as strengths:

- There is open communication with the program, including the ability to "[offer] feedback to the college instructors."
- The BTR program provides additional support to schools in areas such as evaluation.
- Professional development opportunities are provided to mentor teachers.
- "So far [BTR] is the best of any program I have been associated with in my 30 years in education in seven different states."

IF YOU COULD CHANGE ONE ASPECT OF YOUR WORK WITH BTR, WHAT WOULD IT BE?

Twenty-one participants indicated areas for the BTR program to change or enhance, including greater communication with school and district leaders about the BTR curriculum content, a need for more teachers, and greater attention to regional needs (see below). Eight participants stated they would change nothing about their partnership with BTR.

Six school leaders requested more information from the BTR program, explaining that they would like "more knowledge of what residents are learning in their course work" or "more direct feedback from the consultant supporting the resident." One participant suggested: "It would be nice to have an overview of what the residents are getting each month, like a newsletter about their trainings, so I can help support them at school."

Four participants noted the lack of candidates to fill the need for teachers in their areas, and they indicated they would like BTR "to expand the number of students enrolled" or to "turn out more teachers." One participant even requested a full-time recruiter in his or her area.

Two respondents indicated that the implementation of the BTR program should reflect and address districts' needs more fully, particularly for rural settings.

BTR TEACHER SURVEY FINDINGS

The Teacher Survey was sent to 223 BTR participants.[20] In all, 78 individuals (35%) completed the survey – 32 residents and 46 teachers of record. Across the 78 respondents, 21% (n=16) were Cohort 1 teachers, 31% (n=24) were Cohort 2 teachers, and 49% (n=38) were Cohort 3 teachers.

- The number of teachers placed through the grant who taught in a grant-partner district in 2016-17 was 52, 54, and 90 from Cohorts 1, 2, and 3, respectively (see Section I).

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[20] Section I of the report indicates there are 201 BTR teachers who were placed in grant-partner districts across all three cohorts in 2016-17. Thus, the Teacher Survey went out to 22 additional teachers who are not part of grant-partner districts.

- As such, approximately 31%, 44% and 42% of Cohort 1, 2, and 3 teachers completed the survey, respectively. [21]

In total, 60% (n=47) identified as female, 80% (n=62) as White, and 9% (n=7) as Hispanic/Latino. Seventy-one percent (n=55) did not relocate to participate in BTR (see Tables A.3 and A.4 in Appendix A for more information on the sample, including demographic and background information at the cohort level).

Participant Positions in 2016-17

BTR survey participants provided information on their positions for 2016-17. Overall, 70% (n=54) of participants taught in an urban district, 96% (n=75) were teaching in their area of endorsement, and 73% were in a school that had at least one other BTR teacher (see Table 2.4 below). Cohort-level findings are presented below and the table on the sample can be found in Appendix A.

Cohort 1 (n=16 out of 78):

- 44% taught in a rural community; 56% taught in an urban/suburban community
- Half (50%) taught elementary school-aged children; 50% taught some combination of middle school and high school.
- 94% were teaching in their area of endorsement
- 56% were teaching in a school in which at least one other BTR participant was placed

Cohort 2 (n=24 out of 78):

- 29% taught in a rural community; 71% taught in an urban/suburban community
- 33% taught elementary school-aged children; 67% taught some combination of middle school and high school.
- All were teaching in their area of endorsement
- 75% were teaching in a school in which at least one other BTR participant was placed

Cohort 3 (n=38 out of 78):

- 24% taught in a rural community; 76% taught in an urban/suburban community
- 29% taught elementary school-aged children; 71% taught some combination of middle school and high school.

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[21] The participation rate was much lower in 2017 than in 2015, when 78% of teachers completed the survey. To increase participation in the 2017 effort, OMNI extended the deadline to allow teachers additional time to complete the survey; asked BTR to send reminder emails to its teachers to promote participation; and engaged in conversations with BTR on how it could increase the number of teachers who participated. Despite these efforts, the response rate is not sufficient to generalize findings to all teachers in each cohort. As such, findings should be interpreted with caution as they may be biased towards those who completed the survey.

- 95% were teaching in their area of endorsement
- 79% were teaching in a school in which at least one other BTR participant was placed

Satisfaction with Recruitment, Preparation, and Placement

Participants were asked how well they thought the program prepared them to be successful teachers. Overall, 73% of BTR survey participants reported that the program prepared them *Very well* or *Extremely well* to be a successful teacher. Figure 2.5 presents the means scores for each Cohort. On average, teachers in each cohort rated their program preparation as *Very well*.

Figure 2.5. BTR Participant Perceptions of Teaching Preparedness
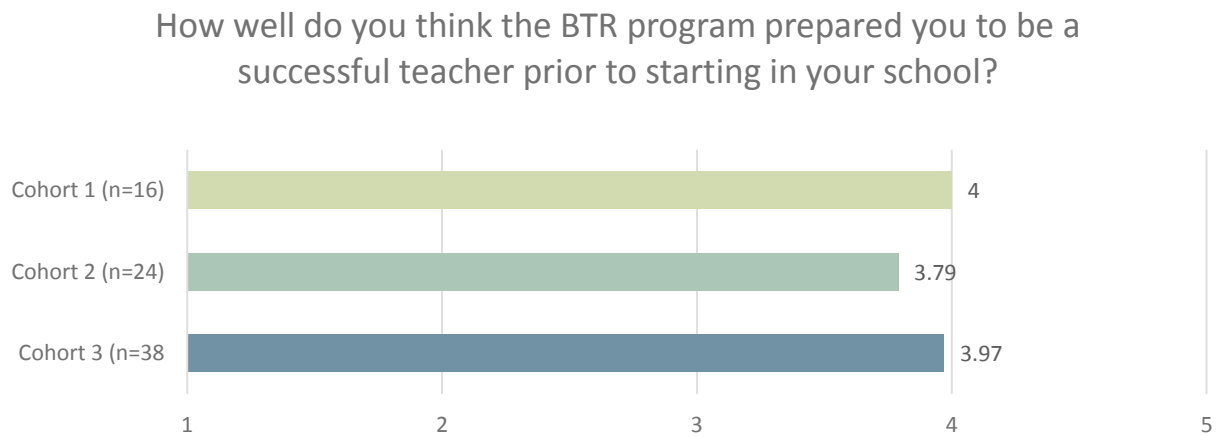
How well do you think the BTR program prepared you to be a successful teacher prior to starting in your school?

Cohort 1 (n=16): 4
Cohort 2 (n=24): 3.79
Cohort 3 (n=38): 3.97

Note. 1=Not at all well, 2=Slighly well, 3=Moderately well, 4=Very well, 5=Extremely well

Additionally, participants were asked how satisfied they were with the process BTR used to place them in their current schools and districts on a scale of 1 (*Not all satisfied*) to 5 (*Extremely satisfied*). As shown in Figure 2.6, on average, survey participants across cohorts reported a high level of satisfaction with the BTR placement process. Cohorts 1 and 3 in particular rated their satisfaction with the placement process in their current school and district as *Very satisfied*. Cohort 2 had slightly lower mean scores on both questions. However, these means were not statistically different from one another.

Figure 2.6. BTR Participant Satisfaction with Placement Process
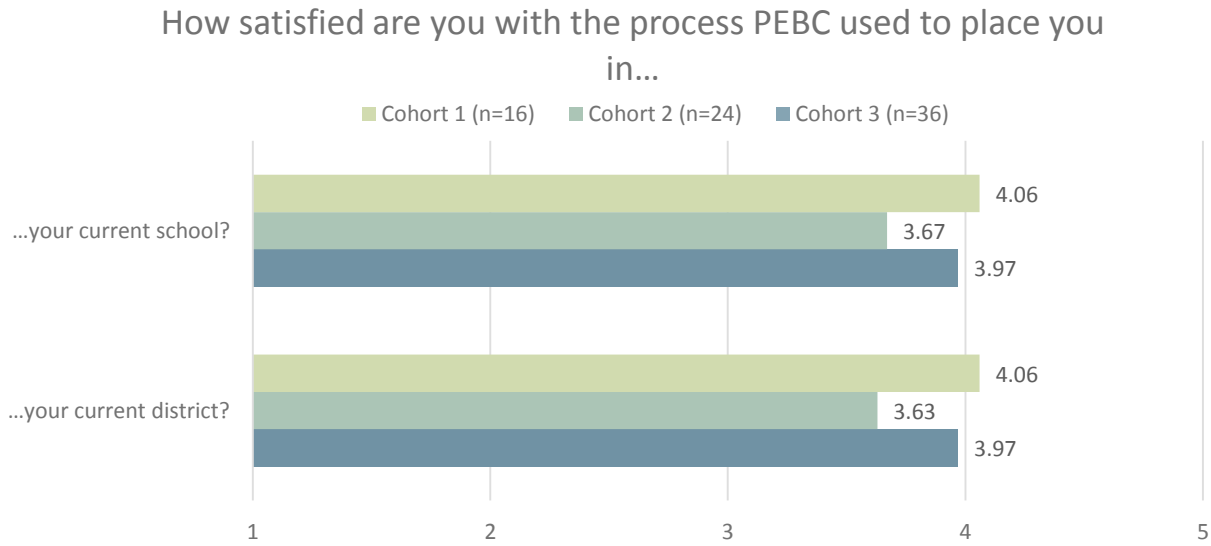
How satisfied are you with the process PEBC used to place you in...

NOTE. 1=Not at all satisfied, 2=Slightly satisfied, 3=Moderately satisfied, 4=Very satisfied, 5=Extremely satisfied

Participant Perceptions of BTR, District, and School Supports

Participants were asked to rate the degree to which they were satisfied with BTR, district, and school supports. Mean ratings for different areas of support by source are provided in Figure 2.7. Please note that mean scores are provided in aggregate across cohorts for ease of presentation. One-way ANOVAs with post-hoc Tukey tests were run to determine whether there were any statistically significant differences in the mean rating of satisfaction with supports by cohort. Only two types of support were rated differently by cohort that had a statistical significance. Specifically, Cohort 3 rated satisfaction with formal mentors assigned by the district and by the school higher than Cohort 2.

Across all three providers of support (BTR, district, and school), participants reported the highest satisfaction with support from mentors. For BTR, the lowest satisfaction score was for online resources (3.01). Comparatively, the lowest satisfaction score for a district and school was around financial support for living expenses (2.44 and 2.43 out of five, respectively).

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Figure 2.7. BTR Participant Satisfaction with BTR, District, and School Supports

BTR Participant Satisfaction with BTR Supports

Support	Rating
Formal mentor through the BTR program (n=75)	4.05
Field staff observation & feedback (n=77)	3.89
University or certification coursework (n=77)	3.53
Other BTR teachers placed in the same school (n=72)	3.53
Professional development & training opportunities (n=75)	3.51
Professional Learning Community (PLC) events (n=71)	3.46
Informal supports (n=60)	3.27
Online resources (n=72)	3.1

BTR Participant Satisfaction with District Supports

Support	Rating
Formal mentor through the district (n=64)*	3.63
Professional development & training opportunities (n=69)	3.04
Professional Learning Community (PLC) events (n=64)	2.98
Online resources (n=62)	2.82
District observation & feedback (n=63)	2.79

BTR Participant Satisfaction with School Supports

Support	Rating
Formal mentor through the school (n=65)*	3.78
Professional development & training opportunities (n=71)	3.28
Professional Learning Community (PLC) events (n=69)	3.17
School observation & feedback (n=68)	3.09
Online resources (n=59)	3.01
Financial support for classroom expenses (n=58)	2.79
Financial support for living expenses (n=35)	2.43

Note. 1=Not at all satisfied, 2=Slightly satisfied, 3=Moderately satisfied, 4=Very satisfied, 5=Extremely satisfied.
* Denotes a statistically significant difference between cohorts, with Cohort 3 rating the item higher than Cohort 2.

Participant Perceptions of Educator Evaluations

Participants were asked about their understanding of the educator evaluation systems used by BTR and by the district, and how helpful those evaluations have been to them. As Table 2.1 shows, 57% of BTR teachers rated their understanding of BTR's evaluation system as *Very well* to *Extremely well*; 30% as *Moderately well*, 10% as *Slightly well*, and 3% did not know the evaluation system.

Table 2.1. BTR Participant Perception of Program Evaluations

How well do you understand the evaluation system BTR uses to evaluate your performance as a teacher?								
	Total		Cohort 1		Cohort 2		Cohort 3	
	n	%	n	%	n	%	n	%
Extremely well	11	15	3	20	6	27	2	6
Very well	31	42	7	47	6	27	18	50
Moderately well	22	30	4	26	6	27	12	33
Slightly well	7	10	0	0	3	14	4	11
Not at all well	0	0	0	0	0	0	0	0
Do not know the evaluation/rating system	2	3	1	7	1	5	0	0
Total	73	100%	15	100%	22	100%	36	100%

Participant Retention

Because residents may not have the opportunity to stay in their current schools if positions are not available, data on plans to continue teaching in the current school for the 2017-18 academic year were examined separately for residents and teachers of records. Overall, 86% of teachers of record indicated that they *Definitely will* or *Probably will* remain in their school next year. By contrast, 28% of residents indicated they *Definitely will* or *Probably will* (see Table. 2.2 below).

Table 2.2. Likelihood of Remaining at Current School for Next Academic Year by BTR Residents and Teachers of Record

How likely are you to continue teaching in your current school for the 2017-2018 academic year?						
	Total		Residents		Teachers of Record	
	n	%	n	%	n	%
Definitely will	39	55	6	21	33	77
Probably will	6	9	2	7	4	9
Might or might not	4	5	4	14	0	0
Probably won't	7	10	6	21	1	2
Definitely won't	15	21	10	36	5	12
Total	71	100%	28	99%	43	100%

Note: Valid percentages are presented that omit missing data.

Participants also were asked how likely they are to continue teaching in a classroom in general, in a high-need school/district, and in their current schools and districts for the next five years or for six years or longer. Data were examined separately for residents and teachers of record (see Figure 2.8 and 2.9). Both residents and teachers of record rated their likelihood of teaching in a classroom for the next 5 years most highly, with mean scores of 4.75 and 4.48 out of 5 respectively (between *Probably will* and *Definitely will*). The item with the lowest mean score for both residents and teachers of record was likelihood of "teaching in your current school 6 years or longer," with mean scores of 2.07 and 3.02 out of five respectively, or close to *Probably won't* and *Might or might not*.

Figure 2.8. BTR Resident Teacher Plans to Continue Teaching

How likely are you to continue teaching in...

Question	Value
...a classroom for the next 5 years? (n=28)	4.75
...a classroom 6 years or longer? (n=27)	4.41
...a high-need district or school for the next 5 years? (n=26)	4.12
...a high-need district or school 6 years or longer? (n=27)	4.00
...your current district for the next 5 years? (n=28)	2.82
...your current district 6 years or longer? (n=28)	2.64
...your current school for the next academic year? (n=28)	2.57
...your current school for the next 5 years? (n=29)	2.52
...your current school 6 years or longer? (n=28)	2.07

NOTE. 1=Definitely won't, 2=Probably won't, 3=Might or might not, 4=Probably will, 5=Definitely will

Figure 2.9. BTR Teachers of Record Plans to Continue Teaching

How likely are you to continue teaching in… (n=43)

Question	Mean
…a classroom for the next 5 years?	4.48
…your current school for the next academic year?	4.37
…a classroom 6 years or longer?	4.05
…a high-need district or school for the next 5 years?	3.98
…a high-need district or school 6 years or longer?	3.74
…your current district for the next 5 years?	3.4
…your current school for the next 5 years?	3.35
…your current district 6 years or longer?	3.19
…your current school 6 years or longer?	3.02

NOTE. 1=Definitely won't, 2=Probably won't, 3=Might or might not, 4=Probably will, 5=Definitely will

Overall Satisfaction

Participants were asked to rate their overall satisfaction with their schools and with BTR. Across cohorts, participants rated their satisfaction with BTR close to *Very satisfied*, and their satisfaction with their schools between *Moderately satisfied* and *Very satisfied* (see Figure 2.10 below). However, these means were not statistically different from one another.

Figure 2.10. BTR Participant Satisfaction with the Program and School
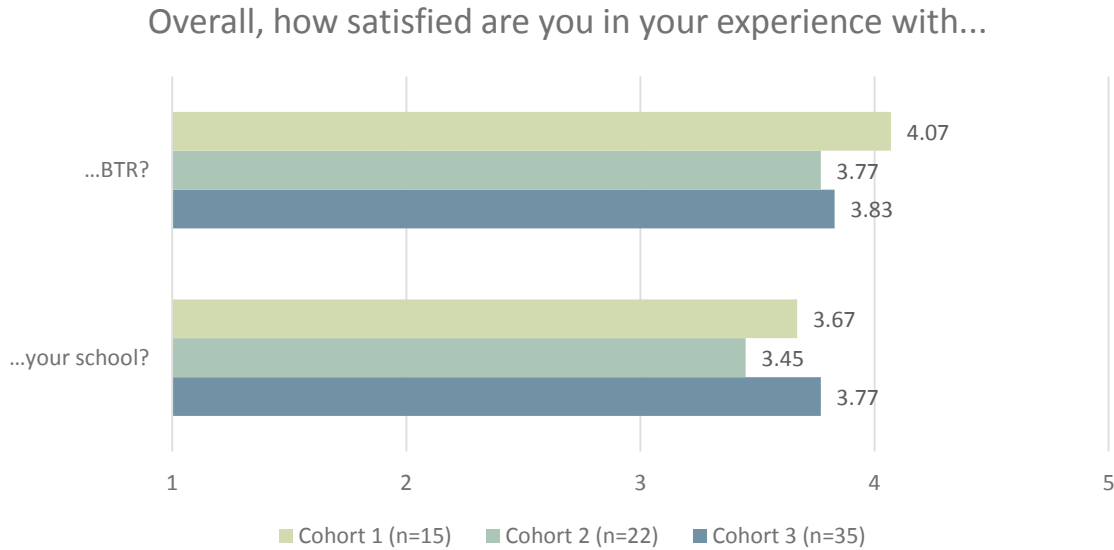
Overall, how satisfied are you in your experience with...

- ...BTR?
  - 4.07
  - 3.77
  - 3.83
- ...your school?
  - 3.67
  - 3.45
  - 3.77

■ Cohort 1 (n=15) ■ Cohort 2 (n=22) ■ Cohort 3 (n=35)

Note. 1=not at all satisfied, 2=slightly satisfied, 3=moderately satisfied, 4=very satisfied, 5=extremely satisfied (n=40)

Qualitative Feedback

When participants were asked the closing question "Is there anything else you would like us to know about the BTR program that we have not asked you about?", 24 participants responded, and the main themes that emerged from the responses are described below.

Eleven participants surfaced a request for additional feedback and support from the BTR program. Participants indicated they would have benefitted from more regular involvement from the post-residency coach or mentor, regular and concrete feedback, and more clarity on processes such as who from BTR serves as a the "point person" for teachers. Two participants also suggested that BTR could improve its support to mentor teachers so they are not implementing techniques that are not aligned with BTR's model.

Eight participants surfaced challenges related to classwork. For three participants, there was a lack of clarity and communication around class assignments or grading expectations, which "added undue stress to the program and quality of work produced." Others expressed concerns around being able to provide high quality instruction while completing coursework. For example, one participant wrote about the challenge of creating quality lessons plans due to BTR coursework and commitments:

> *I sometimes felt like I couldn't plan quality lessons for students because I had too much BTR homework and obligations, and I think they could have spaced out our assignments in a more effective way this semester. We had almost no work during January and February and then, suddenly, we had an almost overwhelming number of assignments come up in March and April. During these two months, we were all also teaching full-time for our full leads.*

Another participant offered, "I'd recommend giving residents one day off school/class a week to complete coursework and planning."

Three participants expressed gratitude for the program and discussed how it contributed to their own development. One participant commented: "The teaching aspect has been the most wonderful part for me and I have loved every second! That's why we are residents!" and another said, "This program was the best professional development and educational experience that I have been involved in thus far."

Two participants expressed that being placed in rural districts meant they did not have a comparable experience as teachers placed in larger communities. For example, one participant acknowledged that it may be challenging for BTR to provide comparable supports and resources due to the geographic isolation of rural districts but that BTR should use a "bit of creativity" so that teachers in rural settings have a "stronger cohort experience."

Additional feedback included more clarification on the post-residency expectations in terms of policies and support provided by the program and that BTR teachers would benefit from financial support from BTR.

Section 3. District, School, and Teacher Perspectives – TFA

District leaders, school leaders, and teachers who are part of the QTR Grant Program were sampled for formative evaluation efforts in 2016-17 (see Methods). Findings around key informant interviews, the School Leader Survey, and the Teacher Survey are presented below for TFA.

TFA KEY INFORMANT INTERVIEW FINDINGS

TFA selected key informants from each of the three districts it serves. Themes that were indicated by multiple districts are presented in bold below, followed by bulleted strengths surfaced by individual districts.

Strengths

District partners were asked what they liked about partnering with TFA in the recruitment and placement of highly qualified teachers. Participants identified various strengths, such as the ability to have highly qualified teachers in their districts, TFA's support of their teachers, and TFA's responsiveness as a partner.

TFA helps address districts' needs for highly qualified teachers. District partners in all three districts voiced appreciation for TFA, as the program helps address the needs that districts have in recruiting and placing highly-qualified teachers. District partners indicated that TFA provides "a continuous source of high-quality, high-potential teachers," which is especially beneficial as these teachers "fill some of our hardest to staff roles" that may otherwise go unfilled in high-need districts.

TFA provides quality professional development to corps members. District partners in all three districts discussed that one of TFA's strengths is the support they provide to TFA corps members, particularly around professional development. "We have a lot of confidence in [TFA] and in the quality and caliber of what they're doing with their teachers," explained one district partner. The program's approach to professional development was described as "responsive in that they're aligning their professional development to what they see the needs and trends are." One district partner also commended the program for broadening professional development opportunities to all teachers in their schools.

> "We have a lot of confidence in TFA and in the quality and caliber of what they are doing with their teachers."

TFA is responsive to districts' needs. Participants were asked how responsive TFA is to their needs, and all district partners indicated that the program is responsive. As examples, district partners voiced appreciation for TFA's willingness to learn about districts' local systems and structures, target recruitment and placement of TFA corps members to those who desire to move and possibly remain in the communities in which they are placed, and recruit locally. Commenting on the benefit of recruiting and placing teachers from the local community, one district partner noted, "When they're part of our community, they're going to stay in our community."

TFA's regional program directors develop strong relationships with districts and schools. Two districts noted the strong collaboration between TFA's regional program director and district- and school-level leaders to support TFA corps members. "[Our regional program director] doesn't' have any concerns with observing classrooms with me so that we can really calibrate and align our coaching and support practices," explained one district partner. One regional program director was noted as going "above and beyond in terms of supporting [TFA corps members] personally and ensuring that they have a connection to our community, which increases the chances of them staying in our community."

TFA's recruitment and placement strategies have helped districts strengthen their hiring practices. Two district leaders noted making changes either to their internal selection model for teachers or their internal processes for providing support to teachers, based in part on "some things that we have learned from Teach for America."

Additional program strengths that individual participants surfaced included:

- TFA corps members bring with them TFA's "philosophy and core values," which adds to a positive culture in their schools.
- TFA has good communication and is responsive to feedback.
- There are various TFA alumni have who have been retained in the partner district in administrative positions.
- TFA corps members are diverse candidates that "are very unique" and "bring another perspective to our building…and offer our students a different point of view."

Finally, participants were asked what TFA's "value added" was and responses included:

- The program meets districts' need around highly qualified teachers in high needs district (discussed above)
- "[T]he opportunity to partner with an organization that is really committed to quality and to the support of their folks."
- TFA is a reliable service provider: "We know we can count on them to provide us from 10-20 teachers, depending on what we ask for."

Challenges

Participants were asked to describe any challenges or areas to improve in their collaboration with TFA. Similar to the section on BTR, not many challenges were surfaced, as district partners mainly expressed appreciation for TFA's work in their district. Additionally, some of the challenges that district partners discussed were larger issues, like decreasing funds towards education and a shortage of teachers in areas like math, science, Special Education, and English Language Acquisition. Although few, the challenges that participants noted about their collaboration are described below.

Two district partners noted that placing novice teachers with limited pedagogy is a challenge. "[N]ovice teachers are just not ready to hit the ground running in the way that we need them to be in terms of their familiarity with content standards, with pedagogy," one district partner explained. However, the district partner also noted that this was not a challenge unique to TFA corps members, as novice teachers also come from traditional four-year institutions. Because TFA corps members may not have a background in education, the other district partner indicated that TFA corps members are "not fully immersed or aware of just how a public school system operates, especially in terms of high poverty, high minority, and different socioeconomic statuses."

TFA corps members often leave districts after one or two years. This can be a setback for districts long-term, and may be a larger consideration for districts that are not in the Denver-metropolitan area. The two districts that are not in Denver explained that some of their TFA corps members leave their district after their first or second year to move to Denver or return to their home city. Alumni are also difficult to retain, as teachers tend to want to move to Denver, according to a district partner.

When TFA corps members do not stay in districts beyond the two-year commitment, districts experience a loss, as they have invested considerable resources into the professional development of TFA corps members and would like to retain teachers long-term. "Although they provide a valuable service to us during the two years, we're always hoping that they will stay on and commit to our community and to our schools because there is a very big investment," explained a district partner. Despite this challenge, districts also voiced appreciation for the program's work to support them, particularly around their regional needs: "I'm so very appreciative of our project director, who goes hard for [our] region and advocates for the need for TFA's presence in our community."

Additional TFA program challenges or areas to enhance that individual participants surfaced included:

- A need remains for more diversity in teachers "to help support the creation of a teaching force that better reflects the makeup of our students." However, the participant indicated this is a "bigger challenge than one that TFA can solve for us."
- Putting new teachers, whether they come from TFA or elsewhere, in a high-needs school is not an ideal long-term strategy, as those schools can be very challenging for a new teacher to navigate.
- It would be helpful for TFA to build structures to engage alumni more effectively: "Another opportunity is figuring out how to better leverage or connect with their alumni base and their alumni network in Colorado [to do targeted recruitment]."

Learning Lessons

District partners were asked about learning lessons, including the key factors that are important in the recruitment, placement, and retention of highly qualified teachers in high-need districts. Below are the main themes that emerged, including considerations such as the need for structures that are supportive of TFA corps members' growth, the importance of positive school culture, and the need to remain competitive as school districts.

School leadership that actively supports and values corps members is key to retention. The relationship between building administrators and TFA corps members is a critical component to retaining teachers. It is especially important for building administrators to explicitly express to corps members that they want them to stay in their positions and that they are valuable members of their school communities. Schools also should have strong systems and supports for the integration of TFA corps members into their communities and that support their professional development.

According to one district partner, smaller communities need to provide not just professional support but also personal support to encourage ties to the community, which can ultimately retain teachers. Around the benefit of personal support, the district partner recalled an experience of reaching out to support a TFA corps member who didn't have access to transportation. The district partner provided the TFA corps member an extra family bicycle for him to use. The district partner noted that those types of small connections and letting candidates know that you are there for them are important to building community and retaining teachers.

Building morale and positive culture is crucial in an environment "of high-stakes accountability" that puts a lot of pressures on teachers. "I do believe in accountability. I just think we're in a system now where we're pointing fingers at individuals, and unfortunately, more often than not, we're pointing fingers at teachers, which creates duress and stress," one district partner explained. Instead, districts can aim to "motivate and support teachers while also putting in accountability systems that make sense and stay in compliance."

Other key factors that are important in the recruitment, placement, and retention of highly qualified teachers, according to individual district partners included:

- Providing leadership pipelines to TFA corps members who are interested in serving in additional capacities such as mentors or job instructional coaches.
- Preparing teachers around "cultural relevancy and pedagogy" when teaching in high-needs districts: "We have to do a better job of preparing teachers for what it looks like when you walk into a classroom with students that you may not have sat in a classroom with through your own journey through K-12, or higher education."
- Remaining competitive as a district, through strategies like signing bonuses, competitive starting pay, the ability to advance, and the level of support that districts and schools provide teachers throughout their career.
- Having a Human Resources Department that is timely, efficient, and can "find talent" supports in how effective districts are in recruiting and placing teachers.

The Role of TFA in District Partners' Strategies

TFA's program aligns with districts' initiatives and goals around recruiting and placing highly qualified teachers. District partners were asked whether partnering with TFA aligned or conflicted with other district initiatives or goals around recruiting and placing highly qualified teachers. All district partners indicated that the partnership has been beneficial to districts' broader efforts. One district partner, for example, discussed that TFA's work in their struggling schools has been "a strategy that is helpful in raising student growth." TFA's priority around teacher diversity was also noted as aligning with district goals around this area.

TFA's program is part of districts' ongoing strategy to place highly qualified teachers in their districts. Additionally, district partners were asked whether their collaboration with TFA has been part of districts' ongoing strategy to place highly qualified teachers, and all district partners indicated that it was. For example, one district partner said, "Through our innovation plan, Teach for America is a component and a strategy that we are implementing in an effort to recruit and retain highly-qualified teachers in our highest-needs schools."

Future Directions

Finally, district partners were asked about what future program initiatives or goals they were considering around recruiting and placing highly qualified teachers in their districts.

As noted under Program Challenges, novice teachers may not have the professional experience and skills yet to meet the challenges of teaching in a high-needs school. One district partner described that, long-term, their district aspires "to be a place where we don't have to staff our highest-needs schools with brand-new teachers because we have a bunch of highly effective veteran teachers who are beating down the doors to teach in those schools. We're not there yet. We're working on how we can get there." The district partner went on to voice appreciation for TFA's help in addressing districts' immediate needs around recruiting and placing highly qualified teachers in high-needs schools.

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Continuing to provide targeted support to struggling schools is another priority for districts. For example, one district created a director position specifically to provide additional support to struggling schools and innovation schools Improving the matching process for teachers and school leaders was another district priority that was raised. In particular, the matching of teachers in high-needs schools is crucial, because effectiveness teaching in a high-performing school does not necessarily mean teachers have the skills to be as effective in a high-needs school. For this reason, the district is posting positions for school leaders that clearly define the turnaround leader competencies that are needed to be a successful leader in the school.

TFA SCHOOL LEADER SURVEY FINDINGS

In the spring of 2017, the School Leader Survey was disseminated to school and district leaders that partner with TFA through the QTR Grant Program. The survey was distributed to 51 school and district leaders, and 39% (n=20) completed the survey. Of those:

- 95% (n=19) were school leaders, including principals, assistant principals, and deans; 5% (n=1) was a district leader (defined as a superintendent, assistant superintendent, or other district leader).
- 95% (n=19) of respondents came from an urban area, and 5% (n=1) came from a rural region.
- 9 elementary schools, 8 middle schools, and 3 high schools were represented by the school leaders; 9 of these were traditional schools and 8 were charter schools. It should be noted that school leaders could select multiple types of schools they represented.
- 50% of leaders indicated being in their school or district for 3-4 years; an additional 20% had been at their school or district for 5-6 years, and 30% were in their school or district for either 0-2 years or greater than 7 years.

School leaders were asked how many TFA corps members were teaching in their schools for the 2016-2017 school year, and how many were first-year teachers.

- 40% (n=8) of school leaders had 1-4 TFA teachers currently placed in their school or district in 2016-2017; 25% (n=5) had 5-10 TFA teachers; and 35% (n=7) had more than 10 TFA teachers currently placed in their school or district.
- 70% (n=14) of school leaders had 1-3 first-year teachers in their school or district in 2016-2017; 15% (n=3) had no first-year teachers, and 15% (n=3) had more than five first-year teachers.

School leaders were also asked about the length of time that their schools/districts had participated in the TFA program, and the majority (55%, n=11) had TFA teachers in their schools for two to four years; 25% (n=5) had teachers for 5-6 years, and 20% (n=4) had teachers for 7 or more years.

TFA Teacher Preparation

School leaders were asked to rate the overall preparation of TFA teachers. As Figure 2.1 shows, on average, school leaders rated teachers as 'sufficiently' prepared.

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Figure 3.1. School Leader Perceptions of TFA Teacher Overall Preparation for Success

School Leaders (n=20)

Note. 1=Not at all prepared, 2=Not sufficiently prepared, 3=Sufficiently prepared, 4=Well prepared, 5=Very well prepared
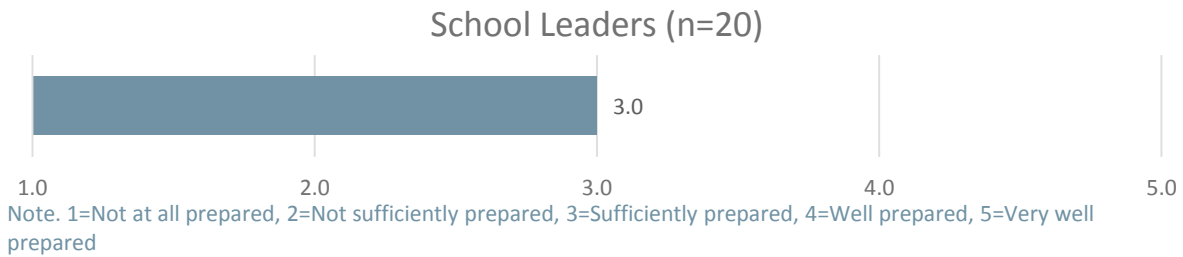
Additionally, school leaders were asked to rate how well prepared TFA teachers were in areas of core competencies, such as knowledge of subject matter, managing classroom behavior, and reflecting on their work to improve student learning. As Figure 3.2 shows, school leaders rated highest TFA teachers' commitment to and respect for diversity (V*ery well prepared*), while rating lowest TFA teachers' effective management of classroom behavior (between *Not sufficiently prepared* and *Sufficiently prepared*).

Figure 3.2. School Leader Perceptions of TFA Teacher Preparation for Success in Core Competencies

How well prepared are TFA teachers in the following areas? (n=20)*

Area	Rating
Abiding by a commitment to/respect for diversity	4.00
Communicating and collaborating with students' families	3.75
Using appropriate assessments of student learning	3.25
Analyzing student progress and applying learnings to improve practice	3.20
Exhibiting knowledge of subject matter	3.10
Fostering a predictable and safe learning environment in the classroom	3.10
Managing classroom behavior effectively	2.75
Planning and delivering instruction…	
…that is aligned with state and district standards	3.20
…that draws on results of student assessments	3.00
…that advances students' levels of content knowledge and skills	2.95
…that is aligned with the individual needs of students	2.85

Note. 1=Not at all prepared, 2=Not sufficiently prepared, 3=Sufficiently prepared, 4=Well prepared, 5=Very well prepared. *N=20 for all items.

Satisfaction with TFA Support

School leaders rated their satisfaction with the supports that TFA provides to its teachers on a scale of 1 (Not at all satisfied) to 4 (Very satisfied). Overall, school leaders indicated a moderate level of satisfaction, with average ratings close to satisfied (see Figure 3.3).

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Figure 3.3. School Leader Perceptions of TFA Overall Support for Teachers
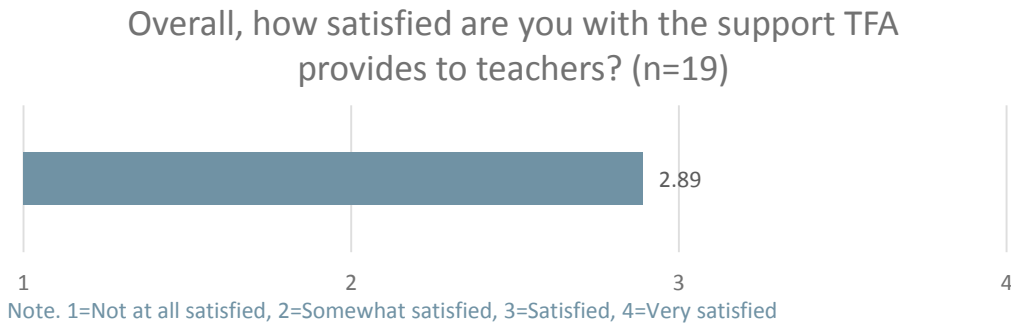
Overall, how satisfied are you with the support TFA provides to teachers? (n=19)

Note. 1=Not at all satisfied, 2=Somewhat satisfied, 3=Satisfied, 4=Very satisfied

Additionally, school leaders were asked to rate their level of satisfaction with specific supports that TFA provides, such as professional development, and field observations. As Figure 3.4 shows, school leaders rated highest the support that TFA provides to teachers in program staff field observations (2.89), between "Somewhat satisfied" and "Satisfied." The item rated lowest was on the support TFA provides to teachers in resources (2.16) between "Somewhat satisfied' and "Satisfied."

Figure 3.4. School Leader Perceptions of TFA Supports

How satisfied are you...? (n=19)*

Note. 1=Not at all satisfied, 2=Somewhat satisfied, 3=Satisfied, 4=Very satisfied. *N=19 for all items.
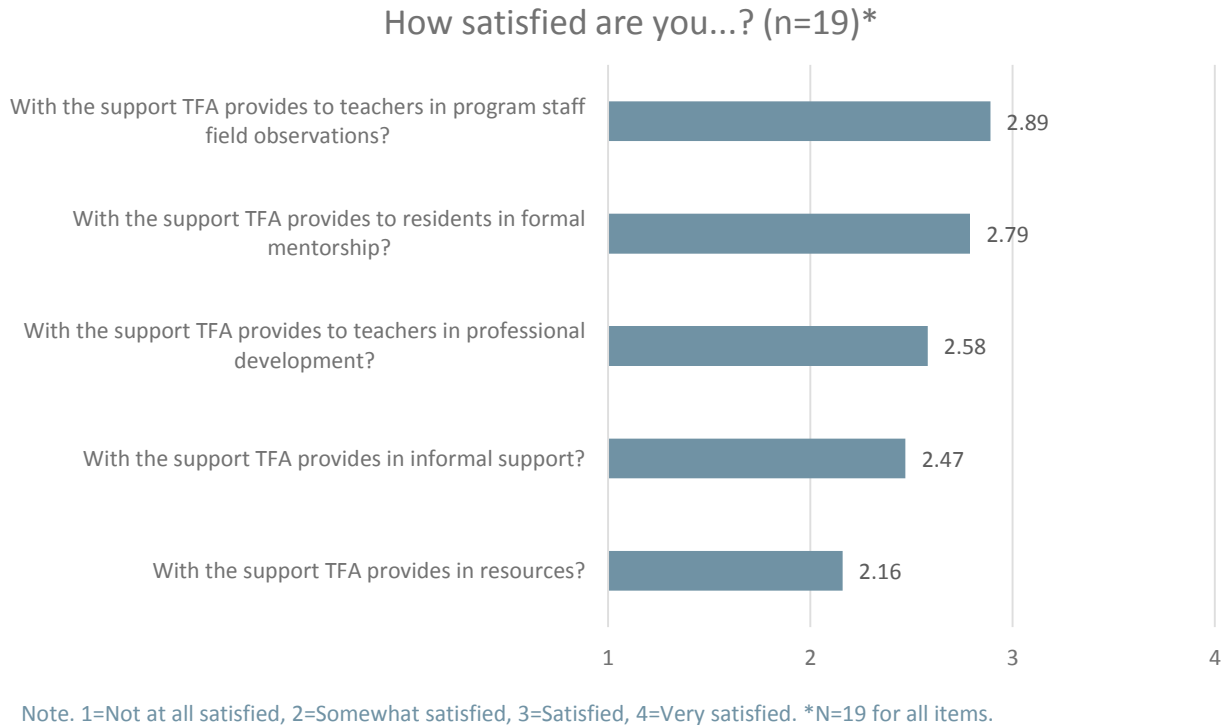
Qualitative Feedback

Finally, qualitative data were collected via three open-ended questions. Responses are summarized for each question.

IS THERE ANYTHING MORE THAT THE PROGRAM SHOULD BE DOING TO SUPPORT TEACHERS?

Twelve participants (60%) answered this question. Seven discussed the preparation and support afforded to corps members by the TFA program, whether they were offering praise or areas for improvement. Some participants indicated that TFA staff contacts "are amazing" and provide "outstanding" support to teachers. Other participants pointed out areas for improvement, such as reducing mentor caseloads to provide more effective mentorship to TFA corps members, and a desire for TFA to provide more training and support around classroom strategies, such as better classroom management. Generally, participants requested more frequent coaching from TFA.

Four participants indicated that the program would benefit from additional collaboration between the schools and program staff. For example, one participant offered "having a visual place where a school coach or manager and a TFA mentor can see/track development together [would be helpful]," while another suggested that the program could inform school leaders about support resources that are available or invite school leaders to participate in relevant program activities.

Finally, one participant indicated that teachers would benefit from more opportunities to develop connections to the broader city in which they are serving.

WHAT IS THE MOST POSITIVE ASPECT OF YOUR WORK WITH TFA?

Sixteen participants (80%) answered this question. Nine discussed positive attributes of TFA corps members, praising "the values and mindset of the teachers," their motivation, and their commitment. One participant, for example, indicated that the "quality of TFA candidates is strong compared to many other first year teachers" and that the program helps "create a sense of community in and out of my school." Another commented that "TFA teachers bring a variety of perspectives to teaching, and they are willing to fight for educational equity. They also value the importance of developing positive student-teacher relationships."

Six participants discussed the community impact their schools are able to make through their partnership with TFA. For example, TFA corps members were described as "[believing] in students unconditionally," and school leaders appreciate TFA's support of their school mission and how "TFA helps us to find people aligned to our mission, with a strong work ethic and a commitment to sticking with it beyond their first year."

Other positive aspects of the TFA program, included:

- Diversity in hiring
- TFA's responsiveness and the ease of working with TFA leadership
- The alumni network available to corps members

- Leadership development and planning opportunities
- School tours

IF YOU COULD CHANGE ONE ASPECT OF YOUR WORK WITH TFA, WHAT WOULD IT BE?

Thirteen participants indicated areas of improvement for the TFA program. Six participants asked for more focus on recruitment and retention, with one pointing out a "2 year hex" and elaborating "we spend significant time and money in professional development only to lose them after their commitment." Others pointed out that they would take more corps members if possible and that there is "a dire teacher shortage, and we have many struggling schools with struggling students."

Four participants highlighted a need for additional support of the TFA corps members. Three requested additional coaching, especially for first-year teachers. One pointed out that corps members would benefit from a better work/life balance, stating "TFA teachers are under a lot of stress from deliverables from TFA/coursework on top of the demands of teaching."

Finally, three participants focused on opportunities during the summer training that corps members complete before they enter the classroom. Participants indicated there could be a greater focus on classroom management and that TFA could extend schools/districts an "invitation to come and observe or support teachers during their summer institute."

TFA TEACHER SURVEY FINDINGS

The Teacher Survey was sent to 196 TFA corps members and alumni from Cohorts 1 – 3, and 72 individuals (37%) completed the survey – 10% (n=7) were TFA alumni (i.e., Cohort 1), 44% (n=32) were second-year teachers (i.e., Cohort 2), and 46% (n=33) were first-year teachers (i.e., Cohort 3).

To estimate how representative the sample was for each cohort, we examined the number of teachers who were teaching in grant partner districts in 2016-17 as shown in Section 1 of this report. For Cohorts 2 and 3, the Teacher Survey was sent to all 150 teachers who were currently in grant partner districts (75 teachers in each cohort). Thus, 43% (n=32) of Cohort 2 teachers and 44% (n=33) of Cohort 3 teachers completed the survey.

Because TFA did not systematically track alumni at the time of this report, the program was not able to provide a current list of Cohort 1 teachers who were still teaching in grant partner districts in 2016-17. Instead, TFA had contact information for 46 Cohort 1 alumni who had taught in grant partner districts in the previous year, and these individuals were invited to take the survey. Screening questions were added to the beginning of the survey, so only alumni who were initially placed in grant partner districts and who were still teaching in grant partner districts in 2016-17 completed the survey. Since the number of alumni in teaching positions with grant partner districts was not known at the time of the report, we used the 46 teachers for whom contact information was available to calculate the response rate and 15% (n=7) of Cohort 1 teachers who were contacted completed the survey.

Regarding demographic information, 74% (n=53) identified as female, 82% (n=59) as White, and 7% (n=5) as Hispanic/Latino (see Table A.5 and A.6 in Appendix A for full demographic and background information on the sample, including at the cohort level).

Participant Positions

TFA survey participants provided information on their placements for 2016-17. Overall, 94% (n=68) of participants taught in an urban district, 92% (n=66) were teaching in their area of endorsement, and 88% (n=63) were in a school that had at least one other TFA teacher. Cohort-level findings are presented below.

Cohort 1 (n=7 out of 72):

- 43% taught elementary school-aged children; 57% taught some combination of middle school and high school
- 86% were teaching in their area of endorsement
- All were teaching in a school in which at least one other TFA participant was placed

Cohort 2 (n=32 out of 72):

- 34% taught elementary school-aged children; 66% taught some combination of middle school and high school
- 94% were teaching in their area of endorsement
- 84% were teaching in a school in which at least one other TFA participant was placed

Cohort 3 (n=33 out of 72):

- 30% taught elementary school-aged children; 70% taught some combination of middle school and high school
- 91% were teaching in their area of endorsement
- 88% were teaching in a school in which at least one other TFA participant was placed

Satisfaction with Recruitment, Preparation, and Placement

Participants were asked how well they thought the program prepared them to be successful teachers. Overall, 56% of TFA survey participants reported that the program prepared them *Very well* or *Moderately well* to be a successful teacher. Figure 3.5 presents the means scores for each cohort. On average, teachers in each cohort indicated the program prepared them between *Slightly well* and *Moderately well*.

Figure 3.5. TFA Participant Perceptions of Teaching Preparedness
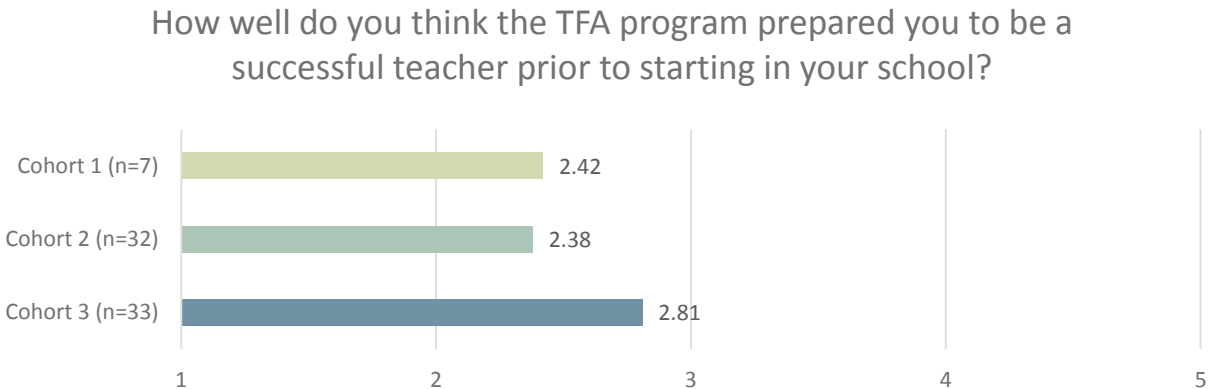
How well do you think the TFA program prepared you to be a successful teacher prior to starting in your school?

Cohort	Score
Cohort 1 (n=7)	2.42
Cohort 2 (n=32)	2.38
Cohort 3 (n=33)	2.81

Note. 1=Not at all well, 2=Slighly well, 3=Moderately well, 4=Very well, 5=Extremely well

Additionally, participants were asked how satisfied they were with the process TFA used to place them in their current schools and districts on a scale of 1 (*Not all satisfied*) to 5 (*Extremely satisfied*). As shown in Figure 3.6, on average, survey participants across cohorts reported a moderate level of satisfaction with the TFA placement process. Cohort 3 in particular rated their satisfaction with the placement process in their current school and district as approaching *Very satisfied* (3.97). Due to the low sample size from Cohort 1, statistical significance was tested only for differences between Cohorts 2 and 3 using an independent samples t-test. There were no statistically significant differences in mean scores between Cohorts 2 and 3.

Figure 3.6. TFA Participant Satisfaction with Placement Process
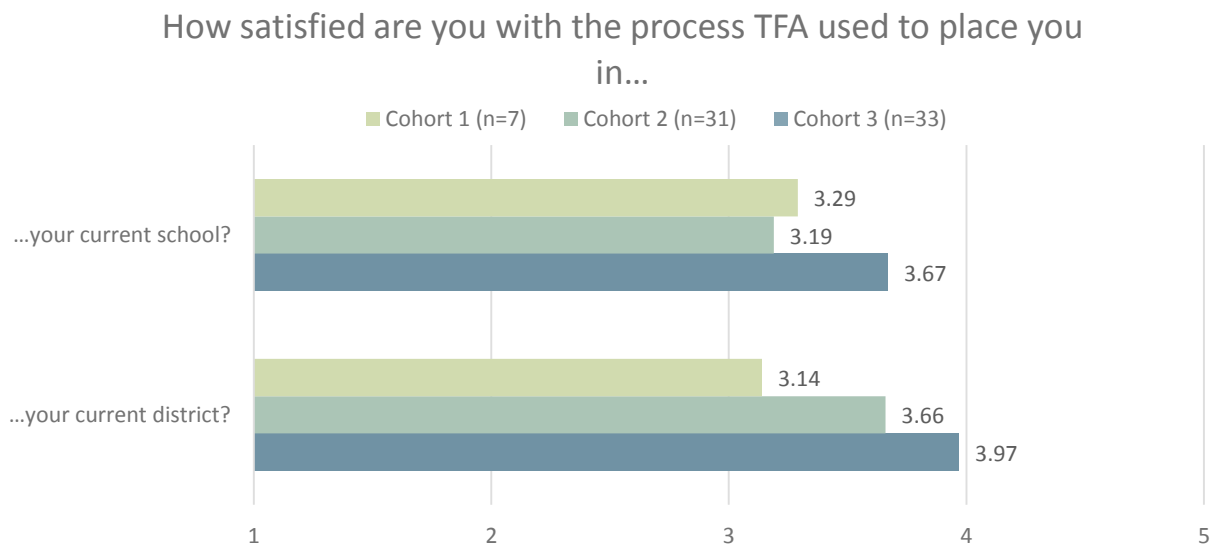
How satisfied are you with the process TFA used to place you in…

■ Cohort 1 (n=7)   ■ Cohort 2 (n=31)   ■ Cohort 3 (n=33)

…your current school?
- Cohort 1: 3.29
- Cohort 2: 3.19
- Cohort 3: 3.67

…your current district?
- Cohort 1: 3.14
- Cohort 2: 3.66
- Cohort 3: 3.97

Note. 1=Not at all satisfied, 2=Slightly satisfied, 3=Moderately satisfied, 4=Very satisfied, 5=Extremely satisfied

Participant Perceptions of TFA, District, and School Supports

Participants were asked to rate the degree to which they were satisfied with TFA, district, and school supports. Mean ratings for different areas of support by source are provided in Figure 3.7. For ease in presentation, mean scores for the entire sample are shown in the figure. An independent samples t-test was employed to measure differences in mean scores but only between Cohorts 2 and 3, due to the small sample size for Cohort 1. Statistically significant differences were as follows:

- For supports provided by TFA, Cohort 3 teachers rated their satisfaction statistically significantly higher than Cohort 2 on professional learning community (PLC) events, professional development opportunities, TFA field observation and feedback, and having other teachers from TFA placed in the same school.
- For supports provided by the district, Cohort 3 rated satisfaction with professional learning community (PLC) events, professional development opportunities, district observation and feedback, and online resources statistically significantly higher than did Cohort 2.
- For supports provided by schools, Cohort 3 teachers rated satisfaction with professional development opportunities statistically significantly higher than did Cohort 2.

Overall, as Figure 3.7 shows, for supports provided by TFA, participants indicated highest satisfaction with university or certification coursework (3.32 out of 5). For district and school supports, participants reported the highest satisfaction with professional development and training opportunities (2.90 and 3.36 out of 5, respectively). The lowest satisfaction score for TFA and district-provided supports[22] was for online resources (2.86 and 2.43 out of 5, respectively). For the school-provided supports, the lowest satisfaction score was on financial support for living expenses (2.50 out of 5).

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[22] Data are not available due to a technical error on the two questions around financial support provided by districts.

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Figure 3.7. Participant Satisfaction with BTR, District, and School Supports

TFA Participant Satisfaction with TFA Supports

Support	Value
University or certification coursework (n=68)	3.32
Informal supports (n=69)	3.3
Other TFA teachers placed in the same school (n=66) *	3.29
Professional Learning Community (PLC) events (n=70)*	[VALUE].00
Professional development & training opportunities (n=71)*	3.00
Field staff observation & feedback (n=71)*	2.94
Formal mentor through the BTR program (n=51)	2.90
Online resources (n=63)	2.86

(axis: 1 2 3 4 5)

TFA Participant Satisfaction with District Supports

Support	Value
Professional development & training opportunities (n=62)*	2.90
Professional Learning Community (PLC) events (n=58)*	2.64
District observation & feedback (n=51)*	2.61
Formal mentor through the district (n=43)	2.53
Online resources (n=53)*	2.43

(axis: 1.00 2.00 3.00 4.00 5.00)

TFA Participant Satisfaction with School Supports

Support	Value
Professional development & training opportunities (n=72)*	3.36
School observation & feedback (n=72)	3.28
Formal mentor through the school (n=60)	3.07
Professional Learning Community (PLC) events (n=66)	3.09
Financial support for classroom expenses (n=65)	3.03
Online resources (n=57)	2.72
Financial support for living expenses (n=52)	2.50

(axis: 1.00 2.00 3.00 4.00 5.00)

Note. 1=Not at all satisfied, 2=Slightly satisfied, 3=Moderately satisfied, 4=Very satisfied, 5=Extremely satisfied.
* denotes a statistically significant difference between cohorts.

Participant Perceptions of Educator Evaluations

Participants were asked about their understanding of the educator evaluation system used by TFA. Because the evaluation system that TFA uses to evaluate corps members is not used for alumni, Cohort 1 data is not provided in Table 3.1 below. Overall, many teachers were unclear on the rating system that TFA used to evaluate their performance, and this was especially true for Cohort 3 (first-year teachers), with 38% unaware of the system used.

Regarding the findings in Table. 3.1,TFA provided context that a change in their model may have affected teachers' interpretation of the question on the evaluation system used by TFA. Cohort 2 teachers received direct coaching from TFA and were evaluated by TFA. Cohort 3 teachers, on the other hand, received customized, integrated supports that aligned with school-based evaluation and support structures. Because of this shift, some Cohort 3 corps members may not have been aware of TFA's evaluation system at the time of the survey.

Table 3.1. TFA Participant Perception of Program Evaluations

How well do you understand the evaluation system TFA uses to evaluate your performance as a teacher?						
	Total		Cohort 2		Cohort 3	
	n	%	n	%	n	%
Extremely well	2	3	1	3	1	3
Very well	4	6	3	9	1	3
Moderately well	12	19	7	22	5	16
Slightly well	9	14	4	13	5	16
Not at all well	19	30	11	34	8	25
Do not know the evaluation/rating system	18	28	6	19	12	38
Total	64	100%	32	100%	32	101%

Participant Retention

Data on plans to continue teaching in the current school for the 2017-18 academic year were examined in aggregate and separately for each cohort. Overall, 97% of first-year teachers (Cohort 3) definitely or probably will stay in their current position next year (and presumably complete their commitment) and 59% of second-year teachers (Cohort 2) *Definitely* or *Probably will* continue on in their positions as alumni (see Table 3.2 below).

Table 3.2. Likelihood of Remaining at Current School for Next Academic Year

How likely are you to continue teaching in your current school for the 2017-2018 academic year?								
	Total		Cohort 1		Cohort 2		Cohort 3	
	n	%	n	%	n	%	n	%
Definitely will	49	69	2	29	17	53	30	94
Probably will	4	6	1	14	2	6	1	3
Might or might not	2	3	0	0	2	6	0	0
Probably won't	3	4	0	0	2	6	1	3
Definitely won't	13	18	4	57	9	28	0	0
Total	71	100%	7	100%	32	99%	32	100%

Note: Valid percentages are presented that omit missing data.

Participants were also asked how likely they are to continue teaching in a classroom in general, in a high-need school/district, and in their current schools and districts for the next five years or for six years or longer (see Figure 3.8). Participants rated their likelihood of teaching in their current school for the next academic year most highly, with a mean score of 4.03 (between *Probably will* and *Definitely will*). The item with the lowest mean score was on the likelihood of "teaching in your current school 6 years or longer," with a mean score of 2.07 out of 5, or close to *Probably won't.* There were two statistically significant differences in participant plans between Cohort 2 and 3:

- Cohort 3 rated their likelihood of teaching in their current school for the next academic year and their likelihood of teaching in a classroom for the next 5 years statistically significantly higher than Cohort 2.

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Figure 3.8. TFA Participant Plans to Continue Teaching
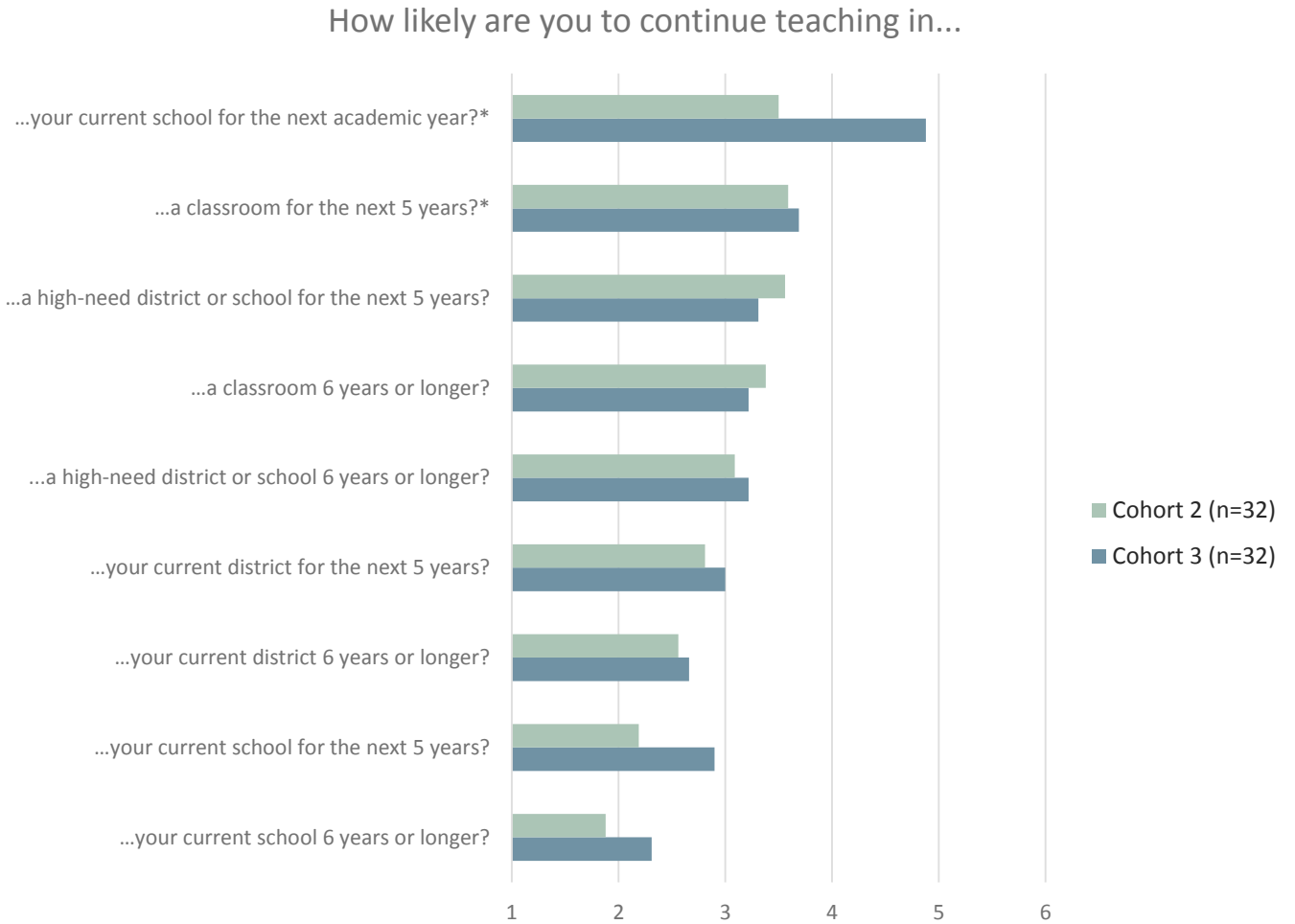
How likely are you to continue teaching in...

Note. 1=Definitely won't, 2=Probably won't, 3=Might or might not, 4=Probably will, 5=Definitely will. Statistical tests were performed comparing Cohorts 2 and 3 due to the small sample size for Cohort 1.

Overall Satisfaction

Participants were asked to rate their overall satisfaction with their schools and with TFA. Across cohorts, participants rated their satisfaction with TFA between *Moderately satisfied* and *Very satisfied*, and their satisfaction with their schools between *Slightly satisfied* and *Very satisfied*. The mean score differences between cohorts were not statistically significant.

Figure 3.9. TFA Participant Satisfaction with the Program and School
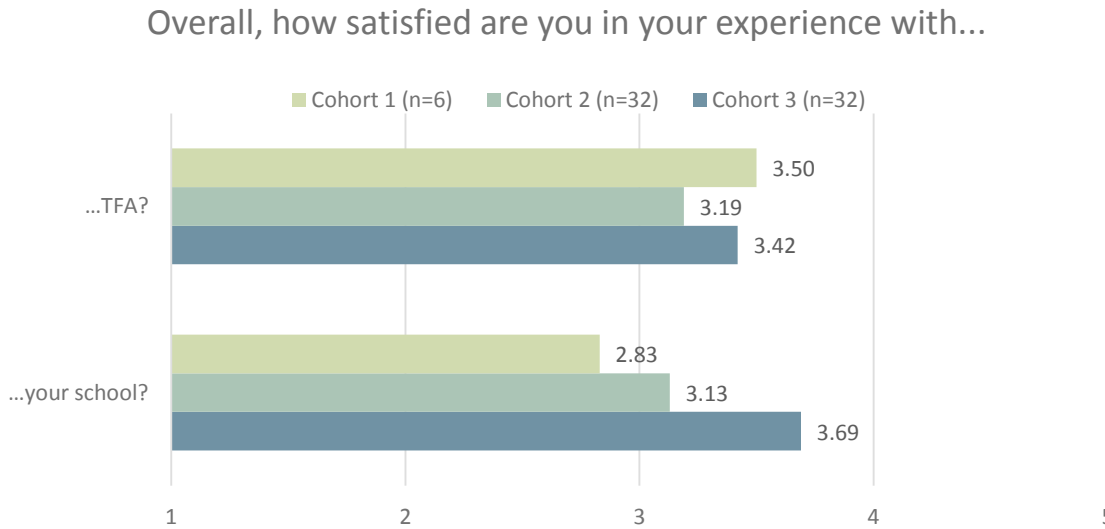
Overall, how satisfied are you in your experience with...

■ Cohort 1 (n=6) ■ Cohort 2 (n=32) ■ Cohort 3 (n=32)

...TFA?
- 3.50
- 3.19
- 3.42

...your school?
- 2.83
- 3.13
- 3.69

Note. 1= Not at all satisfied, 2=Slightly satisfied, 3=Moderately satisfied, 4=Very satisfied, 5=Extremely satisfied

Qualitative Feedback

When participants were asked the closing question "Is there anything else you would like us to know about the TFA program that we have not asked you about?," seven participants provided qualitative responses, with some sharing multiple comments.

Four out of the seven teachers indicated benefitting from the support and preparation that TFA afforded. "TFA has been a community of support through this whole process," one TFA teacher said, for example. The teacher went on to say that they have "taken advantage of areas of support I need as a new teacher," and the teacher intends to continue teaching after the two -year commitment. Another teacher appreciated that when TFA requests feedback from teachers the input is incorporated into the program. Another described his or her coach as "wonderful."

Four out of the seven teachers commented on areas in which they would have wanted to see increased supports from TFA. Specifically, areas that were noted included increased support for relocation, more frequent coaching, and enhanced curriculum and classroom management training. Around the coaching support, having a more involved MTLD coach in the second year was surfaced as a need, as one teacher noted receiving more support in their first year compared to the second. Areas that could better prepare corps members included "essential skills like more comprehensive lesson, unit, and curriculum planning, setting up a more complete classroom management system, and resource preparation."

Conclusion

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CDE awarded grant funds to PEBC and TFA–Colorado to place teachers in historically hard-to-serve school districts in Colorado. Since funding first became available through the Quality Teacher Recruitment Grant (QTR) Program, the programs have recruited and placed three cohorts of teachers in grant-partner districts and were underway in recruitment and placement efforts for a fourth cohort to begin teaching in fall of 2017. OMNI conducted formative and summative evaluation activities to learn more about the number of teachers from Cohorts 1-3 who were placed and retained in 2016-17 and about the experiences and perspectives of program participants (i.e. teachers, school leaders, and district leaders).

SUMMATIVE EVALUATION FINDINGS

In 2016-17, 405 individuals (196 from BTR and 209 from TFA) served in Colorado classrooms through the QTR Grant Program, reaching an estimated 22,699 students in 173 schools and 31 districts. As such, in its third year of placing teachers, QTR Grant funds are reaching a large number of schools and students across Colorado.

Cohort 3 (First-Year Teachers) – Overall, programs exceeded their Cohort 3 placement targets, placing more new teachers in grant-partner districts in 2016-17 than expected. Specifically, BTR placed 95 new teachers (63 residents, 32 teachers of record), exceeding its goal of 85 by 12%, and TFA placed 78 new teachers (all teachers of record), exceeding its goal of 70 by 11%. Furthermore, 95% and 96% of new BTR and TFA teachers, respectively, completed their first year in the programs, with 90 BTR and 75 TFA teachers completing the year.

Cohort 2 (Second-Year Teachers) – Furthermore, a high proportion of teachers placed in the prior year (2015-16) completed their second year in a grant-partner district. Specifically, approximately 77% and 80% of BTR and TFA teachers initially placed in 2015-16 completed their second year in a grant-partner district, respectively.[23] TFA corps members were teachers of record for two years, while BTR teachers may have first- or second-year teachers of record, depending on whether or not they served as a resident in the classroom of a mentor teacher in their first year.

Cohort 1 (Third-Year Teachers) – Cohort 1 teachers were initially placed in 2014-15. Approximately 80% of BTR Cohort 1 teachers served in a grant-partner for the full three years. TFA has a two-year program commitment and after the two years, corps members are considered TFA alumni. In 2016-17, 59 TFA alumni began teaching in a grant partner district, but it was not known at the time of this report how many teachers remained in the classroom through the spring of 2017, as TFA did not track this information on alumni. However, if the 59 teachers who were placed in the fall of 2017 completed the

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[23] Percentages are approximate and include assumptions about movement between grant-partner and non-grant-partner districts across years to facilitate the calculation of retention rates, as described more fully in Section 1.

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school year, approximately 53% of TFA's Cohort 1 teachers (now alumni) remained in grant-partner districts for the three years.

There are several factors that are worth considering when interpreting retention rates as calculated in this report. First, we calculate retention based on the number of teachers initially supported by grant funds, whether teachers were serving as resident teachers or as teachers of record. Second, teachers were considered 'retained' when they continued to serve in a grant-partner district. We used this critiera because the primary goal of the QTR program is to meet the needs of historically hard-to-serve Colorado schools and districts. Over time, some teachers may elect to remain in a classroom, but choose to move to a non-partner district in or outside of Colorado. These teachers are retained in the profession but are no longer serving in classrooms that are targeted by grant funding. As such, these teachers are not counted as retained in our calculations. Furthermore, BTR indicated that they expect that a small number of candidates accepted into the program and initially placed will not be a good fit for the program or the teaching profession, and that some attrition is expected, especially in the first year. TFA's program is a two-year commitment and it anticipates that not all corps members who commit to the two-year program will remain teaching in their positions as alumni. These factors should be considered when examining the number of teachers over time who were teaching in grant-partner districts.

Effectiveness ratings – Based on preliminary effectiveness data from both programs, the proportion of teachers with effectiveness data and who were rated *Effective* or *Highly Effective* was higher the longer teachers had been in the classroom.

- Cohort 1 (third-year teachers) – 97% BTR and 91% TFA teachers were rated as *Effective* or *Highly Effective/Distinguished*.
- Cohort 2 (second-year teachers) – 77% BTR and 75% TFA teachers were rated as *Effective* or *Highly Effective/Distinguished*.
- Cohort 3 (first-year teachers) – 67% BTR and 71% TFA teachers were rated as *Effective* or *Highly Effective/Distinguished.*

Because data are not complete, programs will continue to collect effectiveness ratings through the fall of 2017, and OMNI will provide an updated report on effectiveness ratings for teachers placed through the grant to CDE in December of 2017.

FORMATIVE EVALUATION FINDINGS

District and School Partner Perspectives – District and school partners shared appreciation and support for the programs, as the programs help address districts' needs around recruiting and placing highly-qualified teachers and the programs are responsive to the needs of grant-partner schools and districts. Although districts varied in the number of teachers placed through the programs, BTR and TFA are seen as key strategies to help combat teacher shortages that districts face. The "value added" from partnering with BTR and TFA is that districts have a reliable partner they can draw from to help fill a position in their districts.

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District and school partners also shared concerns about funding challenges for education and a shortage of teachers at both the state and national levels. Districts have ongoing needs to fill math, science, and Special Education positions and there is a need for a diverse pool of candidates that reflect student populations. New teachers placed through these programs may struggle to balance their coursework with effective teaching, and long-term teacher retention is a concern. In the case of TFA, corps members may leave districts after their two-year commitment, which poses a challenge for long-term retention of highly qualified teachers in grant-partner districts.

Teachers – Teachers placed through the QTR Grant raised various strengths and challenges about their program experiences. **BTR** teachers indicated they were well prepared prior to starting in their school to be successful teachers and teachers were satisfied with their current placement in schools and districts. Teachers' highest satisfaction was with BTR's formal mentor through the program and with field staff observations and feedback. Areas where support may be enhanced included additional feedback and support from BTR and support with managing coursework while providing high quality instruction.

TFA teachers who were surveyed indicated they were between "slightly well" and "moderately well" prepared to be successful teachers, and first-year teachers in particular were satisfied with their current school and district placements. Regarding TFA supports, teachers were most satisfied with their university or certification coursework, informal supports, and having other TFA teachers placed in the same school. Areas for further support included increased support for relocation, more frequent coaching, and enhanced curriculum and classroom management training.

In sum, the 2016-17 evaluation of the QTR Grant Program found that BTR and TFA-Colorado continue to successfully recruit, place, and retain high-quality teachers in schools and districts that have had historic difficulty retaining high-quality teachers. Grant-partner districts and schools see BTR and TFA-Colorado as key partners in helping to combat teacher shortages in their region, and teachers, in general, indicate they are well supported and prepared by programs. For the 2017-20 QTR Grant cycle, OMNI will work closely with selected programs to continue reporting on programs' progress, impact, and demonstrated outcomes in recruiting, placing, and retaining high-quality teachers in high-needs schools and districts.

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Appendix A: Tables

COHORT 4 PRELIMINARY PLACEMENT INFORMATION FOR 2017-18

Please note that the Cohort 4 table findings presented in this section are preliminary and will be updated in the auditing and cleaning process with programs this fall.

Table A.1. Cohort 4 Teachers Placed for 2017-18

	BTR	TFA
Target number*	**	62
Recruited	115	72
Not placed	0	0
Placed in a non-grant partner district	-15	0
Recruited but not hired by a district at the time of reporting	-2	0
Placed in a grant-partner district	**98**	**72**
Placed as teachers of record	26	72
Placed as residents	68	N/A

Note: *Target numbers were ascertained from program grant proposals for 2017-18. **However, at the time of this report, OMNI was in process of confirming BTR's target number.

Table A.2. Number of Cohort 4 BTR Teachers Placed in Partner Districts for 2017-18

District	Cohort 4
Adams 12 Five Star Schools	6
Archuleta School District	3
Aurora Public Schools	11
Brighton School District (School District 27J)	13
Centennial R-1 School District	1
Denver Public Schools	26
Dolores School District RE-4A	4
Durango School District 9-R	4
Englewood Schools	2
Frenchman School District RE-3	1
Holyoke School District	3
Ignacio School District 11-JT	4
Lone Star School District #1	2

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District	Cohort 4
Mancos School District RE-6	1
Mapleton Public Schools	5
Monte Vista School District C-8	1
Montezuma-Cortez School District RE-1	6
Sierra Grande School District	1
Silverton School District 1	1
Wray School District RD-2	3
Total	98

Table A.3. Number of Cohort 4 BTR Teachers Placed by School by District for 2017-18

District	School	Cohort 4
Adams 12 Five Star Schools	Thornton Elementary	2
	Thornton Middle School	4
	Total	6
Archuleta School District	Pagosa Elementary	1
	Pagosa Springs High School	1
	Pagosa Springs Middle School	1
	Total	3
	Edna and John W. Mosely P-8	2
Aurora Public Schools	Park Lane Elementary	2
	South Middle School	1
	Tollgate Elementary	1
	William Smith High School	5
	Total	11
Brighton School District	Overland Trail Middle School	2
	Prairie View High School	2
	Southeast Elementary	1
	Stuart Middle School	5
	Vikan Middle School	2
	Total	13
Centennial R-1 School District	Centennial High School	1
	Total	1
Denver Public Schools	Denver Green School	3

District	School	Cohort 4
	Downtown Denver Expeditionary School	1
	Eagleton Elementary	1
	Joe Shoemaker Elementary	2
	Stanley British Primary School	4
	Steele Elementary	10
	Swigert Elementary	5
	Total	26
Dolores School District RE-4A	Dolores Elementary	1
	Dolores High School	1
	Dove Creek Middle School	1
	Teddy Bear Preschool	1
	Total	4
Durango School District 9-R	Animas Valley Elementary	1
	Durango High School	1
	Florida Mesa Elementary	1
	Needham Elementary	1
	Total	4
Englewood Schools	Cherrelyn Elementary	2
	Total	2
Frenchman School District RE-3	Fleming School	1
	TOTAL	1
Holyoke School District	Holyoke Elemenary	1
	Holyoke Jr/Sr High School	2
	TOTAL	3
Ignacio School District 11-JT	Ignacio High School	3
	Ignacio Middle School	1
	Total	4
Lone Star School District #1	Lone Star High School	2
	Total	2
Mancos School District RE-6	Mancos High School	1
	TOTAL	1
Mapleton Public Schools	Big Picture College and Career Academy	1
	Mapleton Early College	1
	Meadow Community School	1
	York International	3

District	School	Cohort 4
	Total	6
Monte Vista School District C-8	Monte Vista Middle School	1
	Total	1
	Cortez Middle School	2
	Kemper Elementary	1
Montezuma-Cortez School District RE-1	Manaugh Elementary	1
	Mesa Elementary	1
	Montezuma-Cortez High School	1
	Total	6
Sierra Grande School District	Sierra Grande School	1
	Total	1
Silverton School District	Silverton Middle School	1
	Total	1
Wray School District RD-2	Buchanan Middle School	1
	Wray Elementary	2
	Total	3
Total		98

Table A.4. Number of Cohort 4 TFA-CO Teachers Placed in Partner Districts for 2017-18

District	Cohort 4
Denver Public Schools	55
Harrison School District 2	10
Pueblo City Schools	7
Total	72

Table A.5. Number of Cohort 4 TFA-CO Teachers Placed by School by District for 2017-18

District	School	Cohort 4
Denver Public Schools	Bear Valley International School	1
	Colorado High School Charter	4
	Columbine Elementary School	1
	Compass Academy	1
	DCIS – Fairmont School	1
	DCIS - Ford Elementary School	5
	DCIS – Montbello High School	2
	DCIS - Montbello High School	2
	DSST - Byers	1
	DSST – Cole Middle School	2
	DSST – Conservatory Green Middle School	1
	DSST-Green Valley Ranch High School	1
	DSST-Green Valley Ranch Middle School	1
	DSST – Henry Middle School	1
	DSST - Stapleton High School	1
	DSST - Stapleton Middle School	1
	Green Valley Elementary	1
	KIPP Montbello Northeast Elementary	2
	KIPP Northeast Denver Leadership Academy	5
	KIPP Sunshine Peak Academy	1
	Kunsmiller Creative Arts Academy	1
	McGlone Academy	3
	MLK Junior Early College Middle High School	3
	North High School	1
	Ricardo Flores Magon Academy	2
	Rocky Mountain Preparatory School	2
	Stedman Elementary	1
	STRIVE*	1
	STRIVE - Excel Campus	1
	STRIVE - Kepner	1
	STRIVE – Montbello	1

District	School	Cohort 4
	University Prep	3
	Total	55
Harrison School District 2	Harrison High School	4
	Mountain Vista K-8 Community School	3
	Panorama Middle School	2
	Sierra High School	1
	Total	10
Pueblo City Schools	Benjamin Franklin Elementary School	1
	Heroes K-8 Academy	2
	Pueblo Academy Of Arts	2
	Risley International Academy of Innovation	2
	Total	7
Total		72

*Note: OMNI will work with TFA to clarify the school name during the fall auditing and cleaning process.

COHORTS 1-3 TEACHER PLACEMENT BY SCHOOL IN 2016-17

Table A.6. Number of Cohort 1-3 BTR Teachers by School by District in 2016-17

District	School	Cohort 1	Cohort 2	Cohort 3
Adams 12 Five Star Schools	Coronado Hills Elementary	1	-	-
	Eagleview Elementary			2
	Federal Heights Elementary	-	1	-
	Leroy Drive Elementary	-	-	2
	McElwain Elementary	1	-	-
	Nor Mor Elementary	1	-	-
	Rocky Mountain Elementary	-	1	-
	STEM Launch K-8	1	2	-
	Thornton Middle School	1	1	1
	Westview Elementary	-	-	2
	Total	5	5	7
Alamosa School District RE-11J	Alamosa Elementary	2	4	1
	Alamosa High School	1	1	1
	Ortega Middle School	-	1	2

District	School	Cohort 1	Cohort 2	Cohort 3
	Total	3	6	4
Archuleta School District	Pagosa Springs High School	-	1	1
	Pagosa Springs Middle School	-	1	1
	Total	0	2	2
Aurora Public Schools	Altura Elementary	2	-	-
	Aurora Central High Schol	-	1	-
	Aurora Hills Middle School	1	1	3
	Aurora West College Preparatory Academy	4	1	1
	Axl Academy	-	1	-
	Crawford Elementary	1	-	-
	Rangeview High School	-	1	-
	Six Avenue Elementary	-	2	-
	South Middle School	1	-	-
	Tollgate Elementary	2	-	-
	Vista Peak Exploratory	1	-	-
	Vista Peak Preparatory	1	-	2
	Wheeling Elementary	2	1	1
	William Smith High School	-	1	5
	Total	15	9	12
Bayfield School District	Bayfield Elementary	1	-	-
	Total	1	0	0
Brighton School District	Otho Stuart Middle School	-	1	-
	Overland Trail Middle School	2	-	-
	Pennock Elementary	-	1	-
	Prairie View High School	1	1	5
	Southeast Elementary	-	-	2
	Stuart Middle School	-	-	2
	Total	3	3	9
Center Consolidated School District 26JT	Center High School	-	1	1
	Haskins Elementary	1	1	3
	La Jara Elementary	1	-	-
	Skogland Middle School	-	1	-
	Total	2	3	4
Denver Public Schools	Downtown Denver Expeditionary School	-	-	1

District	School	Cohort 1	Cohort 2	Cohort 3
	Total	0	0	1
Dolores School District RE-4A	Dolores High School	-	-	-
	Dolores Middle School	-	1	-
	Dove Creek Middle School	-	2	-
	Seventh Street Elementary	1	-	-
	Total	1	3	0
Durango School District 9-R	Animas Valley Elementary	-	-	1
	Durango High School	-	-	1
	Escalante Middle School	-	-	1
	Florida Mesa Elementary	-	2	1
	Miller Middle School	-	2	1
	Riverview Elementary	-	-	1
	Total	0	4	6
Englewood Schools	Bishop Elementary	1	-	-
	Clayton Elementary	-	-	3
	Total	1	0	3
Ignacio School District 11-JT	Ignacio Elementary	3	1	1
	Ignacio High School	-	-	2
	Ignacio Middle School	-	-	1
	Total	3	1	4
Independent (Denver Public Schools)	Denver Green School	-	-	1
	Total	-	-	1
Jefferson County R-1	Alameda International High School	1	1	-
	Bear Creek High School	-	-	2
	Columbine High School	-	1	-
	Emory Elementary	-	1	-
	Evergreen Elementary	-	1	-
	Foster Elementary	1	-	3
	Lasley Elementary	1	-	-
	Little Elementary School	1	-	-
	Molholm Elementary	-	1	-
	Welchester Elementary	-	1	1
	Total	4	6	6
Lone Star School District #1	Lone Star High School	-	-	1
	Total	0	0	1

District	School	Cohort 1	Cohort 2	Cohort 3
Manzanola School District	Manzanola Junior-Senior High School	-	1	1
	Total	0	1	1
Mapleton Public Schools	Achieve Academy	2	-	-
	Mapleton Early College	-	2	3
	Mapleton Expeditionary School of the Arts	-	-	1
	Meadow Community School	-	-	1
	North Valley School for Young Adults	-	1	-
	Valley View K-8	-	1	-
	York International	-	-	2
	Total	2	4	7
Moffat Consolidated School District 2	Moffat K-12 School	1	-	-
	Total	1	0	0
Monte Vista School District C-8	Bill Metz Elementary	1	1	3
	Monte Vista High School	1	-	-
	Monte Vista Middle School	3	1	-
	Total	5	2	3
Montezuma-Cortez School District RE-1	Cortez Middle School	-	2	3
	Kemper Elementary	-	-	2
	Manaugh Elementary	-	-	1
	Mesa Elementary	1	-	1
	Montezuma-Cortez High School	-	-	1
	Pleasant View Elementary	-	-	1
	Total	1	2	9
Mountain Valley School district	Mountain Valley Elementary	-	-	1
	Total	0	0	1
North Conejos School District RE-1J	Centauri High School	1	-	1
	Centauri Middle School	-	-	1
	La Jara Elementary	1	-	-
	Total	2	0	2
RE-1 Valley School District	Caliche Jr/Sr High School	-	-	1
	Sterling Middle School	-	-	1
	Total	0	0	2
Rocky Ford School	Jefferson Intermediate School	-	-	5

District	School	Cohort 1	Cohort 2	Cohort 3
Distrct R-2	Rocky Ford High School	1	-	1
	Total	1	0	6
Sierra Grande School District	Sierra Grande School	1	-	-
	Total	1	0	0
South Conejos School District	Antonito High School	-	1	-
	Total	0	1	0
Trinidad School District 9R	Eckhart Elementary	1	-	-
	Total	1	0	0
Wray School District RF-2	Wray High School	-	-	2
	Total	0	0	2
Yuma School Disrict 1	Yuma High School	-	-	2
	Total	0	0	2
Total		52	52*	95

*Note: Two teachers did not have a placement school, as the teachers' positions were tied to the larger district and not a particular school.

Table A.7. Number of Cohort 1-3 TFA-CO Teachers by School by District in 2016-17

District	School	Cohort 1	Cohort 2	Cohort 3
Denver Public Schools	Abraham Lincoln High School	-	1	-
	Bruce Randolph School	-	-	1
	Centennial Elementary	1	-	-
	Cesar Chavez Academy-Denver	-	-	-
	Cheltenham Elementary School	-	-	-
	Cole Arts Science Academy	-	1	-
	Colfax Elementary School	-	2	1
	Collegiate Prep Academy	-	1	-
	Colorado High School Charter	2	-	2
	Columbian Elementary School	-	-	-
	Contemporary Learning Academy	1	1	1
	DCIS -Ford Elementary School	1	1	-
	DCIS - Montbello High School	4	1	5
	DCIS – Montbello Middle School		1	-
	DSST - Byers	1	1	-
	DSST – Cole High School	-	1	1
	DSST – Cole Middle School	2	-	3

District	School	Cohort 1	Cohort 2	Cohort 3
	DSST – College View High School	1	1	1
	DSST – College View Middle School	2	1	1
	DSST – Conservatory Green Middle School	1	1	-
	DSST - Green Valley Ranch High School	-	1	1
	DSST-Green Valley Ranch Middle School	2	2	-
	DSST - Stapleton High School	1	-	-
	DSST - Stapleton Middle School	2	1	1
	Girls Athletic Leadership School	1		1
	Goldrick Elementary School	-	2	1
	Green Valley Elementary	-	1	3
	Greenlee Elementary School	1	-	-
	Henry World School	-	1	1
	High Tech Early College	1	1	-
	Hill Middle School Campus of Arts and Sciences	-	-	-
	KIPP Montbello College Prep Middle School	-	2	4
	KIPP Denver Collegiate High School	1	2	2
	KIPP Montbello Collegiate High School	2	1	-
	KIPP Northeast Denver Leadership Academy	-	2	-
	KIPP Sunshine Peak Academy	-	2	1
	Launch High School	1	-	-
	Maxwell Elementary School	-		-
	McGlone Elementary School	3	1	3
	McMeen Elementary School	1	1	-
	MLK Junior Early College Middle High School	-	-	2
	Montclair Elementary	-	1	-
	Morey Middle School	-	1	-
	Noel Community Arts School	-	1	1

District	School	Cohort 1	Cohort 2	Cohort 3
	Newlon Elementary School	-	-	-
	North High School	2	-	-
	Oakland Elementary	-	2	-
	Pioneer Charter School	-	-	-
	P.R.E.P.	-	-	-
	Rocky Mountain Preparatory School	1	-	4
	Sabin International School	1	-	-
	Samuels Elementary	-	-	1
	Smith Elementary	1	-	-
	STRIVE - Green Valley Ranch	-	-	-
	STRIVE – Montbello	-	1	-
	STRIVE - S.M.A.R.T: Science, Math & Arts Academy Lalo Delgado Campus	-	2	-
	Strive Prep - Excel Campus	-	1	-
	STRIVE Prep - Federal Campus	1	1	-
	Strive Prep - Ruby Hill Campus	4	1	3
	STRIVE Prep- Sunnyside Campus	-	1	-
	STRIVE Prep - Westwood Campus	-	1	2
	Traylor Elementary	-	1	-
	University Prep	2	2	2
	Venture Prep	1	1	-
	West Career Academy	1	-	-
	West Early College High School (previously West Generation Academy)	-	3	-
	Total	46	54	49
Harrison School District 2	ATLAS Preparatory School	1	2	1
	Bricker Elementary School	-	-	2
	Carmel Middle School	1	1	-
	Fox Meadow Middle School	-	1	-
	Harrison High School	3	6	4
	High School Prep	2		
	Mountain Vista K-8 Community School	-	1	5

District	School	Cohort 1	Cohort 2	Cohort 3
	Panorama Middle School	2	3	4
	Pikes Peak Prep	-	-	1
	Sierra High School	2	1	3
	Total	11	15	20
Pueblo City Schools	Benjamin Franklin Elementary School	-	-	1
	Bessemer Academy	-	1	1
	East High School	1		
	Heroes K-8 Academy	-	1	2
	James H Risley Middle School	-	-	2
	Pueblo Academy Of Arts	-	1	2
	Risley International Academy of Innovation	1	2	-
	Roncalli Middle School	-	1	1
	Total	2	6	9
Total		59	75	78

TEACHER SURVEY DEMOGRAPHICS

Table A.8. BTR Participant Demographic Information by Cohort

	Total		Cohort 1		Cohort 2		Cohort 3	
	n	%	n	%	n	%	n	%
Gender								
Male	31	39.7	7	43.8	8	33.3	16	42.1
Female	47	60.3	9	56.2	16	66.7	22	57.9
Total	78	100.0%	16	100.0%	24	100.0%	38	100.0%
Ethnicity/Race								
African American	1	1.3	0	0.0	1	4.2	0	0.0
Asian	0	0.0	0	0.0	0	0.0	0	0.0
Hispanic or Latino	7	9.0	2	12.5	0	0.0	5	13.2
Native American	0	0.0	0	0.0	0	0.0	0	0.0
White	62	79.5	12	75.0	19	79.2	31	81.6
Other	0	0.0	0	0.0	0	0.0	0	0.0
Two or more races	8	10.3	2	12.5	4	16.7%	2	5.3
Total	78	100.0%	16	100.0%	24	100.1%	38	100.1%

	Total		Cohort 1		Cohort 2		Cohort 3	
	n	%	n	%	n	%	n	%
Education Level								
Bachelor's Degree	35	45.5	0	0.0	2	8.7	33	86.8
Master's Degree	42	54.5	16	100.0	21	91.3	5	13.2
Professional Degree	0	0.0	0	0.0	0	0.0	0	0.0
Total	77	100.0%	16	100.0%	24	100.0%	38	100.0%

Note: Valid percentages are utilized that omit missing data.

Table A.9. BTR Participant Background Information by Cohort

	Total		Cohort 1		Cohort 2		Cohort 3	
	n	%	n	%	n	%	n	%
Year Prior to Joining BTR								
Graduated from college with a bachelor's degree	30	38.5	8	50.0	7	29.2	15	39.5
Working in an educational setting	25	32.1	3	18.8	11	45.8	11	28.9
Working in a career other than education	23	29.5	5	31.2	6	25.0	12	31.6
Total	78	100.1%	16	100.0%	24	100.0%	38	100.0%
Relocation								
From out of state	10	12.8	5	31.3	3	12.5	2	5.3
From in-state	13	16.7	2	12.5	3	12.5	8	21.1
Did not relocate	55	70.5	9	56.3	18	75.0	28	73.7
Total	78	100.0%	16	100.1%	24	100.0%	38	100.1%
Learned about BTR through:								
School or district representative	11	14.1	1	6.3	4	16.7	6	15.8
Current or previous BTR teacher	2	2.6	0	0.0	1	4.2	1	2.6
Internet search, such as Google or Yahoo	23	29.5	7	43.8	7	29.2	9	23.7
Social media, such as Facebook or LinkedIn	1	1.3	0	0.0	1	4.2	0	0.0
Print media, radio, or television advertisement	3	3.8	1	6.3	1	4.2	1	2.6
Job posting website	5	6.4	0	0.0	1	4.2	4	10.5
On campus (e.g., recruiter, job posting, faculty)	10	12.8	3	18.8	1	4.2	6	15.8
Family, friend, or someone else in your network	19	24.4	3	18.8	7	29.2	9	23.7
Other	4	5.1	1	6.3	1	4.2	2	5.3
Total	78	100.0%	16	100.3%	24	100.3%	38	100.0%

Note: Valid percentages are utilized that omit missing data.

Table A.10. TFA Participant Demographic Information by Cohort

	Total		Cohort 1		Cohort 2		Cohort 3	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Gender								
Male	19	26.4	2	28.6	9	28.1	8	24.2
Female	53	73.6	5	71.4	23	71.9	25	75.8
Total	72	100.0%	7	100.0%	32	100.0%	33	100.0%
Ethnicity/Race								
African American	2	2.8	0	0.0	2	6.3	0	0.0
Asian	2	2.8	0	0.0	0	0.0	2	6.1
Hispanic or Latino	5	6.9	2	28.6	2	6.3	1	3.0
Native American	0	0.0	0	0.0	0	0.0	0	0.0
White	59	81.9	4	57.1	26	81.3	29	87.9
Other	0	0.0	0	0.0	0	0.0	0	0.0
Two or more races	4	5.6	1	14.3	2	6.3	1	3.0
Total	72	100.0%	7	100.0%	32	100.2%	33	100.0%
Education Level								
Bachelor's Degree	52	73.2	5	71.4	28	90.3	19	57.6
Master's Degree	18	25.4	2	28.6	3	9.7	13	39.4
Professional Degree	1	1.4	0	0.0	0	0.0	1	3.0
Total	71	100.0%	7	100.0%	31	100.0%	33	100.0%

Note: Valid percentages are utilized that omit missing data.

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Table A.11. TFA Participant Background Information by Cohort

	Total		Cohort 1		Cohort 2		Cohort 3	
	n	%	n	%	n	%	n	%
Year Prior to Joining TFA								
Graduated from college with a bachelor's degree	28	38.9	5	71.4	16	50.0	7	21.2
Working in an educational setting	22	30.6	1	14.3	8	25.0	13	39.4
Working in a career other than education	22	30.6	1	14.3	8	25.0	13	39.4
Total	72	100.1%	7	100.0%	32	100.0%	33	100.0%
Relocation								
From out of state	35	48.6	2	28.6	18	56.3	15	45.5
From in-state	9	12.5	1	14.3	5	15.6	3	9.1
Did not relocate	28	38.9	4	57.1	9	28.1	15	45.5
Total	72	100.0%	7	100.0%	32	100.0%	33	100.1%
Learned about TFA through:								
School or district representative	2	2.8	0	0.0	1	3.1	1	3.0
Current or previous TFA teacher	1	1.4	0	0.0	1	3.1	0	0.0
Internet search, such as Google or Yahoo	4	5.6	1	14.3	3	9.4	0	0.0
Social media, such as Facebook or LinkedIn	1	1.4	0	0.0	0	0.0	1	3.0
Print media, radio, or television advertisement	0	0.0	0	0.0	0	0.0	0	0.0
Job posting website	0	0.0	0	0.0	0	0.0	0	0.0
On campus (e.g., recruiter, job posting, faculty)	21	29.2	2	28.6	14	43.8	5	15.2
Family, friend, or someone else in your network	39	54.2	3	42.9	13	40.6	23	69.7
Other	4	5.6	1	14.3	0	0.0	3	9.1
Total	72	100.2%	7	100.1%	32	100.0%	33	100.0%