

Colorado Department of Education Quality Teacher Recruitment Grant Program

Year 2 Report,
2017-20 funding cycle



303-839-9422



omni.org



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Submitted to:

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August 2019

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Acknowledgements

The OMNI Institute wants to thank the Colorado Department of Education, Public Education & Business Coalition and Teach for America-Colorado for their contributions to the creation of this report.

Suggested Citation:

The OMNI Institute (2019). Colorado Department of Education Quality Teacher Recruitment Grant: Year 2 Report, 2017-20 Funding Cycle. Submitted to the Colorado Department of Education, Denver, CO.

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Executive Summary

Section 22-94-101, C.R.S. (Senate Bill 13-260), created the Quality Teacher Recruitment (QTR) Grant 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 the OMNI Institute to conduct a formative and summative evaluation of the program. This document summarizes findings from the 2018-19 academic year for five cohorts of teachers placed through the QTR Grant Program. Evaluation data come from: (a) program-provided teacher recruitment, placement, and retention data; (b) district/charter school-provided educator effectiveness ratings (via programs); and (c) surveys administered to school leaders and teachers.

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
Overview: Initiative to improve effectiveness of school systems by increasing teacher quality and retention state-wide, supporting ongoing development of residents and mentor teachers, and enhancing capacity and collaborative leadership in partner schools and districts.	Overview: 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 at least two years teaching in high-needs classrooms.
Service area: Colorado Only	Service area: Colorado is one of 51 TFA regions
Commitment: Candidates agree to a 3-year commitment in the field of education (BTR supports candidates for up to 5 years, including the residency year).	Commitment: Corps members agree to a 2-year commitment, and program alumni are supported throughout their careers.
Admission process: 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).	Admission process: Corps members are admitted to the program, assigned to Colorado, and then apply for open teaching positions in partner districts.
Placement: 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 with a provisional license leading up to the receipt of an alternative license at the end of the first year.	Placement: In the first year, most candidates are corps members and are placed as teachers of record. Beginning in 2017-18, TFA CO began the Launch Fellowship, where candidates serve as residents in the classrooms of mentor teachers in the first year while working towards licensure. After the residency year, candidates can apply to join TFA and begin an additional two-year commitment.

Exhibit A. Program Overview (Continued)	
BTR	TFA - Colorado
Institute of Higher Education Partners: Metro State University of Denver, University of Colorado at Denver, Colorado State University Global Campus, Fort Lewis College, the University of Denver, the University of Northern Colorado, and Western State Colorado University (for optional Master's degree)	Institute of Higher Education Partners: University of Colorado-Denver's ASPIRE to Teach Alternative Licensure Program and Relay Graduate School of Education Master's Degree program (optional for corps members and required for Launch Fellows)
Designated agency for licensing: PEBC	Designated agency for licensing: University of Colorado-Denver's ASPIRE to Teach Program and Relay Graduate School of Education
Funding amount for FY2018-19: \$1,000,000	Funding amount for FY2018-19: \$1,960,00

Exhibit B provides the number of teachers initially placed each year through the grant and the number who continued teaching in grant-partner districts each year. Note that many BTR candidates served as resident teachers in the classroom of a mentor teacher during their first year in the program. Between 2013-14 and 2018-19, a total of \$14,720,000 has been awarded, \$5,940,000 to PEBC and \$8,780,00 to TFA Colorado.

Exhibit B. Teacher Placement and Retention in Grant-Partner Districts by Placement Year and Program		
Cohort	BTR	TFA - Colorado
5	89 teachers were placed in fall 2018 <ul style="list-style-type: none"> 82 (92%) completed the first year (2018-19) 	88 teachers were placed in fall 2018 <ul style="list-style-type: none"> 82 (93%) completed the first year (2018-19)
4	100 teachers were placed in fall 2017 <ul style="list-style-type: none"> 89 (89%) completed the first year (2017-18) 63 (63%) completed the second year (2018-19) 	81 teachers were placed in fall 2017 <ul style="list-style-type: none"> 74 (91%) completed the first year (2017-18) 62 (77%) completed the second year (2018-19)
3	98 teachers were placed in fall 2016 <ul style="list-style-type: none"> 90 (95%) completed the first year (2016-17) 85 (87%) completed the second year (2017-18) 76 (78%) completed the third year (2018-19) 	78 teachers were placed in fall 2016 <ul style="list-style-type: none"> 75 (96%) completed the first year (2016-17) 64 (82%) completed the second year (2017-18) 42 (54%) completed the third year (2018-19)
2	71 teachers were placed in fall 2015 <ul style="list-style-type: none"> 64 (91%) completed the first year (2015-16) 54 (77%) completed the second year (2016-17) 50 (70%) completed the third year (2017-18) 48 (68%) completed the fourth year (2018-19) 	92 teachers were placed in fall 2015 <ul style="list-style-type: none"> 84 (91%) completed the first year (2015-16) 75 (82%) completed the second year (2016-17) 43 (47%) completed the third year (2017-18) 38 (41%) completed the fourth year (2018-19)
1	66 teachers were placed in fall 2014 <ul style="list-style-type: none"> 61 (92%) completed the first year (2014-15) 57 (86%) completed the second year (2015-16) 52 (79%) completed the third year (2016-17) 50 (76%) completed the fourth year (2017-18) 48 (73%) completed the fifth year (2018-19) 	111 teachers were placed in fall 2014 <ul style="list-style-type: none"> 106 (95%) completed the first year (2014-15) 95 (86%) completed the second year (2015-16) 59 (53%) completed the third year (2016-17) 40 (36%) completed the fourth year (2017-18) 31 (28%) completed the fifth year (2018-19)

Notes: Numbers do not match prior reports for various reasons (e.g., teachers from year to year may move from non-grant partner districts to grant partner districts, and in these cases, teachers are counted as initially placed in partner districts to facilitate the calculation of retention rates).

In the 2018-19 academic year, summing across programs, **572 individuals** (317 from BTR and 255 from TFA CO) served the entire year in Colorado classrooms as part of the QTR Grant Program and served an estimated **40,300** students enrolled in historically hard-to-serve schools.

School Leader Survey

In the spring of 2019, the School Leader Survey was disseminated to school and district leaders to assess their perceptions of teacher training and supports for teachers placed in their schools/districts through the QTR Grant Program. In total, 51 participants completed the survey, 28 from BTR's regions (58% of potential participants) and 23 from TFA CO's regions (45% of potential participants). Exhibit C summarizes some of the main findings from the survey.

Exhibit C. Selected School Leader Findings	
BTR	TFA - Colorado
Leaders were asked to rate how well prepared BTR teachers were to be successful overall. The average rating was 3.71 out of 5 (between 3=Sufficiently and 4=Well).	Leaders were asked to rate how well prepared TFA teachers were to be successful overall. The average rating was 3.57 out of 5 (between 3=Sufficiently to 4=Well).
The average rating for overall satisfaction with the supports that PEBC provides to its teachers was 3.29 out of 4 (between 3=Satisfied and 4=Very satisfied).	The average rating for overall satisfaction with the supports that TFA Colorado provides its teachers was 2.95 out of 4 (between 3=Satisfied and 4=Very satisfied).
Overall, 92% of school leaders would continue to hire PEBC's BTR-trained teachers.	Overall, 77% of school leaders would continue to hire TFA Colorado-trained teachers.
Regarding the most positive aspect of working with PEBC's BTR program, school leaders noted the support that PEBC provides to the residents, teachers, and schools. BTR regional staff were noted as supporting and advocating for teachers and schools.	Regarding the most positive aspect of working with TFA Colorado, school leaders noted the quality and strengths of the candidates involved, as they were described as hardworking, dedicated, competent in subject matter, and willing to implement feedback and seek out support as needed.
As for changes or improvements, the most common request was for additional communication between PEBC and school and district administrators.	The main feedback around changes or improvements was that TFA Colorado could increase the effectiveness of communications .

Teacher Survey

In May of 2019, the Teacher Survey was disseminated to teachers (teachers of record and resident teachers) who served in Colorado classrooms through the QTR Grant Program. In total, 207 participants completed the survey, 73 from BTR's regions (22% of potential participants) and 134 from TFA CO's regions (52% of potential participants). Exhibit D summarizes some of the main findings from the survey.

Exhibit D. Selected Teacher Findings	
BTR	TFA - Colorado
Teachers were asked how well they thought the program prepared them to be successful teachers prior to starting in their school. The average rating was 3.9 out of 5 (between 3=Moderately well and 4=Very well).	Teachers were asked how well they thought the program prepared them to be successful teachers through its summer institute. The average rating was 2.5 out of 5 (between 2=Slightly well and 3=Moderately well).
Regarding specific BTR supports, teachers rated field observations and feedback from the program highest at 4.1 out of 5 (between 4=Very satisfied and 5=Extremely satisfied).	Regarding specific TFA Colorado supports, teachers rated having other TFA teachers in the same school highest at 3.7 out of 5 (between 3=Moderately satisfied and 4=Very satisfied).
Participants rated their overall satisfaction with their schools (3.7) and with BTR (3.9) highly (3=Moderately satisfied to 4=Very satisfied).	Participants rated their overall satisfaction with their schools (3.8) and with TFA Colorado (3.3) highly (3=Moderately satisfied to 4=Very satisfied).
As for changes or improvements that came from qualitative feedback, the most common request (n=4) was for more support from BTR after the initial residency year , as teachers shift into a teacher of record role.	As for changes or improvements that came from qualitative feedback, the most common request (n=3) was for more support from TFA Colorado , particularly for teachers in regions outside of Denver (n=2).

2019-20 Evaluation Efforts: In 2019-20, the evaluation will examine data on six cohorts of teachers placed through the QTR Grant Program. Consistent with previous reporting, data will include how many Cohort 6 candidates (first-year teachers) are placed in grant-partner districts and schools, as well as how many Cohort 1-5 teachers have been retained in grant-partner districts in the 2019-20 academic year. The 2019-20 evaluation also will include key informant interviews with school and district leaders to better understand experiences and satisfaction with programs from the perspective of participants. Through these efforts, the 2019-20 evaluation will provide a comprehensive look at six cohorts of teachers placed through the QTR Grant Program.

Introduction

Section 22-94-101, C. R. S. (Senate Bill 13-260), created the Quality Teacher Recruitment (QTR) 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 have continued to select and train teachers in partner districts as part of the QTR Grant Program. Between 2013-14 and 2018-19, a total of \$14,720,000 has been awarded, \$5,940,000 to PEBC and \$8,780,000 to TFA Colorado. For fiscal year 2018-19, PEBC received \$1,000,000 in funding and TFA Colorado received \$1,960,000.

The same legislation that authorized funding for the teacher preparation programs also allowed for a third-party evaluation of the program. The OMNI Institute (OMNI) was selected to serve as the evaluation contractor for all three grants (2013-15, 2015-17, and 2017-20). Prior evaluation reports for the grant are available on CDE’s website.¹ This report presents findings from the second year of the third evaluation period (2017-20) and examines five cohorts of teachers who served in classrooms during the 2018-19 academic year.

Table 1 describes the years in which teachers were in the classroom by cohort. In 2018-19, Cohort 1 teachers had been in the classroom for five years, Cohort 2 teachers had been in the classroom for four years, Cohort 3 teachers had been in the classroom for three years, Cohort 4 teachers had been in the classroom for two years, and Cohort 5 teachers had been in the classroom for one year, as either teachers of record or as residents in the classroom of a mentor teacher, depending on the program model. Teachers who served as residents during the first year in the classroom move on to serve as teachers of record in the second year.

TABLE 1.0 TEACHER COHORT BY ACADEMIC YEAR IN THE CLASSROOM

Cohort	2014-15	2015-16	2016-17	2017-18	2018-19
1	1 st year in classroom*	2 nd year in classroom	3 rd year in classroom	4 th year in classroom	5 th year in classroom
2		1 st year in classroom*	2 nd year in classroom	3 rd year in classroom	4 th year in classroom
3			1 st year in classroom*	2 nd year in classroom	3 rd year in classroom
4				1 st year in classroom*	2 nd year in classroom
5					1 st 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.

¹ <http://www.cde.state.co.us/educatortalent/qtrp>

Report Structure

The information presented in this report is organized to provide the reader with information on QTR grant-funded programs and results of evaluation questions pertaining to a) teacher recruitment, placement, retention, and effectiveness, from program- and district/charter school-provided data sources; b) district/charter school-provided educator effectiveness ratings (via programs); and c) school leader and teacher perceptions of program participation, from online surveys administered to school leaders and teachers.

The report is organized into the following sections:

- Background information on alternative teacher preparation programs and each funded program;
- Section I: Teacher recruitment, placement, retention, and effectiveness outcomes for each cohort of teachers placed since 2014; and
- Section II: School leader experiences and perspectives with each funded program, including overall satisfaction with programs and perceptions of quality of supports provided.
- Section III: Teacher experiences and perspectives with respective programs, including overall satisfaction with programs and perceptions of quality of supports provided.
- Appendix includes information about the Methods used; teachers' school placement and subject matter taught by program; and teacher survey demographic information.

Alternative Teacher Preparation Programs

Alternative teacher preparation programs 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 in one of the approved endorsement areas for alternative licensure, and
- Have obtained employment in an elementary or secondary school.²

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.³ Colorado Teacher Quality Standards

² For more information on alternative licensure through the Colorado Department of Education, please visit: <https://www.cde.state.co.us/cdeprof/path2alternative>. 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.

³ Colorado Department of Education. Designated Agencies for Alternative Teacher Preparation. Retrieved from: <https://www.cde.state.co.us/cdeprof/educator-preparation-institution->

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 responsibility for student growth.⁴ 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),⁵ 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. 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 partners with higher education institutions that provide credit for the residency experience as part of an optional Master’s degree that residents can pursue. From 2013 to 2017, Adams State University was BTR’s higher education partner and collaborated with BTR in providing initial licensure and Master’s degree program coursework to all candidates. In 2017, BTR shifted to a licensure-only model with multiple institutions of higher education partnering to offer credits or scholarships for the residency experience. This new model allows for greater scalability and flexibility for resident teachers. Currently, BTR partners with Metropolitan State University of Denver, University of Colorado at Denver, Colorado State University Global Campus, Fort Lewis College, the University of Denver, the University of Northern Colorado, and Western State Colorado University.

Program participants agree to remain in education for a three-year commitment during which they work toward earning an initial teaching license and an optional Master’s 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 teaching positions and most are hired in in BTR partner districts.

To be responsive to schools in rural districts with immediate needs for teachers of record, BTR developed a model to train teachers of record in the first year. 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 academic year. The teacher of record model in the first year is used only in

[search?field_endorsement_area_tid=All&field_ed_prep_grade_level_tid=All&field_region_served_tid=All&field_traditional_or_alternative_value=Alternative](#)

⁴ For more information on the Colorado Teacher Quality Standards, please visit:

<https://www.cde.state.co.us/educatoreffectiveness/teacherqualitystandardsreferenceguide>

⁵ In 2019, the Public Education & Business Coalition: Boettcher Teacher Residency program changed its formal name to the PEBC Teacher Residency. In future reporting, the program will be referred to as the PEBC Teacher Residency.

rural districts, with a slightly modified model of field coach support that is more intensive to fill the gap of not being in the classroom with a mentor teacher.

Teach For America Colorado

Teach For America (TFA) is a national education leadership development organization that was founded to reduce systemic inequities in the education sector. TFA's primary goal is to eliminate inequities through a two-pronged approach:

- Recruiting high-quality candidates with strong academic or leadership backgrounds to become teachers 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.

TFA Colorado coordinates teacher preparation for initial licensure in two phases: first, through a pre-service summer training institute offered in collaboration with the TFA national organization; and second, through its higher education partnerships with the University of Colorado Denver's ASPIRE to Teach Alternative Licensure Program (ASPIRE) and Relay Graduate School of Education (Relay GSE). As the designated licensing agencies for TFA Colorado, the programs provide **the** required instruction for the alternative teacher preparation program requirements during the first year. ASPIRE and Relay GSE also offer an optional Master's degree in the second year to corps members. Corps members may continue to teach beyond their initial two-year commitment, and while a number do continue to teach, many also go on to work in other fields, where TFA has demonstrated they continue to advocate for educational equity.

In 2017-18, TFA Colorado introduced the Launch Fellowship, a new teacher-in-training program developed by TFA Colorado in response to a growing body of research in support of the importance of diverse and homegrown candidates that have a stake in local Colorado communities. Launch Fellows complete a one-year pre-corps fellowship, serving as resident teachers in the classroom of a veteran mentor teacher, while they build the prerequisite knowledge and skill to apply to the TFA corps in the following year. Relay GSE is the higher education partner for the Launch Fellowship, and candidates are required to enroll in a two-year Master's degree program, through which they obtain initial licensure in the first year.

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

BTR and TFA Colorado provided OMNI with 2018-19 data for teachers from Cohorts 1 through 5. This section provides information on teacher recruitment, placement, retention and effectiveness. The goal of the QTR Grant 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 Grant Program; specifically, we count teachers as placed and retained when they are teaching in a QTR grant-partner district. Reasons for teachers leaving the profession/programs are summarized in aggregate across programs due to confidentiality concerns over small response numbers.

Number of Teachers Recruited, Placed, and Retained

Table 1.1 provides information on Cohort 1 teachers who were fifth-year teachers in 2018-19.

BTR. In 2018-19, Cohort 1 BTR teachers (initially placed in 2014-15) were in their fifth year of teaching and had met their three-year commitment to BTR in 2016-17. As Table 1.1 shows, of the 66 originally placed teachers, 49 (74%) began teaching in a grant-partner district in 2018-19. Of these teachers, 48 (73%) were retained in grant partner districts through the spring of 2019.

TFA Colorado. In 2018-19, Cohort 1 TFA teachers (initially placed in 2014-15) were fifth-year teachers and third-year alumni, meaning teachers had completed their two-year commitment to TFA in 2015-16. As Table 1.1 shows, of the 111 originally placed teachers, 31 (28%) Cohort 1 TFA alumni began teaching in a grant-partner district in 2018-19, and in the spring of 2019, all of those teachers completed the school year.

TABLE 1.1. RETAINED COHORT 1 TEACHERS (INITIALLY PLACED IN 2014-15) IN GRANT-PARTNER DISTRICTS IN 2018-19

	BTR	TFA CO
Initially placed in a grant partner district in 2014-15	66	111
Completed 1 st year of in grant partner district (2014-15)	62 (94%)	106 (96%)
Completed 2 nd year in a grant partner district (2015-16)	58 (88%)	95 (86%)
Completed 3 rd year in a grant partner district (2016-17)	53 (80%)	59 (53%)
Completed 4 th year in a grant partner district (2017-18)	50 (76%)	40 (36%)
Transferred to a non-grant partner over summer of 2018	-1	-4
Left teaching in summer of 2018	--	-2
"Unknown"	--	-1
Other	--	-2
Began 5 th year in a grant partner district (2018-19)	49 (74%)	31 (28%)*
Transferred to a non-grant partner district in fall of 2018	-1	--
Completed 5 th year in a grant partner district (2018-19)	48 (73%)	31 (28%)

Note: *The number of teachers does not match the 2018-19 Cohort 1-4 Fall Retention Report that was submitted to CDE, as two individuals took on other roles/positions within schools.

Table 1.2 below provides information on Cohort 2 teachers, who were in the fourth year of teaching in 2018-19.

BTR. In 2018-19, Cohort 2 BTR teachers (initially placed in 2015-16) were in the fourth year of teaching and had completed their three-year commitment with BTR in 2017-18. As Table 1.2 shows, 50 teachers (70%) began teaching in a grant-partner classroom in 2018-19. Of the 50 teachers who began the 2018-19 academic year, 48 (68%) were retained through the spring of 2019.

TFA Colorado. In 2018-19, Cohort 2 TFA teachers (initially placed in 2015-16) were in their fourth year of teaching and second-year TFA alumni, meaning teachers had completed their two-year commitment with the program in 2016-17. As Table 1.2 shows, 38 (41%) Cohort 2 TFA alumni began teaching in a grant-partner district in 2018-19 and all 38 were retained through the spring of 2019.

TABLE 1.2. RETAINED COHORT 2 TEACHERS (INITIALLY PLACED IN 2015-16) IN GRANT-PARTNER DISTRICTS IN 2018-19

	BTR	TFA CO
Initially placed in a grant partner district in 2015-16	71	92
Completed 1 st year in a grant partner district (2015-16)	65 (92%)	84 (91%)
Completed 2 nd year in a grant partner district (2016-17)	55 (78%)	75 (82%)
Completed 3 rd year in a grant partner district (2017-18)	50 (70%)	43 (47%)
Transferred to a non-grant partner district summer 2018	-1	-3
Left teaching in summer of 2018	--	-1
Other	--	-1
"Unknown"	-1	--
Began 4 th year in a grant partner district (2018-19)	48 (68%)*	38 (41%)*
Completed 4 th year in a grant partner district (2018-19)	48 (68%)	38 (41%)

Note: *The number of teachers does not match the 2018-19 Cohort 1-4 Fall Retention Report that was submitted to CDE. For BTR, information was updated to reflect that one teacher transferred to a non-grant partner district over the summer of 2018 and one teacher's placement was not known. For TFA CO, one individual took another role/position within a school.

Table 1.3 below provides information on Cohort 3 teachers, who were in the third year of teaching in 2018-19.

BTR. In 2018-19, Cohort 3 BTR teachers (initially placed in 2016-17) were in the third year of a three-year commitment with BTR. As Table 1.3 shows, 82 (84%) teachers began teaching in a grant-partner classroom in 2018-19, and 76 (78%) teachers were retained in grant-partner districts through the spring of 2019. Six of the seven teachers who were not retained transferred to non-grant partner districts in the 2018-19 academic year.

TFA Colorado. In 2018-19, Cohort 3 TFA corps members (initially placed in 2016-17) were in their third year of teaching and were first-year TFA alumni, meaning teachers had completed their two-year commitment with the program in 2017-18. As Table 1.3 shows, 42 (54%) TFA alumni began teaching in a grant-partner district in 2018-19, and all 42 were retained through the spring of 2019.

TABLE 1.3. RETAINED COHORT 3 TEACHERS (INITIALLY PLACED IN 2016-17) IN GRANT-PARTNER DISTRICTS 2018-19

	BTR	TFA CO
Initially placed in a grant partner district in 2016-17	98	78
Completed 1st year in a grant partner district (2016-17)	93 (95%)	75 (96%)
Completed 2nd year in a grant partner district (2017-18)	85 (87%)	64 (82%)
Transferred to a non-grant partner district summer 2018	--	-11
Left teaching in summer of 2018	-3	-8
Other	--	-2
"Unknown"	--	-1
Began 3rd year in a grant partner district (2018-19)	82 (84%)*	42 (54%)*
Left teaching in fall 2018	-1	--
Transferred to a non-grant-partner district	-6	--
Completed 3rd year in a grant partner district (2018-19)	76 (78%)	42 (54%)

Note: *The number of teachers does not match the 2018-19 Cohort 1-4 Fall Retention Report that was submitted to CDE. For BTR, information was updated to reflect that one additional teacher transferred to a non-grant partner district over the summer of 2018. For TFA CO, two individuals took other roles/positions within schools.

Table 1.4 below provides information on Cohort 4 teachers, who were in the second year of the programs in 2018-19.

BTR. In 2018-19, Cohort 4 BTR teachers (initially placed in 2017-18) were in the second year of a three-year commitment with BTR. As Table 1.4 shows, 68 (68%) teachers began teaching in a grant-partner classroom in 2018-19, and 63 (63%) teachers were retained in grant-partner districts through the spring of 2018. The five teachers who were not retained transferred to non-grant partner districts in the 2018-19 academic year.

TFA Colorado. In 2018-19, Cohort 4 TFA corps members (initially placed in 2017-18) were in their second year of teaching and in the second year of a two-year commitment with the program. As Table 1.4 shows, 63 (78%) TFA corps members began teaching in a grant-partner district in 2018-19, and 62 were retained through the spring of 2019.

TABLE 1.4. RETAINED COHORT 4 TEACHERS (INITIALLY PLACED IN 2017-18) IN GRANT-PARTNER DISTRICTS 2018-19

	BTR	TFA CO
Initially placed in a grant partner district in 2017-18	100	81
Completed 1st in a grant partner district (2017-18)	89 (89%)	74 (91%)
Transferred to a non-grant partner district summer 2018	-8	-1
Left program over summer 2018	-10	-3
Launch fellows did not join TFA but remained in teaching	--	-6
"Unknown"	--	-1
Other	-3	--
Began 2nd year in a grant partner district (2018-19)	68 (68%)*	63 (78%)*
Left teaching in fall 2018	--	-1
Transferred to a non-grant-partner district	-5	--
Completed 2nd year in a grant partner district (2018-19)	63 (63%)	62 (77%)

Note: *The number of teachers does not match the 2018-19 Cohort 1-4 Fall Retention Report that was submitted to CDE. For BTR, information was updated to reflect that nine additional teachers (for a total of 10) left teaching over the summer of 2018. For TFA CO, six Launch Fellows remained in teaching but were not accepted into the TFA Corps, so these teachers were not considered retained in the program.

Table 1.5 provides the number of new candidates placed for the 2018-19 academic year, including how many were recruited and placed and how many remained in the program through the spring of 2019.

BTR sought to place 154 teachers for the 2018-19 academic year. The program recruited 89 individuals and placed 89 in grant-partner districts. Eighty-two teachers (92%) remained in a grant partner district through the spring of 2019. Six of the seven individuals who left the program had been placed as residents.

TFA Colorado sought to place 99 teachers. The program recruited 105 individuals and placed 88 in grant-partner districts. Of these 88, 82 (93%) placed teachers remained in a grant partner district through the spring of 2019. All six individuals who left the program had been placed as teachers of record (i.e., as corps members).

TABLE 1.5. RETAINED COHORT 5 TEACHERS (INITIALLY PLACED IN 2018-19) IN GRANT-PARTNER DISTRICTS 2018-19

	BTR	TFA CO
Target numbers*	154	99
Recruited	89	105
Not placed	--	17
Placed in a grant-partner district	89	88
Placed as teachers of record	31	80
Placed as resident teachers	58	8
Did not complete first year in program	-7	-6
Completed 1st year of teaching (2018-19)	82 (92%)	82 (93%)

*Target numbers were provided by programs. Retention rates are calculated using placement numbers.

Reasons for Leaving

Reasons that teachers left programs/the profession are presented below. For confidentiality purposes due to small sample sizes, information on reasons for leaving is aggregated across programs and across cohorts, meaning teachers' reasons for leaving programs/the profession are presented overall and not by program or cohort. Teachers who transferred to non-grant partner districts are not included in this summary.

Summer of 2018: Although reasons teachers left programs/the profession over the summer of 2018 were included in a previous report to CDE, below we provide the information again, as it was updated by programs. Across programs, a total of 45 teachers left programs/the profession over the summer of 2018 (17 from BTR, and 28 from TFA Colorado). Reasons for leaving included:

- Left the profession (13)
- Obtained employment in a district or school but not as a teacher (5)
- Pursuing further education (5)
- "Unknown" information for the teacher (4)
- Unable to complete program requirements (3)
- Moved out of state/country (3)
- Personal extenuating circumstances (2)
- Asked to leave by the program (2)
- Took a position as a homeschool teacher (1)
- Took a position in a non-education-related profession (1)
- Upon completing the Launch Fellowship were not accepted into the TFA program (6)⁶

Spring of 2019: Over the 2018-19 academic year, a total of 15 teachers left programs/the profession (eight from BTR, and seven from TFA Colorado), Reasons for leaving included:

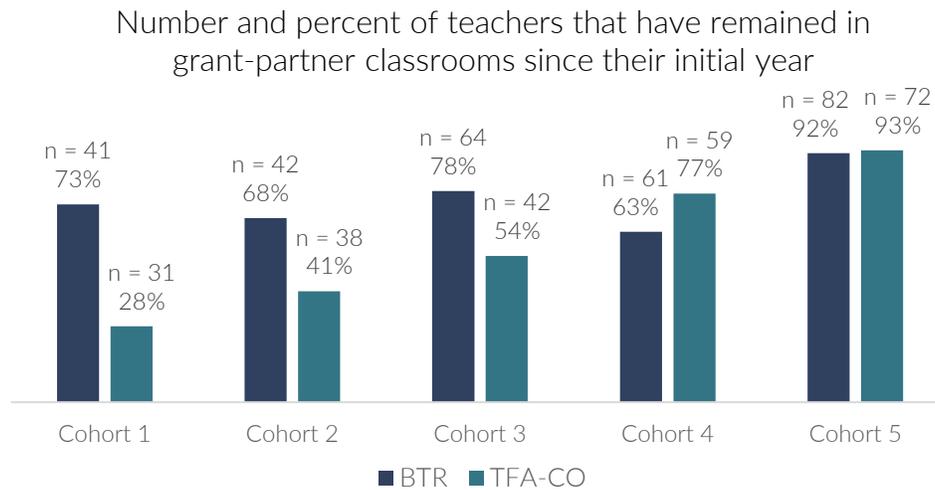
- Candidate determined that the program was not a good fit (6)
- Personal extenuating circumstances (4)
- Asked to leave by the program (3)
- Unable to complete program requirements (1)
- Moved out of state (1)

⁶ Although the six Launch fellows were not accepted into the corps, all remained in teaching - one in an out-of-state school and five remained in TFA-partner schools.

Summary

Summing across programs, **572 individuals** (317 from BTR and 255 from TFA) served in Colorado classrooms throughout the 2018-19 academic year as part of the QTR Grant Program.

FIGURE 1.1. TEACHER RETENTION BY COHORT AND BY PROGRAM



Examining the average retention rates across cohorts by year and by program reveals that programs generally have a high proportion of teachers who serve in grant-partner districts in years 1 and 2, with rates more varied by program in year's 3 and 4.

TABLE 1.6. AVERAGE RETENTION RATE BY YEAR AND PROGRAM

Average Retention* Rate	BTR	TFA CO	# of cohorts in calculations
First year in classroom	92%	93%	5
Second year in classroom	79%	82%	4
Third year in classroom	76%	51%	3
Fourth year in classroom	72%	39%	2

*Defined as serving in a grant-partner district.

District and School positions in 2018-19

Tables 1.7 and 1.8 provide information on the number of individuals who were initially placed in teaching positions in 2018-19, by district and cohort, for BTR and TFA Colorado, respectively (for full placements in school positions, see Appendix A).

- In 2018-19, 336 BTR teachers of record and residents were initially placed in 46 partner school districts; there were also placements within two charter school systems.
- In 2018-19, 262 TFA corps members were placed in three partner school districts; there were also placements within three charter school systems and one early childhood education system.

TABLE 1.7. NUMBER OF TEACHERS IN BTR PARTNER DISTRICTS BY COHORT IN 2018-19

District	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Total by district
Adams 12 Five Star Schools	4	5	2	2	3	16
Alamosa Re-11J School District	4	6	2	0	0	12
Archuleta County 50 JT School District	0	2	3	3	2	10
Aurora Public Schools	14	6	9	7	7	43
Bayfield School District	0	0	0	1	3	4
Boulder Valley School District	0	0	1	0	0	1
Brighton School District 27J	2	4	6	4	12	28
Buffalo School District RE-4J	0	0	0	1	0	1
Centennial School District	0	0	0	0	2	2
Center School District	1	1	3	0	0	5
Charter School Institute	0	0	2	1	7	10
Cherry Creek School District	0	0	0	1	0	1
Clear Creek Schools	0	0	0	1	0	1
Denver Public Schools	1	3	4	13	15	36
Denver Public Schools Charter Schools	0	0	3	2	0	5
Dolores RE-4A School District	1	0	1	1	4	7
Dolores County School District RE-2J	0	3	0	0	1	4
Douglas County School District	0	0	3	1	0	4
Durango School District 9-R	1	3	5	2	4	15
Eagle County Schools	0	0	0	0	0	0
Englewood 1 School District	0	0	2	0	0	2
Estes Park School District R-3	0	0	0	1	0	1
Frenchman School District RE-3	0	0	0	1	0	1
Holyoke School District	0	0	0	3	0	3
Ignacio School District 11-JT	3	1	2	3	3	12
JEFFCO Public Schools	4	4	3	5	1	17
Lone Star 101 School District	0	0	1	3	0	4
Mancos School District Re-6	0	0	0	1	2	3
Manzanola School District	0	0	1	0	0	1
Mapleton Public Schools	2	3	6	0	3	14
Moffat School District	1	0	0	0	0	1
Monte Vista School District No. C-8	4	2	4	1	4	15
Montezuma-Cortez School District Re-1	1	2	6	5	13	27
Montrose County School District RE-1J	0	1	0	0	0	1
Mountain Valley Re 1 School District	0	0	1	0	1	2
North Conejos School District	3	1	1	0	1	6
RE-1 Valley School District	0	0	2	0	0	2
Rocky Ford School District R-2	1	0	5	0	0	6
Sangre de Cristo RE-22J School District	0	0	0	0	1	1

Table 1.7. NUMBER OF TEACHERS IN BTR PARTNER DISTRICTS BY COHORT IN 2018-19
(CONTINUED)

Sierra Grande R-30 School District	0	0	0	1	0	1
Silverton School	0	0	0	1	0	1
South Conejos School District No. Re10	0	1	0	0	0	1
St. Vrain Valley School District	0	0	0	1	0	1
Trinidad School District 1	1	0	0	0	0	1
Weld County School District 6	1	0	1	0	0	2
Westminster Public Schools	0	0	1	0	0	1
Wray School District RD-2	0	0	0	2	0	2
Yuma School District-1	0	0	2	0	0	2
Total	49	48	82	68	89	336

TABLE 1.8. NUMBER OF TEACHERS IN TFA CO PARTNER DISTRICTS, BY COHORT IN 2018-19

District	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Total by district
Charter School Institute	0	1	0	2	3	6
Denver Public Schools	13	11	18	21	29	92
Denver Public School Charter Schools	12	17	13	28	29	99
Early childhood education centers	0	0	0	0	8	8
Harrison School District 2	4	4	8	6	11	33
Harrison School District 2 Charter Schools	1	2	0	0	0	3
Pueblo City Schools	1	3	3	6	8	21
Total	31	38	42	63	88	262

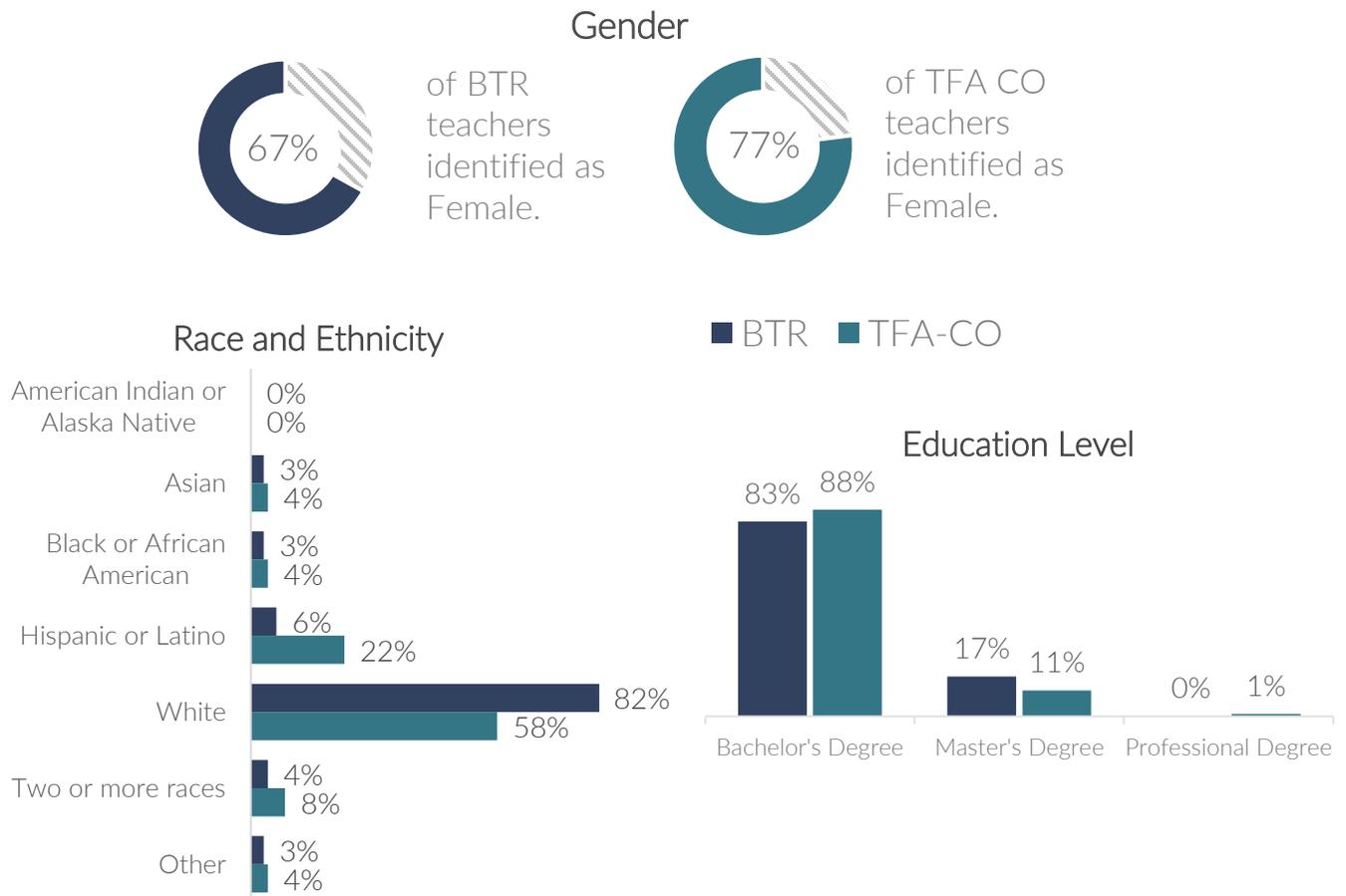
Tables 1.9 describes the age of Cohort 5 teachers, and Figure 1.2 describes the available demographic characteristics of Cohort 5 teachers who remained in grant-partner districts through the spring of 2019, by program. Please see prior QTR Grant Program reports for demographic information on Cohorts 1 through 4.

TABLE 1.9. AGE OF COHORT 5 TEACHERS PLACED IN 2018-19

	BTR (N=82)	TFA CO (N=73)
Range	23-63	21-39
Mean (SD)	33	25
Median	28	23

Note. Age for Cohort 1 through 4 teachers initially placed through the grant can be found in previous reports.

FIGURE 1.2. GENDER, RACE/ETHNICITY, AND EDUCATION LEVEL OF COHORT 5 TEACHERS PLACED IN 2018-19



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. Table 1.10 below presents the HQ status for all teachers in Cohorts 1 through 5 who completed the 2018-19 academic year.

TABLE 1.10. NUMBER OF BTR TEACHERS WITH HQ STATUS, BY COHORT IN 2018-19

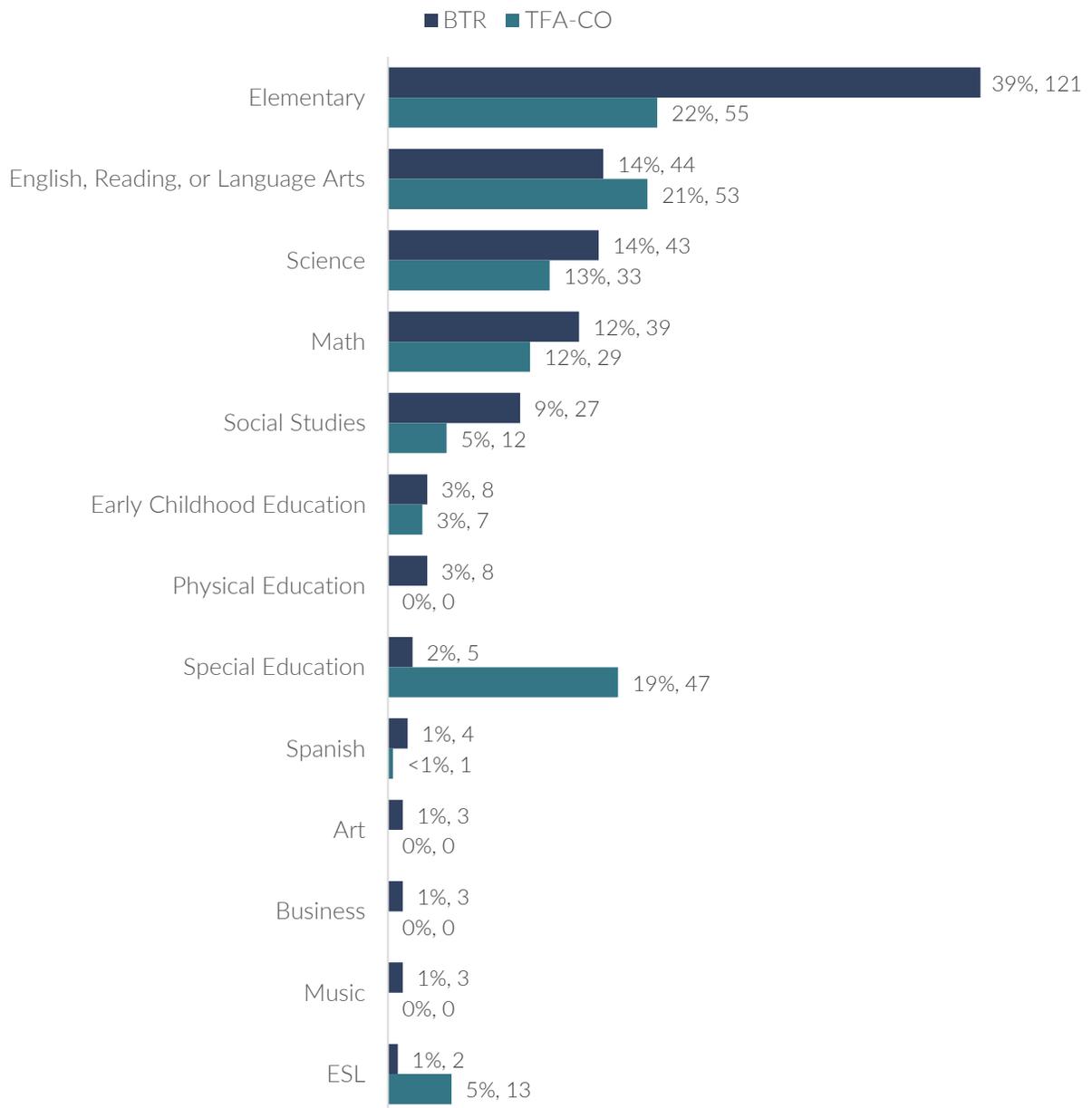
Cohort	BTR	TFA - Colorado
1	46 out of 48 Cohort 1 (fifth year) teachers were required to meet HQ qualifications and 41 (89%) met the qualifications.*	31 Cohort 1 (fifth year) teachers were required to meet HQ qualifications and all 31 (100%) met the qualifications.
2	46 out of 48 Cohort 2 (fourth year) teachers were required to meet HQ qualifications and 42 (91%) met the qualifications.	38 Cohort 2 (fourth year) teachers were required to meet HQ qualifications and all 38 (100%) met the qualifications.
3	73 out of 76 Cohort 3 (third year) teachers were required to meet HQ qualifications and 64 (88%) met the qualifications.*	42 Cohort 3 (third year) teachers were required to meet HQ qualifications and all 42 (100%) met the qualifications.
4	62 out of 63 Cohort 4 (second year) teachers were required to meet HQ qualifications and all 61 (98%) met the qualifications.*	60 out of 62 Cohort 4 (second year) teachers were required to meet HQ qualifications and 59 (98%) met the qualifications.
5	82 Cohort 5 (first year) teachers were required to meet HQ qualifications and all 82 (100%) met the qualifications.*	82 Cohort 4 (first year) teachers were required to meet HQ qualifications and 72 (88%) met the qualifications.

Note: *For BTR, HQ requirements did not apply to two Cohort 1 teachers who were teaching PE; to two Cohort 2 teachers - one who was teaching PE and one who was serving as a Gifted & Talented Coordinator; to three Cohort 3 teachers who were teaching Business, Leadership, and Welding; and to one Cohort 4 teacher who was teaching PE. **For TFA CO, two Cohort 4 teachers' HQ status was not known at the time of the report. Valid percentages that omit these data were used.

Subjects/Grade Levels Taught

Figure 1.3 and Tables 1.11 and 1.12 provide information on the subjects and grade levels taught by teachers who were retained in the program through the spring of 2019. Figure 1.3 on the number of teachers by primary subject area taught aggregates information across Cohorts 1 through 5 in order to visually display the subject areas taught (see Tables A.3 and A.4 in the appendix for subject area taught by cohort). When interpreting Tables 1.11 and 1.12, 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 who were retained.

FIGURE 1.3. PERCENT AND NUMBER OF TEACHERS BY PRIMARY SUBJECT AREA IN 2018-19



Note: For BTR, two Cohort 1 teachers and one Cohort 2 teacher were indicated as teaching two primary subject areas. These teachers were omitted from calculations. For TFA CO, one Cohort 1 teacher and one Cohort 5 teacher were indicated as teaching two primary subject areas, and one Cohort 2 and one Cohort 5 teacher were missing subject matter area. These teachers were omitted from calculations. Further, for BTR, one teacher taught Family and Consumer Studies, one was a Gifted & Talented Coordinator, one taught Leadership, and one taught Welding. For TFA CO, one teacher coordinated Exceptional Student Services. These teachers were omitted from the figure for clearer visualization (See the appendix for further information on subject area taught by cohort). Percentages shown may not total to 100% due to rounding.

TABLE 1.11. NUMBER OF BTR TEACHERS BY GRADE LEVEL BY COHORT IN 2018-19

Grade Level	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
	n	n	n	n	n
Pre-K	0	0	0	3	5
K	4	3	6	7	9
1 st	4	7	7	5	12
2 nd	9	5	9	8	7
3 rd	5	2	10	7	10
4 th	9	5	8	4	6
5 th	3	6	9	4	8
6 th	6	14	16	15	23
7 th	6	15	17	18	23
8 th	6	16	20	13	23
9 th	9	17	27	17	26
10 th	8	16	28	17	24
11 th	8	16	27	17	25
12 th	8	16	27	17	25

TABLE 1.12. NUMBER OF TFA CO TEACHERS BY GRADE LEVEL BY COHORT IN 2018-19

Grade Level	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
	n	n	n	n	n
Pre-K	0	0	0	0	7
K	6	3	4	7	13
1 st	6	2	3	8	14
2 nd	2	3	7	4	13
3 rd	2	4	4	5	18
4 th	2	3	5	6	20
5 th	4	7	5	10	20
6 th	5	6	6	9	17
7 th	2	7	6	13	19
8 th	2	6	8	9	13
9 th	10	6	6	13	15
10 th	8	5	8	9	16
11 th	7	9	6	5	16
12 th	7	7	5	5	14

Students Served

The QTR Grant Program served an estimated **40,300** students enrolled in historically hard-to-serve schools in 2018-19. BTR teachers served an estimated 26,800 students, and TFA CO served an estimated 13,500 students through the 2018-19 academic year. This year, both programs provided information on the number of students taught by QTR Grant Program teachers as estimates. Each program has their own organizational formulas for calculating an average

number of students taught by teachers.⁷ Tables 1.13 and 1.14 present information on the estimated total number of students served by teachers' primary subject area.

TABLE 1.13. TOTAL NUMBER OF STUDENTS SERVED BY BTR BY SUBJECT AREA BY COHORT IN 2018-19

Primary Subject Area	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Total # students served by subject area
	# of students served	# of students served	# of students served	# of students served	# of students served	
Art	0	125	0	250	0	375
Business	0	0	125	125	125	375
Early childhood education	0	0	0	90	150	240
Economics	125	0	0	0	0	125
Elementary	810	480	720	660	960	3,630
English, Reading, or Language Arts	500	375	2,250	280	2,000	5,405
ESL	250	0	0	0	0	250
Family and Consumer Studies	0	0	0	125	0	125
Gifted & Talented Coordinator	0	125	0	0	0	125
Health	125	0	0	0	0	125
Leadership	0	0	125	0	0	125
Math	500	1,000	1,250	750	1,500	5,000
Music	0	0	125	125	0	250
Physical Education	250	125	0	375	250	1,000
Science	375	1,000	1,125	1,750	1,125	5,375
Social Studies	375	875	750	625	625	3,250
Spanish	0	125	125	250	0	500
Special Education	0	30	120	0	0	150
Welding	0	0	125	0	0	125
Subject missing*	125	125	0	0	0	250
Total	3,435	4,385	6,840	5,405	6,735	26,800

*Note: There was one teacher in Cohort 1 and one teacher in Cohort 2 who taught in the 2018-19 academic year but for whom subject area was missing. These two teachers reached an estimated 250 students according to BTR.

⁷ In past years, TFA Colorado provided estimated counts on the number of students taught using their own algorithm. BTR used teacher-provided data on actual counts of students taught. Last year, the BTR program also started providing estimated counts using their own formula.

TABLE 1.14. TOTAL NUMBER OF STUDENTS SERVED BY TFA CO BY SUBJECT AREA BY COHORT IN 2018-19

Primary Subject Area	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Total # students served by subject area
	# of students served	# of students served	# of students served	# of students served	# of students served	
Early Childhood Education	0	0	0	0	378	378
Elementary	270	216	540	810	1,134	2,970
English, Reading, or Language Arts	378	648	486	756	594	2,862
Exceptional Student Services	0	0	54	0	0	54
ESL	54	108	54	216	270	702
Math	0	270	540	162	432	1,404
Science	378	324	162	432	486	1,782
Social Studies	54	216	108	162	108	648
Spanish	0	0	0	0	54	54
Special Education	324	216	324	810	864	2,538
Subject missing*	0	54	0	0	54	108
Total	1,458	2,052	2,268	3,348	4,374	13,500

*Note: There was one teacher in Cohort 2 and one teacher in Cohort 5 who taught in the 2018-19 academic year but for whom subject area was missing. These teachers reached an estimated 108 students according to TFA CO.

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 programs report the effectiveness ratings of teachers placed each year through the grant. Each program requested effectiveness ratings from partner districts and charter schools for teachers placed through the grant who were in the classroom during the 2018-19 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 2019, and OMNI will provide an updated report on effectiveness ratings for teachers placed through the grant to CDE in December of 2019.

Below, based on available data, we report ratings separately by cohort only when data for a sufficient number of teachers (i.e., 16) 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 2018-19, 317 BTR teachers served in classrooms in grant-partner districts for the entire 2018-19 academic year: 48 Cohort 1, fifth-year teachers (all teachers of record); 48 Cohort 2, fourth-year teachers (all teachers of record); 76 Cohort 3, third-year teachers (all teachers of record); 63 Cohort 4, second-year teachers (all teachers of record); and 82 Cohort 5, first-year teachers (52 as residents in the classroom of a mentor teacher and 30 as teachers of record). BTR obtained district-provided effectiveness ratings for 37 (13%) of the 265 teachers of record⁸:

- 12 from Cohort 1 (25% of Cohort 1 teachers) across six districts (urban and rural);
- 12 from Cohort 2 (25% of Cohort 2 teachers) across five districts (urban and rural);
- Three from Cohort 3 (4% of Cohort 3 teachers) across three districts (urban and rural);
- Four from Cohort 4 (8% of Cohort 4 teachers) across three districts (urban and rural); and
- Six from Cohort 5 (12% of Cohort 5 teachers of record) across four districts (all rural).

Of the 37 teachers from Cohorts 1-5 with effectiveness ratings, **30 (81%) were rated as effective or higher**. Please note that due to the small sample sizes that cohort-level ratings are not included.

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, PEBC conducts their own evaluations of residents. In the past, PEBC used the BTR Teacher Development Rubric. This year, the program evaluated teachers on the High Priority Resident Practices rubric, which they then translated into *Highly Effective*, *Effective*, *Partially Effective*, or *Ineffective* ratings. Ratings were provided on 51 of the 52 residents (98%) placed in partner districts in 2018-19. According to ratings, **42 (82%) of the 51 resident teachers who completed the year were rated as effective or higher**.

TFA Colorado

In 2018-19, 255 grant-funded corps members, alumni, and Launch fellows served in classrooms in grant-partner districts for the entire 2018-19 academic year – 31 from Cohort 1, fifth-year teachers (all teachers of record); 38 from Cohort 2, fourth-year teachers (all teachers of record); 42 from Cohort 3, third-year teachers (all teachers of record); 62 from Cohort 4, second-year teachers (all teachers of record); and 82 from Cohort 1, first-year teachers (74 teachers of record, 8 residents in the classroom of mentor teachers).

⁸ Regarding the lower response rate, PEBC's data request was sent out later in the summer than typical and many school leaders were out for the summer and not responding to emails. PEBC will continue to collect educator effectiveness ratings through the fall of 2019. OMNI will submit an updated report on educator effectiveness ratings to CDE in December of 2019.

Teachers in charter school placements are rated for effectiveness through charter schools and do not receive educator effectiveness ratings from districts. Thirty-nine percent (n=99) of TFA Colorado teachers were in charter school placements. In the 2018-19 academic year, TFA Colorado developed a new system for collecting effectiveness data in three phases, prioritizing receiving data directly from district and charter network partners when available to maximize accuracy and efficiency.

- **Phase 1:** Request aggregated effectiveness data from district data administrators and charter network data administrators on all cohort members currently teaching in schools in their district/network. Because charter schools and networks do not use standardized rating systems, charter partners are asked to convert their effectiveness data to match the rating scale used by districts (*Highly Effective, Effective, Partially Effective, or Ineffective*).
- **Phase 2:** In cases where network or district-level data is unavailable, request effectiveness data from school principals/administrators, using the same scale described above.
- **Phase 3:** For any remaining unreported data, request self-reported student achievement data directly from teachers based on their end-of-year assessment scores. Student achievement data comes on a 4-point scale that aligns with the state's performance framework. TFA then translates these ratings into an equivalent effectiveness rating. TFA Colorado recognizes that this is an imperfect translation, which is why this method is given lowest priority and is only used to gather effectiveness ratings on a small number of teachers for whom data was not reported during phases 1 and 2.⁹

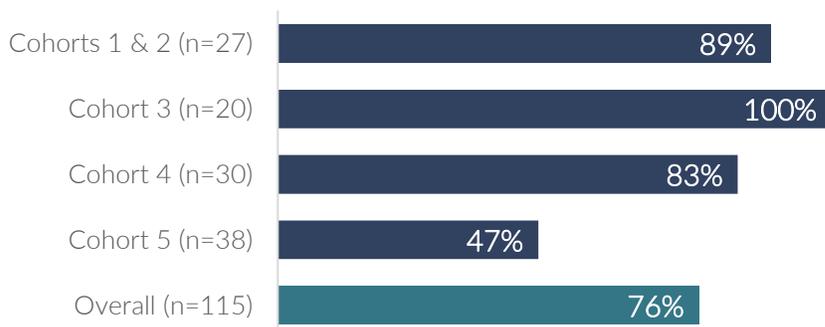
To date, TFA has obtained effectiveness ratings for 115 (47%) of the 247 teachers using the combination of methods discussed above:

- 14 from Cohort 1 (45% of Cohort 1 teachers) across three districts;
- 13 from Cohort 2 (34% of Cohort 2 teachers) across three districts;
- 20 from Cohort 3 (48% of Cohort 3 teachers) across three districts;
- 30 from Cohort 4 (48% of Cohort 4 teachers) across three districts; and
- 38 from Cohort 5 (51% of Cohort 5 teachers, all teachers of record) across three districts.

Figure 1.2 shows effectiveness ratings for TFA Colorado teachers. Across districts and measurement approaches, of the 115 TFA corps members and alumni with effectiveness ratings, **87 (76%) were rated as effective or higher**. As Figure 1.2 also shows, educator effectiveness ratings for teachers increase after the first two years in the classroom.

⁹ No teachers were rated using the Phase III approach in this report, although this approach may be utilized in future reporting.

FIGURE 1.2. TFA COLORADO TEACHERS RATED AS EFFECTIVE OR HIGHER BY COHORT IN 2017-18



Note: Due to the small sample sizes for Cohorts 1 and 2, educator effectiveness ratings are combined.

Denver Public Schools (DPS) and Denver Charter Schools

187 TFA corps members, alumni, and Launch fellows completed teaching the 2018-19 academic year in DPS (n=90) and Denver charter school systems (n=97). This included 25 teachers from Cohort 1, 28 from Cohort 2, 31 from Cohort 3, 48 from Cohort 4, and 55 from Cohort 5 (47 corps members and eight residents in the classroom of mentor teachers [four resident teachers at DPS, and four resident teachers in Denver charter school systems]). Of the 179 teachers for whom educator effectiveness ratings apply,

- 71 of the 86 (83%) teachers of record in DPS had DPS-provided effectiveness ratings; and
- TFA Colorado was in process of obtaining ratings for Denver charter placed-teachers.

DPS uses the Leading Effective Academic Practice (LEAP) system and the Framework for Effective Teachers¹⁰ 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, 51 of the 71 (72%) teachers in DPS were rated as *Effective* or *Distinguished*.** Ratings are not further broken down for each cohort due to the small sample sizes between cohorts.

For the 93 teachers of record in Denver charter placements, TFA Colorado will continue efforts to gather ratings, and OMNI will provide an updated report on effectiveness ratings for teachers placed through the grant to CDE in December of 2019.

Effectiveness ratings are not provided for the eight Denver-based Launch fellows, as residents placed in classrooms with a mentor teacher do not receive educator effectiveness ratings from the district, and TFA had not yet developed a rating system for Launch fellows at the time of this report.

¹⁰ http://leap.dpsk12.org/LEAP/media/Main/PDFs/2017-LEAP-Teacher-Handbook_web.pdf

Harrison School District 2 and Harrison Charter Schools

In 2018-19, 36 TFA teachers completed teaching in Harrison School District 2 (n=33) and charter schools (n=3), including five from Cohort 1, six from Cohort 2, eight from Cohort 3, six from Cohort 4, and 11 from Cohort 5. Of the 36 teachers,

- 29 out of 33 (88%) teachers in Harrison School District 2 had effectiveness ratings provided by the district.
- TFA Colorado was in process of obtaining ratings for the three Harrison charter placed-teachers.

Of the 29 teachers with district-provided ratings, **23 (79%) were rated as *Effective* or *Highly Effective* for Harrison School District 2.** Effectiveness ratings are not presented by cohort due to the small sample sizes between cohorts.

For the three teachers placed in Harrison charter schools, TFA Colorado will continue efforts to gather ratings, and OMNI will provide an updated report on effectiveness ratings for teachers placed through the grant to CDE in December of 2019.

Pueblo City Schools

In 2018-19, 20 TFA teachers completed teaching in Pueblo City Schools, including one from Cohort 1, three from Cohort 2, three from Cohort 3, six from Cohort 4, and seven from Cohort 5. However, due to the small sample size of teachers who had educator effectiveness ratings (n=15), effectiveness ratings are not presented for teachers.

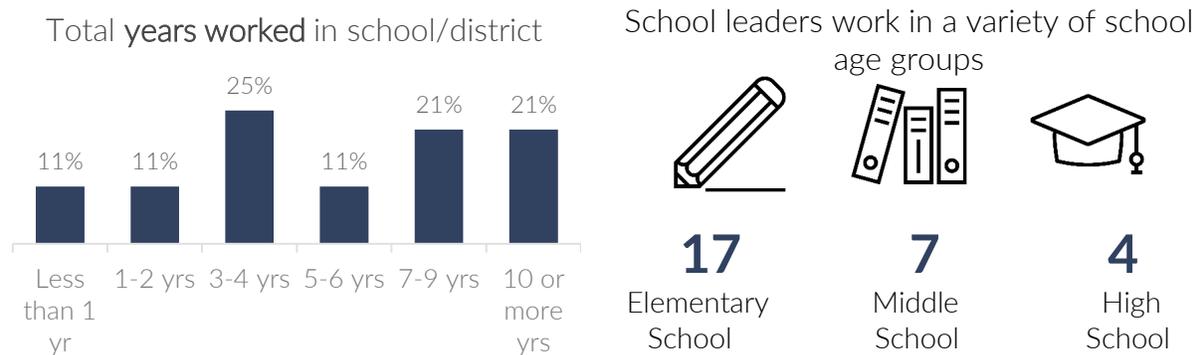
Finally, it should be noted that there were six teachers placed in Charter School Institute and six teachers placed in Early Childhood Education Centers. TFA Colorado was in process of obtaining effectiveness ratings for these teachers and will continue efforts to gather ratings through the fall of 2019. OMNI will provide an updated report on effectiveness ratings for these teachers to CDE in December of 2019.

Section 2: School Leader Perspectives

In the spring of 2019, the School Leader Survey was disseminated to school and district leaders¹¹ to assess their perceptions of teacher training and supports for teachers placed in their schools/districts through the QTR Grant Program. Below, we present findings from the survey for BTR and TFA.

BTR School Leader Survey Findings

The School Leader Survey was distributed to 48 school and district leaders, and 58% (n=28) completed it. Most respondents were school-level leaders, with only four district-level leaders responding. Three out of four (75%) respondents were in rural districts and they had been in their schools/districts for varying amounts of time. School leaders were in traditional elementary, middle and high schools.¹²



Leaders reported a range of experience with having BTR-trained teachers/residents in their schools/districts (mean years of experience with BTR = 4.1 years, range 1 to 15). There was also variation in the number of individuals placed in their schools/districts for the 2018-19 academic year.

- Number of teachers of record in school/district in 2018-19 (mean = 3.3, range 0 to 7).
- Number of first-year teachers of record in school/district in 2018-19 (mean = 1.6, range 0 to 6).
- Number of residents in school/district in 2018-19 (mean = 1.7, range 0 to 4).

¹¹ For the most part, school leaders were contacted to complete the survey about their experiences with BTR teachers. District leaders were contacted in rural areas in which district leaders had direct involvement with BTR teachers. For simplicity, we refer to the survey as the School Leader Survey and use the term Leaders to describe both school and district respondents.

¹² 63% of respondents indicated the type of school in which they serve (traditional or charter). Of those who responded, all indicated working in a traditional school setting.

BTR Teacher Preparation

Leaders were asked to rate how well prepared BTR teachers were in core competencies such as knowledge of subject matter, managing classroom behavior, and reflecting on their work to improve student learning. Ratings were given on a 5-point scale from 1-*Not at all prepared* to 5-*Very well prepared*; school and district leader scores were combined.

FIGURE 2.1 BTR TEACHER PREPARATION RATINGS

Across all areas, BTR teachers/residents were rated as *Sufficiently to Very well prepared*.



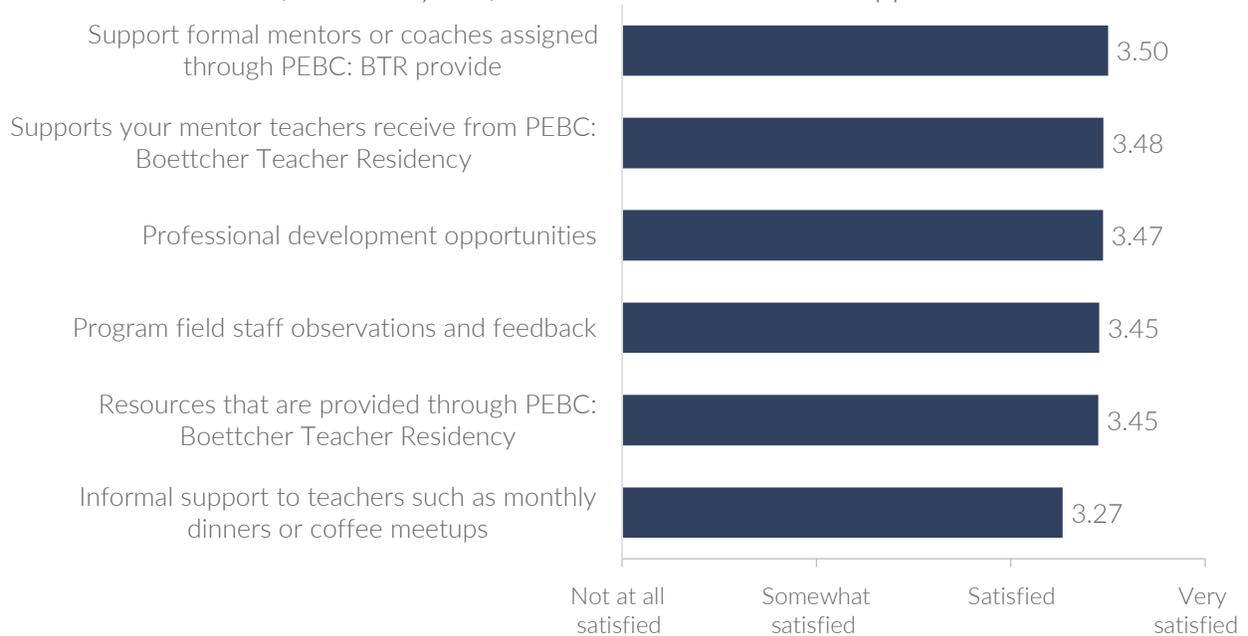
Leaders were also asked to rate how well prepared BTR teachers were to be successful overall. The average rating was **3.71** out of 5.

Satisfaction with BTR Supports

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. Ratings were given on a 4-point scale from 1-*Not at all satisfied* to 4-*Very satisfied*; school and district leader scores were combined.

FIGURE 2.2 SATISFACTION WITH BTR SUPPORTS RATINGS

Leaders were *Satisfied to Very satisfied* in all domains of BTR support.



Leaders also rated their satisfaction with the supports that BTR provides to its teachers overall and their satisfaction with BTR's flexibility and responsiveness in meeting the needs of their schools. The average rating for overall satisfaction was **3.29** out of 4. The average rating for satisfaction with BTR's flexibility and responsiveness was **3.46** out of 4.

Overall **92%** of school leaders would continue to hire PEBC's BTR-trained teachers.

Qualitative Feedback

Leaders were asked three open-ended questions about their experiences with the BTR program. Below, we summarize their responses.

Q: Is there anything more that the program should be doing to support teachers?

Fifteen school leaders answered this question. Among these:

- Seven respondents expressed general gratitude for the program or indicated that there were no areas for the program to further support teachers.
- Two respondents indicated that residents would benefit from more support in [classroom management skills](#), noting that *"classroom management is always needed by new staff"*.
- Other suggestions included additional [content knowledge](#) support for teachers, to increasing the use of [online resources](#), particularly for teachers that have to travel long distances. One participant recommended that *"all Boettcher teachers would benefit from more frequent observation and feedback cycles"*.
- Lastly, one respondent commented on the importance of [completing a full year of residency](#) before stepping into a full teaching role saying,

"Candidates who complete the full mentorship program are very well prepared for the classroom. In practice, most are moved to an open classroom before their mentor year starts or during the year when an opening occurs."

Q: What is the most positive aspect of your work with PEBC's BTR program?

Of the nineteen school leaders that responded to this question, thirteen noted that the [support that PEBC provides](#) to the residents, teachers, and schools is the best aspect of the residency program. One respondent noted:

"We have a very positive relationship with the Boettcher staff in our region. The staff support and advocate for our teachers and schools."

The other commonly mentioned strengths of BTR were the [quality of the program](#) itself, the relationships and supports provided by the [mentors](#), and the selection of [high-quality candidates](#) for the program.

In addition to specific areas of program strengths, respondents also noted the following positive sentiments about their work with PEBC

- "We are fortunate that the program has grown over the past few years."
- "Thank you for this amazing opportunity for rural Colorado."
- "Teachers from the PEBC: Boettcher Teacher Residency program have typically had a very positive outlook and a student focused mindset. The program is very much aligned to the work we are doing in our school and district to be student focused, data driven, and rigorous."
- "Most of the [residents] who complete a year at our school and the Boettcher program want to come back and teach for the school. It's great to have people who have experience already with our school, the students, and the systems/structures."

Q: If you could change one aspect of your work with PEBC's BTR program, what would it be?

Seventeen school leaders responded to this question, with six respondents noting that there is nothing they would change about their work with the PEBC Boettcher Teacher Residency.

The most common request was for [additional communication](#) between PEBC and school and district administrators. The next most common request was to ensure that [all candidates are able to complete a full year as a resident](#), rather than being placed as a teacher of record in their first year. One school leader noted

"We've had teachers that did the one year [of] training and it was awesome. I wish they could all do that; however, due to the teacher shortage we just aren't able to do that all the time."

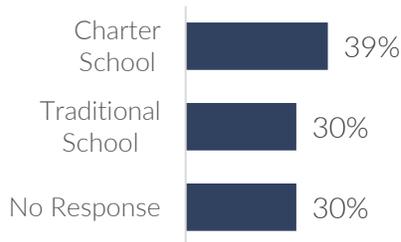
What may be of note here is that the majority of respondents this year were from rural areas where district staff may have more capacity to be involved in teacher training and where candidates are more likely to be placed as teachers of record in their first year due to shortages.

Other school leaders noted additional [classroom management training](#) would be useful and [concerns about growing costs](#).

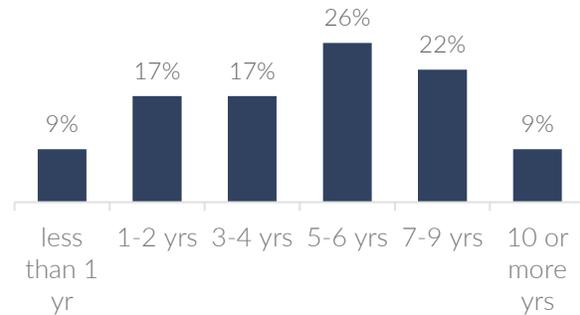
TFA School Leader Survey Findings

The survey was distributed to 51 school and district leaders, and 45% (n=23) completed it. All respondents were school leaders from urban school districts. Leaders had varying years of experience, worked in charter and traditional school settings, and in elementary and secondary schools.

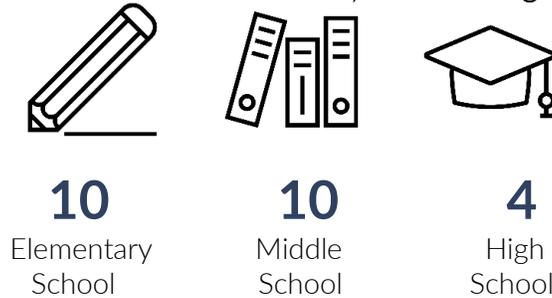
School Leaders were spread across different **types of schools**



Total **years worked** in school



School leaders work in a variety of **school age groups**



Leaders reported a range of experience with having TFA-trained teachers in their schools (mean number of years of experience with TFA = 4.6 years, range 1 to 12). There was also variation in the number of teachers placed in their schools for the 2018-19 academic year.

- Number of teachers placed in school in 2018-19 (mean = 4.0, range 1 to 15).
- Number of first-year teachers placed in school in 2018-19 (mean = 1.5, range 0 to 5).

TFA Teacher Preparation

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. Ratings were given on a 5-point scale from 1-*Not at all prepared* to 5-*Very well prepared*.

FIGURE 2.3 TFA TEACHER PREPARATION RATINGS

Across all areas, TFA trained teachers were rated as *Sufficiently to Well* prepared.

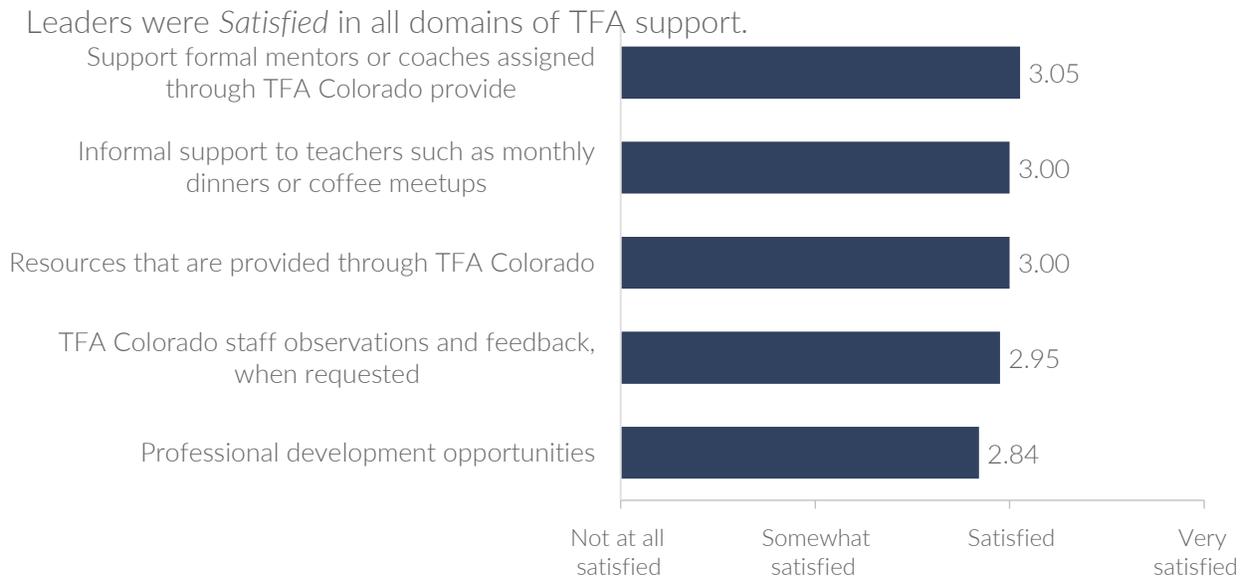


Leaders were also asked to rate how well prepared TFA teachers were to be successful overall. The average rating was **3.57** out of 5.

Satisfaction with TFA Supports

Leaders were asked to rate their level of satisfaction with specific supports that TFA provides, such as professional development, field observations, and supports to mentor teachers. Ratings were given on a 4-point scale from 1-*Not at all satisfied* to 4-*Very satisfied*.

FIGURE 2.4 SATISFACTION WITH TFA SUPPORTS RATINGS



Leaders also rated their satisfaction with the supports that TFA provides to its teachers overall and their satisfaction with TFA's flexibility and responsiveness in meeting the needs of their school. The average rating for overall satisfaction was **2.95** out of 4.

Overall **77%** of school leaders would continue to hire TFA Colorado-trained teachers.

TFA's Launch Fellowship

In 2018-19 TFA began their new year-long Launch Fellowship that places prospective corps members in classrooms with an experienced teacher for a year before leading a classroom. As this is a new program area, school leaders were asked to rate how well prepared Launch Fellows were, as well as how satisfied they were with the supports TFA provides to their Launch Fellows. Six school leaders had experience with Launch Fellows and responded to the survey.

Fellow Preparation

The six school leaders ranked Launch Fellows as Sufficiently prepared to Well prepared on all domains of teacher preparation, with an average rating of **3.79 out of 5**.

Satisfaction with Supports

School leaders were satisfied with the supports that TFA provided to their Launch Fellows. All domains of support had an average rating of more than 3 (between Satisfied and Very Satisfied), with an overall satisfaction rating of **3.17 out of 4**.

Qualitative Feedback

Leaders were asked three open-ended questions about their experiences with the TFA Colorado program. Below, we summarize their responses.

Q: Is there anything more that the program should be doing to support Corp Members?

Ten school leaders answered this question. The majority (seven) noted that [communication around what and how supports are being offered](#) is needed. A few examples of school leaders' concerns are noted below.

- "Keeping school leadership in the loop of what supports are being offered to corps members is needed]."
- "I think additional coordination with the school's instructional support teams would be helpful."

In addition to this concern, school leaders also noted that corps members would benefit from [mandatory instructional sessions](#), additional training around [content knowledge](#), and additional [training prior to entering the classroom](#) as lead teachers.

Q: What is the most positive aspect of your work with TFA Colorado?

Almost every school leader (19 of 23) responded to this question. The most commonly noted asset of TFA Colorado was the [quality and strengths of the candidates](#) involved. School leaders noted that candidates are "*hard working, dedicated teachers*", "*competent in subject matter, willing to implement feedback and seek support as needed*", and "*incredibly hard working and driven to be great for children*".

School leaders also noted that TFA Colorado helps them [staff hard to serve positions](#) and provides crucial [support](#) when needed. One school leader noted:

"They are super responsive when they are reached out to and they want to make a broader impact to all of education and not just their corps members."

School leaders also mentioned the [professionalism](#) of TFA Colorado and the [content knowledge](#) of corps members as strengths to the program.

Q: If you could change one aspect of your work with TFA Colorado, what would it be?

Sixteen school leaders responded to this item. The main feedback was around [communication](#) from TFA Colorado. School leaders most commonly noted that TFA Colorado could work to increase the effectiveness of their communications, particularly around the supports that are provided to TFA corps members.

The second most common feedback was around providing more [supports](#) for teachers. School leaders named different kinds of supports that they would like to see including district and state level supports, emotional support, professional development and coaching support, and classroom management support.

Section III: Teacher Perspectives

BTR Teacher Survey Findings

The Teacher Survey was sent to 339 BTR participants.¹³ In all, 73 individuals (22%) completed the survey – 18 resident teachers and 55 teachers of record. Across the 73 respondents, as shown below, the majority of teachers who responded (63%) were in their first two years of teaching (i.e., from Cohorts 4 and 5).¹⁴

Cohort Response Rates

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
16%	5%	15%	26%	37%
n=12	n=4	n=11	n=19	n=27

The percentage of teachers completing the survey by placement cohort ranged from 8 to 30% as shown in Table 3.1 below.

TABLE 3.1 BTR PERCENTAGE OF SURVEY COMPLETERS BY COHORT

Cohort	Number of Teachers Placed	Percentage Completing the Survey
1	49	24%
2	48	8%
3	82	13%
4	68	30%
5	89	30%
Total	336	22%

Participant Information

Teachers who responded to the survey had the following characteristics:

- 69% (n=50) identified as female.
- 78% (n=57) identified as White; 10% (n=7) identified as two or more races.
- 73% (n=53) did not relocate geographically to participate in BTR.
- 53% (n=38) taught in an urban district in 2018-19.
- 94% (n=68) were teaching in their area of endorsement.

¹³ 336 BTR teachers were placed in grant-partner districts across all five cohorts in 2018-19. Thus, the Teacher Survey went out to 3 additional teachers who are not part of grant-partner districts.

¹⁴ Cohort 1 - 3 respondents are grouped together when examining differences in survey responses by cohort due to small sample sizes for each of these cohorts.

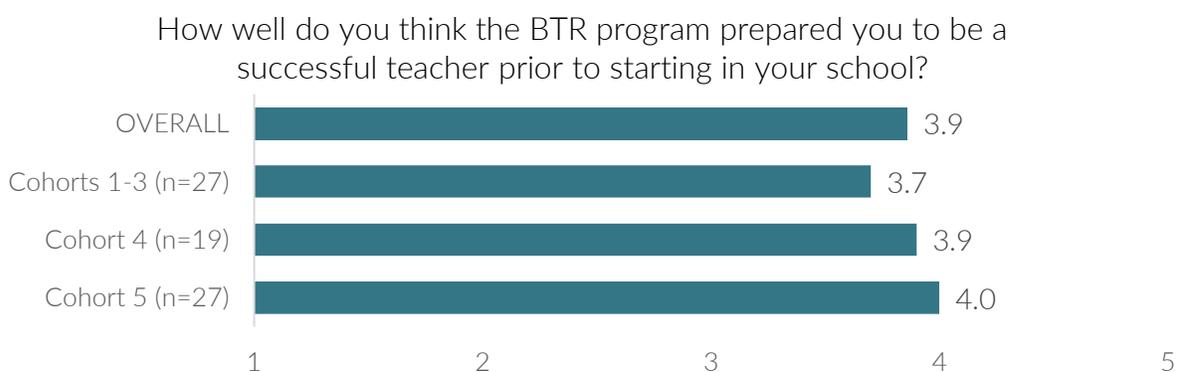
- 72% (n=52) were in a school that had at least one other BTR teacher.

See Tables B.1 and B.2 in Appendix B for more information on the sample, including demographic and background information at the cohort level.

Satisfaction with Recruitment, Preparation, and Placement

Participants were asked how well they thought the program prepared them to be successful teachers. Overall, 66% of BTR survey participants reported that the program prepared them *Very well* or *Extremely well* to be a successful teacher. Figure 3.1 presents the means scores by Cohort. On average, teachers rated their program preparation as *Very well*.

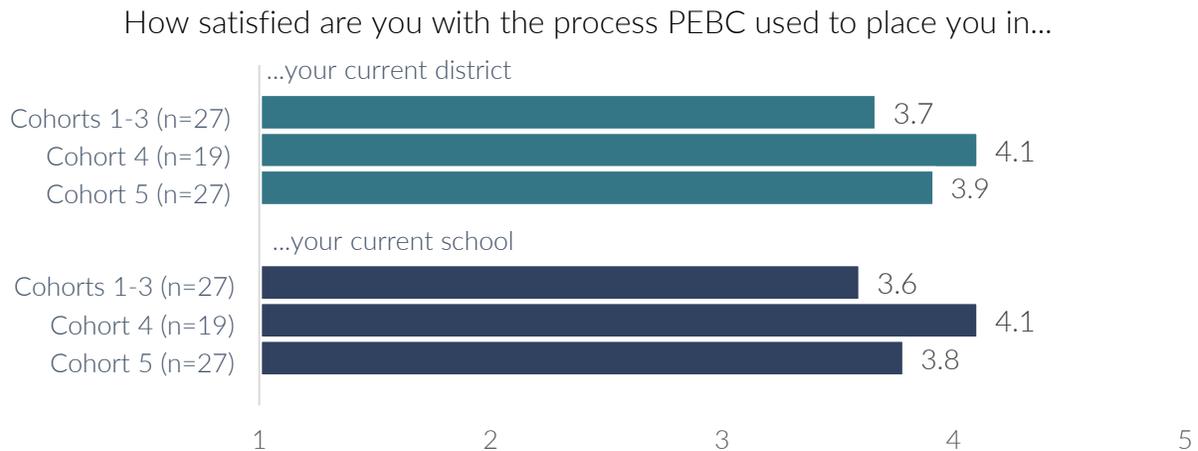
FIGURE 3.1. BTR PARTICIPANT PERCEPTIONS OF TEACHING PREPARADENESS



Note. 1=Not at all well, 2=Slightly 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 3.2, on average, survey participants across cohorts reported a high level of satisfaction with the BTR placement process. Cohort 4 in particular rated their satisfaction with the placement process in their current school and district as *Very satisfied*. However, mean differences by cohort within each question were not statistically different from one another.

FIGURE 3.2. BTR PARTICIPANT SATISFACTION WITH PLACEMENT PROCESS



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

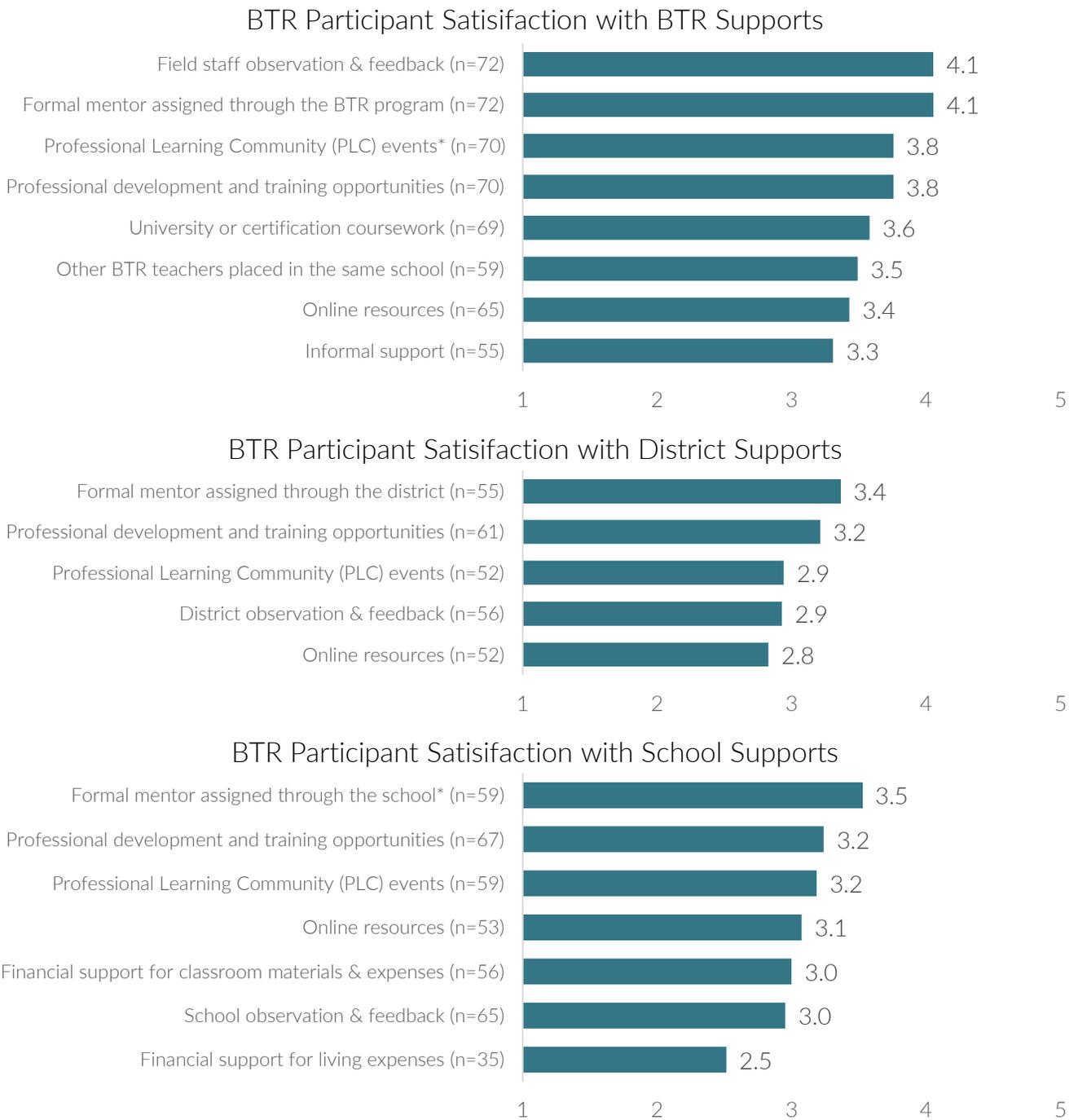
Participant Perceptions of BTR, District, and School Supports

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 3.3. Please note that mean scores are provided in aggregate across cohorts for ease of presentation. One-way ANOVAs with post-hoc Tukey tests were conducted to determine whether there were any statistically significant differences in the mean rating of satisfaction with supports between Cohort 4, Cohort 5, and Cohorts 1-3 combined. Of the 20 supports tested, only two were statistically significant by cohort. Specifically, Cohort 5 rated satisfaction with Professional Learning Communities (PLC) provided by BTR, and with formal mentors provided by their schools, higher than Cohorts 1-3.¹⁵

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 informal supports (mean = 3.3). The lowest satisfaction score for districts was for their online resources (mean = 2.8), and for schools, the lowest rated support was for their financial support for living expenses (mean = 2.5).

¹⁵PLC provided by BTR: $F(2, 67) = 4.79, p < .05$, Cohort 5 mean = 4.20, Cohorts 1-3 mean = 3.38. Mentors provided by school: $F(2, 56) = 4.03, p < .05$, Cohort 5 mean = 4.14, Cohorts 1-3 mean = 2.96.

FIGURE 3.3. BTR PARTICIPANT SATISFACTION WITH BTR, DISTRICT, AND SCHOOL SUPPORTS



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 5 rating the item higher than Cohorts 1-3.

Participant Perceptions of Educator Evaluations

Participants were asked about their understanding of the educator evaluation systems used by BTR and by the district. As Table 3.2 shows, 42% of BTR teachers rated their understanding of BTR’s evaluation system as *Very well* or *Extremely well*; 32% as *Moderately well*, 21% as *Slightly well* or *Not at all well*, and 4% did not know the evaluation system.

TABLE 3.2. BTR PARTICIPANT PERCEPTION OF PROGRAM EVALUATIONS

How well do you understand the district and school evaluation systems used to evaluate your performance as a teacher?								
	Overall		Cohorts 1-3		Cohort 4		Cohort 5	
	n	%	n	%	n	%	n	%
Extremely well	8	12%	3	13%	3	16%	2	8%
Very well	21	30%	11	46%	4	21%	6	23%
Moderately well	22	32%	6	25%	6	32%	10	38%
Slightly well	10	14%	2	8%	6	32%	2	8%
Not at all well	5	7%	2	8%	0	0%	3	12%
Do not know the evaluation system	3	4%	0	0%	0	0%	3	12%
Total	69	100%	24	100%	19	100%	26	100%

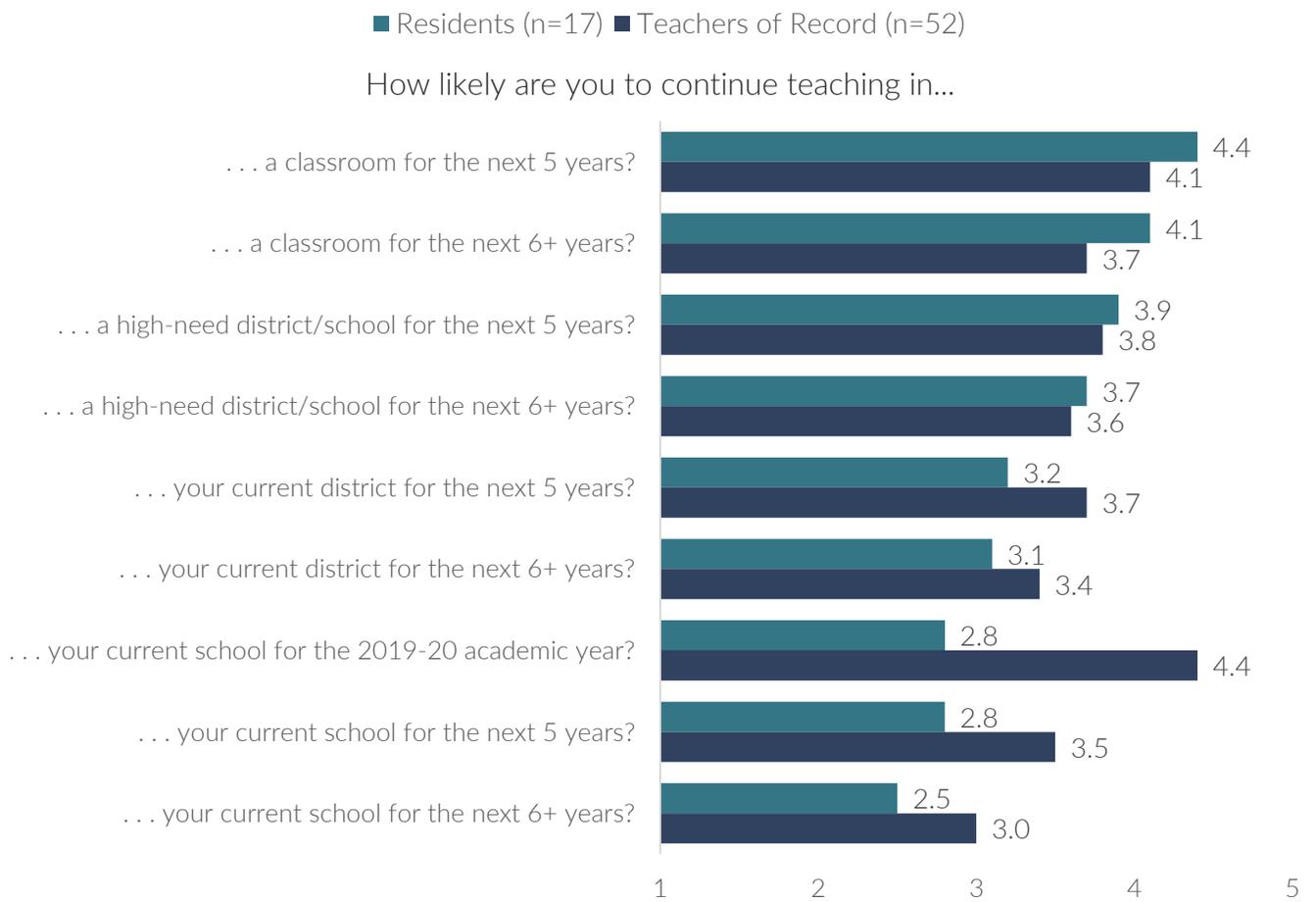
Note: valid percentages are presented that omit missing data

Participant Retention

Teachers were asked about their plans to continue teaching in their current school for the 2019-20 academic year. 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 2019-20 academic year were examined separately for residents and teachers of records. Overall, **83% of teachers of record** indicated that they *Definitely will* or *Probably will remain in their school next year*. By contrast, 24% of residents indicated they *Definitely will* or *Probably will* (see Table B.4 in Appendix B for the full results).

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 3.4). Residents rated their likelihood of teaching in a classroom for the next 5 years most highly, while teachers of record rated their likelihood of teaching in their current school for the next academic year most highly, both with a rating of 4.4 out of 5.0 (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 2.5 and 3.0 out of 5.0, respectively, between *Probably won’t* and *Might or might not*.

FIGURE 3.4. BTR RESIDENTS AND TEACHERS OF RECORD PLANS TO CONTINUE TEACHING



Note: 1=Definitely won't, 2=Probably won't, 3=Maybe 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. On average, teachers rated both of these items highly (see Figure 3.5 below). Although there was some variation across cohorts, cohort mean differences were not statistically significant.

FIGURE 3.5. BTR PARTICIPANT SATISFACTION WITH THE PROGRAM AND SCHOOL

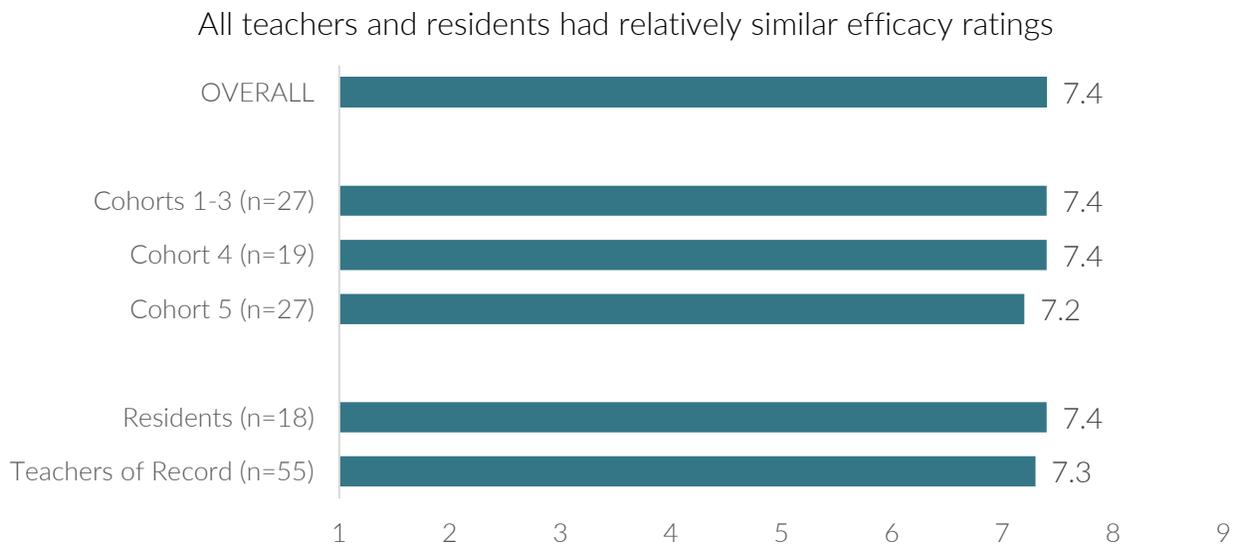


Note. 1=Not at all satisfied, 2=Slightly satisfied, 3=Moderately satisfied, 4=Very satisfied, 5=Extremely satisfied

Teacher Efficacy

A new measure was added to the 2018-19 Teacher Survey to assess teachers and residents' feelings of efficacy in the classroom: The Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001). Teachers rated their ability to handle various classroom behaviors and situations on a scale of 1 to 9. All cohorts rated their efficacy on the top third of the scale, with average scores being between 7 and 8 out of a nine-point scale. There was not a statistically significant difference between cohorts.

FIGURE 3.6. BTR PARTICIPANTS AVERAGE TEACHER EFFICACY RATINGS BY COHORT



Qualitative Feedback

Participants were asked a closing question of "Is there anything else you would like us to know about the BTR program that we have not asked you about?" Twenty-seven participants provided meaningful responses: 19 identified areas for improvement; and eight shared information on their satisfaction with different aspects of BTR programming. The main themes that emerged from the responses are described below.

Areas that participants identified for growth fit into three main categories: 1) residency versus teacher of record expectations, 2) content of training, and 3) PEBC management. The most common feedback was on **residency versus teacher of record expectations**: four respondents noted that they would like more support after the initial residency year, as they are shifting into a teacher of record role; three reported that there is too much coursework for individuals that are placed as teachers of record in their first year; and three emphasized the importance of having a residency year prior to becoming a teacher or record.

"[I]t seemed like the coursework was tailored more for traditional teachers of bigger schools as opposed to teacher of record situations for small, rural schools. I would like to see this "one size fits all" change"

Training content suggestions were focused on more rural-specific training (n=2), additional classroom management training (n=1), and additional secondary training (n=1). Notes on **PEBC management** focused on difficulties participants experienced when a partnership with an Institute of Higher Education was discontinued (n=2).

Eight respondents highlighted the aspects of PEBC's BTR programming that they found to be most useful. Four respondents noted how satisfied they were with **PEBC's mentors and staff**, and other respondents mentioned their satisfaction with the **professional learning community** (n=2), **lab classrooms** (n=1), and **practical training** (n=1).

"The mentoring and community formed from BTR has been invaluable. Getting the masters from BTR has made it more financially feasible to teach."

TFA Colorado Teacher Survey Findings

The Teacher Survey was sent to 256 TFA CO participants. In all, 134 individuals (52%) completed the survey – 13% (n=18) were TFA CO alumni (i.e. Cohorts 1 through 3) and 87% (n=116) were current TFA CO corps members¹⁶ (i.e. Cohorts 4 and 5).¹⁷

Cohort Response Rates

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
4%	1%	7%	41%	46%
n=6	n=2	n=10	n=55	n=62

The percentage of teachers completing the survey by placement cohort ranged from 5 to 87% as shown in Table 3.3 below.

TABLE 3.3. TFA CO PERCENTAGE OF SURVEY COMPLETERS BY COHORT

Cohort	Number of Teachers Placed	Percentage Completing the Survey
1	31	19%
2	38	5%
3	42	24%
4	63	87%
5	88	70%
Total	262	51%

Participant Information

Teachers who responded to the survey had the following characteristics:

- 76% (n=102) identified as female.
- 66% (n=89) identified as White; 13% (n=18) identified as Hispanic or Latino.
- 40% (n=52) did not relocate geographically to participate in TFA.
- 86% (n=115) were teaching in their area of endorsement.
- 108% (n=81) were in a school that had at least one other TFA teacher.

See Tables B.5 and B.6 in Appendix B for more information on the sample, including demographic and background information at the cohort level.

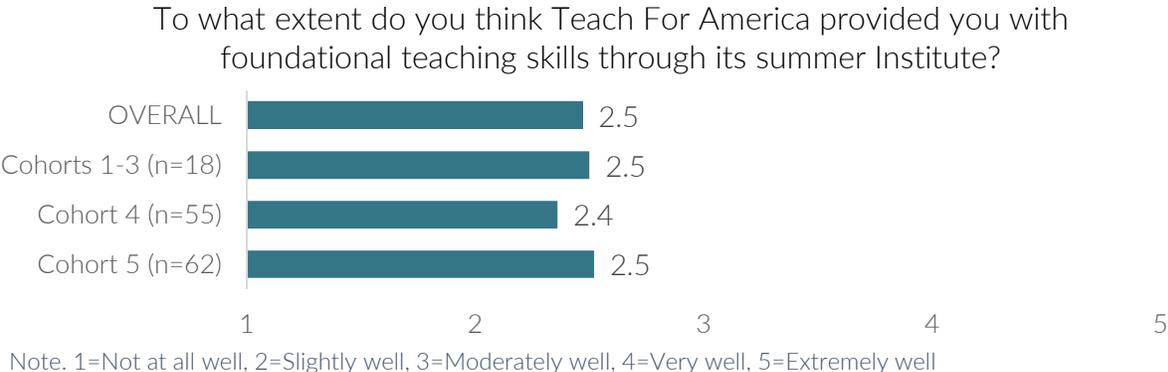
¹⁶ One respondent was a TFA CO Launch Fellow. For privacy purposes, this individual's responses have been combined with the rest of the corps members' responses.

¹⁷ Cohort 1 - 3 respondents are grouped together when examining differences in survey responses by cohort due to small sample sizes for each of these cohorts.

Satisfaction with Recruitment, Preparation, and Placement

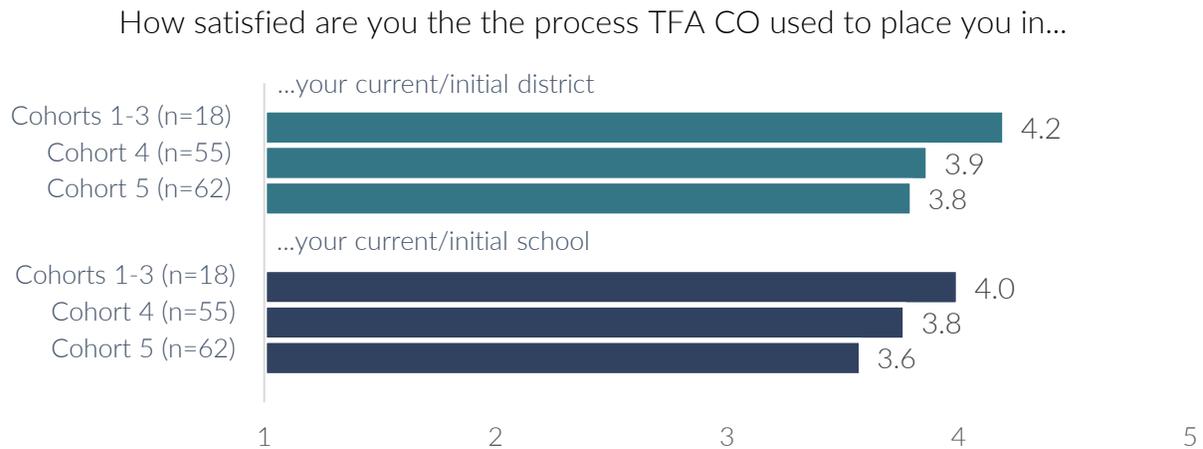
Participants were asked how well they thought the program prepared them to be successful teachers. Overall, 20% of TFA CO survey participants reported that the program prepared them *Very well* or *Extremely well* to be a successful teacher. Figure 3.7 presents the means scores for Corps Members and alumni. On average, teachers in each cohort rated their program preparation as *Slightly well* to *Moderately well*.

FIGURE 3.7. TFA CO PARTICIPANT PERCEPTIONS OF TEACHING PREPARADENESS



Additionally, participants were asked how satisfied they were with the process TFA CO 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 3.8, on average, survey participants across cohorts reported a moderate to high level of satisfaction with the TFA CO placement process. All cohorts rated their satisfaction with their placement in their current district as higher than their satisfaction with their placement in their current school. However, mean differences by cohort within each question were not statistically different from one another

FIGURE 3.8. TFA CO PARTICIPANT SATISFACTION WITH PLACEMENT PROCESS



Note. 1=Not at all satisfied, 2=Slightly satisfied, 3=Moderately satisfied, 4=Very satisfied, 5=Extremely satisfied. Also note that corps members were asked about their current TFA Colorado placement, whereas alumni (Cohorts 1-3) were asked about their initial TFA Colorado placements, as alumni may be teaching in other schools/districts than their initial placements.

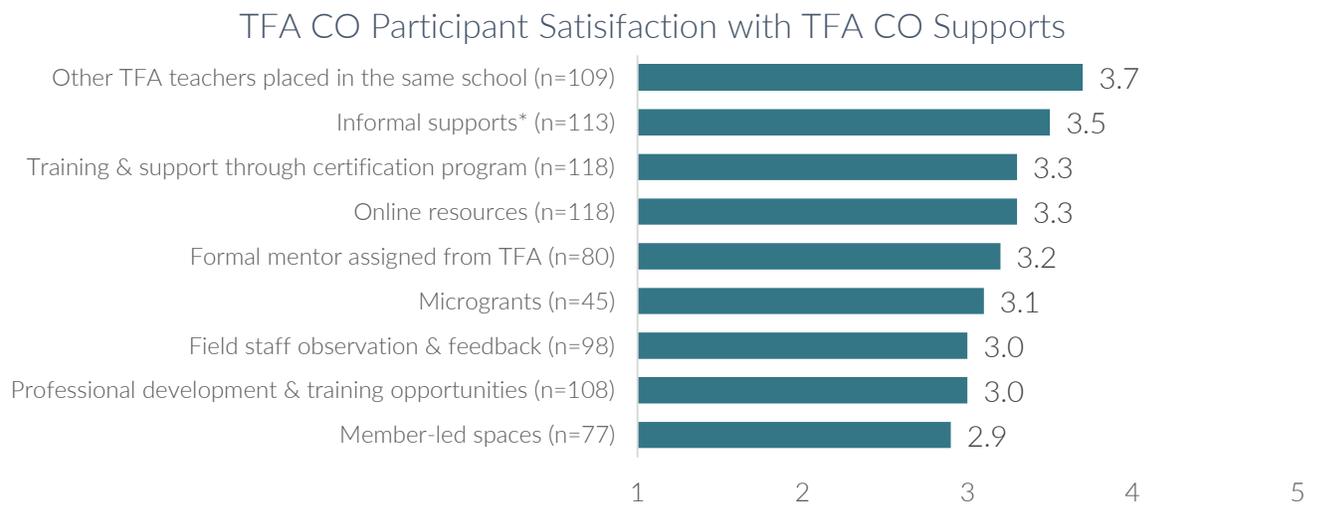
Participant Perceptions of TFA CO, District, and School Supports

Participants were asked to rate the degree to which they were satisfied with TFA CO, district, and school supports. Mean ratings for different areas of support by source are provided in Figure 3.9. Please note that mean scores are provided in aggregate across cohorts for ease of presentation. One-way ANOVAs with post-hoc Tukey tests were conducted to determine whether there were any statistically significant differences in the mean rating of satisfaction with supports between Cohort 4, Cohort 5, and Cohorts 1-3 combined. Of the 20 supports tested, only one was statistically significant by cohorts.¹⁸ Specifically, Cohort 5 rated satisfaction with informal supports provided by TFA CO higher than Cohorts 1-3.

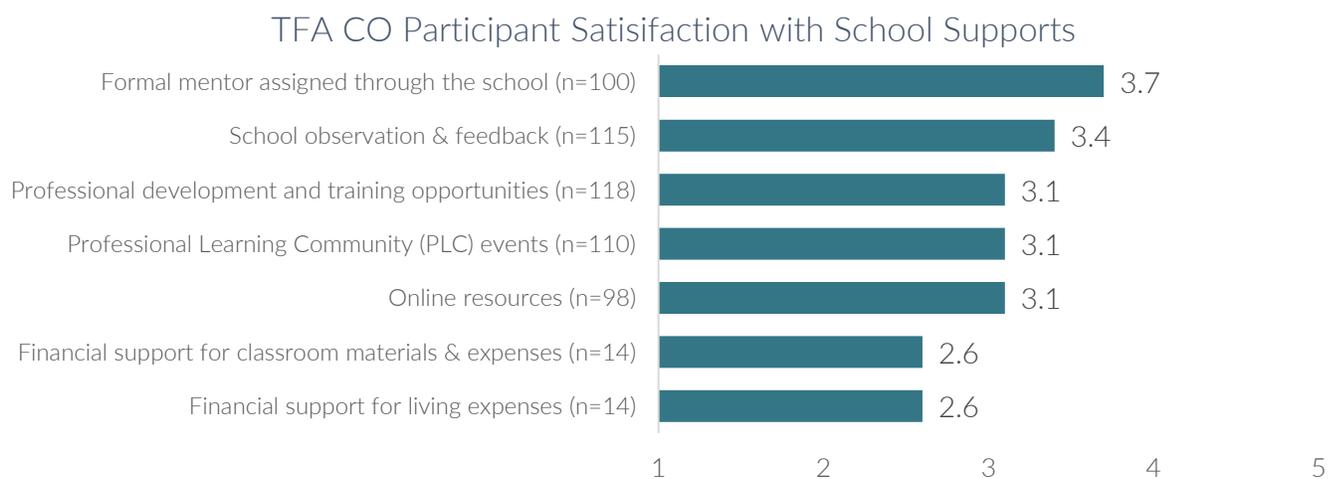
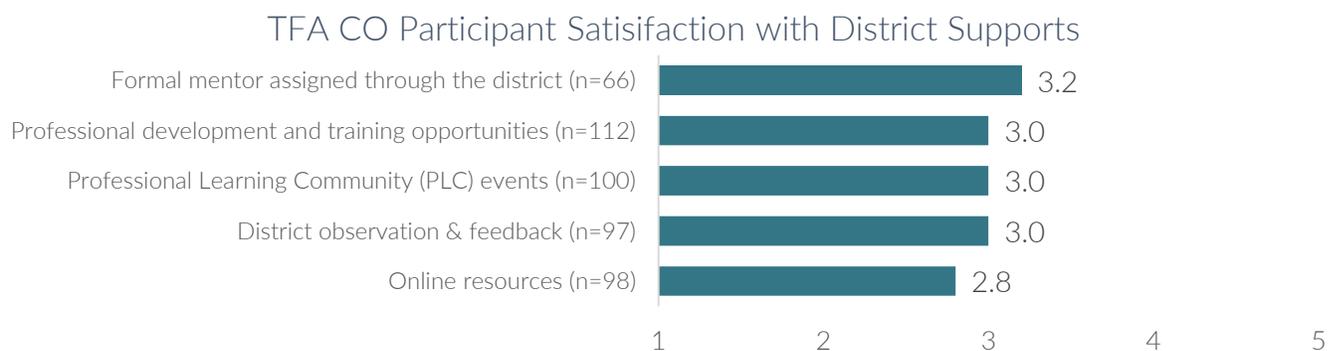
The most highly-rated TFA CO support was having other TFA teachers placed in the same school (mean = 3.7). Across school and district supports, participants reported the highest satisfaction with support from mentors. For TFA CO, the lowest satisfaction score was for member-led spaces (mean = 2.9). Comparatively, the lowest satisfaction score for districts was for their online resources (mean = 2.8).

¹⁸ TFA CO Informal Supports: $F(2, 110) = 3.17, p < .05$, Cohort 5 mean = 3.75, Cohorts 1-3 mean = 2.85

FIGURE 3.9. TFA CO PARTICIPANT SATISFACTION WITH TFA CO, DISTRICT, AND SCHOOL SUPPORTS



Note. There was a survey item around satisfaction with 'Launch Fellow cohort conversations'. Since only one Launch Fellow responded to the survey, this item was omitted from reporting.



Note. Survey items about satisfaction with financial supports were only asked on the alumni survey.

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 5 rating the item higher than Cohorts 1-3.

Participant Perceptions of Educator Evaluations

Current corps members and launch fellows were asked about their understanding of the educator performance evaluation systems used by their schools and districts. Because this question was not included in the survey given to alumni, Cohort 1-3 data are not provided in Table 3.4 below. As the table shows, 44% of TFA CO teachers rated their understanding of the evaluation system used by districts/schools as *Very well* or *Extremely well*; 36% as *Moderately well*, 19% as *Slightly well* or *Not at all well*, and 1% did not know the evaluation system. In the 2016-17 administration of the Teacher Survey, 28% of corps members reported that they did not know the evaluation system.

TABLE 3.4. TFA CO PARTICIPANT PERCEPTION OF PROGRAM EVALUATIONS

How well do you understand the district and school evaluation systems used to evaluate your performance as a teacher?						
	Overall		Cohort 4		Cohort 5	
	n	%	n	%	n	%
Extremely well	17	15%	11	21%	6	10%
Very well	32	29%	20	38%	12	20%
Moderately well	40	36%	17	33%	23	38%
Slightly well	16	14%	4	8%	12	20%
Not at all well	6	5%	0	0%	6	10%
Do not know the evaluation system	1	1%	0	0%	1	2%
Total	112	100%	52	100%	60	100%

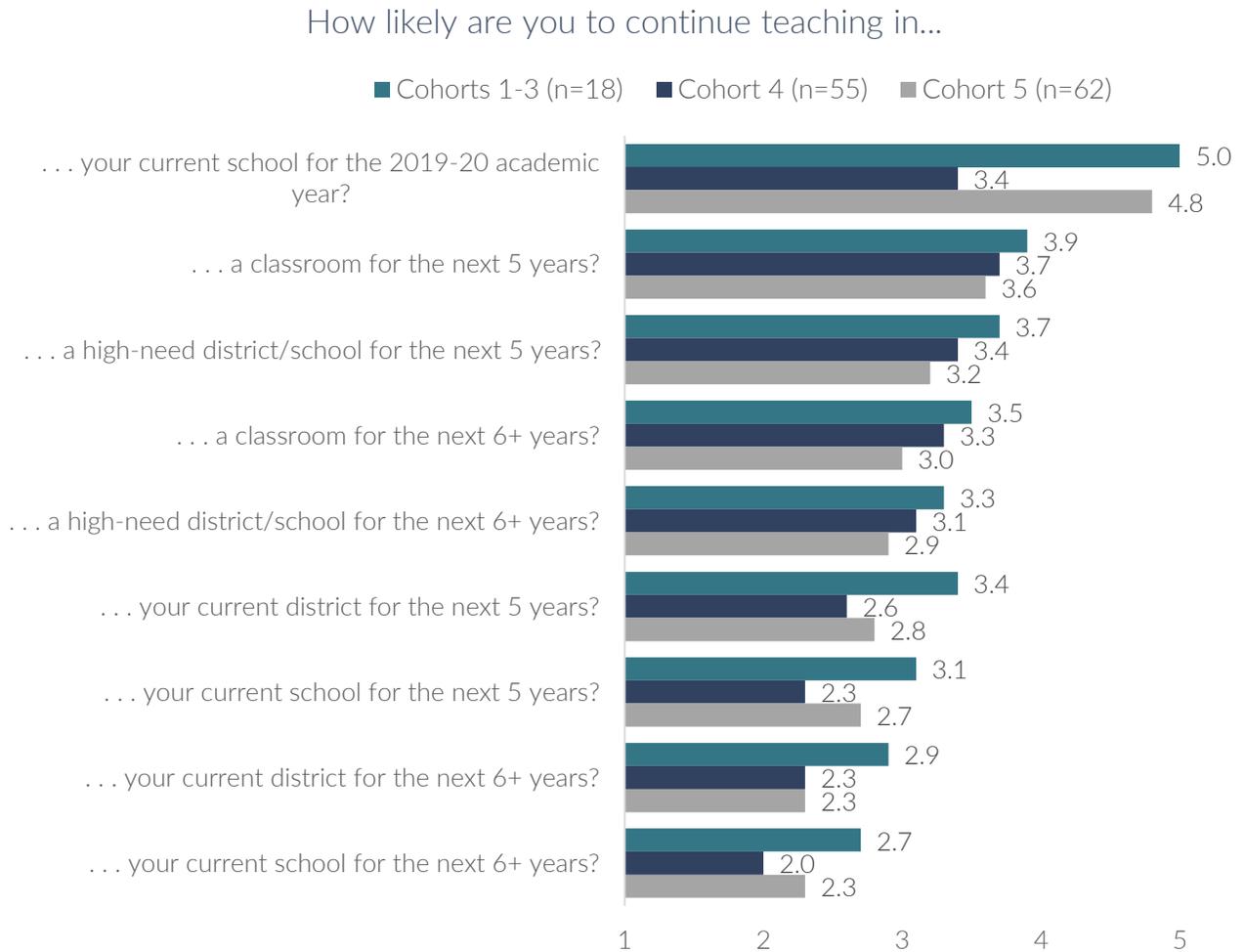
Note: valid percentages are presented that omit missing data

Participant Retention

Teachers were asked about their plans to continue teaching in their current school for the 2019-20 academic year. These data were examined in aggregate and separately by cohort. Overall, **95% of first-year teachers** (Cohort 5) ***Definitely or Probably will stay in their current position next year*** (and presumably complete their commitment) and **60% of second-year teachers** (Cohort 4) ***Definitely or Probably will continue on in their positions as alumni*** (see Table B.8 in Appendix B for full results). In addition, 100% of alumni respondents are *Definitely* teaching in their current school for the next academic year.

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 each cohort (see Figure 3.10). Cohort 5 participants had a much higher rating than Cohort 4 participants in reporting that they were going to be staying in their same school for the next academic year. The items with the lowest mean scores for both Cohort 4 and 5 participants were likelihood of *teaching in their current school and district for the next 6 years or longer*. Both of these items had mean scores of or near 2, indicating that most respondents *Probably won't* be teaching in their same schools and districts in this period of time.

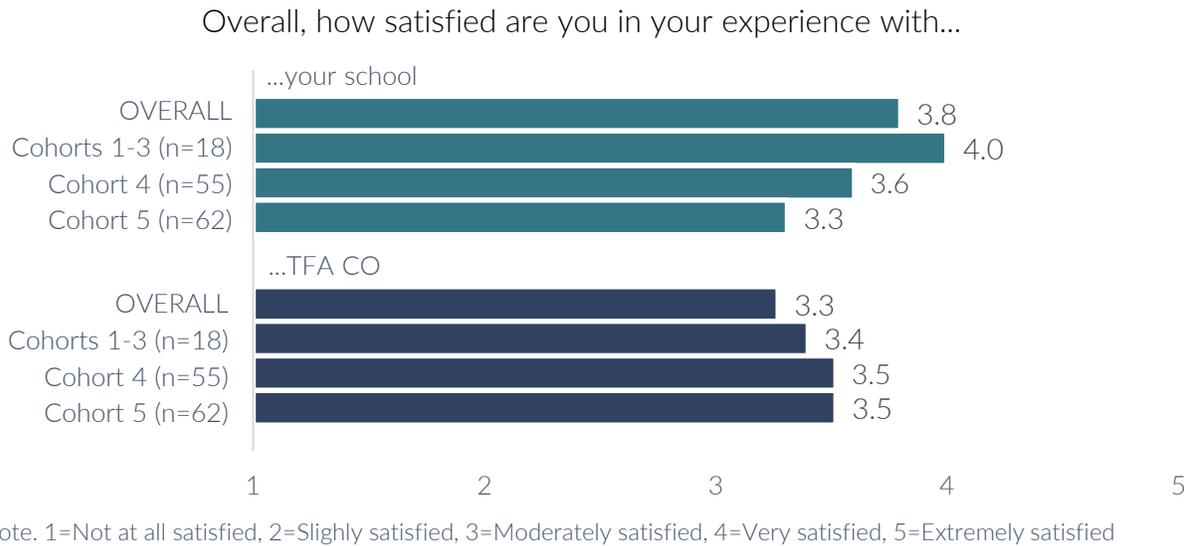
FIGURE 3.10. TFA CO CORPS MEMBERS PLANS TO CONTINUE TEACHING



Overall Satisfaction

Participants were asked to rate their overall satisfaction with their schools and with TFA CO. Across cohorts, participants rated their satisfaction with TFA CO between *Moderately satisfied* and *Very Satisfied*. Satisfaction with their schools had more variability with alumni rating their satisfaction as *Very Satisfied* and corps members rating it lower (see Figure 3.11 below). However, these means were not statistically different from one another.

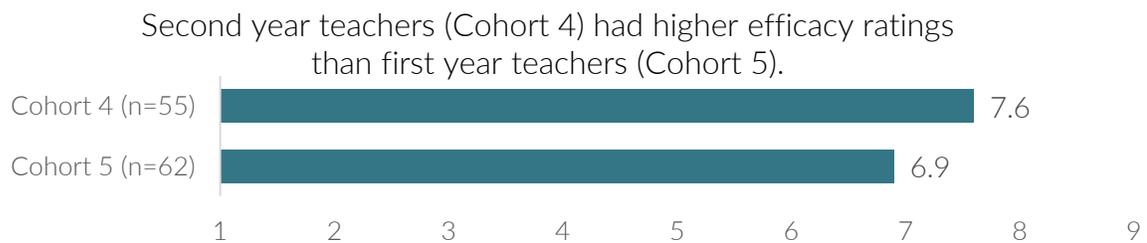
FIGURE 3.11. TFA CO PARTICIPANT SATISFACTION WITH THE PROGRAM AND SCHOOL



Teacher Efficacy

A new measure was added to the 2018-19 Teacher Survey to assess teachers' feelings of efficacy in the classroom: The Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001). Teachers rated their ability to handle various classroom behaviors and situations on a scale of 1 to 9. TFA CO alumni did not complete this scale and are not included in reporting below. Both cohorts rated their efficacy near the top third of the scale. There was not a statistically significant difference between Cohorts 4 and 5.

FIGURE 3.12. TFA CO PARTICIPANTS AVERAGE TEACHER EFFICACY RATINGS BY COHORT



Qualitative Feedback

Participants were asked a closing question of "Is there anything else you would like us to know about TFA's program that we have not asked you about?". Eleven participants provided meaningful responses: seven identified areas for improvement, and four shared information on their satisfaction with different elements of TFA programming.

Areas that participants identified for improvement fit into two main categories: 1) supports offered by TFA CO, and 2) **TFA management**. The most frequent responses were about **TFA CO's supports**, with three respondents noting that they would have liked more support overall, two of whom noted that corps members teaching in regions outside of Denver were not provided with the same amount of support as Denver corps members. In addition, one respondent noted that TFA CO could have done a better job communicating all available options on selection of a master's program.

"It seems that the support and program directives are all focused in Denver and that there is no focus on the other two areas. This creates derision and is an opportunity to increase impact and camaraderie by utilizing all of our corps members in Colorado."

Four respondents noted their **overall satisfaction** with their experience with TFA CO, with one noting satisfaction with the new residency model that TFA is implementing.

"TFA provided me with the opportunities to learn and strengthen myself as a classroom teacher and helped me understand how I fit into the movement for educational equity."

Conclusion

CDE awarded grant funds to PEBC and TFA–Colorado to place teachers in historically hard-to-serve school districts in Colorado. Since funds first became available through the Quality Teacher Recruitment (QTR) Grant Program, PEBC and TFA Colorado have recruited and placed five cohorts of teachers in grant-partner districts and were underway in recruitment and placement efforts for a sixth cohort to begin teaching in fall of 2019. OMNI conducted formative and summative evaluation activities to learn more about the number of teachers placed and retained from five cohorts of teachers in 2018-19 and about the experiences and satisfaction with the programs from the perspectives of school leaders and teachers.

The QTR Grant Program was successful in placing high-quality teachers in schools and districts that have had historic difficulty retaining high-quality teachers. In 2018-19, 572 teachers served in high-need classrooms reaching approximately 40,516 students across 49 Colorado school districts, five charter school systems, and one early childhood education system. Calculating retention rates of Cohort 1-5 teachers for the 2018-19 academic year shows that programs generally have a high proportion of teachers serving in grant-partner districts in the first two years, with rates varying by program in the following years.

- For Cohort 5 (first-year teachers), **92%** of BTR teachers and **93%** of TFA Colorado teachers remained in grant-partner district classrooms for the full first year.
- For Cohort 4 (second-year teachers), **63%** of BTR teachers and **77%** of TFA Colorado teachers remained in grant-partner district classrooms for the full two years.
- For Cohort 3 (third-year teachers), **78%** of BTR teachers and **54%** of TFA Colorado teachers remained in grant-partner district classrooms for the full three years.
- For Cohort 2 (fourth-year teachers), **68%** of BTR teachers and **41%** of TFA Colorado teachers remained in grant-partner district classrooms for the full four years.
- For Cohort 1 (fifth-year teachers), **73%** of BTR teachers and **28%** of TFA Colorado teachers remained in grant-partner district classrooms for the full five years.

2019-20 EVALUATION EFFORTS

In 2019-20, the evaluation will examine data on six cohorts of teachers placed through the QTR Grant Program. Consistent with previous reporting, data will include how many Cohort 6 candidates (first-year teachers) are placed in grant-partner districts and schools, as well as how many Cohort 1-5 teachers have been retained in grant-partner districts in the 2019-20 academic year. The 2019-20 evaluation also will include key informant interviews with school and district leaders to better understand experiences and satisfaction with programs from participant perspectives. Through these efforts, the 2019-20 evaluation will provide a comprehensive look at six cohorts of teachers placed through the QTR Grant Program.

Appendix A

Methods

Program and District Provided Data

Section 1 of this report presents information on five cohorts of teachers (beginning in 2014-15 to 2018-19), including the number of teachers who were recruited, placed, and retained; the districts and schools reached through the program; highly qualified status; grades/subjects taught; the number of students taught by teachers placed through the grant; educator effectiveness; and demographic information of first-year teachers. This information comes from teacher-level spreadsheets that programs fill out and transfer to OMNI for reporting.

The School Leader Survey

In collaboration with CDE, BTR, and TFA, OMNI developed and disseminated the School Leader Survey in the spring of 2019. 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; and 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). In 2019, the survey was updated and administered to all five cohorts of teachers and residents placed through the grant. 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 2019. 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
- Participants feelings of efficacy in the classroom

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.

Cohorts 1-5 Teacher Placement by School in 2018-19

TABLE A.1. NUMBER OF COHORT 1-5 BTR TEACHERS BY SCHOOL BY DISTRICT IN 2018-19

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Adams 12 Five Star Schools	Coronado Hills Elementary	1	0	0	0	0
	Coyote Ridge Elementary	0	1	0	0	0
	Federal Heights Elementary	0	1	0	0	0
	International School at Thornton Middle	0	0	0	1	2
	Leroy Drive Elementary	0	0	1	0	0
	McElwain Elementary	1	0	0	0	0
	Mountain Range High School	0	1	0	0	0
	North Mor Elementary	1	0	0	0	0
	Rocky Mountain Elementary	0	1	0	0	0
	STEM Launch K-8	0	1	0	0	0
	Thornton Elementary	0	0	0	1	1
	Thornton Middle School	1	0	1	0	0
	Total	4	5	2	2	3
Alamosa Re-11J School District	Alamosa Elementary	3	4	1	0	0
	Alamosa High School	1	1	1	0	0
	Ortega Middle School	0	1	0	0	0
	Total	4	6	2	0	0
Archuleta County 50 Jt School District	Pagosa Springs Elementary School	0	0	1	1	0
	Pagosa Springs High School	0	1	1	1	2
	Pagosa Springs Middle School	0	1	1	1	0
	Total	0	2	3	3	2
Aurora Public Schools	Altura Elementary	2	0	0	0	0
	Aurora Central High School	0	1	0	0	0
	Aurora West College Prep	3	1	0	0	0
	AXL Academy	0	0	1	0	0
	Columbia Middle School	0	0	1	0	0
	Crawford Elementary	1	0	0	0	0
	East Middle School	0	0	1	0	0
	Laredo Middle School	0	1	0	1	0
	North Middle School	0	0	2	1	0
	Park Lane Elementary	0	0	0	1	0
	Rangeview High School	0	0	2	0	0
	Sixth Avenue Elementary	0	2	0	1	0
	South Middle School	1	0	0	0	0
	Tollgate Elementary	2	0	0	0	4
Vaughn Elementary	0	0	0	1	0	

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
	Vista Peak P-8 Exploratory	2	0	1	0	0
	Vista Peak 9-12 Preparatory	1	0	1	0	0
	Wheeling Elementary	2	0	0	0	0
	William Smith High School	0	1	0	2	3
	Total	14	6	9	7	7
Bayfield School District	Bayfield Elementary	0	0	0	1	
	Bayfield Intermediate School	0	0	0	0	2
	Bayfield Primary School	0	0	0	0	1
	Total	0	0	0	1	3
Boulder Valley School District	Nederland Middle/Senior High School	0	0	1	0	0
	Total	0	0	1	0	0
Brighton School District 27J	Henderson Elementary	0	1	0	0	0
	Otho E Stuart Middle School	0	2	1	0	3
	Overland Trail Middle School	1	0	0	1	3
	Pennock Elementary	0	1	0	0	0
	Prairie View High School	1	0	4	1	6
	Reunion Elementary	0	0	1	0	0
	Rodger Quist Middle School	0	0	0	2	0
	Total	2	4	6	4	12
Buffalo School District RE-4J	Merino Jr/Sr High School	0	0	0	1	0
	Total	0	0	0	1	0
Centennial School District	Centennial School	0	0	0	0	2
	Total	0	0	0	0	2
Center School District	Haskin Elementary	1	0	3	0	0
	Skoglund Middle School	0	1	0	0	0
	Total	1	1	3	0	0
Charter School Institute	Collegiate Academy	0	0	0	1	0
	Colorado Early Colleges – Parker	0	0	1	0	0
	Compass Academy	0	0	0	0	4
	High Point Academy	0	0	1	0	0
	SOAR	0	0	0	0	3
	Total	0	0	2	1	7
Cherry Creek School District	Overland High School	0	0	0	1	0
	Total	0	0	0	1	0
Clear Creek School District	Clear Creek High School	0	0	0	1	0
	Total	0	0	0	1	0
Denver Public Schools	Abraham Lincoln High School	0	0	0	1	0
	Centennial K-8 School	0	0	0	0	2
	Charles M. Schenck Community School	0	0	0	1	0
	Cole Arts & Science Academy	0	0	1	0	0
	Columbine Elementary	0	1	0	0	0

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Denver Public Schools (continued)	Creativity Challenge Community (C3)	0	0	0	0	2
	Denver Green School	0	0	0	3	3
	Doull Elementary School	0	0	0	1	0
	Eagleton Elementary	0	0	0	0	1
	Ferrell B. Howell School	0	0	1	0	0
	Florida Pitt Waller K-8 School	0	0	0	1	0
	Goldrick Elementary	0	0	1	0	0
	Joe Shoemaker Elementary	0	0	0	2	0
	John Amesse Elementary School	0	0	0	1	0
	Manual High School	0	1	0	0	0
	McKinley-Thatcher Elementary	0	0	0	0	1
	Noel Community Arts School	0	0	1	0	0
	North High School	0	0	0	0	1
	Place Bridge Academy	0	0	0	1	0
	Steele Elementary	0	0	0	0	4
	Swigert International School	0	0	0	2	1
	William Roberts Elementary	0	1	0	0	0
Total	0	3	4	13	15	
Denver Public Charter Schools	Downtown Denver Expeditionary School	0	0	1	0	0
	DSST: College View Middle School	0	0	0	1	0
	DSST: Conservatory Green Middle School	1	0	1	0	0
	DSST: Henry Middle School	0	0	0	1	0
	STRIVE Prep - Lake	0	0	1	0	0
	Total	1	0	3	2	0
Dolores County School District RE-2J	Dove Creek High School/Middle School	0	2	0	0	0
	Seventh Street Elementary	1	0	1	0	1
	Total	1	2	1	0	1
Dolores RE-4A School District	Dolores Elementary	0	0	0	0	1
	Dolores High School	0	0	0	0	3
	Teddy Bear Preschool	0	0	0	1	0
	Total	0	0	0	1	4
Douglas County School District	Academy Charter School	0	0	1	0	0
	Ascent Classical Academy	0	0	0	1	0
	STEM School and Academy	0	0	1	0	0
	STEM School Highlands Ranch	0	0	1	0	0
	Total	0	0	3	1	0
	Animas Valley Elementary	0	0	0	0	0

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Durango School District 9-R	Durango High School	0	0	2	0	1
	Florida Mesa Elementary	1	2	0	1	0
	Fort Lewis Mesa Elementary School	0	0	1	0	0
	Miller Middle School	0	1	1	1	1
	Needham Elementary	0	0	0	0	1
	Park Elementary	0	0	1	0	0
	Sunnyside Elementary School	0	0	0	0	1
	Total	1	3	5	2	4
Englewood 1 School District	Clayton Elementary	0	0	1	0	0
	Englewood Middle School	0	0	1	0	0
	Total	0	0	2	0	0
Estes Park School District R-3	Estes Park High School	0	0	0	1	0
	Total	0	0	0	1	0
Frenchman School District RE-3	Fleming Elementary School	0	0	0	1	0
	Total	0	0	0	1	0
Holyoke School District	Holyoke Elementary	0	0	0	1	0
	Holyoke Jr/Sr High School	0	0	0	2	0
	Total	0	0	0	3	0
Ignacio School District 11-JT	Ignacio Elementary	3	1	0	1	0
	Ignacio High School	0	0	2	1	0
	Ignacio Middle School	0	0	0	1	3
	Total	3	1	2	3	3
JEFFCO Public Schools	Alameda International High School	1	1	0	0	0
	Bell Middle School	0	0	0	1	0
	Columbine High School	1	1	0	0	1
	Dunstan Middle School	0	0	0	1	0
	Edgewater Elementary	0	0	0	1	0
	Everitt Middle School	0	1	0	0	0
	Foster Elementary School	1	0	0	0	0
	Golden High School	0	0	1	0	0
	Lakewood High School	0	0	1	0	0
	Little Elementary School	1	0	0	0	0
	Moore Middle School	0	1	0	0	0
	Mortensen Elementary	0	0	0	1	0
	The New America School	0	0	0	1	0
	Weber Elementary	0	0	1	0	0
	Total	4	4	3	5	1
Lone Star 101 School District	Lone Star High School	0	0	0	3	0
	Lone Star School	0	0	1	0	0
	Total	0	0	1	3	0
	Mancos Elementary	0	0	0	0	1

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Mancos School District Re-6	Mancos High School	0	0	0	1	1
	Total	0	0	0	1	2
Manzanola School District	Manzanola Jr/Sr High School	0	0	1	0	0
	Total	0	0	1	0	0
Mapleton Public Schools	Achieve Academy	2	0	1	0	0
	Big Picture College and Career Academy	0	0	1	0	0
	Global Leadership Academy	0	0	1	0	3
	Mapleton Early College	0	1	0	0	0
	Meadow Community School	0	0	1	0	0
	Monterey Community School	0	0	1	0	0
	North Valley School for Young Adults	0	1	0	0	0
	York International	0	1	1	0	0
	Total	2	3	6	0	3
	Moffat School District	Moffat PK-12 School	1	0	0	0
Total		1	0	0	0	0
Monte Vista School District No. C-8	Bill Metz Elementary	1	1	2	0	3
	Monte Vista High School	1	1	0	0	0
	Monte Vista Middle School	2	0	2	1	1
	Total	4	2	4	1	4
Montezuma-Cortez School District Re-1	Byron Syring Delta Center	0	0	1	0	0
	Cortez Middle School	0	2	1	1	5
	Kemper Elementary School	1	0	0	0	1
	Manaugh Elementary	0	0	0	1	3
	Mesa Elementary	0	0	2	1	0
	Montezuma-Cortez High School	0	0	1	2	4
	Pleasant View Elementary	0	0	1	0	0
	Total	1	2	6	5	13
Montrose County School District RE-1J	Olathe Middle and High School	0	1	0	0	0
	Total	0	1	0	0	0
Mountain Valley Re 1 School District	Mountain Valley School	0	0	0	0	1
	Mountain View Elementary	0	0	1	0	0
	Total	0	0	1	0	1
North Conejos School District	Centauri High School	1	1	1	0	1
	La Jara Elementary	2	0	0	0	0
	Total	3	1	1	0	1
RE-1 Valley School District	Caliche Jr/Sr High School	0	0	1	0	0
	Sterling Middle School	0	0	1	0	0
	Total	0	0	2	0	0
Rocky Ford School District R-2	Jefferson Intermediate School	0	0	4	0	0
	Rocky Ford Jr/Sr High School	1	0	1	0	0

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
	Total	1	0	5	0	0
Sangre de Cristo RE-22j School District	Sangre de Cristo School	0	0	0	0	1
	Total	0	0	0	0	1
Sierra Grande R-30 School District	Sierra Grande K-12 School	0	0	0	1	0
	Total	0	0	0	1	0
Silverton 1 School District	Silverton School	0	0	0	1	0
	Total	0	0	0	1	0
South Conejos School District No. Re10	Antonito High School	0	1	0	0	0
	Total	0	1	0	0	0
St. Vrain Valley School District	Skyline High School	0	0	0	1	0
	Total	0	0	0	1	0
Trinidad School District 1	Eckhart Elementary	1	0	0	0	0
	Total	1	0	0	0	0
Weld County School District 6	Heath Middle School	1	0	0	0	0
	Weld Central High School	0	0	1	0	0
	Total	1	0	1	0	0
Westminster Public Schools	Mesa Elementary	0	0	1	0	0
	Total	0	0	1	0	0
Wray School District RD-2	Buchanan Middle School	0	0	0	1	0
	Wray Elementary	0	0	0	1	0
	Total	0	0	0	2	0
Yuma School District-1	Yuma High School	0	0	2	0	0
	Total	0	0	1	0	0
Total		49	47	82	68	89

Note: One Cohort 2 teacher was missing school placement information.

TABLE A.2. NUMBER OF COHORT 1-5 TFA CO TEACHERS BY SCHOOL BY DISTRICT IN 2018-19

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Charter School Institute	Atlas Prep	0	0	0	0	1
	Ricardo Flores Magon Academy	0	1	0	2	2
	Total	0	1	0	2	3
Denver Public Schools	Barnum Elementary	0	0	0	0	1
	Bear Valley International	0	0	0	1	0
	Bruce Randolph School	0	0	2	0	3
	Castro Elementary	0	0	0	1	1
	Centennial School	1	0	0	0	0
	Center for Talent Development	1	0	0	0	0
	Colfax Elementary	0	2	1	0	0
	Columbine Elementary	0	0	0	0	0
	Contemporary Learning Academy	1	0	0	0	0
	DCIS at Fairmont	0	0	0	1	0
	DCIS at Ford	0	1	0	4	1
	DCIS at Montbello: MS	0	0	0	1	2
	DCIS at Montbello: HS	1	1	3	2	1
	George Washington HS	0	0	0	0	1
	Goldrick Elementary	0	0	1	0	1
	Green Valley Elementary	0	0	2	1	1
	Greenlee Elementary	0	0	0	0	0
	High Tech Early College	1	1	0	0	0
	John Amesse Elementary	0	1	0	0	1
	John F Kennedy High School	0	0	0	0	2
	Johnson Elementary	0	0	0	0	1
	Kunsmiller Creative Arts Academy	1	0	0	1	0
	Manual High School	0	0	0	0	1
	Martin Luther King Jr. Early College	0	0	1	3	1
	McAuliffe Manual MS	0	0	0	0	2
	McGlone Academy	2	1	4	3	4
	McMeen Elementary	0	1	0	0	0
	Morey Middle School	0	1	0	0	0
	Noel Community Arts School	0	0	1	0	0
	North High School	2	0	0	1	1
	Oakland Elementary	0	1	0	1	1
	Place Bridge Academy	0	1	0	0	0
	Sabin World Elementary	1	0	0	0	0
Samuels Elementary	0	0	1	0	1	
Skinner Middle School	0	0	0	0	1	

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
	Smith Elementary	1	0	0	0	0
	South High School	1	0	0	0	0
	Stedman Elementary	0	0	0	1	0
	TreVista at Horace Mann	0	0	0	0	1
	Total	14	11	16	21	29
Denver Public Charter schools	Academy 360	0	0	0	0	2
	Colorado High School Charter	0	0	0	0	1
	Colorado High School Charter - GES	0	0	0	1	0
	Colorado High School Charter- Osage	0	1	0	3	2
	Compass Academy	0	0	0	1	0
	DSST: Byers Junior-Senior School	1	1	0	1	0
	DSST: Cole High School	0	0	1	0	1
	DSST: Cole Middle School	1	0	2	2	0
	DSST: College View High School	0	1	1	0	0
	DSST: College View Middle School	0	0	1	0	1
	DSST: Conservatory Green High School	0	1	0	0	1
	DSST: Conservatory Green Middle School	0	0	0	1	0
	DSST: Green Valley Ranch High School	0	1	1	1	0
	DSST: Green Valley Ranch Middle School	1	1	0	1	0
	DSST: Henry Middle School	0	1	0	0	2
	DSST: Stapleton	0	0	0	0	0
	DSST: Stapleton High School	0	0	0	1	0
	DSST: Stapleton Middle School	2	0	0	1	0
	KIPP Montbello College Prep	1	0	0	0	0
	KIPP Northeast Denver Middle School	0	1	3	1	1
	KIPP Northeast Denver Leadership Academy	0	1	0	4	1
	KIPP Northeast Elementary	0	0	0	1	0
	KIPP Sunshine Peak Elementary	0	0	0	0	0
	KIPP Sunshine Peak Academy	0	3	0	1	1
	KIPP Denver Collegiate High School	1	0	0	0	0
	Rocky Mountain Prep	0	0	0	0	2

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
	Rocky Mountain Prep - Berkley	0	0	1	0	1
	Rocky Mountain Prep Creekside	0	0	0	0	1
	Rocky Mountain Prep Southwest	0	0	0	0	3
	Rocky Mountain Prep Fletcher	0	0	1	2	0
	Roots	0	0	0	0	1
	STRIVE Preparatory School	2	0	0	0	0
	STRIVE Prep - Ruby Hill	1	1	3	0	0
	STRIVE Prep - Federal	1	2	0	0	1
	STRIVE Prep - Excel High School	0	0	0	1	0
	STRIVE Prep - Kepner Middle School	0	0	0	1	1
	STRIVE Prep - Montbello Middle School	0	0	0	1	0
	STRIVE Prep - RISE	0	0	0	0	1
	STRIVE Prep - Smart	0	2	0	0	0
	University Prep	0	0	0	0	2
	University Prep - Arapahoe	0	0	0	2	2
	University Prep at Steele Street	1	0	1	1	1
	Total	12	17	15	28	29
ECE	Mile High Early Learning: Edna Oliver	0	0	0	0	2
	Mile High Early Learning: Lowry	0	0	0	0	2
	Mile High Early Learning: Rude Park	0	0	0	0	1
	Mile High Early Learning: Rude Park and Sun Valley	0	0	0	0	1
	Sewall Child Development Center	0	0	0	0	2
	Total	0	0	0	0	8
Harrison School District 2	Bricker Elementary	0	0	2	0	1
	Career Readiness Academy	1	0	0	0	0
	Fox Meadows MS	0	0	0	0	3
	Harrison High School	2	3	2	2	3
	High School Prep Academy	1	0	0	0	0
	Mountain Vista Community School	0	1	2	2	1
	Otero Elementary	0	0	0	0	1
	Panorama Middle School	0	0	0	2	2
	Sierra High School	0	0	1	0	0
Total	4	4	7	6	11	

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Harrison School District 2 Charter Schools	Atlas Preparatory Middle School	1	2	1	0	0
	Pikes Peak Prep		0	0	0	0
	Total	1	2	1	0	0
Pueblo City Schools	Benjamin Franklin Elementary School	0	0	1	1	0
	East High School	1	0	0	0	0
	Heroes K-8 Academy	0	0	1	2	1
	Irving Elementary	0	0	0	0	2
	Minnequa Elementary	0	0	0	0	1
	Pueblo Academy of Arts	0	0	1	2	2
	Pueblo School for Arts and Sciences - Fulton	0	1	0	0	0
	Risley International Academy of Innovation	0	1	0	1	1
	Roncalli STEM Academy	0	1	0	0	1
	Total	0	3	3	6	8
	Total	Totals	31	38	42	63

Cohorts 1-5 Primary Subject Area Taught by Cohort in 2018-19

TABLE A.3. NUMBER OF TFA CO TEACHERS BY COHORT AND BY PRIMARY SUBJECT AREA IN 2018-19

Primary Subject Area	Cohort 1		Cohort 2		Cohort 3		Cohort 4		Cohort 5	
	n	%	n	%	n	%	n	%	n	%
Early Childhood Education	0	0%	0	0%	0	0%	0	0%	7	9%
Elementary	5	17%	4	11%	10	24%	15	24%	21	26%
English, Reading, or Language Arts	7	23%	12	32%	9	21%	14	23%	11	14%
ESL	1	3%	2	5%	1	2%	4	6%	5	6%
Exceptional Student Services	0	0%	0	1	1	2%	0	0%	0	0%
Humanities	0	0%	0	0%	0	0%	0	0%	0	0%
Math	3	10%	5	14%	10	24%	3	5%	8	10%
Science	7	23%	6	16%	3	7%	8	13%	9	11%
Social Studies	1	3%	4	11%	2	5%	3	5%	2	3%
Spanish	0	0%	0	0%	0	0%	0	0%	1	1%
Special Education	6	20%	4	11%	6	14%	15	24%	16	20%
Total	30	100%	37	100%	42	100%	62	100%	80	100%

Note: One Cohort 1 teacher and one Cohort 5 were indicated as teaching two primary subject areas, and one Cohort 2 and one Cohort 5 teacher were missing subject matter area. These teachers were omitted from the table, and valid percentages that omit missing data are utilized. Percentages shown may not total to 100% due to rounding.

TABLE A.4. NUMBER OF BTR TEACHERS BY COHORT AND BY PRIMARY SUBJECT AREA IN 2018-19

Primary Subject Area	Cohort 1		Cohort 2		Cohort 3		Cohort 4		Cohort 5	
	n	%	n	%	%	%	n	%	n	%
Art	0	0%	1	2%	0	0%	2	3%	0	0%
Business	0	0%	0	0%	1	1%	1	2%	1	1%
Early Childhood Education	0	0%	0	0%	0	0%	3	5%	5	6%
Elementary	27	59%	16	34%	24	32%	22	35%	32	39%
English, Reading, or Language Arts	4	9%	3	6%	18	24%	3	5%	16	20%
ESL	2	4%	0	0%	0	0%	0	0%	0	0%
Family and Consumer Studies	0	0%	0	0%	0	0%	1	2%	0	0%
Gifted & Talented Coordinator	0	0%	1	2%	0	0%	0	0%	0	0%
Leadership	0	0%	0	0%	1	1%	0	0%	0	0%
Math	4	9%	8	17%	10	13%	6	10%	11	13%
Music	0	0%	0	0%	1	1%	1	2%	1	1%
Physical Education	2	4%	1	2%	0	0%	3	5%	2	2%
Science	3	7%	8	17%	9	12%	14	22%	9	11%
Social Studies	4	9%	7	15%	6	8%	5	8%	5	6%
Spanish	0	0%	1	2%	1	1%	2	3%	0	0%
Special Education	0	0%	1	2%	4	5%	0	0%	0	0%
Welding	0	0%	0	0%	1	1%	0	0%	0	0%
Total	46	100%	47	100%	76	100%	63	100%	82	100%

Note: Two Cohort 1 teachers and one Cohort 2 teacher were indicated as teaching two primary subject areas. These teachers were omitted from the table, and valid percentages that omit missing data are utilized. Percentages shown may not total to 100% due to rounding.

Appendix B

BTR Teacher Demographics and Background by Cohort

TABLE B.1. BTR PARTICIPANT DEMOGRAPHIC INFORMATION BY COHORT

	Total		Cohorts 1-3		Cohort 4		Cohort 5	
	n	%	n	%	n	%	n	%
Gender								
Male	22	31%	6	23%	5	26%	11	41%
Female	50	69%	20	77%	14	74%	16	59%
Nonbinary	0	0%	0	0%	0	0%	0	0%
Total	72	100%	26	100%	19	100%	27	100%
Ethnicity / Race								
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%
Asian	1	1%	0	0%	0	0%	1	4%
Black or African American	2	3%	1	4%	0	0%	1	4%
Hispanic / Latino	4	6%	2	8%	2	11%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%	0	0%
White	57	80%	21	81%	13	72%	23	85%
Two or more races / ethnicities	7	10%	2	8%	3	17%	2	7%
Total	71	100%	26	100%	18	100%	27	100%
Education Level								
Bachelor's Degree	36	49%	0	0%	13	68%	23	85%
Master's Degree	36	49%	27	100%	5	26%	4	15%
Professional Degree	1	1%	0	0%	1	5%	0	0%
Other	0	0%	0	0%	0	0%	0	0%
Total	73	100%	27	100%	19	100%	27	100%

TABLE B.2. BTR PARTICIPANT BACKGROUND INFORMATION BY COHORT

	Total		Cohorts 1-3		Cohort 4		Cohort 5	
	n	%	n	%	n	%	n	%
Year Prior to Joining BTR								
Graduated from college with a bachelor's degree	27	38%	12	44%	6	32%	9	35%
Graduated with a master's degree	4	6%	2	7%	1	5%	1	4%
Working in an educational setting	19	26%	4	15%	5	26%	10	38%
Working in a career other than education	22	31%	9	33%	7	37%	6	23%
Total	72	100%	27	100%	19	100%	26	100%
Relocation								
From out of state	11	15%	6	25%	2	11%	3	11%
From in-state	5	7%	1	4%	0	0%	4	15%
Did not relocate	53	74%	17	71%	16	89%	20	74%
Total	69	96%	24	100%	18	100%	27	100%
Learned about BTR through:								
School or district representative	17	24%	5	19%	4	21%	8	31%
Current or previous BTR teacher	9	13%	5	19%	2	11%	2	8%
Internet search, such as Google or Yahoo	23	32%	8	30%	6	32%	9	35%
Social media, such as Facebook or LinkedIn	0	0%	0	0%	0	0%	0	0%
Print media, radio, or television advertisement	5	7%	1	4%	1	5%	3	12%
Job posting website	1	1%	1	4%	0	0%	0	0%
On campus (e.g., recruiter, job posting, faculty)	5	7%	3	11%	2	11%	0	0%
Family, friend, or someone else in your network	9	13%	2	7%	3	16%	4	15%
Other	3	4%	2	7%	1	5%	0	0%
Total	72	100%	27	100%	19	100%	26	100%

TABLE B.3. BTR PARTICIPANT PLACEMENT INFORMATION BY COHORT

	Total		Cohorts 1-3		Cohort 4		Cohort 5	
	n	%	n	%	n	%	n	%
Placement Setting								
Rural	34	47%	14	52%	8	42%	12	46%
Urban/Suburban	38	53%	13	48%	11	58%	14	54%
Total	72	100%	27	100%	19	100%	26	100%
Placement School Type								
Elementary School	26	36%	8	30%	9	47%	9	35%
Middle School	16	22%	5	19%	4	21%	7	27%
High School	10	14%	3	11%	2	11%	5	19%
Combination of Grades K-8	2	3%	2	7%	0	0%	0	0%
Combination of Grades K-12	11	15%	4	15%	3	16%	4	15%
Combination of Grades 6-12	7	10%	5	19%	1	5%	1	4%
Total	72	100%	27	100%	19	100%	26	100%
Other Placement Statistics								
Teaching in Area of Endorsement	68	94%	26	96%	17	89%	25	93%
Teaching in a school with other BTR teachers	52	72%	19	70%	13	68%	20	74%

TABLE B.4. 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 2019-20 academic year?						
	Overall		Residents		Teachers of Record	
	n	%	n	%	n	%
Definitely will	40	58%	3	18%	37	71%
Probably will	7	10%	1	6%	6	12%
Might or might not	6	9%	3	18%	3	6%
Probably won't	16	23%	10	59%	6	12%
Definitely won't	0	0%	0	0%	0	0%
Total	69	100%	17	100%	52	100%

TFA Colorado Teacher Demographics and Background by Cohort

TABLE B.5. TFA CO PARTICIPANT DEMOGRAPHIC INFORMATION BY COHORT

	Total		Cohorts 1-3		Cohort 4		Cohort 5	
	n	%	n	%	n	%	n	%
Gender								
Male	29	22%	4	22%	12	22%	13	21%
Female	103	77%	13	72%	43	78%	47	77%
Nonbinary	2	1%	1	6%	0	0%	1	2%
Total	134	100%	18	100%	55	100%	61	100%
Ethnicity / Race								
American Indian or Alaska Native	1	1%	1	6%	0	0%	0	0%
Asian	3	2%	1	6%	1	2%	1	2%
Black or African American	7	5%	2	11%	4	7%	1	2%
Hispanic / Latino	18	13%	0	0%	6	11%	12	20%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%	0	0%
White	89	66%	14	78%	36	65%	39	64%
Two or more races / ethnicities	16	12%	0	0%	8	15%	8	13%
Total	134	100%	18	100%	55	100%	61	100%
Education Level								
Bachelor's Degree	107	80%	8	44%	41	26%	58	95%
Master's Degree	24	18%	10	56%	112	72%	3	5%
Professional Degree	2	1%	0	0%	2	1%	0	0%
Other	1	1%	0	0%	1	1%	0	0%
Total	134	100%	18	100%	156	100%	61	100%

TABLE B.6. TFA CO PARTICIPANT BACKGROUND INFORMATION BY COHORT

	Total		Cohorts 1-3		Cohort 4		Cohort 5	
	n	%	n	%	n	%	n	%
Year Prior to Joining TFA								
Graduated from college with a bachelor's degree	80	62%	5	33%	33	62%	42	69%
Graduated with a master's degree	7	5%	0	0%	6	11%	1	2%
Working in an educational setting	23	18%	8	53%	7	13%	8	13%
Working in a career other than education	19	15%	2	13%	7	13%	10	16%
Total	129	100%	15	100%	53	100%	61	100%
Relocation								
From out of state	65	50%	7	47%	27	51%	31	51%
From in-state	12	9%	0	0%	4	8%	8	13%
Did not relocate	52	40%	8	53%	22	42%	22	36%
Total	129	100%	15	100%	53	100%	61	100%
Learned about TFA through:								
School or district representative	5	4%	1	7%	2	4%	2	3%
Current or previous TFA Corps Member	29	22%	4	27%	11	21%	14	23%
Internet search, such as Google or Yahoo	13	10%	1	7%	5	9%	7	11%
Social media, such as Facebook or LinkedIn	1	1%	0	0%	1	2%	0	0%
Print media, radio, or television advertisement	0	0%	0	0%	0	0%	0	0%
Job posting website	2	2%	0	0%	0	0%	2	3%
On campus (e.g., recruiter, job posting, faculty)	32	25%	3	20%	10	19%	19	31%
Family, friend, or someone else in your network	38	29%	5	33%	20	38%	13	21%
Other	9	7%	1	7%	4	8%	4	7%
Total	129	100%	15	100%	53	100%	61	100%

TABLE B.7. TFA CO PARTICIPANT PLACEMENT INFORMATION BY COHORT

	Total		Cohorts 1-3		Cohort 4		Cohort 5	
	n	%	n	%	n	%	n	%
Placement School Type								
Early Childhood	4	3%	0	0%	0	0%	4	7%
Elementary School	31	24%	3	21%	13	24%	15	25%
Middle School	35	27%	3	21%	16	29%	16	26%
High School	32	25%	3	21%	13	24%	16	26%
Combination of Grades K-8	13	10%	2	14%	5	9%	6	10%
Combination of Grades K-12	2	2%	0	0%	1	2%	1	2%
Combination of Grades 6-12	13	10%	3	21%	7	13%	3	5%
Total	130	100%	14	100%	55	100%	61	100%
Other Placement Statistics								
Teaching in Area of Endorsement	115	86%	12	67%	50	91%	53	87%
Teaching in a school with other TFA teachers	108	81%	11	61%	47	85%	50	82%

TABLE B.8. LIKELIHOOD OF REMAINING AT CURRENT SCHOOL FOR NEXT ACADEMIC YEAR

How likely are you to continue teaching in your current school for the 2019-20 academic year?								
	Overall		Cohorts 1-3		Cohort 4		Cohort 5	
	n	%	n	%	n	%	n	%
Definitely will	94	75%	15	100%	26	50%	53	90%
Probably will	8	6%	0	0%	5	10%	3	5%
Might or might not	2	2%	0	0%	1	2%	1	2%
Probably won't	1	1%	0	0%	1	2%	0	0%
Definitely won't	21	17%	0	0%	19	37%	2	3%
Total	126	100%	15	100%	52	100%	59	100%