

Quality Teacher Recruitment Grant Program

2020-2022 Funding Cycle,
Year 2 Evaluation Report



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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 licensed teachers in school districts that have had difficulty attracting and retaining high-quality teachers. To achieve these objectives, CDE has awarded grant funds to:

- Public Education & Business Coalition (PEBC), placing teachers each year since fall 2014
- Teach for America (TFA)-Colorado, placing teachers each year since fall 2014
- Ft. Lewis College (FLC), placing teachers each year since fall 2019

OMNI Institute (OMNI) serves as the current contractor for the evaluation, and this document summarizes findings from the 2021-2022 school year for five cohorts of teachers placed through the QTR Grant Program. All data for this evaluation were provided to OMNI by CDE. Evaluation data came from: (a) program-provided teacher recruitment, placement, and retention files and (b) CDE licensure and educator effectiveness data systems.

Program Approach

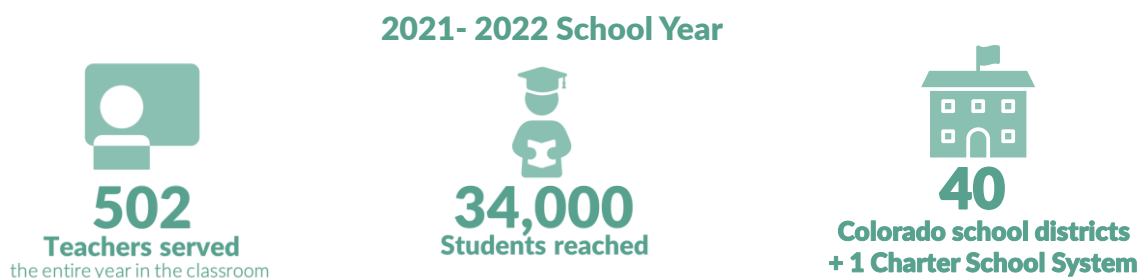
PEBC's Teacher Residency (PTR) program, TFA Colorado, and FLC's alternative licensure program, each seek to place high quality teachers in high-needs districts to promote effective teaching and increase student achievement. **Each program implements a unique model** to achieve these goals.

Exhibit A. Program Overview		
PTR	TFA - Colorado	FLC
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.	Overview: FLC's SEED (Southwest Excellent Educator Development) Program is designed as a pipeline to increase the number of high quality teachers in high needs districts in Southwestern Colorado through a targeted, relationships-based, 'homegrown' recruitment strategy.
Service area: Colorado Only	Service area: Colorado is one of several TFA regions across the nation	Service area: Southwestern Colorado region
Commitment: Candidates agree to a 3-year commitment (PEBC 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.	Commitment: Candidates do not make a formal commitment.

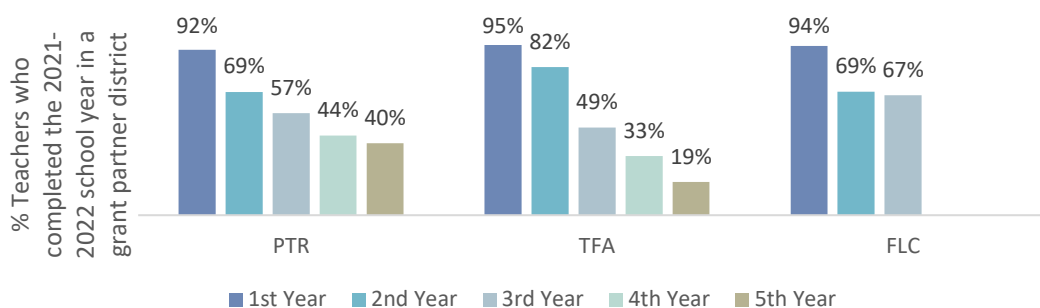
Exhibit A. Program Overview		
PTR	TFA - Colorado	FLC
Admission process: Program admission is generally contingent on successful placement (i.e., matched to a mentor teacher or principal request to fill an open position in a rural district).	Admission process: Corps members are admitted to the program, assigned to Colorado, and then apply for open teaching positions in partner districts.	Admission process: Candidates who may benefit from the SEED program are identified and assessed for program eligibility and fit.

Participation and Retention

QTR Grant Program teachers continue to support Colorado students and districts.



The figure below shows the percentage of teachers who completed the 2021-22 school year in a grant partner district by program and by number of years in the classroom for the past five cohorts of teachers placed through the QTR Grant Program. Retention patterns vary by program, although almost all candidates complete their first year in the classroom in a grant partner district (either as residents or teachers of record depending on the program and situation).



Notes. Figure presents the % of teachers who completed the 2021-2022 school year by number of years in the classroom (e.g., 1st Year = 1st year the teacher served in the classroom, either as resident or teacher of record; 2nd Year = 2nd year serving in the classroom, etc.). Calculations for 1st year teachers include 5 cohorts of teachers placed to date (placed from 2017-2018 through 2021-2022), 2nd year teachers include 4 cohorts of teachers placed to date (placed from 2017-2018 through 2020-2021), 3rd year teachers include 3 cohorts of teachers placed to date (placed from 2017-2018 through 2019-2020), etc. FLC has placed only three cohorts of teachers.

It is worth noting that many teachers who left grant-partner districts remain in the profession and continue to serve in the education field, whether it be as a teacher in a non-grant-partner district or in a different role within schools and districts. For this evaluation, we calculate retention as serving as a teacher in grant-partner districts to better understand the proportion of teachers supported by the QTR Grant program who continue to serve in historically hard-to-serve Colorado districts over time.

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 licensed 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-needs 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. In 2019, Ft. Lewis College (FLC) was awarded a grant to begin placing teachers in the 2019-20 school year.

As a result of funding changes during the COVID-19 pandemic, the 2020-22 grant cycle was funded through the Governor's Emergency Education Relief Fund (GEER Fund) and grant evaluation activities were conducted by CDE staff. The three prior grant cycles (2013-15, 2015-17 and 2017-20) were funded by legislative appropriation and required a third-party evaluation. In 2022, the funding source and evaluation

activities reverted to legislatively appropriated funds and the requirement for an external evaluator was reinstated. Through a competitive process, OMNI Institute (OMNI) was selected to serve as the external evaluator for the 2022-25 grant cycle, as well as to conduct the year 2 evaluation from the 2020-22 funding cycle (i.e., this report). OMNI also served as the external evaluator for the prior legislatively appropriated funding cycles.¹

Prior evaluations examined all cohorts of teachers placed since the QTR Grant Program inception. For the current contracted school year evaluations (2021-22 through 2024-25), reports will include the most recent five cohorts of teachers placed each year. Table 1 describes the years in which teachers were in the classroom for the cohorts included in this year's evaluation. Note that cohorts refer to the overall QTR Grant Program, since its inception. As such, PEBC and TFA placed teachers beginning with Cohort 1. Fort Lewis College placed its first cohort of teachers with Cohort 6 teachers.



PEBC Teacher Residency and Colorado Teach for America have participated in the Quality Teacher Recruitment (QTR) Grant Program for nine years. Fort Lewis College has participated for three years.

¹ Past-year reports produced by OMNI and CDE can be found here - <https://www.cde.state.co.us/educatortalent/qtrp> and a funding overview can be found here - <https://www.cde.state.co.us/educatortalent/qtrpfunding2021>

Table 1.0. Teacher Cohort by School Year in the Classroom

Cohort	2017-18	2018-19	2019-20	2020-21	2021-22
4	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
5		1 st year in classroom*	2 nd year in classroom	3 rd year in classroom	4 th year in classroom
6			1 st year in classroom*	2 nd year in classroom	3 rd year in classroom
7				1 st year in classroom*	2 nd year in classroom
8					1 st year in classroom*

Note: Cohorts 1-3 are not included in this year’s evaluation. *Depending on program model, in the first year, teachers may serve as teachers of record or as residents, fellows, or student teachers in the classroom of a mentor teacher.

Report Contents and Structure

This report presents findings from the 2021-22 school year. All data for the report was provided by CDE to OMNI for analysis and covers five cohorts of teachers initially placed between 2017-18 and 2021-22.

The information presented in this report is organized into the following sections:

- Background: Information on alternative teacher preparation programs in general and each funded program specifically.
- Section 1: Teacher recruitment, placement, and retention findings for each cohort of teachers placed since fall 2017.
- Section 2: Educator effectiveness outcomes for the 2020-21 school year. Educator effectiveness ratings are lagged such that effectiveness ratings for the 2021-22 school year will be reported in May 2023.
- Appendix: Information includes a description of teachers' school placement, and subject matter taught by program.

Background

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 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. Colorado Teacher Quality Standards focus on ensuring teachers have strong content knowledge and pedagogy, can facilitate learning, will provide a respectful learning environment for a diverse student population, are reflective, demonstrate leadership, and take responsibility for student growth.³ 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 Teacher Residency

The PEBC Teacher Residency (PTR) is an alternative-licensure program that partners with school districts to increase teacher recruitment, quality and retention district-wide; support the ongoing professional development and growth of teachers; and 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 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 PEBC's higher education partner and collaborated with PEBC in providing initial licensure and Master's degree program coursework to all candidates. In 2017, PEBC shifted to a licensure-only model with multiple institutions of higher education partnering to offer credits or scholarships for the residency experience as part of the optional Master's degree. This new model allows for

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

³ For more information on the Colorado Teacher Quality Standards, please visit: <https://www.cde.state.co.us/educatoreffectiveness/ee-tqs-ref-guide>

greater scalability and flexibility for resident teachers. Currently, PEBC 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 their training district or 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, PEBC commits to providing support for up to five years. PEBC primarily employs a residency model. 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 can be hired in PEBC partner districts.

PEBC developed a model to be responsive to schools in rural districts with immediate needs for teachers of record. In this model, which parallels a typical alternative licensure program, in the first year, candidates become teachers of record and lead teachers in the classroom. These teachers complete the same pre-service preparation as residents and are paired with mentor teachers from other classrooms who provide support during the school year. Teachers are also provided increased support from field coaches since these teachers do not first teach in a classroom with a mentor teacher. Otherwise, the teacher-of-record model has the same supports from PEBC that the residency model has.

For the QTR grant program, PEBC largely partners with Colorado's rural and small rural districts, which continue to be affected by educator shortages. PEBC also partners with urban districts with specific needs. PEBC indicates that they identify potential partner districts for the Residency program in various ways and includes the following considerations in their selection of partner districts: shared values about teaching and learning, level of student poverty, teacher turnover rates, and availability of innovative community partnerships. They meet with district leadership and existing teachers to understand the district's staffing and professional development needs.

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-needs/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 Colorado 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 pre-service training administered by TFA staff in a hybrid (online/in-person) format; 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 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 a 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 areas in education or other fields, where TFA has demonstrated they continue to advocate for educational equity.

In 2017-18, TFA CO introduced the Launch Fellowship, a teacher-in-training program developed by TFA CO 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 two-year fellowship, serving as resident teachers in the first year under the mentorship of a veteran teacher, while working toward a lead teacher role by the second 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.

For the QTR grant program, TFA Colorado considers the following in the selection of grant-partner districts: alignment with TFA's mission of delivering excellent education in low-income communities; deep investment from school and community leadership; and its ability to be responsive to partners' needs. TFA asks itself (1) does the partner serve TFA's target population (based on indicators of density of low-income students and analysis of accountability and effectiveness data); (2) can TFA fill a need for the partner based on teacher turnover rates, content area vacancies, and capacity for recruitment; and (3) is the partner invested in TFA's mission and in developing TFA-trained teachers through an assessment of leadership buy-in and capacity for teacher support.

Fort Lewis College

Fort Lewis College (FLC) is a four-year college located in Durango, Colorado that provides undergraduate degrees in various majors and a graduate degree in Education. Through the College of Education, FLC provides a traditional teacher preparation program at both the graduate, post-baccalaureate, and undergraduate levels. In addition, FLC currently offers an Alternative Licensure Program for English/Language Arts 7-12, Mathematics 7-12, Science 7-12, Social Studies 7-12, and several K-12 licensure areas including Art, Drama, Spanish, Physical Education, Music and Special Education.

FLC's SEED (*Southwest Excellent Educator Development*) Program is designed as a pipeline to increase the number of high quality teachers in high needs districts in Southwestern Colorado through a targeted, relationships-based, 'homegrown' recruitment strategy. Teacher candidates who are part of this program have at least a bachelor's degree and are working towards an initial license. In some cases, candidates may be teachers already who are seeking out an endorsement in Special Education, while other candidates may have been enrolled in a traditional teacher preparation program but may be missing a few remaining requirements for licensure. As the program grows, in future years, FLC would also like to recruit career changers into its SEED Program.

Once teachers in the SEED Program attain an alternative license, they complete the necessary coursework and/or classroom hours needed for an initial teaching license and then apply for initial licensure in their area of endorsement.

For the QTR program grant, partner districts and schools are identified through a collaborative process between FLC and local school districts. For example, the FLC Dean of the School of Education will work with local superintendents to identify and support current needs as well as identify when school or district placements have stabilized and are experiencing less turnover, shifting efforts to adjust to current conditions.

Recruitment, Placement, and Retention

This section provides information on teacher recruitment, placement, and retention. 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.

Number of Teachers Recruited, Placed, and Retained

Table 1.2 provides information on Cohort 4 teachers who were in their **fifth year in a classroom** in 2021-22.

PTR. Cohort 4 PTR teachers (placed in 2017-18) completed their three-year commitment with PTR in 2019-20. As Table 1.2 shows, of the 100 teachers initially placed in 2017-18, 40 (40%) completed a fifth year of teaching in a grant-partner district in 2021-22.

TFA Colorado. Cohort 4 TFA teachers (placed in 2017-18) were third-year TFA alumni, having completed their two-year commitment with TFA in 2018-19. As Table 1.2 shows, of the 81 teachers who were initially placed in 2017-18, 15 (19%) completed a fifth year of teaching in a grant-partner district in 2021-22.

Table 1.2. Cohort 4 Teachers (Initially Placed in 2017-18) in Grant-partner Districts in 2021-22

	PTR	TFA CO
Initially placed in a grant-partner district in 2017-18	100	81
Completed 1 st in a grant-partner district (2017-18)	89 (89%)	74 (91%)
Completed 2 nd year in a grant-partner district (2018-19)	63 (63%)	62 (77%)
Completed 3 rd year in a grant-partner district (2019-20)	58 (58%)	41 (51%)
Completed 4 th year in a grant-partner district (2020-21)	47 (47%)	25 (31%)
Left profession/teaching position over the summer of 2021	0	-6
Transferred to a non-grant partner district	-2	-4
*Unknown status	-5	0
Completed 5 th year in a grant-partner district (2021-22)	40 (40%)	15 (19%)

*Note: *We use a conservative approach to teacher retention. When teachers had an unknown status, we treated them as not retained in a grant-partner district.*

Table 1.3 provides information on Cohort 5 teachers who were in their **fourth year in a classroom** in 2021-22.

PTR. Cohort 5 PTR teachers (placed in 2018-19) completed their three-year commitment with PTR in 2020-21. As Table 1.3 shows, of the 89 teachers who were initially placed in 2018-19, 37 (42%) completed a fourth year of teaching in a grant-partner district in 2021-22.

TFA Colorado. Cohort 5 TFA teachers (placed in 2018-19) were second-year TFA alumni, having completed their two-year commitment in 2019-20. As Table 1.3 shows, of the 80 teachers initially placed in 2018-19, 28 (35%) completed a fourth year of teaching in a grant-partner district in 2021-22.

Table 1.3. Cohort 5 Teachers (Initially Placed in 2018-19) in Grant-partner Districts 2021-22

	PTR	TFA CO
Initially placed in a grant-partner district in 2018-19	89	80
Completed 1 st year in a grant-partner district (2018-19)	82 (92%)	74 (93%)
Completed 2 nd year in a grant-partner district (2019-20)	61 (69%)	67 (84%)
Completed 3 rd year in a grant-partner district (2020-21)	48 (54%)	45 (56%)
Left profession/teaching position over the summer of 2021	0	-12
Transferred to a non-grant partner district	-2	-5
Unknown status	-9*	0
Completed 4 th year in a grant-partner district (2021-22)	37 (42%)	28 (35%)

Note: *We use a conservative approach to teacher retention. When teachers had an unknown status, we treated them as not retained in a grant-partner district.

Table 1.4 provides information on Cohort 6 teachers who were in their **third year in a classroom** in 2021-22.

PTR. Cohort 6 PTR teachers (placed in 2019-20) were in the third year of a three-year commitment with PTR. As Table 1.4 shows, of the 74 teachers who were initially placed in 2019-20, 43 (58%) completed a third year of teaching in a grant-partner district in 2021-22.

TFA Colorado. Cohort 6 TFA teachers (placed in 2019-20) were first-year TFA alumni, having completed their two-year commitment in 2020-21. As Table 1.4 shows, of the 86 teachers initially placed in 2019-20, 34 (40%) completed a third year of teaching in a grant-partner district in 2021-22.

FLC. Cohort 6 FLC teachers (placed in 2019-20) were in their third year of teaching. As Table 1.4 shows, of the 12 teachers initially placed in 2019-20, eight (67%) completed a third year of teaching in a grant partner district in 2021-22.

Table 1.4. Cohort 6 Teachers (Initially Placed in 2019-20) in Grant-partner Districts 2021-22

	PTR	TFA CO	FLC
Initially placed in a grant-partner district in 2019-20	74	86	12
Completed 1 st in a grant-partner district (2019-20)	72 (97%)	85 (99%)	12 (100%)
Completed 2 nd year in a grant-partner district (2020-21)	51 (69%)	68 (79%)	9 (75%)
Left profession/teaching position over the summer of 2021	0	-23	0
Transferred to a non-grant partner district	-1	-9	0
Unknown status	-7	-2*	0
Began 3 rd year of teaching in 2021-22	43 (58%)	34 (40%)	9 (75%)
“Other”	0	0	-1**
Completed 3 rd year in a grant-partner district (2021-22)	43 (58%)	34 (40%)	8 (67%)

Note: *We use a conservative approach to teacher retention. When teachers had an unknown status, we treated them as not retained in a grant-partner district. **There was one FLC teacher who remained in a grant partner district but not in a grant partner school.

Table 1.5 below provides information on Cohort 7 teachers who were in their **second year in a classroom** in 2021-22.

PTR. Cohort 7 PTR teachers (placed in 2020-21) were in the second year of a three-year commitment with PTR. As Table 1.5 shows, of the 65 teachers who were initially placed in 2020-21, 48 (74%) completed a second year of teaching in a grant-partner district in 2021-22.

TFA Colorado. In 2021-22, Cohort 7 TFA corps members (placed in 2020-21) were beginning the second year of a two-year commitment with TFA. As Table 1.5 shows, of the 91 teachers who were initially placed in 2020-21, 82 (90%) completed a second year of teaching in a grant-partner district in 2021-22.

FLC. Cohort 7 FLC teachers (placed in 2020-21) were in their second year of teaching. As Table 1.5 shows, of the 16 teachers initially placed in 2020-21, 10 (63%) completed a second year of teaching in a grant partner district in 2021-22.

Table 1.5. Cohort 7 Teachers (Initially Placed in 2020-21) in Grant-partner Districts 2021-22

	PTR	TFA CO	FLC
Initially placed in a grant-partner district in 2020-21	65	91	16
Completed 1 st year in a grant-partner district (2020-21)	60 (86%)	90 (99%)	15 (94%)
Left teaching profession/teaching position over the summer of 2021	-4	-2	-4
Transferred to a non-grant partner district	-7	-1	0
“Other”	-1*	0	-1*
Began 2 nd year of teaching in 2021-22	48 (74%)	87 (96%)	10 (63%)
Left profession/teaching	0	-5	0
Completed 2 nd year in a grant-partner district (2021-22)	48 (74%)	82 (90%)	10 (63%)

Note: *One PTR teacher took the year off for maternity leave. One FLC teacher moved into an internship program through another grant.

Table 1.6. below provides information on Cohort 8 teachers who were in their **first year in a classroom** in 2021-22.

PTR. Cohort 8 PTR teachers were in the first year of a three-year commitment with PTR. As Table 1.6 shows, of the 75 teachers who were initially placed in grant partner districts, 67 (89%) completed their first year of teaching in a grant-partner district in 2021-22.

TFA Colorado. Cohort 7 TFA corps members were in the first year of a two-year commitment with TFA. As Table 1.6 shows, of the 89 teachers who were initially placed in grant partner districts, 82 (92%) completed their first year of teaching in a grant-partner district in 2021-22.

FLC. Cohort 7 FLC teachers (placed in 2020-21) were in their second year of teaching. As Table 1.6 shows, of the 9 teachers initially placed in grant partner districts in 2021-22, 8 (89%) completed a second year of teaching in a grant partner district in 2021-22.

Table 1.6. Cohort 8 Teachers (Initially Placed in 2021-22) in Grant-partner Districts 2021-22

	PTR	TFA CO	FLC
Target numbers*	110	95	6
Recruited	90	93	11
Placed in a non-grant-partner district	-15	-4	-2
Placed in a grant-partner district	75	89	9
Placed as teachers of record	27	72	4
Placed as resident teachers	48	17	5
Did not complete first year in program	-8	-7	-1
Completed 1 st year in a grant-partner district (2021-22)	67 (89%)	82 (92%)	8 (89%)

Note: *Target numbers were ascertained through program applications as available. Retention rates are calculated using placement numbers in grant-partner districts.

Reasons for Leaving

Across programs and cohorts, a total of 51 teachers left the profession/programs over the summer of 2021 (four from PTR, 43 from TFA Colorado, and four from FLC). An additional 21 teachers left the program/profession during the 2021-22 school year (eight from PTR, 12 from TFA Colorado, and one from FLC).

Due to small sample sizes within cohorts and programs, information on reasons for leaving is presented in aggregate. Teachers who transferred to non-grant partner districts are not included in this summary (n=31), nor are teachers for whom there was an “unknown” status (n=24) or who had an “other” status (n=3).

In the summary below, reasons for leaving are listed in order of prevalence with the most frequently indicated items at the top of the bulleted list.

Summer of 2021: Reasons for not returning of the 51 teachers who left over the summer included:

- Left the profession/field of education or no longer in the program without further information provided (n=18)
- Took a job in another field (n=13)
- Pursuing further education (n=9)
- Obtained employment in a district or school but not as a teacher (n=5)
- Obtained education-related employment but not with a district or school (n=3)
- Moved out of state (n=2)
- Was not rehired by the school (n=1)

Spring of 2022: Reasons for the 21 teachers who did not complete the 2021-22 school year included:

- Candidate decided program was not a good fit (n=16)
- Personal extenuating circumstances (n=4)
- Candidate will finish with the 2022-23 Cohort (n=1)

Retention Summary

Summing across programs and cohorts, **502 individuals** (235 from PTR, 241 from TFA Colorado, and 26 from FLC) served in Colorado classrooms throughout the 2021-22 school year as part of the QTR Grant Program.

Figure 1.1. Teacher Retention by Cohort and by Program

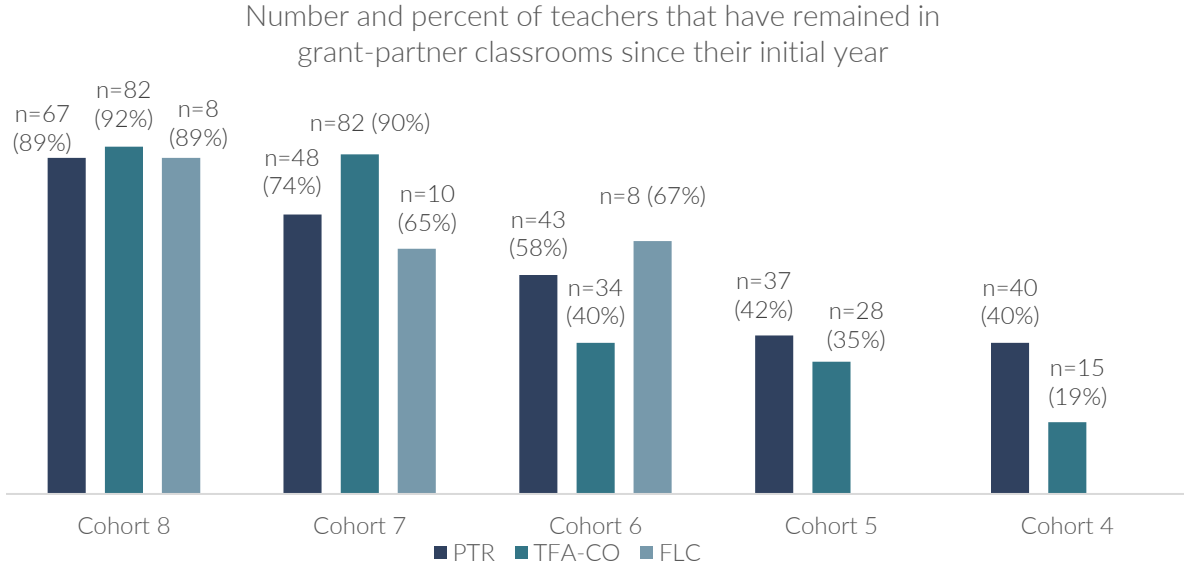
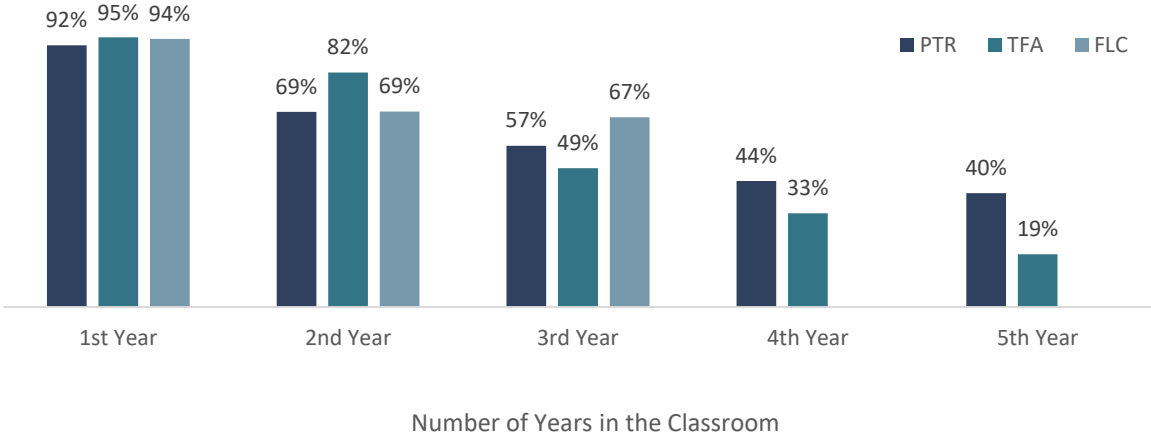


Figure 1.2 presents the average percent retained across cohorts by number of years in the classroom (e.g., across five cohorts of teacher placed, on average, 92%, 95%, and 94% of teachers trained by PTR, TFA Colorado, and FLC, respectively, completed their first year teaching in a grant-partner district).

Figure 1.2. Average Retention Rate by Number of Years in Classroom and Program



Grant-Partner District Positions in 2021-22

Tables 1.7 - 1.9 provide information on the number of individuals who were in teaching positions in 2021-22, by grant-partner district and cohort, for PTR, TFA Colorado, and FLC, respectively. Note the numbers in the tables below are derived from teachers' fall placement and are slightly higher than the number of teachers who were retained through the spring.

- In 2021-22, 243 PTR Cohort 4-8 teachers were teaching in 36 grant-partner districts and one charter school system.
- In 2021-22, 253 TFA Colorado Cohort 4-8 teachers were teaching in four grant-partner districts and one charter school system.
- In 2021-22, 56 FLC Cohort 6-8 teachers were teaching in seven grant-partner districts.

Table 1.7. Number of Teachers Placed in PTR Grant-Partner Districts in 2021-22

District	Cohort					Total by district
	4	5	6	7	8	
Adams 12 Five Star Schools	2	2	1	2	3	10
Alamosa Re-11J School District	--	--	4	--	--	4
Archuleta County 50 JT School District	3	1	1	2	2	9
Aspen School District	--	--	1	2	--	3
Aurora Public Schools	3	4	1	3	15	28
Bayfield 10 JT-R School District	--	2	1	1	1	5
Boulder Valley School District	--	--	--	1	--	1
Centennial School District R-1	--	1	2	2	--	5
Center Consolidated School District 26-JT	--	--	--	--	--	0
Charter School Institute	--	--	--	--	--	1
Cherry Creek School District	--	2	--	--	2	4
Del Norte School District	--	--	--	1	--	1
Denver Public Schools	11	4	6	8	11	40
Dolores RE-4A School District	--	1	--	1	2	4
Dolores County School District RE-2J	--	3	2	--	--	5
Douglas County School District	--	--	--	1	5	6
Durango School District 9-R	2	3	6	1	2	14
Eagle County Schools	--	--	3	3	3	9
Englewood 1 School District	--	--	--	--	1	1
Frenchman School District RE-3	1	--	--	--	--	1
Holyoke RE-1J	3	--	--	--	--	3
Ignacio School District 11-JT	2	2	2	4	--	10
JeffCo Public Schools	5	1	5	5	1	17
Lewis-Palmer 38	--	--	--	--	1	1
Littleton Public Schools	--	--	1	--	--	1
Lone Star 101 School District	2	--	--	--	--	2
Mancos School District Re-6	--	1	--	1	--	2
Mapleton Public Schools	--	--	1	2	--	3

Monte Vista School District No. C-8	--	2	--	--	1	3
Montezuma-Cortez School District RE-1	1	5	3	5	7	21
North Conejos School District	--	1	--	--	--	1
Sargent School District	--	--	--	--	3	3
School District 27J	1	1	3	3	14	22
Sheridan School District No. 2	--	1	--	--	--	1
Sierra Grande R-30 School District	1	--	--	--	--	1
Silverton School District 1	--	--	--	--	1	1
Wray School District	1	--	--	--	--	1
Total	40	37	43	48	75	243

Table 1.8. Number of Teachers Placed in TFA CO Grant-Partner Districts in 2021-22

District	Cohort					Total by district
	4	5	6	7	8	
Adams 14	--	--	--	--	2	2
Charter School Institute	--	--	1	3	--	--
Denver Public Schools	14	20	29	54	58	179
Harrison School District 2	--	4	2	17	12	35
Pueblo City Schools	1	4	2	13	17	37
Total	15	28	34	87	89	253

Note: *District placement information was missing on one Cohort 5 teacher.

Table 1.9. Number of Teachers Placed in FLC Grant-Partner Districts in 2021-22

District	Cohort 6	Cohort 7	Cohort 8	Total by district
Archuleta County 50 JT School District	--	1	--	1
Bayfield 10 JT-R School District	1	--	--	1
Durango School District 9R	--	5	3	8
Ignacio School District 11JT	1	2	3	6
Mancos School District Re-6	2	1	1	4
Montezuma-Cortez School District Re-1	4	1	2	7
Silverton School District 1	1	--	--	1
Total	9	10	9	28

First-year Teacher (Cohort 8) Demographics

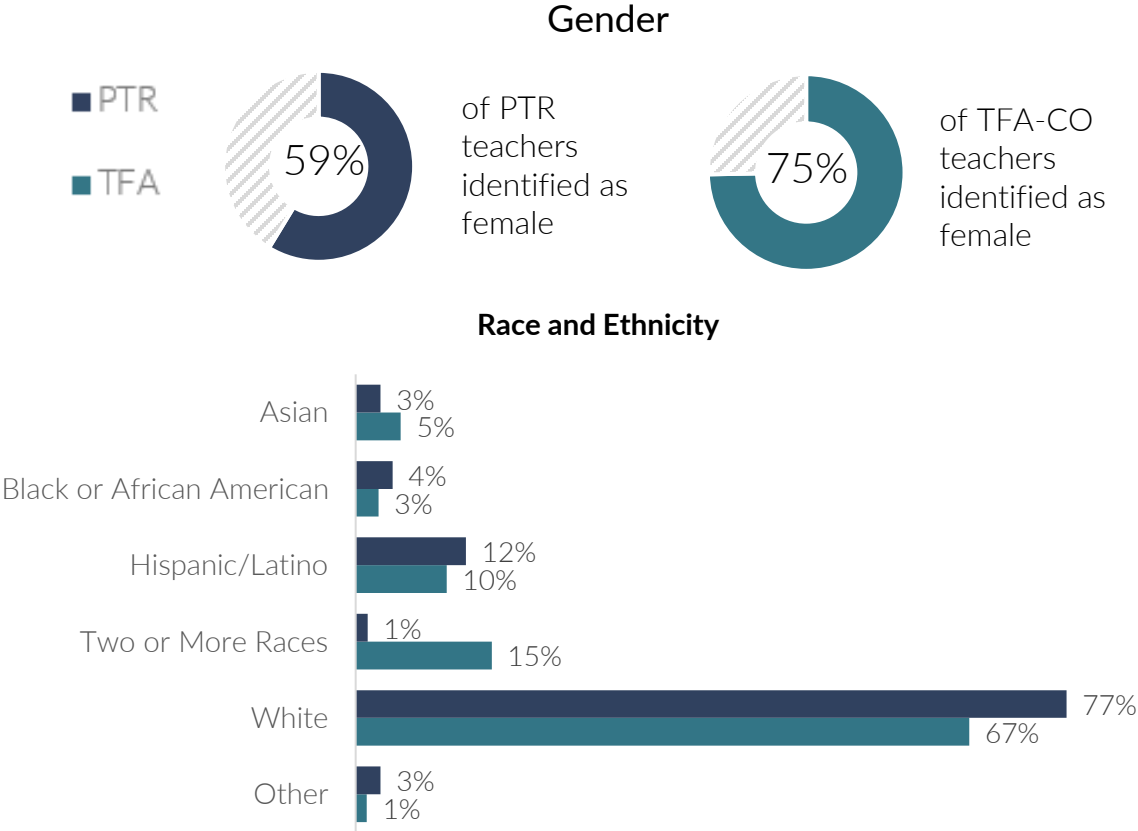
Tables 1.10 presents information on the age of first-year teachers for PTR and TFA Colorado, and Figure 1.3 shows the gender and race/ethnicity of first-year teachers who were placed in classrooms in 2021-22. Please note that due to FLC’s small number of teachers placed (n=9), demographic information for FLC teachers is omitted. Please also see prior QTR Grant Program reports for demographic information on Cohorts 1 through 7.

Table 1.10. Age of Cohort 8 Teachers Placed in 2021-22

	PTR (N=75)	TFA CO (N=80*)
Range	22 - 58	21 - 38
Mean (SD)	34 (9.2)	25 (6.4)
Median	32	23

Note. Age for Cohort 1 through 7 teachers initially placed through the grant can be found in previous reports.
 *There were missing ages for 9 TFA CO teachers.

Figure 1.3. Gender and Race/Ethnicity of Cohort 8 Teachers Placed in 2021-22



Teacher Licensure

To understand the licensure status of teachers placed by the QTR Grant program, CDE accessed credential and endorsement information on retained teachers who had an active license on December 1, 2021. Data were pulled for teachers placed in Cohorts 4 (2017-18) through 8 (2021-22). Credential and endorsement information was taken from teachers' initial placement year (e.g., if a teacher was placed as part of Cohort 4 in fall of 2017, licensure information was pulled for that teacher from the 2017-18 year). Across cohorts and programs, 72 teachers who were recorded as being retained in 2021-22 were not included in the licensure data. Table 1.11 shows the number of teachers who were retained in 2021-22 by program for which licensure information was available.

Table 1.11. Number and Percentage of Retained Teachers with Licensure Information

	PTR	TFA CO	FLC
# Retained in 2021-22	235	241	26
# with licensure data	222	190	18
% with licensure data	94%	79%	69%

Information was obtained on teachers' credentials (e.g., Alternative Teacher License) as well as endorsements (e.g., Elementary Education [K-6]) associated with each credential. Several teachers had multiple credentials (e.g., teachers who had an active substitute teaching credential and then added a teaching credential as part of their entering the program) and 10 teachers had multiple endorsements associated with a single credential (e.g., an Initial Teacher License with endorsements in Elementary Education [K-6] and Social Studies Education [7-12]).

Teacher Credentials During Placement Year

Table 1.12 shows the number of teachers by primary credential type by program. About 94% of PEBC and TFA teachers had an alternative license in their initial year in the classroom and about half of FLC teachers had a substitute authorization.

Table 1.12. Number and Percentage of Retained Teachers by Credential Status at Placement

Teacher Credentials at Placement	PTR		TFA		FLC	
	n	%	n	%	n	%
Alternative Teacher License	208	94%	178	94%	5	28%
Emergency Authorization	1	0%	0	0%	0	0%
Initial Teacher License	1	0%	10	5%	2	11%
Professional Teacher License	0	0%	0	0%	2	11%
Substitute Authorization	12	5%	1	1%	9	50%
Interim Authorization	0	0%	1	1%	0	0%
Total	222	100%	190	100%	18	100%

Note. Percentages are based on number of teachers who were retained throughout the 2021-22 school year who had licensure information (i.e., calculations do not include the 72 retained teachers with missing data). Some teachers had multiple credentials such as an alternative license with a substitute authorization or an alternative license with a professional special services license.

Teacher Endorsements During Placement Year

In this section we provide information on the endorsements of teachers during their placement year separately by program.⁴

PEBC Teacher Residency

Table 1.13 shows the number of PTR teachers and the content areas in which they were endorsed. In addition, 84 of these teachers had a second endorsement of Substitute Teacher (K-12). One of the teachers with an endorsement in Elementary Education (K-6) also had a School Counselor (0-21) endorsement and one of the teachers with an endorsement in Mathematics Education (7-12) also had an endorsement in CTE architecture and construction (7-12). Finally, one teacher with an initial teacher license was endorsed in both Elementary Education (K-6) and in Social Studies Education (7-12).

Table 1.13. PTR Teacher Primary Endorsements

PTR - Endorsement Areas	Number	Percent
Elementary Education (K-6)	75	34%
English Language Arts (7-12)	33	15%
Science Education (7-12)	23	10%
Social Studies Education (7-12)	18	8%
Mathematics Education (7-12)	17	8%
Early Childhood Education (0-8)	16	7%
Substitute Teacher (K-12)	12	5%
Middle School Mathematics Education (6-8)	8	4%
Visual Arts (K-12)	6	3%

⁴ We did not match endorsements to primary subject areas taught in 2021-2022 because licensure information came from the initial year the teacher was in the classroom.

PTR - Endorsement Areas	Number	Percent
Spanish (K-12)	4	2%
Family and Consumer Sciences Education (7-12)	3	1%
Business Education (7-12)	2	1%
Music (K-12)	2	1%
Physical Education (K-12)	2	1%
Business/Marketing (7-12)	1	1%
Total	222	100%

Due to rounding, percentages shown may not total to 100%.

Teach for America-Colorado

Table 1.14 shows the number of TFA Colorado teachers and the content areas in which they were endorsed. Nine of these teachers had a second endorsement of Substitute Teacher (K-12). In addition, three of these teachers had an additional endorsement associated with an initial teaching license and one teacher had two endorsements associated with an Interim Authorization.

Table 1.14. TFA Teacher Primary Endorsements

TFA Teacher - Endorsement Areas	Number	Percent
Special Education Generalist (5-21)	47	25%
Elementary Education (K-6)	43	23%
English Language Arts (7-12)	33	17%
Science Education (7-12)	31	16%
Middle School Mathematics Education (6-8)	14	7%
Mathematics Education (7-12)	10	5%
Early Childhood Education (0-8)	4	2%
Social Studies Education (7-12)	4	2%
Business/Marketing (7-12)	1	1%
Culturally and Linguistically Diverse Education (K-12)	1	1%
Spanish (K-12)	1	1%
Substitute Teacher (K-12)	1	1%
Total	190	100%

Due to rounding, percentages shown may not total to 100%.

Fort Lewis College – Endorsements

Nine of the 18 retained teachers placed by FLC with data had a Substitute Teacher (K-12) endorsement in the year that they were placed. The other nine teachers had various combinations of endorsements across a single or multiple credentials. These were as follows:

- Early Childhood Education (0-8)
- Elementary Education (K-6)
- Health Education (K-12)
- Special Education Generalist (5-12)
- Social Studies Education (7-12) and English Language Arts
- Special Education Generalist (5-12) and Elementary Education (K-6)

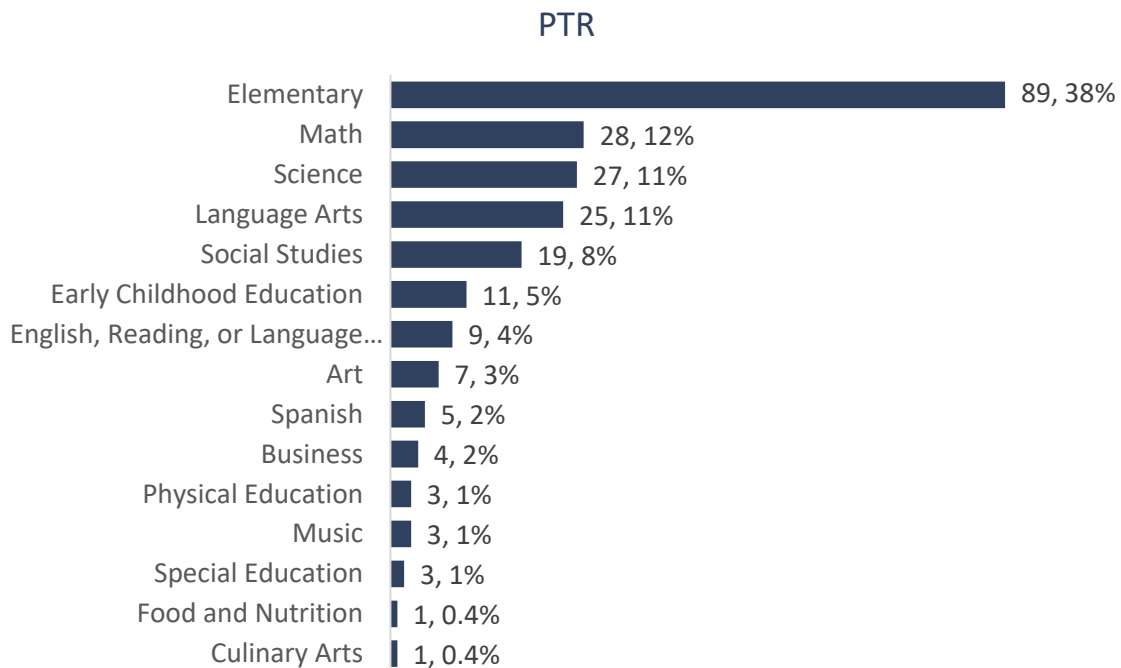
- Special Education Generalist (5-12), Elementary Education (K-6), and Linguistically Diverse Education (K-12)
- Special Education Generalist (5-12), Elementary Education (K-6), Substitute Teacher (K-12), and Social Studies Education (7-12)
- Elementary Education (K-6), Substitute Teacher (K-12) and Special Education Generalist (5-21)

For more information on licensing, please see the Educator Talent Licensing Office website at <https://www.cde.state.co.us/cdeprof>.

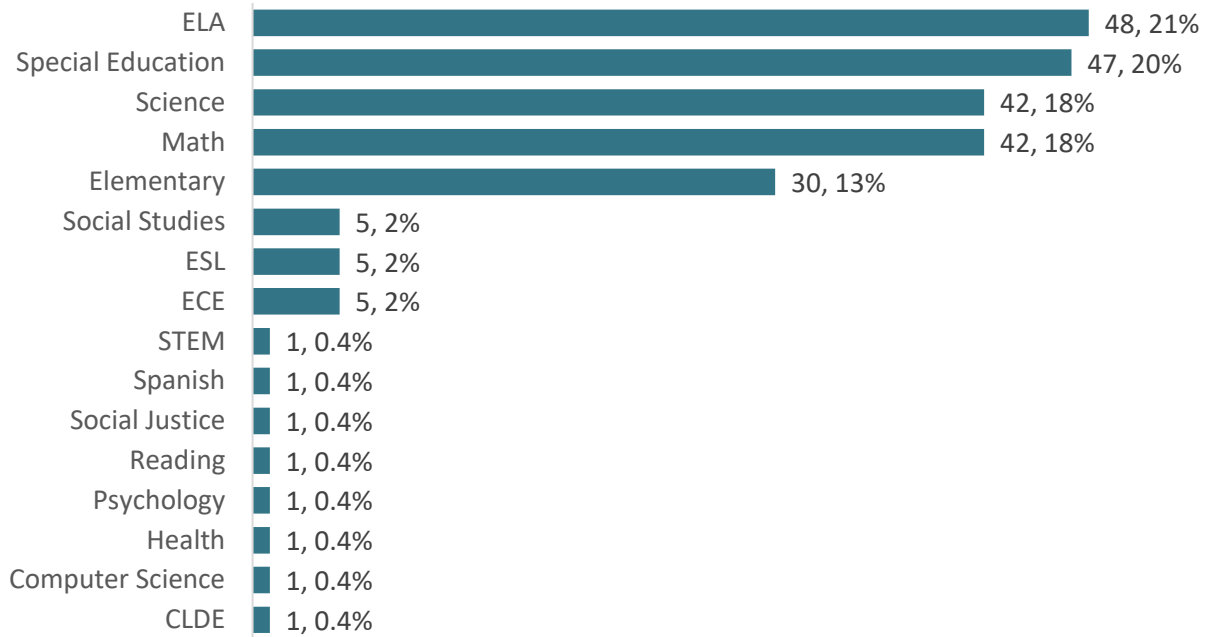
Subjects/Grade Levels Taught

Figure 1.4 and Tables 1.15, 1.16, and 1.17 provide information on the subjects and grade levels taught by teachers in 2021-22. Figure 1.4 on the number of teachers by primary subject area taught presents information for each vendor separately across Cohorts 4 through 8 in order to visually display the subject areas taught (see Tables A.3 and A.4 in Appendix for subject area taught by cohort). When interpreting Tables 1.15, 1.16, and 1.17, 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.

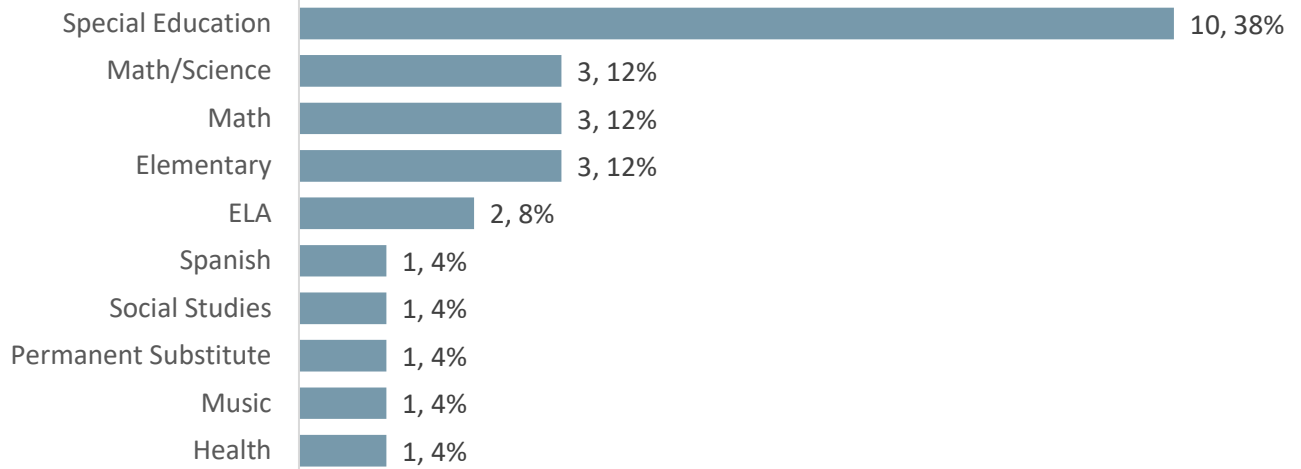
Figure 1.4. Percent and Number of Teachers by Primary Subject Area in 2021-22



TFA



FLC



Note: See Appendix A for further information on subject area taught by cohort. Due to rounding, percentages shown may not total to 100%.

Table 1.15. Number of PTR Teachers by Grade Level by Cohort in 2021-22

Grade Level	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8
	n	n	n	n	n
ECE	2	0	0	2	4
Kindergarten	5	3	6	6	11
1 st	5	2	6	2	6
2 nd	7	4	7	3	6
3 rd	9	5	8	10	1
4 th	4	3	5	7	5
5 th	5	1	8	6	4
6 th	13	4	9	7	30
7 th	10	5	11	10	30
8 th	11	6	11	9	30
9 th	12	13	11	14	7
10 th	12	13	11	14	7
11 th	12	13	11	14	7
12 th	12	13	11	14	7

Table 1.16. Number of TFA CO Teachers by Grade Level by Cohort in 2021-22

Grade Level	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8
	n	n	n	n	n
ECE	0	0	3	1	0
Kindergarten	1	2	3	11	9
1 st	2	3	3	11	8
2 nd	0	2	4	9	8
3 rd	1	6	5	9	4
4 th	1	3	6	6	7
5 th	4	3	6	8	7
6 th	5	4	6	15	28
7 th	3	4	5	20	32
8 th	3	5	4	20	30
9 th	5	10	4	13	14
10 th	6	9	5	10	11
11 th	5	8	4	13	9
12 th	5	7	4	8	9

Table 1.17. Number of FLC Teachers by Grade Level by Cohort in 2021-22

Grade Level	Cohort 6	Cohort 7	Cohort 8
	n	n	n
ECE	0	0	0
Kindergarten	6	6	7
1 st	5	6	7
2 nd	6	6	7
3 rd	6	6	7
4 th	7	4	5
5 th	7	8	6
6 th	6	6	7
7 th	6	6	0
8 th	7	6	7
9 th	6	8	4
10 th	6	8	5
11 th	6	8	5
12 th	6	8	5

Students Served

The QTR Grant Program **served an estimated 34,001 students** enrolled in historically hard-to-serve schools in 2021-22.

- PTR teachers served an estimated 19,590 students
- TFA CO served an estimated 13,104 students
- FLC teachers served an estimated 1,397 students

PTR and TFA CO provided estimates of the number of students taught by QTR Grant Program teachers. Each program has its own organizational formula for calculating an average number of students taught, generally using information on average class sizes at different levels and or regions. FLC follows up directly with teachers to obtain counts of students served.

Tables 1.18, 1.19, and 1.20 present information on the estimated total number of students served by teachers' primary subject area. Areas that were determined as shortage areas per the Educator Shortage Survey 2021-2022⁵ are shown with an asterisk. Note that the specific list of shortage areas can change from year to year, so a teacher from an early cohort may have been teaching in a shortage area the year they were a resident and not be in a shortage area in 2020-21.

⁵ <http://www.cde.state.co.us/sites/default/files/docs/educatortalent/2021-2022%20Educator%20Shortage%20Survey%20State%20Data%20Summary.pdf>

Table 1.18. Number of Students Served by PTR by Subject Area by Cohort in 2021-22

Primary Subject Area	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8	Total # by subject
	Estimated # of students served					
Art	375	0	250	125	125	875
Business	125	250	125	0	0	500
Culinary Arts	0	0	125	0	0	125
Early Childhood Education*	60	0	0	60	210	330
Elementary	420	540	420	600	690	2,670
English, Reading, or Language Arts	375	750	625	1375	1125	4,250
ESL	30	0	0	0	0	30
Health	0	0	125	0	0	125
Math*	750	625	500	625	1000	3,500
Music	125	0	125	0	125	375
Physical Education	250	125	0	0	0	375
Science*	250	375	750	875	1125	3,375
Social Studies	375	250	625	250	875	2,375
Spanish*	250	0	125	0	250	625
Special Education*	0	0	60	0	0	60
Total	3,385	2,915	3,855	3,910	5,525	19,590

*2021-2022 Educator Shortage Area.

Table 1.19. Number of Students Served by TFA CO by Subject Area by Cohort in 2021-22

Primary Subject Area	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8	Total # by subject
	Estimated # of students served					
Computer Science	0	0	0	54	0	54
Early Childhood Education*	0	0	108	0	162	270
Elementary	108	162	432	540	378	1,620
English, Reading, or Language Arts	324	486	378	810	648	2,646
ESL	0	0	0	108	216	324
Health	0	54	0	0	0	54
Math*	0	108	270	810	1080	2,268
Music	0	0	0	0	0	0
Psychology	0	0	0	0	54	54
Science*	108	162	162	918	918	2,268
Social Studies	54	0	54	216	0	324
Spanish*	0	54	0	0	0	54
Special Education*	108	378	432	810	810	2,538
STEM	0	0	0	54	0	54
Subject missing**	108	108	0	108	162	486
Total	810	1,512	1,836	4,428	4,428	13,014

Note: *2021-2022 Educator Shortage Area **Two Cohort 4 teachers, two Cohort 5 teachers, two Cohort 7 teachers, and three Cohort 8 teachers were indicated as teaching two or more subject areas; these teachers were treated as “subject missing” but included in calculations for number of students taught, as this information was available.

Table 1.20. Number of Students Served by FLC by Subject Area by Cohort in 2021-22

Primary Subject Area	Cohort 6	Cohort 7	Cohort 8	Total # by subject
	Estimated # of students served			
Elementary	18	0	123	141
English, Reading, or Language Arts	120	0	23	143
Health	0	127	0	127
Math*	90	0	114	204
Music	0	90	0	90
Permanent Substitute	0	100	0	100
Science*	0	75	124	199
Social Studies	0	92	0	92
Spanish*	52	0	0	52
Special Education*	48	54	39	141
Subject missing**	108	0	0	108
Total	436	538	423	1,397

Note: *2021-2022 Educator Shortage Area.**One Cohort 6 teacher was indicated as teaching two subject areas; this teacher was treated as “subject missing” but included in calculations for number of students taught, as this information was available.

Educator Effectiveness in 2020-2021 School Year

About Educator Effectiveness Ratings

Per Senate Bill 10-191, Colorado school districts are required to conduct annual evaluations of educators. 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. Final ratings of Highly Effective, Effective, Partially Effective, or Ineffective are assigned to each teacher.

Prior to 2019-2020, all evaluation ratings were determined equally from 1) measures of professional practice, using the four quality standards, and 2) multiple measures of student learning. During the 2019-2020 school year, the Governor temporarily suspended the state laws requiring performance evaluations in response to COVID-19. In 2020-2021, with the pandemic ongoing, performance evaluations were reinstated without the inclusion of measures of student learning; therefore, ratings for that year are based exclusively on professional practices. As a result, educator effectiveness ratings from 2020-2021, reported below, are not comparable to prior years.



Data reported below are from the 2020-2021 school year. Ratings are based only on measures of professional practice, so they are not comparable to prior years when measures of student learning were part of the ratings.

Data Collection & Analysis

Educator effectiveness ratings from 2020-2021 are reported here. Ratings from the 2020-2021 school year are the most recently available data and are reported for teachers who were in their first, second, third, and fourth years in the classroom in 2020-21 (Cohorts 7, 6, 5, and 4, respectively).⁶ Based on the 2020-2021 report issued by CDE, 460 teachers from cohorts 4-7 were retained in grant-partner districts during that school year,

To collect educator effectiveness ratings, programs provided CDE with the social security numbers (SSNs) of teachers placed through the grant. CDE matched those SSNs to human resource records that included effectiveness ratings. SSNs were then removed from the data file and shared with OMNI for analysis and reporting. We then calculated the proportion of teachers with ratings of *Effective* or *Highly Effective* out of the total number of teachers with valid ratings, which excludes those with missing data.

Data were missing for a variety of reasons. Of teachers retained in the 2020-2021 school year, 30% (n=134) could not be matched to human resource records using SSNs. Additionally, 20% (n = 91) were employed in a role that did not receive an effectiveness rating (e.g., contracted employees, preschool teachers; 20%, n = 91); 11% (n = 50) were new to the district and therefore their ratings were not available from the current district HR records; and 1% (n = 2) did not have an evaluation conducted in the prior year (e.g., due to medical leave or other unexpected absence).

⁶ Since Cohort 8 was first placed in 2021-2022, they are excluded from this section.

Therefore, calculations of the proportions of teachers rated effective or highly effective only accounts for the 38% (n = 180) of teachers in Cohorts 4 through 7 for whom valid ratings could be identified. The missing data rates varied by cohort. Across all three programs, valid educator effectiveness ratings were available for:

- 26% of the 165 teachers in their first year in the classroom in 2020-21 (Cohort 7)⁷
- 38% of the 130 teachers in their second year in the classroom in 2020-21 (Cohort 6)
- 48% of the 93 teachers in their third year in the classroom in 2020-21 (Cohort 5)
- 60% of the 72 teachers in their fourth year in the classroom in 2020-21 (Cohort 4)

Results

Among teachers in Cohorts 4 through 7 for whom data were available, 87% were rated as effective or highly effective in the 2020-2021 school year. Results indicate that as years in the classroom increase, a greater proportion of teachers are rated as effective or highly effective.

Figure 1.5. Percentage of Teachers Rated as Effective or Highly Effective in 2020-2021.



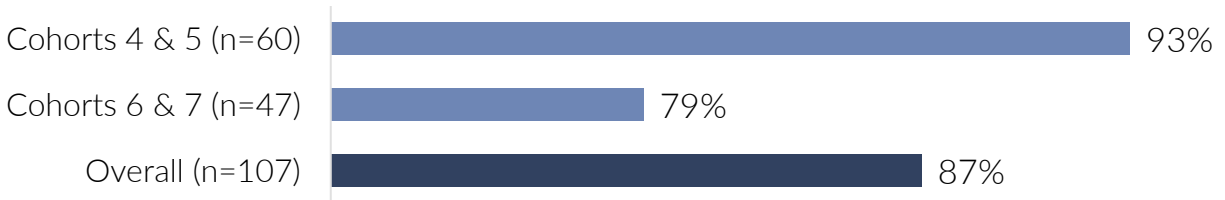
Next, we report on the effectiveness ratings for teachers by program, including PTR, TFA, and FLC. Due to low sample sizes, we combined cohorts into two groups for program-level reporting: Cohorts 4 and 5 (teachers in their 3rd or 4th year in the classroom), and Cohorts 6 and 7 (teachers in their 1st or 2nd year in the classroom).

⁷ Of note, given the low proportion of valid educator effectiveness data, we explored the missing data for Cohort 7 in greater depth, and results indicate that 45% of Cohort 7 did not have an effectiveness rating because they were new to the district, they were employed in a role that did not receive an effectiveness rating, or an evaluation was not conducted in the prior year. Specifically, being new to the district accounted for 43% of these missing data.

PTR

Among PTR teachers in Cohorts 4 through 7, 87% were rated as effective or highly effective in the 2020-2021 school year.

Figure 1.6. Percentage of PTR Teachers Rated as Effective or Highly Effective in 2020-2021.



TFA CO

Among TFA teachers in Cohorts 4 through 7, 87% were rated as effective or highly effective in the 2020-2021 school year.

Figure 1.7. Percentage of TFA Teachers Rated as Effective or Highly Effective in 2020-2021.



FLC

For Fort Lewis College, educator effectiveness ratings were provided for 11 teachers. Of note, FLC placed its first cohort of teachers in 2019-2020, so educator effectiveness ratings are only available for two cohorts. Given this low number, the proportion of educators rated as effective or highly effective in 2020-2021 is not reported separately to protect confidentiality (though these teachers are included in the overall data reported above).

Conclusion

CDE awarded grant funds to PTR, TFA–Colorado, and FLC to place teachers in historically hard-to-serve school districts in Colorado. Since funds first became available through the QTR Grant Program, eight cohorts of teachers have been placed in grant-partner districts and programs are placing a ninth cohort to begin teaching in fall of 2022.

Overall, the QTR Grant Program continues to be successful in placing high-quality teachers in grant partner districts. In 2021-22, **502 teachers** served the full year in a classroom in a grant-partner school/district reaching an estimated **34,000 students**; QTR-trained teachers served in 40 school districts and one charter school system across Colorado. Over 90% of teachers completed their first year in programs, with the percentage of teachers that remain in grant-partner districts over time varying by program and number of years in the classroom. It is worth noting that **many teachers who left grant-partner districts remain in the profession and continue to serve in the education field**, whether it be as a teacher in a non-grant-partner district or in a different role within schools and districts. For this evaluation, we calculate retention as serving as a teacher in grant-partner districts to better understand the proportion of teachers supported by the QTR program who continue to serve in high-needs Colorado districts over time.

As a result of funding changes during the COVID-19 pandemic, evaluation activities for the 2020-2022 grant cycle were different from prior cycles. Specifically, per legislative requirements and through competitive selection processes, OMNI conducted annual external evaluations for program activities from the 2013-15, 2015-17 and 2017-20 funding cycles. Due to the pandemic, for the 2020-22 funding cycle, CDE developed the Year 1 report, and provided OMNI with evaluation data in spring/summer of 2022 to develop this Year 2 report. As such, this report continues the process of reporting on the recruitment, placement, retention, and effectiveness of teachers placed through the program, albeit with some changes (e.g., limiting data collection and reporting to five cohorts of teachers) and through a shortened evaluation engagement period with OMNI.

Finally, OMNI was selected to resume an external evaluation of the program for the 2022-25 funding cycle, for which teachers were recently placed in fall 2022 (or continuing teaching). OMNI will continue to collect information from programs each year on the most recently placed five cohorts of teachers to examine programs' progress towards successfully recruiting, placing, and retaining teachers through the QTR grant program. OMNI will also continue to examine licensure and educator effectiveness data from CDE human resource data systems. In addition, in 2023, OMNI will administer an educator and school/district leader survey, and in 2024, conduct interviews with key stakeholders and update program flow charts that depict candidates' engagement with the program/school/district at various timepoints throughout the process. Finally, evaluation activities in the 2022-25 funding cycle will include additional analyses that explore programs' efforts and progress towards recruiting a diverse educator workforce, predictors of successful retention of effective teachers, and understanding ways in which COVID-19 has impacted programing.

Appendix

Cohorts 4-8 Teacher Placement by School in 2021-22

Table A.1. Number of Cohort 4-8 PTR Teachers by School by District in 2021-22

District	School	Cohort				
		4	5	6	7	8
Adams 12 Five Star Schools	Horizon High School	0	0	0	0	1
	International School at Thornton Middle	1	0	0	0	0
	Mountain Range High School	0	0	0	0	1
	Northglenn High School	0	1	0	0	0
	Thornton Elementary	1	0	1	0	0
	Thornton High School	0	0	0	1	1
	Vantage Point High School	0	1	0	0	0
	Westgate Community School	0	0	0	1	0
	Total	2	2	1	2	3
Alamosa Re- 11J School District	Alamosa Elementary	0	0	3	0	0
	Alamosa Online School	0	0	1	0	0
	Total	0	0	4	0	0
Archuleta County 50 Jt School District	Pagosa Springs Elementary School	1	0	0	1	0
	Pagosa Springs High School	1	1	0	0	0
	Pagosa Springs Middle School	1	0	1	1	2
	Total	3	1	1	2	2
Aspen School District	Aspen Elementary	0	0	1	0	0
	Aspen High School	0	0	0	2	0
	Total	0	0	1	2	0
Aurora Public Schools	Aurora Central High School	0	1	0	1	0
	Columbia Middle School	0	1	0	0	0
	Crawford Elementary	0	0	0	1	0
	East Middle School	1	0	0	0	4
	Elkhart Elementary	0	0	0	0	2
	Loredo Elementary	1	0	0	0	0
	Loredo Early Childhood Center	0	0	0	1	0
	Montview Elementary School	0	0	0	0	2

	Mosley P-8	1	0	0	0	0
	Murphey Creek P-8	0	0	0	0	5
	Tollgate Elementary	0	0	1	0	2
	Vanguard Classical Charter School	0	1	0	0	0
	Wheeling Elementary	0	1	0	0	0
	William Smith High School	2	0	0	0	0
	Total	5	4	1	3	15
Bayfield 10 JT-R School District	Bayfield High School	0	0	1	0	0
	Bayfield Intermediate School	0	0	0	0	1
	Bayfield Primary School	0	2	0	1	0
	Total	0	2	1	1	1
Boulder Valley School District	Nevin Platt Middle School	0	0	0	1	0
	Total	0	0	0	1	0
Brighton School District 27J	Otho Stuart Middle School	0	0	2	0	6
	Overland Trail Middle School	0	1	0	0	3
	Prairie View High School	0	0	0	0	1
	Prairie View Middle School	0	0	0	0	1
	Riverdale Ridge High School	0	0	0	1	0
	Rodger Quist Middle School	1	0	1	1	2
	Vikan Middle School	0	0	0	1	1
	Total	1	1	3	3	14
Centennial School District	Centennial School	0	0	2	2	0
	Centennial High School	0	1	0	0	0
	Total	0	1	2	2	0
Charter School Institute	Stone Creek Charter School	0	0	0	0	1
	Total	0	0	0	0	1
Cherry Creek School District	Cherry Creek Academy	0	1	0	0	0
	Cimarron Elementary	0	1	0	0	0
	Dry Creek Elementary	0	0	0	0	1
	Fox Hollow Elementary School	0	0	0	0	1
	Total	0	2	0	0	2
Del Norte School District	Del Norte JR/SR High	0	0	0	1	0
	Total	0	0	0	1	0
Denver Public Schools	Abraham Lincoln High School	1	0	0	0	0
	American Indian Academy of Denver	1	0	0	0	0
	Beach Court Elementary	0	0	0	1	0

Denver Public Schools (continued)	Centennial A School for Expeditionary Learning	0	2	0	0	0	
	Compass Academy	0	0	1	0	0	
	Creativity Challenge Community (C3)	0	0	0	0	3	
	DCIS at Ford	0	1	0	0	0	
	Denver Green School	0	0	1	1	2	
	Denver Green School Northfield	1	0	0	0	0	
	Denver Green School Southeast	1	0	0	0	0	
	Doull Elementary School	1	0	0	0	0	
	Downtown Denver Expeditionary School	0	0	0	0	1	
	DSST: Conservatory Green High School	1	0		0	0	
	Eggleton Elementary	0	0	0	1	3	
	Highline Academy Northeast	0	0	0	2	0	
	Joe Shoemaker School	2	0	0	0	0	
	KIPP Sunshine Peak Academy	0	1	0	0	0	
	Manual High School	0	0	0	1	0	
	McAuliffe Manual Middle School	0	0	1	0	0	
	McGlone Academy	0	0	1	0	0	
	North High School	0	0	1	0	0	
	Place Bridge Academy	1	0	0	0	0	
	Schmitt Elementary	0	0	0	1	0	
	Southmoor Elementary	0	0	1	1	0	
	Swigert International School	2	0	0	0	2	
	Total	11	4	6	8	11	
	Dolores County School District RE-2J	Dove Creek High School/Middle School	0	1	0	0	0
		Seventh Street Elementary	0	2	2	0	0
		Total	0	3	2	0	0
Dolores County School District RE-4A	Dolores Elementary	0	0	0	1	1	
	Dolores High School	0	1	0	0	1	
	Total	0	1	0	1	2	
Douglas County School Districts	Castle Rock Middle School	0	0	0	0	1	
	Global Village Academy-Douglas County	0	0	0	0	1	
	Soaring Hawk Elementary	0	0	0	0	2	
	STEM School Highlands Ranch	0	0	0	1	0	

	World Compass Academy	0	0	0	0	1
	Total	0	0	0	1	5
Durango School District 9-R	Durango High School	0	0	5	0	0
	Durango Shared School	0	1	0	0	0
	Escalante Middle School	1	0	0	0	1
	Florida Mesa Elementary	1	0	0	0	0
	Miller Middle School	0	1	0	1	0
	Needham Elementary	0	0	0	0	1
	Park Elementary	0	1	0	0	0
	Riverview Elementary	0	0	1	0	0
	Total	2	3	6	1	2
	Eagle County Schools	Avon Elementary	0	0	0	1
Battle Mountain High School		0	0	1	0	0
Brush Creek Elementary		0	0	0	0	1
Eagle Valley High School		0	0	0	1	0
Eagle Valley Middle School		0	0	1	1	0
Edwards Elementary		0	0	1	0	0
Total		0	0	3	3	2
Englewood 1 School District	Englewood High School	0	0	0	0	1
	Total	0	0	0	0	1
Frenchman School District RE-3	Fleming Elementary School	1	0	0	0	0
	Total	1	0	0	0	0
Holyoke RE-1J	Holyoke Jr/Sr High School	3	0	0	0	0
	Total	3	0	0	0	0
Ignacio School District 11-JT	Ignacio Elementary	1	1	1	0	0
	Ignacio High School	1	0	0	3	0
	Ignacio Middle School	0	1	1	1	0
	Total	2	2	2	4	0
Jeffco Public Schools	Alameda International High School	0	0	2	0	0
	Arvada High School	0	0	0	1	0
	Bell Middle School	1	0	0	0	0
	Columbine High School	0	1	0	0	0
	Connections Learning Center	0	0	0	1	0
	Dunstan Middle School	1	0	0	0	0
	Lakewood High School	0	0	0	1	0
	Moore Middle School	0	0	1	0	0
	Mortensen Elementary	1	0	0	0	0
	Molhom Elementary	0	0	0	0	1
North Arvada Middle School	0	0	0	1	0	

	Semper Elementary	1	0	0	0	0
	Stevens Elementary	0	0	1	0	0
	Three Creeks K-8 School	0	0	0	1	0
	Van Arsdale Elementary	1	0	0	0	0
	Wheat Ridge High School	0	0	1	0	0
	Total	5	1	5	5	1
Lewis-Palmer 38	Lewis Palmer Middle School	0	0	0	0	1
	Total	0	0	0	0	1
Littleton Public Schools	Dr. Justina Ford Elementary	0	0	1	0	0
	Total	0	0	1	0	0
Lone Star 101 School District	Lone Star High School	2	0	0	0	0
	Total	2	0	0	0	0
Mancos School District Re-6	Mancos Elementary	0	1	0	1	0
	Total	0	1	0	1	0
Mapleton Public Schools	Global Intermediate Academy	0	0	0	1	0
	Global Leadership Academy	0	0	1	0	0
	York International	0	0	0	1	0
	Total	0	0	1	2	0
Monte Vista School District No. C-8	Bill Metz Elementary	0	2	0	0	0
	Monte Vista Middle School	0	0	0	0	1
	Total	0	2	0	0	1
Montezuma-Cortez School District Re-1	Battle Rock Charter School	0	0	0	1	0
	Kemper Elementary School	0	0	0	2	2
	Kwiyagat Community Academy	0	0	0	0	1
	Manaugh Elementary	0	2	1	0	1
	Mesa Elementary	1	0	0	0	1
	Montezuma-Cortez High School	0	3	0	1	0
	Montezuma-Cortez Middle School	0	0	1	1	1
	Southwest Open School	0	0	1	0	1
	Total	1	5	3	5	7
North Conejos School District	Centauri High School	0	1	0	0	0
	La Jara Elementary	0	0	0	0	0
	Total	0	1	0	0	0
Sargent School District	Sargent Elementary	0	0	0	0	2
	Sargent Jr/Sr High School	0	0	0	0	1
	Total	0	0	0	0	3
	Sheridan High School	0	1	0	0	0

Sheridan School District No. 2	Total	0	1	0	0	0
Sierra Grande R-30 School District	Sierra Grande K-12 School	1	0	0	0	0
	Total	1	0	0	0	0
Silverton School District	Silverton High School	0	0	0	0	1
	Total	0	0	0	0	1
Wray School District RD-2	Buchanan Middle School	0	0	0	0	0
	Wray Elementary	1	0	0	0	0
	Total	1	0	0	0	0
Total		40	37	43	48	75

Table A.2. Number of Cohort 4-8 TFA CO Teachers by School by District in 2021-22

District	School	Cohort				
		4	5	6	7	8
Adams 14	Adam City High School	0	0	0	0	1
	Adams City Middle School	0	0	0	0	1
	Total	0	0	0	0	2
Charter School Institute	New Legacy Charter School	0	0	0	1	0
	Ricardo Flores Magon Academy	0	0	1	2	0
	Total	0	0	1	3	0
Denver Public Schools	Academy of Urban Learning Denver	0	0	0	0	1
	Bruce Randolph School	0	2	0	0	1
	Castro Elementary	1	0	0	0	0
	Colorado High School Charter	1	0	1	1	1
	Colorado High School Charter GES	0	0	0	0	1
	Colorado High School Charter- Osage	1	0	0	1	0
	Contemporary Learning Academy	0	0	0	0	1
	DCIS at Montbello	0	2	0	0	0
	Denver Remote Academy	0	1	0	0	0
	Denver South High School	1	0	0	0	0
	DSST Aurora Science and Tech Middle School	0	1	1	2	3
	DSST: Byers High School	0	0	0	1	0
	DSST: Byers Middle School	0	0	0	1	0
	DSST: Cole High School	0	1	0	0	0
	DSST: Cole Middle School	2	0	1	1	3
	DSST: College View High School	0	0	0	1	1
	DSST: College View Middle School	0	0	0	3	3
	DSST: Conservatory Green High School	0	0	0	2	0
	DSST: Conservatory Green Middle School	0	0	1	0	0
	DSST: Elevate Northeast High School	0	0	0	0	1

DSST: Green Valley Ranch Middle School	0	0	0	1	1
DSST: Montview Middle School	0	0	0	3	2
DSST: Noel Middle School	0	0	1	3	3
Ellis Elementary School	0	0	0	1	0
Force Elementary School	0	0	0	1	0
George Washington HS	0	1	0	0	1
Godsman Elementary	0	0	1	0	0
Goldrick Elementary	0	0	0	1	0
Green Valley Elementary	0	1	0	0	0
Gust Elementary	0	0	0	1	0
Hamilton Middle School	0	0	0	1	0
Horace Mann	0	0	1	0	0
Kepner Beacon Middle School	0	0	1	0	2
KIPP Denver Collegiate High School	0	0	0	2	0
KIPP Denver Collegiate Middle School	0	0	0	0	1
KIPP Northeast Elementary	1	0	0	0	0
KIPP Northeast Denver Leadership Academy	0	0	1	1	0
KIPP Sunshine Peak Academy	0	0	1	1	2
Lena Archuleta Elementary	0	1	0	0	0
Lotus School for Excellence	0	0	0	1	0
Manual High School	0	0	0	1	0
Marie L. Greenwood Academy	0	0	0	0	1
Martin Luther King Jr. Early College	1	0	1	3	3
McAuliffe Manual Middle School	0	1	0	0	0
McGlone Academy	2	0	1	1	1
Munroe Elementary	0	0	0	0	1
North High School	0	2	1	1	0
Northfield High School	1	0	0	0	0
Oakland Elementary	0	1	0	0	0
Omar D. Blair Charter School	0	0	1	0	0
Rocky Mountain Prep	0	1	0	0	0

	Rocky Mountain Prep - Berkley	0	1	1	0	0
	Rocky Mountain Prep Creekside	0	2	2	2	0
	Rocky Mountain Prep Southwest	0	1	1	1	1
	Rocky Mountain Prep Fletcher	0	0	2	1	4
	Sabin World Elementary	0	0	1	0	3
	Smith Elementary	1	0	0	0	0
	Stedman Elementary	0	0	0	0	1
	STRIVE Prep SMART High School	1	0	0	0	0
	STRIVE Prep - Ruby Hill	0	0	1	0	0
	STRIVE Prep - Federal	0	0	1	1	1
	STRIVE Prep - Excel High School	0	0	0	0	0
	Strive PREP - Green Valley Ranch	0	0	1	1	0
	STRIVE Prep - Kepner Middle School	0	1	0	1	1
	STRIVE Prep - RISE	0	0	0	0	1
	STRIVE Prep Sunnyside	0	0	1	0	2
	STRIVE Prep- Westwood	0	0	0	0	1
	Trevista at Horace Mann	0	0	1	0	1
	University Prep Elementary School	0	0	2	0	0
	University Prep - Arapahoe	1	0	0	1	2
	University Prep at Steele Street	0	0	1	7	2
	Vega Collegiate Academy	0	0	0	3	3
	West High School	0	0	0	0	1
	Total	14	20	29	54	58
Harrison School District 2	Atlas Preparatory Elementary School	0	0	0	2	0
	Atlas Prep High School	0	0	0	2	1
	Atlas Prep Middle School	0	0	0	4	0
	Carmel Middle School	0	0	0	0	1
	Fox Meadows Middle School	0	0	0	2	2
	Harrison High School	0	4	1	2	1
	Mountain Vista	0	0	0	0	0
	Mountain Vista Community School	0	0	0	0	1
	Otero Elementary	0	0	0	1	0

	Panorama Middle School	0	0	1	1	1	
	Pikes Peak Elementary School	0	0	0	1	1	
	Roncalli STEM Academy	0	0	0	1	0	
	Sand Creek International School	0	0	0	0	1	
	Sierra High School	0	0	0	1	3	
	Total	0	4	2	17	12	
Pueblo City Schools	Bessemer STEM Academy	0	0	0	0	0	
	Cesar Chavez Huerta Preparato Academy (CHPA) – Cesar Chavez Academy	0	1	0	1	1	
	Cesar Chavez Huerta Prep Academy (CHPA)- Dolores Huerta Preparatory High	0	0	0	0	1	
	Cesar Chavez Huerta Prep Academy (CHPA)- Ersilla Cruz Middle School	0	0	0	0	4	
	Franklin Elementary School	0	0	1	0	0	
	Heaton Middle School	0	0	0	1	0	
	Heritage Elementary	0	0	0	1	0	
	Irving Elementary	0	1	0	1	0	
	Minnequa Elementary	0	1	0	1	1	
	Pueblo Academy of Arts	0	1	0	0	3	
	Pueblo School for Arts and Sciences	1	0	0	0	0	
	Risley International Academy of Innovation	0	0	1	4	4	
	Roncalli STEM Academy	0	0	0	4	2	
	Villa Bella Expeditionary School	0	0	0	0	1	
	Total	1	4	2	13	17	
	Total	Totals	15	28	34	87	89

Table A.3. Number of Cohort 6-8 FLC Teachers by School by District in 2021-22

District	School	Cohort 6	Cohort 7	Cohort 7
Archuleta County	Pagosa Springs Elementary	0	1	0
	Total	0	1	0
Bayfield	Bayfield Middle School	1	0	0
	Total	1	0	0
Durango 9R	Big Picture High School	0	1	0
	Durango High School	0	0	1
	Escalante Middle School	0	2	1
	Miller Middle School	0	1	0
	Park Elementary	0	0	1
	Riverview Elementary School	0	1	0
	Total	0	5	3
Ignacio	Ignacio Elementary	0	1	0
	Ignacio High School	1	1	2
	Ignacio Middle School	0	0	1
	Total	1	2	3
Mancos School District RE 6	Mancos Elementary	1	1	1
	Mancos High School	1	0	0
	Total	2	1	1
Montezuma Cortez RE 1	Children's Kiva Cortez	0	0	0
	Cortez Middle School	2	1	1
	Kemper Elementary	1	0	0
	Kiva Montessori	1	0	0
	Mesa Elementary	0	0	1
	Total	4	1	2
Silverton School District 1	Silverton Schools	1	0	0
	Total	1	0	0
	Total	9	10	9

Cohorts 4-8 Primary Subject Area Taught by Cohort in 2021-22

Table A.4. Number of PTR Teachers By Cohort and by Primary Subject Area in 2021-22

Primary Subject Area	Cohort 4		Cohort 5		Cohort 6		Cohort 7		Cohort 8	
	n	%	n	%	%	%	n	%	n	%
Art	3	7.5%	0	0%	2	4.7%	1	2.1%	1	1.5%
Business	1	2.5%	2	5.4%	1	2.3%	0	0%	0	0%
Culinary Arts	0	0%	0	0%	1	2.3%	0	0%	0	0%
Early Childhood Education	2	5%	0	0%	0	0%	2	4.2%	7	10.4%
Elementary	14	35%	18	48.6%	14	32.6%	20	41.7%	23	34.3%
English, Reading, or Language Arts	3	7.5%	6	16.2%	5	11.6%	11	22.9%	9	13.4%
ESL	1	2.5%	0	0%	0	0%	0	0%	0	0%
Health	0	0%	0	0%	1	2.3%	0	0%	0	0%
Math	6	15%	5	13.5%	4	9.3%	5	10.4%	8	11.9%
Music	1	2.5%	0	0%	1	2.3%	0	0%	1	1.5%
Physical Education	2	5%	1	2.7%	0	0%	0	0%	0	0%
Science	2	5%	3	8.1%	6	14%	7	14.6%	9	13.4%
Social Studies	3	7.5%	2	5.4%	5	11.6%	2	4.2%	7	10.4%
Spanish	2	5%	0	0%	1	2.3%	0	0%	2	3%
Special Education	0	0%	0	0%	2	4.7%	0	0%	0	0%
Total	40	100%	37	99.9%	43	100%	48	100.1%	67	100%

Note: Valid percentages that omit missing data are utilized. Percentages shown may not total to 100% due to rounding.

Table A.5. Number of TFA CO Teachers By Cohort and by Primary Subject Area in 2021-22

Primary Subject Area	Cohort 4		Cohort 5		Cohort 6		Cohort 7		Cohort 8	
	n	%	n	%	n	%	n	%	n	%
Computer Science	0	0%	0	0%	0	0%	1	1.3%	0	0%
Early Childhood Education	0	0%	0	0%	2	5.9%	0	0%	3	3.8%
Elementary	2	15.4%	3	11.5%	8	23.5%	10	12.5%	7	8.9%
English, Reading, or Language Arts	6	46.2%	9	34.6%	7	20.6%	15	18.8%	12	15.2%
ESL	0	0%	0	0%	0	0%	2	2.6%	4	5.1%
Health	0	0%	1	3.8%	0	0%	0	0%	0	0%
Math	0	0%	2	7.7%	5	14.7%	15	18.8%	20	25.3%
Music	0	0%	0	0%	0	0%	0	0%	0	0%
Psychology	0	0%	0	0%	0	0%	0	0%	1	1.3%
Science	2	15.4%	3	11.5%	3	8.8%	17	21.3%	17	21.5%
Social Studies	1	7.7%	0	0%	1	2.9%	4	5%	0	0%
Spanish	0	0%	1	3.8%	0	0%	0	0%	0	0%
Special Education	2	15.4%	7	26.9%	8	23.5%	15	18.8%	15	19%
STEM	0	0%	0	0%	0	0%	1	1.3%	0	0%
Total	13*	100.1%	26*	99.8%	34	99.9%	80*	100.4%	79*	100.1%

Note: Valid percentages that omit missing data are utilized. Percentages shown may not total to 100% due to rounding. *Two Cohort 4 teachers, two Cohort 5 teachers, two Cohort 7 teachers, and three Cohort 8 teachers were indicated as teaching two or more subject areas; these teachers were treated as missing data.

Table A.6. Number of FLC Teachers By Cohort and by Primary Subject Area in 2021-22

Primary Subject Area	Cohort 6		Cohort 7		Cohort 8	
	n	%	n	%	n	%
Elementary	1	14.3%	0	0%	2	25%
English, Reading, or Language Arts	1	14.3%	0	0%	1	12.5%
Health	0	0%	1	10%	0	0%
Math	1	14.3%	0	0%	2	25%
Music	0	0%	1	10%	0	0%
Permanent Substitute	0	0%	1	10%	0	0%
Science	0	0%	1	10%	1	12.5%
Social Studies	0	0%	1	10%	0	0%
Spanish	1	14.3%	0	0%	0	0%
Special Education	3	42.9%	5	50%	2	25%
Total	7*	100.1%	10	100%	8	100%

Note: Valid percentages that omit missing data are utilized. Percentages shown may not total to 100% due to rounding. *One Cohort 6 teacher was indicated as teaching two or more subject areas; this teacher was treated as missing data.

Cohort 8 Teacher Demographics by Program

Table A.7. Cohort 8 Teacher Demographic Information by Cohort

Key Demographics	PTR		TFA	
	n	%	n	%
Gender				
Male	31	41.3%	22	24.7%
Female	44	58.7%	65	73%
Total	75	100%	87	97.8%
Missing	0	0%	-2	2.2%
Race/Ethnicity				
American Indian or Alaska Native	3	4%	0	0%
Asian	2	2.7%	4	4.5%
Black or African American	0	0%	2	2.2%
Hispanic / Latino	9	12%	8	9.0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%
White	58	77.3%	54	60.7%
Two or more races / ethnicities	1	1.3%	12	13.5%
Other	2	2.7%	1	1.1%
Total	75	100%	81	91.0%
Missing	0	0%	-8	9.0%

*Note: Demographic Information for FLC teachers is omitted due to the small sample size (n