



SPECIAL EXAMINATION • REPORT NUMBER 23-10 • JANUARY 2024

Teach for America

Corps members positively impact student achievement but typically do not remain in the classroom long term

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Why we did this review

The House Appropriations Committee requested this special examination of Teach for America (TFA)-Metro Atlanta. Based on this request, we reviewed: (1) how effective the TFA-Metro Atlanta program is at recruiting and retaining teachers; (2) the impact of the TFA-Metro Atlanta program on student achievement; and (3) the extent to which TFA could expand in Metro Atlanta or other parts of the state.

About Teach for America

Teach for America is a national organization that recruits individuals to teach in low-income rural and urban schools for two years. According to its mission statement, TFA “finds, develops, and supports equity-oriented leaders—individually and in teams—so they can transform education and expand opportunity with children, starting in the classroom.” TFA has more than 50 regions across the nation, including Metro Atlanta (the only region in Georgia currently utilizing TFA).

Since the TFA-Metro Atlanta partnership began in 2000, more than 2,100 corps members have been placed in Title I classrooms. In academic year 2024, 170 corps members were assigned to schools in three Metro Atlanta school systems and several charter schools. State funding to the program has been consistent at approximately \$681,000 since fiscal year 2018.

Teach for America

Corps members positively impact student achievement but typically do not remain in the classroom long term

What we found

Partnering school systems appear to benefit from having Teach for America (TFA) corps members because they are likely to positively impact student achievement. However, corps members typically only teach for two or three years and fill a small percentage of vacancies. Expanding the TFA program to other parts of the state would depend on several factors.

TFA recruits teachers with desirable qualities who typically stay for two or three years.

TFA’s selection process is intended to identify candidates with the qualities the organization has found to increase classroom effectiveness. Applicants must graduate college with a bachelor’s degree and meet a minimum GPA requirement to be considered. Principals and administrators who have hired corps members stated they are willing to work hard, flexible, and committed to working with their students.

The number of TFA-Metro Atlanta corps members for academic year 2024 increased significantly from prior years, when recruitment was hindered by the COVID-19 pandemic and improvements in the economy. While TFA corps members typically do not represent a significant portion of new hires within partnering systems, they are able to assist with supplying teachers in hard-to-staff schools and subjects.

TFA corps members do not remain teaching at the same rate as other new teachers in partnering systems’ Title I schools. Following their two-year commitment, approximately 60% of TFA corps members remained in the classroom for a third year, compared to nearly 80% of non-TFA teachers. By the 10th year, 12% of TFA corps members who began teaching in 2014 remained in the classroom, while 50% of non-TFA teachers remained. This is consistent with TFA’s strategy for corps members to advocate for educational opportunities both inside and outside the classroom.

Students taught by TFA corps members perform as well as or better than those taught by comparison populations.

Our analysis of teachers' student growth scores for academic year 2019 shows TFA-Metro Atlanta corps members performed better than or similar to other novice teachers regardless of their certification status (professional or provisional). Additionally, TFA alumni (those who remained after their two-year commitment) performed better than or similar to other teachers with at least three years' experience. Teachers' student growth scores for 2019 were the most recent data available due to the COVID-19 pandemic; according to the Georgia Department of Education, the Teacher Keys Effectiveness System—which includes student growth scoring—will resume in academic year 2025.

Past studies examining TFA corps members' impact on student achievement nationally and in other states indicate TFA teachers generally have an overall positive impact on student achievement in all grades. Most studies showed TFA's impact was greater or no different than comparison teachers, with predominantly positive results in math, science, and social studies. We did not identify any studies that examined student achievement following the COVID-19 pandemic.

Expansion of TFA to other parts of the state depends on several factors.

While additional school systems in Georgia may benefit from having TFA corps members in their classroom, the ability of TFA to expand outside Metro Atlanta depends on multiple factors. For example, prospective systems must be able to commit to hire several corps members annually in a small number of schools. Additionally, systems must pay the \$4,000 per person fee for each of the two years corps members serve and commit to supporting the corps members.

TFA-Metro Atlanta staff indicated that additional state funding of approximately \$1 million would assist in expanding to other regions of the state (the current state appropriation is approximately \$681,000). The additional appropriation would also assist in expanding TFA's virtual tutoring program, which it is piloting in the Metro Atlanta area for the 2024 academic year. As the program expands, TFA intends to identify systems that would benefit based on feedback from the legislature and the Georgia Department of Education.

What we recommend

This report is intended to answer questions posed by the House Appropriations Committee and to help inform policy decisions.

See [Appendix A](#) for a detailed listing of findings.

Agency Response: *TFA-Metro Atlanta agreed with the findings and noted that its alumni have had “significant impact...on the state of Georgia as classroom leaders, school leaders, district leaders, and state leaders. Furthermore, of the 2,100 alumni in Metro Atlanta that are no longer fully employed in schools, many have had significant impact as social entrepreneurs, non-profit leader, and a multitude of professionals in the legal, medicine, and business community.”*

Specific responses are included at the end of each finding.

The Georgia Department of Education was provided a draft of the report for review. It had no comment.

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Purpose of the Special Examination

This review of Teach for America (TFA)-Metro Atlanta was conducted at the request of the House Appropriations Committee. Our review focuses on the following questions:

- How effective is the TFA-Metro Atlanta program at recruiting and retaining teachers?
- What is the impact of the TFA-Metro Atlanta program on student achievement?
- To what extent could TFA expand in Metro Atlanta or other parts of the state?

A description of the objectives, scope, and methodology used in this review is included in [Appendix B](#). A draft of the report was provided to TFA-Metro Atlanta and the Georgia Department of Education for their review, and pertinent responses were incorporated into the report. This report also serves as a follow-up to our 2015 review of TFA.¹

Background

Teach for America

Teach For America (TFA) was founded in 1989 to address academic outcomes among low-income students, as well as a national teaching shortage. According to its mission statement, “Teach For America finds, develops, and supports equity-oriented leaders—individually and in teams—so they can transform education and expand opportunity with children, starting in the classroom.” This is primarily accomplished by recruiting individuals to teach in low-income rural and urban schools for two years. Following their commitment, TFA alumni are encouraged to continue improving education equity inside or outside the classroom.

TFA operates in more than 50 regions nationwide, including Houston, the Mississippi Delta, and New York City. These regions partner with individual school systems, which then employ TFA corps members (i.e., those committed to teaching for two years) in their schools. Each regional office typically has its own executive director and permanent staff who support corps members and alumni and manage external affairs. Regional offices are also supported by national staff who provide fundraising support and recruitment assistance.

TFA Corps Members

To become corps members, TFA applicants undergo an intensive screening process. Once selected, corps members receive pre-service training and ongoing professional development from TFA regional staff, as detailed below.

- **Recruitment** – TFA regional teams work with partnering school systems and principals to understand their hiring needs for the

¹ Report can be accessed here: <https://www.audits.ga.gov/ReportSearch/download/18432>

upcoming year and plan corps sizes accordingly. This initial need drives TFA's recruitment at the national level. TFA recruits undergraduates as well as veterans and mid-career professionals.

Prior to 2022, TFA required applicants to be United States citizens, nationals, or legal permanent residents. In 2022, TFA began accepting immigrant and refugee applicants who do not require sponsorship to work in certain TFA regions.² All applicants must have a bachelor's degree with a minimum cumulative grade point average of 2.5 out of 4.0.

- **Application and Selection** – TFA applicants submit a resume and a written description of their interest in joining TFA and leadership experience. After their initial application and resume are approved, applicants attend a virtual interview led by a TFA staff member. During the interview, the applicants answer several questions and present a prepared sample teaching lesson and proposal of a case study.
- **Placement** – During the application process, TFA candidates provide their preferred placement region, subject, and grade. If admitted, corps members will receive their first choice location as long as the region has spots available. To obtain their actual teaching position, corps members are hired directly by a partnering school system (i.e., a system that has agreed to hire and pay TFA an agreed-upon amount per corps member). Corps members are employees of and paid by school systems.
- **Training** – TFA corps members come from various academic majors and career backgrounds. In the summer prior to their first year of teaching, they receive TFA training on education, which consists of a five week orientation program divided into pre-service and practicum sections. Training areas include culture seminars, curriculum and planning orientations, and corps member teaching blocks.

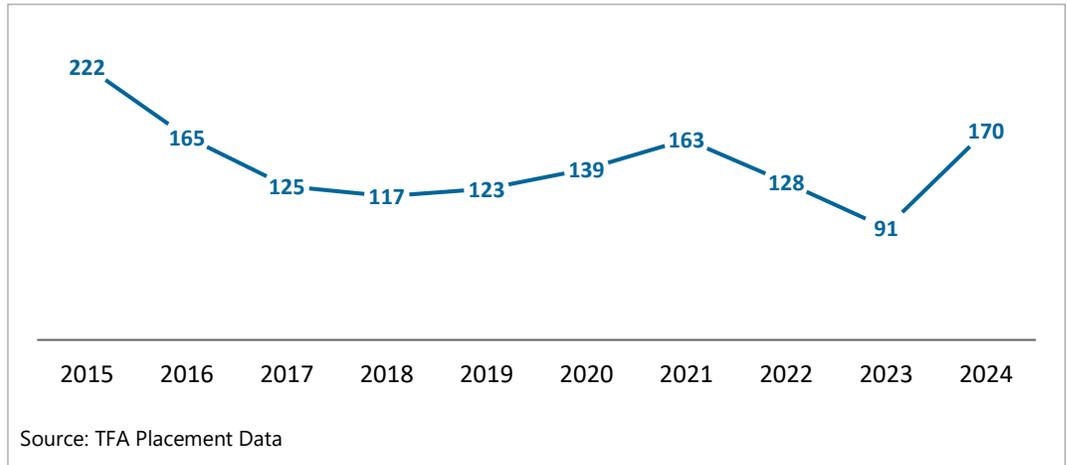
Corps members also receive ongoing support throughout their two-year commitment. TFA regional staff provide additional training and professional development, which includes feedback from classroom observations, resources, and content- and grade-specific learning teams.

Teach for America-Metro Atlanta

TFA established the Metro Atlanta region (the extent of its presence in Georgia) in 2000. Since then, TFA has placed more than 2,100 corps members across public schools in Metro Atlanta school systems. During academic year 2024, 170 first- and second-year corps members were hired to teach in 54 schools in Metro Atlanta. As shown in **Exhibit 1**, the number of corps members has fluctuated since 2015 but decreased by 44% from 2021 to 2023. According to TFA staff, this was primarily due to the impact of COVID-19. TFA's group of corps members for academic year 2024 will be the largest since 2015.

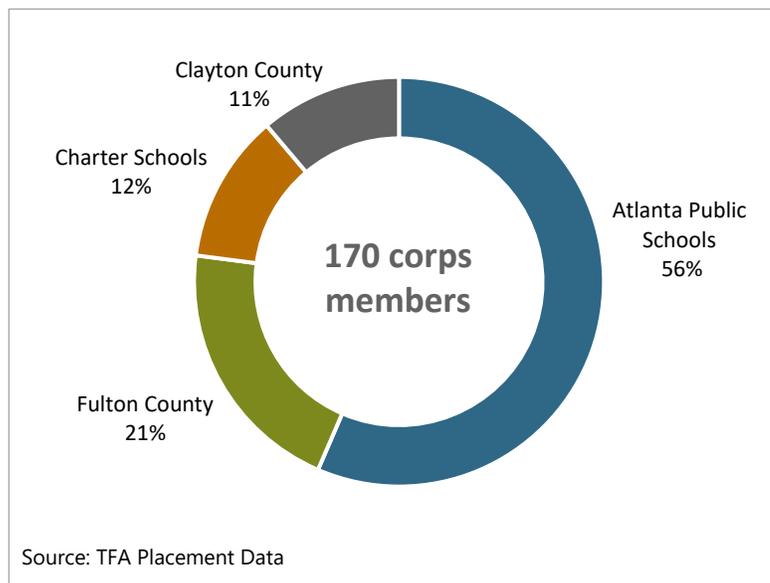
² This includes federal Deferred Action for Childhood Arrivals (DACA) recipients and applicants who hold a federal Employment Authorization Document from the Department of Homeland Security.

Exhibit 1
Number of Corps Members Has Fluctuated Over Time (AY 2015-2024)



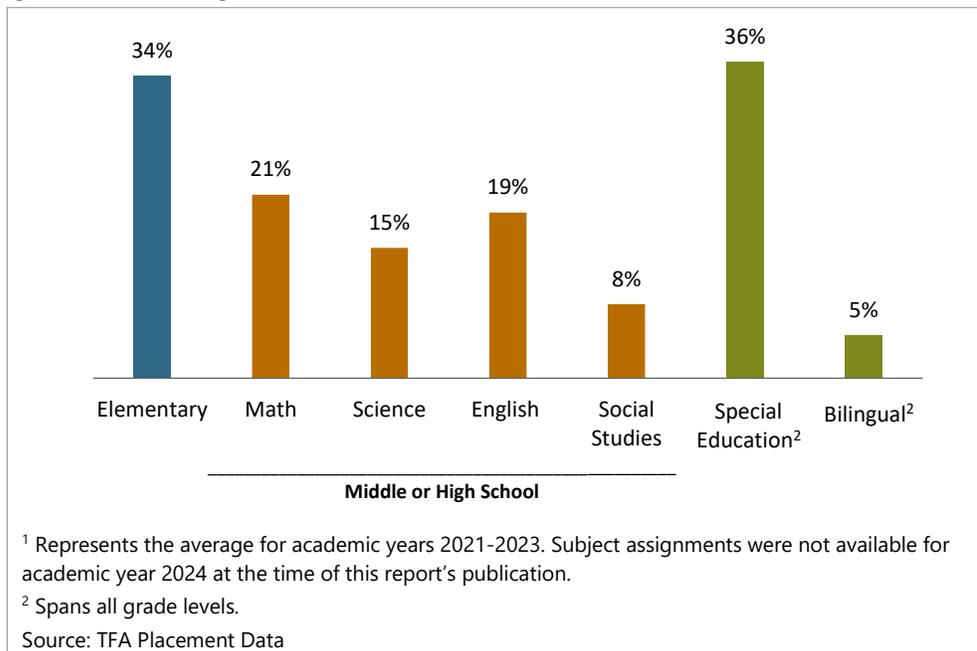
Over the past five years, TFA has partnered with three school systems (Atlanta Public Schools and Clayton and Fulton County Schools), as well as several charter school systems. As shown in **Exhibit 2**, more than half of the 170 TFA corps members were assigned to Atlanta Public Schools during academic year 2024, compared to 21% in Fulton County and 11% in Clayton County. Additionally, 12% of corps members were assigned to stand-alone charter schools. Between academic years 2019 and 2024, nearly all TFA corps members were placed in Title I schools.

Exhibit 2
TFA Partners with Three Systems and Multiple Charter Schools (AY 2024)



TFA corps members are hired to teach a variety of subjects at elementary, middle, and high schools. As shown in **Exhibit 3**, on average the majority of corps members (approximately 60%) worked in middle or high schools in academic years 2021-2023, with a similar portion assigned to English, math, and science. Approximately one-third taught in elementary schools. Across all grades, approximately 36% taught special education, though the percentage assigned increased from 28% in the academic year 2021 to 40% in 2023. The average percentage of corps members teaching in bilingual classes at any grade level also increased—from 0.6% to 10%—with an average of 5% in all years.

Exhibit 3
Most TFA Corps Members Taught in Middle or High School
(AY 2021-2023)¹



TFA-Metro Atlanta Financials

TFA-Metro Atlanta receives revenue from a variety of public and private sources. As shown in **Exhibit 4**, total revenue in fiscal year 2023 totaled \$5.1 million, an increase of 13% since fiscal year 2019. Each revenue source is discussed below.

- State Funding** – The General Assembly’s annual appropriation is provided to TFA through a grant administered by the Georgia Department of Education (GaDOE). The funding is intended “to increase the pipeline of effective teachers to help turn around metro Atlanta’s lowest achieving schools.” The state allocation has remained consistent at \$681,330 since fiscal year 2018; however, the percentage of revenue has varied over time. In fiscal year 2019, the state allocation was 18% of TFA-Metro Atlanta’s local revenue but nearly one-third in fiscal year 2023.

Exhibit 4**TFA-Metro Atlanta's Local Revenue Has Decreased, but National Contributions Provide Assistance (FY 2019-2023)**

	2019	2020	2021	2022	2023
TFA - Metro Atlanta Revenue					
State of Georgia	\$681,330	\$681,330	\$681,330	\$681,330	\$681,330
Federal	\$3,500	\$0	\$112,500	\$76,850	\$90,745
School Partnerships	\$428,700	\$521,000	\$553,400	\$451,000	\$297,000
AmeriCorps Georgia	\$71,329	\$56,731	\$95,838	\$116,168	\$102,331
Private Donations	<u>\$2,645,499</u>	<u>\$2,669,714</u>	<u>\$3,297,667</u>	<u>\$1,943,357</u>	<u>\$1,018,738</u>
Total	\$3,830,358	\$3,928,775	\$4,740,735	\$3,268,705	\$2,190,144
Other Sources					
National Contribution	<u>\$645,936</u>	<u>\$763,239</u>	<u>\$0</u>	<u>\$818,686</u>	<u>\$2,868,885</u>
Total Revenue¹	\$4,476,285	\$4,692,014	\$4,391,177	\$4,087,392	\$5,059,030

¹ Numbers do not total due to rounding.
Source: TFA

- **School Partnerships** – Local school systems pay TFA-Metro Atlanta \$4,000 annually for each corps member placed in their schools to offset TFA's recruitment and training costs. As such, this funding varies based on corps size (for example, the amount in fiscal year 2023 was lower than prior years due to the decreased number of corps members).
- **AmeriCorps** – This funding relates to corps members' inclusion in the federal government's national service program. The regional office also receives an annual gift from AmeriCorps. TFA received \$102,000 in fiscal year 2023, a 43% increase since fiscal year 2019.
- **Private Donations** – Private funding consists of donations from individuals, foundations, and corporations, as well as proceeds from fundraising events. In fiscal year 2023, private donations represented approximately half of TFA's local revenue. There has been a 61% reduction in private donation funding since fiscal year 2019 (the increase in fiscal year 2021 is due to an increase in national fundraising sources).
- **TFA National Contribution** – Each year, regional offices may receive funding from the national office if expenditures exceed local revenue. In fiscal year 2023, the national office's contribution of nearly \$3 million represented nearly 60% of TFA-Metro Atlanta's total revenue. According to TFA staff, the increase in the national contribution was due to changes in the accounting system that allocated national office expenditures (e.g., recruitment, training) to each of the regions. Staff stated the accounting change more accurately reflects the total cost of placing a teacher in Metro Atlanta (previous models had a centralized budget separate from regional budgets, which undercalculated the cost to the regions).

TFA-Metro Atlanta's expenditures for fiscal year 2023 totaled approximately \$5.1 million, an increase of 13% from approximately \$4.5 million in fiscal year 2019.

Nearly 70% of fiscal year 2023's budgeted expenditures (\$3.4 million) was designated for program costs, which include corps member recruitment, selection, and placement; pre-service training; corps member development and support; and alumni support. Ongoing regional operations—which include corps member recruitment and training by national staff—represented 18% (\$930,000), while the remaining 14% (\$703,000) was designated for management and administrative duties, as well as fundraising expenses.

In fiscal year 2023, the Metro Atlanta region spent approximately \$55,600 per corps member, with state funding accounting for nearly \$7,500 (13%) of that amount (with the increase in corps members, the state's 2024 investment will decrease to approximately \$4,000 per corps member). Corps members' salaries and benefits are not included because they are paid by their school system.

Certification of Georgia Teachers

O.C.G.A. § 20-2-200 requires all Georgia public school educators to hold state certification issued by the Georgia Professional Standards Commission (GaPSC). There are currently five tiers of certification, as described by GaPSC. For the purposes of this examination, the tiers are divided into a fully certified category or not fully certified category.

- **Fully Certified** – This category includes the Induction, Professional, and Advanced/Lead Professional tiers. Some standards among the three tiers differ, with the most experience required for the Advanced/Lead Professional tier. To receive these certifications, individuals must either complete a GaPSC-approved educator preparation program (and receive passing scores on the required tests/courses) or have at least three years of experience if they have never held a professional Georgia certificate.
- **Not Fully Certified** – This category includes the Pre-Service and Provisional tiers. These candidates include those who wish to work in education in Georgia and are hired before completing an educator preparation program. Candidates in these tiers must have a bachelor's degree or higher, a passing score on the Georgia Assessments for the Certification of Educators content assessment, and a passing score on the Georgia Educator Ethics Assessment. In most cases, TFA corps members have not completed a state-approved educator preparation program prior to joining TFA; as such, most are not fully certified educators.

GaPSC also sets educator preparation standards, approves traditional educator preparation (e.g., colleges and universities), and approves alternative certification programs for individuals who did not complete a traditional program. Most alternative certifications are obtained through a Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) program, often operated by Regional Education Service Agencies or local school systems. During their two-year commitment, TFA corps members must enroll in Georgia-approved certification program by participating in a local GaTAPP or pursuing a Masters in Teaching.

Requested Information

Finding 1: While corps members typically have desirable qualities for a new hire, the annual number assigned has generally met a small portion of partnering systems' vacancy needs.

TFA-Metro Atlanta corps members do not represent a large percentage of new hires in partnering systems. While recruitment was lower in recent academic years, the number of first-year corps members for academic year 2024 increased for two of the three systems and partnering state charter schools. Staff in partnering systems and schools indicated TFA helps fill vacancies in core subject areas, and corps members often possess strong content-area knowledge and a dedication to serve in low-income schools.

TFA's selection process (see description on page 2) is intended to ensure corps members have qualities that the organization has found to increase effectiveness in the classroom, such as demonstrated leadership, academic and/or professional achievement, a commitment to achieving goals, and strong interpersonal skills. According to a national study, TFA corps members are likely to have graduated from selective colleges and have an average grade-point average of 3.6 (4.0 scale). In recent years, TFA has expanded the scope of its recruitment to diversify its corps—particularly focusing on recruiting people of color, first generation college graduates, and those from low-income backgrounds.³

Principals and administrators who have hired TFA-Metro Atlanta corps members indicated these teachers possess a number of desirable qualities, including a willingness to work hard, flexibility, and a commitment to work with their students. Additionally, they stated corps members often add value outside the classroom by starting clubs and extracurricular activities. The primary concern among system and school leaders we interviewed was that these TFA corps members typically do not intend to continue teaching beyond their two-year commitment.

As described on page 3, the number of TFA corps members has fluctuated in recent years, with fewer corps members joining the program in 2022 and 2023. According to TFA staff, this was primarily due to the pandemic, as well as improvements in the economy that created additional competition for recent college graduates. In academic year 2024, however, TFA recruited 122 first-year teachers—more than double the 54 from 2023.

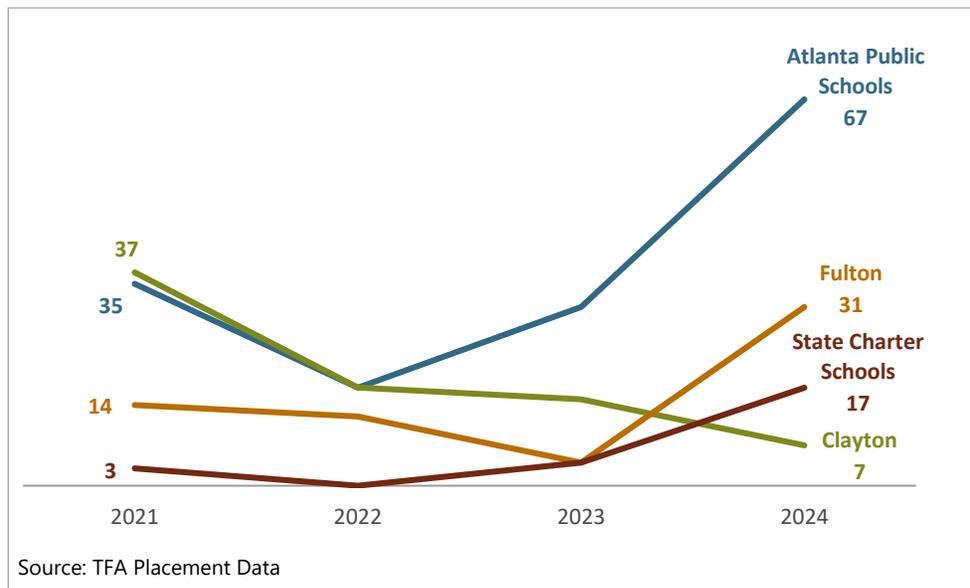
The increase in academic 2024 has led to more corps members in two of the three partnering systems as well as the various state charter schools, as shown in **Exhibit 5**. (More than half of the increase in Atlanta Public Schools was attributable to more charter school assignments.) In Clayton County, however, the number assigned further decreased. According to system staff, this was due to

The number of TFA corps members hired increased in academic year 2024.

³ TFA reported on its website that nationally 51% of corps members identified as people of color, 43% came from low-income backgrounds, and 33% were the first in their family to graduate from college.

TFA’s timing and processes related to corps member hiring, which required Clayton to rely more heavily on a different third-party recruiting program to assist with vacancies. Specifically, system staff noted TFA reached out directly to principals, which hindered the system’s efforts to conduct background checks and perform other pre-hiring duties. TFA staff indicated they intend to work more closely with system staff to identify the most appropriate partnership schools based on need and capacity to support corps members. The process will begin in the fall to give systems time to hire corps members and corps members time to take the necessary tests for provisional certification.

Exhibit 5
First-Year Corps Members Increased in Two of Three Partner Systems and State Charter Schools (AY 2021-2024)



Between academic years 2021 and 2023, TFA corps members did not represent more than 8% of new hires within partnering systems. However, even if they do not fill a large number of vacancies, corps members are able to assist with supplying teachers in harder-to-staff roles. For example, one middle school in Atlanta Public Schools reported 16 vacancies, which represented approximately 25% of its total full-time equivalent population—TFA placed four corps members at this school in academic year 2024. Likewise, a high school in Fulton County with the highest number of reported vacancies has hired nine corps members over the past two years. Additionally, one-third of corps members were assigned to secondary math or science subjects, 40% taught in special education, and 10% taught bilingual classes.

Agency Response: *TFA-Metro Atlanta agreed with the finding and stated it continues “to be committed to supporting our corps members throughout their initial two-year teaching assignment and creating the conditions for them to remain actively engaged in the education system as alumni.” TFA-*

Metro Atlanta noted it has begun “partnering much closer with school leaders to create professional environments that are more conducive to retaining all teachers, and by doing so increase the retention of TFA educators to year three and beyond.

TFA-Metro Atlanta stated it is looking to establish a formal partnership with Kennesaw State University’s Bagwell College of Education to “have a more seamless path for corps members to earn a Master’s degree and full professional certification—with the goal that the teachers will be better trained and more likely to remain in the classroom beyond their second year.”

Finding 2: Because TFA’s model is not intended to develop career teachers, TFA corps members are less likely than other new hires to remain in long-term teaching positions.

After completing their two-year commitment, TFA corps members in Georgia typically do not remain in the classroom at the same rate as other teachers in Title I schools. This is likely due to TFA’s national strategy, which is to develop leaders who address educational inequality in various capacities rather than a large number of career teachers. While some system and school leaders indicated the two-year commitment was a concern, most indicated they would continue to hire corps members.

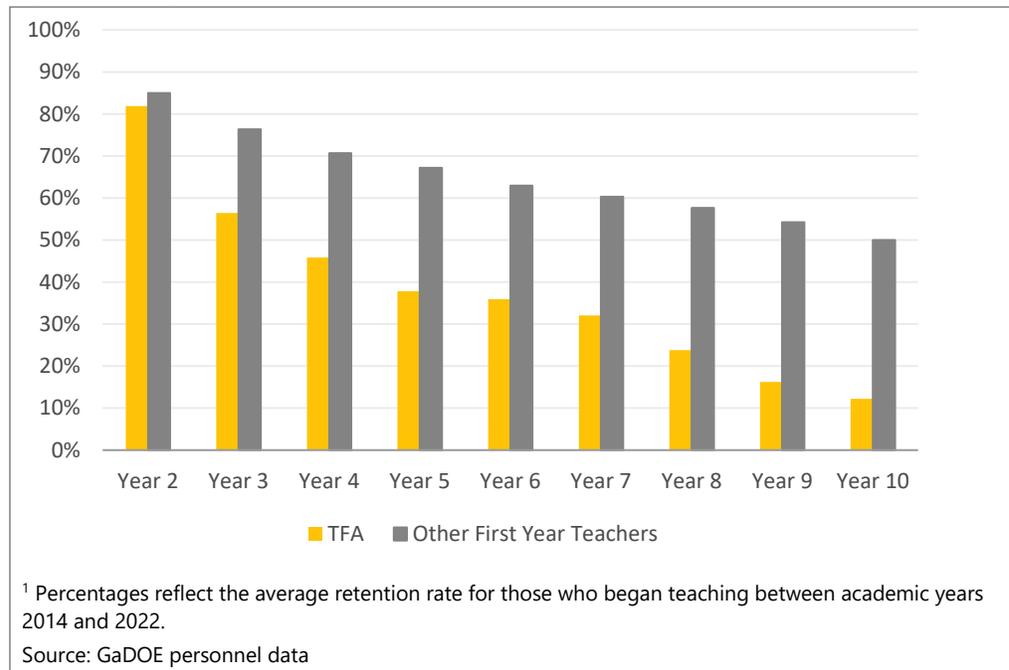
As previously discussed, TFA corps members commit to teaching for two years; following that, it is expected that alumni continue to advocate for better educational opportunities for children in a variety of fields, whether inside or outside the classroom. Turnover in schools may result in a number of negative impacts, including additional recruiting, hiring, and training costs; negative impacts on student achievement due to inexperienced teachers; and disruptions to school leadership’s efforts to implement reform. However, most system and school staff we interviewed indicated they would continue to hire TFA corps members and did not find the two-year commitment to be a concern.

To compare TFA and non-TFA teacher retention, we defined the retention rate as the percentage of teachers who began working in a given school year who then remained in the same school—as well as any Georgia classroom—at the end of subsequent school years. We used GaDOE’s personnel information system to track TFA-Metro Atlanta corps members who began teaching during academic years 2014 through 2022, as well as other teachers who began working in the partnering systems’ Title I schools during the same years.⁴ A more detailed description of our methodology can be found in [Appendix B](#).

⁴ Review of comparable teachers was limited to three school systems: Atlanta Public Schools, Clayton County, and Fulton County. These systems represented approximately 95% of TFA corps members’ assignments in the period reviewed. TFA also assigned corps members to DeKalb County and charter schools in some years, but these typically represented between 1% and 3% of corps member assignments in a given year.

When compared to other teachers who began in Title I schools, TFA corps members on average were just as likely to remain in a Georgia classroom for their second year of teaching (approximately 85%). Immediately following their two-year commitment, however, retention among TFA corps members decreased to 56%, compared to 76% among non-TFA teachers hired at the same time (see **Exhibit 6**). TFA retention continued to decline and remained significantly lower than other teachers in subsequent years. By the 10th year, for example, only 12% of TFA corps members who began in academic year 2014 remained in the classroom, compared to 50% of non-TFA teachers.

Exhibit 6
Percentage of TFA Corps Members in Georgia Classrooms Drops Significantly After Two Years (AY 14-23)¹



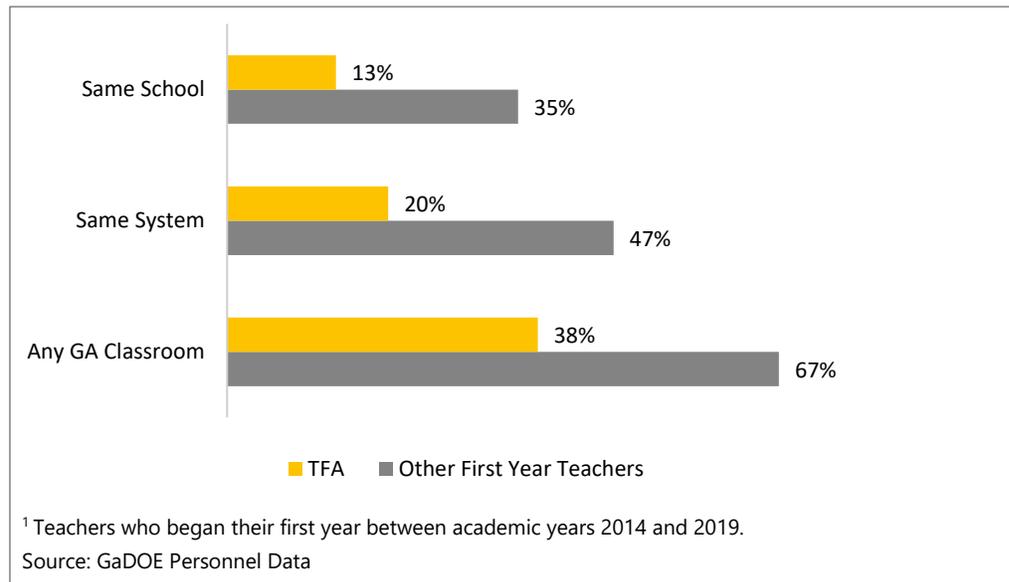
Recently hired TFA corps members have been less likely to remain for a second and third year of teaching.

Classroom retention has varied across TFA cohorts; however, more recent cohorts have experienced lower rates. For example, among the corps members who began in the 2022 academic year, 65% remained for their second year in academic year 2023 (17 percentage points below the average). Similarly, slightly less than half of those who began in academic year 2021 remained for their third year (9 percentage points below the average). TFA staff indicated one possibility is the differences in the teaching experience during and following the COVID-19 pandemic. Non-TFA teachers who began in academic year 2022 were just as likely to remain for a second year as the average among all cohorts, though those who began in academic year 2021 were less likely to stay for a third year (70% compared to an average of 76%).

System and school leaders frequently noted teachers should teach for more than two years to make a real impact in their classroom, with some noting three to five

years’ experience is needed. However, Title I schools reviewed lost at least two-thirds of the teachers they had hired by year five—on average only 13% of TFA corps members remained at the same school as their initial year, compared to 35% of non-TFA teachers (see **Exhibit 7**). Non-TFA teachers were more likely to leave their original school in the second year; however, retention was higher in subsequent years primarily due to TFA’s lower retention rate overall.

Exhibit 7
Most Teachers¹ Do Not Remain in the Same School for Five Years
(AY 2014-2023)



These retention rates include only those who remained in teaching positions in subsequent years. Some TFA and other teachers have remained in Georgia schools but accepted administrative positions (e.g., principals, instructional supervisors) or support positions (e.g., teacher support specialist, literacy coach). In academic year 2023, approximately 15% of the 233 TFA alumni who remained in Georgia education (36) had moved to these positions, including 10 who were serving as principals or assistant principals. Additionally, TFA alumni have remained in (or moved to) Georgia to work in system and state education offices, as well private entities related to education or service.

Corps members from Georgia are more likely to remain in Georgia education following their two-year commitment

On average, corps members who indicated Georgia was their “home state” were more likely to remain in a Georgia education position than those from other states. For example, on average approximately half of those from Georgia continued in year five, compared to 33% of those from other states. However, in recent years the percentages have been more similar—for example, among the corps members who began in academic year 2021, approximately half remained in year three, regardless of their home state (45% from Georgia versus 48% from elsewhere). Those from Georgia have generally represented approximately 40% of the corps members working in a given year.

It should be noted that given the annual partnership with school systems, schools may be able to continuously use TFA corps members to replace those that leave. Between academic years 2022 and 2024, approximately one-third (21) of the 67 schools in partnering systems hired first-year corps members in at least two years.

Agency Response: *TFA-Metro Atlanta agreed with the finding and stated, “We are very proud of the progress we have made within teacher retention over the past decade. In the 2015 [DOAA special examination of TFA], three cohorts of corps members were analyzed to have a 3rd year retention rate of approximately 33% and a 5th year retention rate of 25%. In this most recent report, the 3rd year retention rate has increased to 55% and 5th year retention rate increased to 37%. While we recognize that these classroom retention rates remain lower than traditionally-trained educators, we are also very proud of the impact our alumni educators have had remaining directly employed in school systems as coaches, school leaders and district staff at the local and state level. One key example of that leadership is that since our founding in 2000, TFA-trained educators have started and/or led 16 new charter schools in the Metro Atlanta region—all serving Title-1 student populations.”*

Finding 3: Students taught by TFA corps members perform as well as or better than those taught by comparison teachers.

Prior studies analyzing the achievement of students taught by TFA corps members and non-TFA teachers have shown TFA corps members are as effective—and in some cases more effective—than their peers. Our analysis of Georgia teachers’ student growth scores indicate TFA-Metro Atlanta corps members generally perform better than comparison populations. Due to the COVID-19 pandemic, this analysis is based on student growth scores for academic year 2019; GaDOE will resume calculating these scores for teachers in academic year 2025.

Our analysis of TFA and Title I teacher performance in Georgia, as well as the results of studies on TFA teachers’ impact on student achievement nationally and in other states, are discussed in further detail below.

Analysis of Student Growth in Georgia

Our analysis of Georgia student growth scores shows TFA-Metro Atlanta corps members and alumni generally performed as well as or better than non-TFA teachers, regardless of certification or experience.

To assess performance related to student achievement, we reviewed teachers’ student growth scores included in GaDOE’s Teacher Keys Effectiveness System (TKES), a standard assessment tool designed to build teacher effectiveness and

Student Growth Percentile Evaluations Have Not Been Performed Since Prior to the Pandemic

According to GaDOE, TKES assessment data has not been available since academic year 2019 due to the COVID-19 pandemic. While Student Growth Percentiles will be calculated to report progress for districts and schools for academic year 2023, GaDOE has not yet resumed using them to evaluate educators. According to GaDOE, all pre-pandemic requirements related to TKES will resume in academic year 2025. As a result, academic year 2019 was the most recent information regarding TFA-Metro Atlanta corps members' impact on student achievement.

ensure consistency and comparability among teachers across the state.⁵ The Student Growth component of TKES is made up of two parts: Student Growth Percentiles (SGP) and LEA Determined Measures. SGP scores describe students' growth relative to other academically similar students across the state for certain core subjects,⁶ while the LEA Determined Measures assess growth in the remaining grades and subjects. For both components, teachers receive a score of one to four based on their performance.

We reviewed teachers' Student Growth data for academic year 2019 (the most recent data available—see text box).⁷ The scores of novice TFA teachers (i.e., corps members in their first two years) were compared with novice teachers who were already fully certified and those with provisional certifications when they began teaching (i.e., not fully certified—similar to TFA corps members). We also identified former TFA corps members who taught beyond their two-year commitment and compared their scores to experienced teachers (those with three or more years' experience). We determined population sizes were not large enough to compare scores by grade level or subject.

As shown in **Exhibit 8**, active TFA corps members performed better than other novice teachers in the Student Growth Percentiles, with 81% scoring a three or four in SGP subjects compared to 77% among those fully certified and 68% among those not fully certified. Similarly, TFA alumni performed better than other experienced teachers. Nearly all teachers received scores of three or four in the LEA Determined Measures.

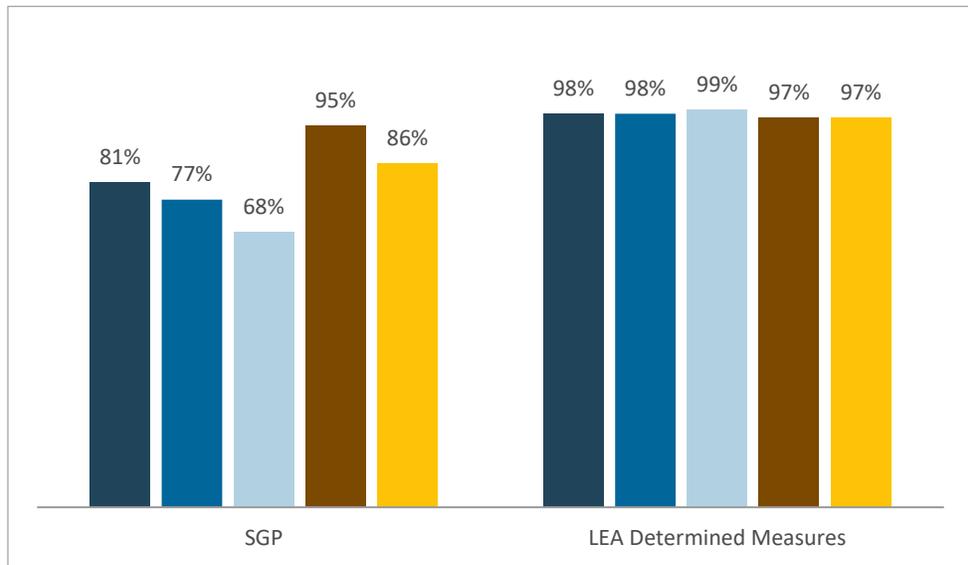
⁵ Student growth is one of three components used in TKES. Teachers are also scored based on their performance related to standards and responsibilities (known as the Teachers Assessment on Performance Standards) and on how they met professional development goals that help students.

⁶ English and math for students in grades 4-8 and high schools participating in the Georgia Milestones Assessment System.

⁷ Our analysis was limited to Title I schools in systems partnering with TFA (Atlanta Public Schools, Clayton County, and Fulton County).

Exhibit 8

TFA Corps Members and Alumni Performed As Well As or Better Than Comparison Populations (AY 2019)



Populations Analyzed	SGP	LEA Determined Measures
Active TFA Corps Members	21	43
Novice Fully Certified	145	244
Novice Not Fully Certified	38	81
TFA Alumni	39	30
Experienced	1,618	1,424

Source: GaDOE Student Growth Scores

Literature Review

According to several studies published in the past 10 years, TFA corps members generally have an overall positive impact on student achievement in all grades. Multiple studies found that even inexperienced TFA teachers were more effective than other teachers in the same schools. When positive effects from TFA teachers were not found, there was usually no significant difference in their performance versus that of other teachers at the school, with only a few reports showing a slightly negative effect.

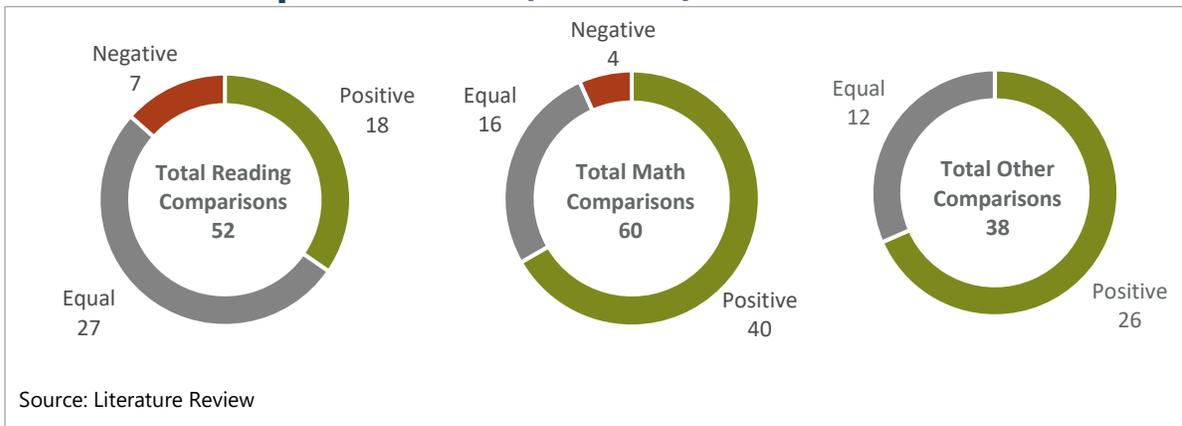
We identified one study that focused specifically on TFA-Metro Atlanta. In 2015, TFA commissioned a research entity to review nine years of standardized test scores (2005-2014) for students taught by TFA teachers (both corps members and alumni) and other teachers. The study found that TFA teachers had a positive impact in elementary and middle school science and social studies, as well as high school American literature. Impact was not statistically different in other subjects, including mathematics, reading, or language arts.

We also reviewed 12 experimental studies related to TFA and student

achievement published between 2013 and 2022 (see [Appendix B](#) for our selection criteria and [Appendix C](#) for a list of studies and their general results). Most compared the standardized test scores of students taught by TFA teachers to other novice and/or experienced teachers collectively or separately and reviewed multiple subjects and grade levels. As such, within each study, there were multiple opportunities to identify differences in TFA’s impact on student achievement within the different grades and subjects.

As shown in **Exhibit 9**, TFA corps members’ students have greater math achievement than those taught by other teachers, while TFA’s impact on students’ reading achievement was more frequently no different. Most comparisons in other subjects (primarily science and social studies) showed positive impact.

Exhibit 9
Most studies show TFA’s impact on student achievement was greater or no different than comparison teachers (2013-2022)



Agency Response: *TFA-Metro Atlanta agreed with the finding and stated “TFA remains very proud that this audit confirms historic data trends and national studies that TFA teachers in Metro Atlanta continue to perform as well or better than their peers—both in their novice year and as alumni. Our core mission is to ensure every child has the opportunity to receive an excellent education and it remains clear that we are providing talent to our school and district partners that is lifting the academic achievement of students where they are placed.”*

Finding 4: While additional systems may benefit from TFA corps members, expansion depends on their vacancies and willingness to partner with TFA.

Additional school systems in Georgia may benefit from having TFA corps members in their classrooms given their positive impact on student achievement; however, the program should not be viewed as a strategy to eliminate vacancies because the limited number of corps members generally leave the classroom after two years. Prospective systems must consider multiple factors, including the capacity and willingness to employ multiple corps members annually, when determining whether they could partner with TFA. Partnerships outside the Metro Atlanta area would present additional challenges.

As discussed in previous findings, TFA has proven successful at recruiting teachers who tend to perform as well as or better than other teachers on measures of student achievement. While corps members do not continue teaching in Georgia at the same rate as other new teachers after two years, they do fill positions in harder-to-staff schools that may otherwise have difficulty employing quality teachers.

TFA staff have indicated they would be willing to expand outside the Metro Atlanta area—particularly given the increase in corps members for academic year 2024. Staff indicated expansion has become more possible in recent years with more central office work being conducted virtually. Additionally, the allocation and assignment of corps members to various regions is less dependent on the region’s fundraising.

TFA staff evaluate potential local partnerships based on whether the school system has Title I schools with vacancies in subjects that match the likely array of corps members they recruit. Based on this criteria, it appears other systems in Georgia could qualify as prospective partners. In academic year 2023, for example, nine systems reported more than 50 vacancies⁸ in their Title I schools, with five reporting more than 100 (which often represented at least a 20% vacancy rate, compared to the statewide rate of 6%). Within three of the five systems, several Title I schools reported at least 10 vacancies.

While other Metro Atlanta systems could benefit from TFA’s existing Metro Atlanta region, systems in other parts of the state would likely require a more formalized expansion (e.g., additional TFA staff). Developing a new system partnership depends on several factors, as shown in **Exhibit 10**. Each factor is discussed below the exhibit.

⁸ Based on information school systems report to the Georgia Professional Standards Commission. Vacancy numbers reflect traditional vacancies (i.e., no one employed) as well as those employed but not fully certified.

Exhibit 10

TFA Expansion Depends on Several Factors



- **Existing need in current partner systems** – Partner systems appear to demonstrate continued need for additional corps members if they became available. Several Title I schools in Atlanta Public Schools, Clayton County, and Fulton County reported at least 10 vacancies in academic year 2023, often representing vacancy rates higher than 15%. System and school staff indicated they would continue to use TFA in the future and would accept more corps members if given the chance. TFA staff noted Metro Atlanta is a popular selection among applicants and they would continue to place them in the area as available.



- **Systems must have concentrated vacancies** – TFA staff indicated systems outside Metro Atlanta must be able to commit to hiring 10-20 corps members annually to justify the resources necessary to develop a new partnership. Additionally, TFA is interested in clustering its corps members in a small number of schools (versus assigning one corps member per school), which they have identified as increasing retention and impact. This can present a challenge for smaller systems that may not consistently have a significant number of vacancies (unlike Metro Atlanta systems, which are among the largest in the state). TFA staff did note, however, that partnerships with multiple contiguous systems could also help achieve the capacity necessary to justify developing a partnership region.



- **Systems must be willing to partner with TFA** – Because the state does not control whether TFA teachers are hired by local school systems, successful partnerships require system and school leaders who are willing to hire and support TFA corps members. Systems must also be able to pay the \$4,000 per-person fee for each of the two years corps members serve (in addition to salary and benefits). Additionally, TFA staff emphasized the necessity of a multi-year partnership to justify resources and increase long-term impacts.



- **Rural areas may be harder to staff** – According to TFA staff, corps member assignments depend on applicants' preferences, and recruitment for rural areas can be a challenge—particularly when Metro Atlanta is a popular option for corps members when ranking location preferences. Additionally, pay differentials across systems can impact corps members' preferences.

TFA staff indicated that additional state funding of approximately \$1 million would assist in providing stable revenue for any expansion in the Metro Atlanta region or other areas of the state, as well as the virtual tutoring program it is launching (see text box). This additional funding—which represents a nearly 50% increase from the current \$681,000—would put Georgia more in line with some surrounding states' TFA programs. It should be noted, however, that any increase in the state appropriation does not guarantee an increased number of corps members.

TFA-Metro Atlanta launched a virtual tutoring program in academic year 2024

In addition to its traditional strategy of placing teachers in the classroom for two years, TFA has launched its Ignite Fellowship, in which tutors work with students virtually for three hours per week each semester. The cost (typically incurred by the school systems similar to the traditional program) is \$3,000 per tutor. Nationally, TFA hired approximately 1,500 tutors in 14 states in academic year 2023. As part of the program, TFA also hires a school-based trainer at each partnering school so the tutors are supporting students with the curriculum used in the classroom.

For its pilot in academic year 2024, TFA-Metro Atlanta has hired 62 tutors for three Metro Atlanta schools (30 for the fall semester and 32 for the spring semester). TFA-Metro Atlanta estimates between 150 and 180 students will be served (two to three students per tutor).

TFA-Metro Atlanta staff indicated they plan to eventually hire up to 100 tutors who could assist students across the state (staff noted since the program is virtual—with the support of a local staff member—it can be implemented in any county where students have access to broadband internet during the school day). Potential systems would be identified based on feedback from legislators and GaDOE regarding need. During the pilot year, TFA-Metro Atlanta will cover the tutoring costs with a grant they received; in the future they intend to share the costs with participating schools.

Agency Response: *TFA-Metro Atlanta agreed with the finding. With regard to the \$4,000 per teacher fee charged to partnering systems, it noted that a Learning Policy Institute report (published in 2017) estimates that on*

average urban districts pay approximately \$21,000 per new teacher for recruitment, hiring, and training.

TFA-Metro Atlanta stated that “given over two decades of positive impact within the Metro Atlanta region, we are looking forward to potential expansion across the state of Georgia. Our strategy would require a multi-level partnership with other districts and regions across the state. While we recognize that a major barrier to expansion is recruiting potential teachers who have an interest in living outside of the Metro Atlanta area, we believe that a more focused recruitment strategy that’s paired with local universities in those areas could produce prospective candidates. Our refined national strategy of recruitment and placement that centers the applicant provides us a roadmap to make this expansion a reality.”

Appendix A: Table of Findings and Recommendations

	Agree, Partial Agree, Disagree
Finding 1: While corps members typically have desirable qualities for a new hire, the annual number assigned has generally met a small portion of partnering systems' vacancy needs. (pg. 7)	Agree
No recommendations	
Finding 2: Because TFA's model is not intended to develop career teachers, TFA corps members are less likely than other new hires to remain in long-term teaching positions. (pg. 9)	Agree
No recommendations	
Finding 3: Students taught by TFA corps members perform as well as or better than those taught by comparison teachers. (pg. 12)	Agree
No recommendations	
Finding 4: While additional systems may benefit from TFA corps members, expansion depends on their vacancies and willingness to partner with TFA. (pg. 16)	Agree
No recommendations	

Appendix B: Objectives, Scope, and Methodology

Objectives

This report examines the state's contract with Teach for America (TFA)-Metro Atlanta. Specifically, our examination set out to answer the following questions:

1. How effective is the TFA-Metro Atlanta program in recruiting and retaining teachers?
2. What is the impact of the TFA-Metro Atlanta program on student achievement?
3. To what extent could TFA expand in Metro Atlanta or other parts of the state?

Scope

This special examination generally covered activity related to TFA-Metro Atlanta and partnering school systems during academic years 2014-2024. Information used in this report was obtained by interviewing TFA staff and officials from the Georgia Department of Education (GaDOE) and the Georgia Professional Standards Commission (GaPSC), as well as school systems and schools that have partnered with TFA. We also reviewed relevant documentation and research.

We reviewed GaDOE's Certified/Classified Personnel Information (CPI) data for employees in systems that partnered with TFA during academic years 2014 through 2023. GaDOE collects CPI data from local systems in October and March of each academic year. Relevant CPI data included name, job category, job code, certification type, experience, and system, school, and subject assignments. We assessed the data and determined it was sufficiently reliable for our analysis.

We also reviewed TFA's Placement Data, which includes all corps members assigned to the Metro Atlanta region between academic years 2014 and 2024. Relevant data fields include the corps members placement phase (first year versus second year), school and subject assignments, and demographic information. We assessed the data and determined it was sufficiently reliable for our analysis.

Interviews with partnering system and school officials informed all of the objectives. We interviewed staff in the three systems that have primarily partnered with TFA during the period reviewed (Atlanta Public Schools and Clayton and Fulton County Schools). We also interviewed administrative staff in eight schools across the three levels (elementary, middle, and high) in these three systems. Schools were selected using TFA Placement Data to identify those that have hired TFA corps members in recent years. The results of these interviews cannot be projected to all principals who have hired TFA corps members.

Finally, we utilized data on Title I designation obtained from GaDOE for academic years 2014-2023 in multiple analyses. Title I schools receive federal funds, based on census poverty data, to improve academic performance among students from low-income families. Schools are designated as one of the following: (1) Targeted Title I, (2) Schoolwide Title I, or (3) Not Title I. Targeted Title I schools are required to direct Title I funds to specific groups of children, while Schoolwide schools can use these funds to enhance the school's entire educational program. Relevant data included Title I designation by school and year.

Government auditing standards require that we also report the scope of our work on internal control that is significant within the context of the audit objectives. We did not identify any internal control work significant to our objectives.

Methodology

To determine the extent to which TFA-Metro Atlanta is effective at recruiting teachers, we interviewed TFA-Metro Atlanta staff and reviewed available information regarding TFA’s recruitment and selection process. We also interviewed officials in systems and schools that have partnered with TFA. Finally, we reviewed TFA Placement Data and GaPSC vacancy data (described below) to identify the extent to which TFA corps members are hired in schools with vacancy needs.

To determine the extent to which TFA-Metro Atlanta is effective at retaining teachers, we reviewed CPI data for academic years 2014–2023. We used TFA’s corps member data to identify the corps members who began teaching in those years. We also identified other first-year teachers in the partnering systems’ Title I schools during the same years. Though CPI data contains a data field for years of service, we confirmed teachers were in their first year by reviewing whether those who had zero years of service were present in the previous academic year’s CPI data. We calculated the retention rate as the percentage of the original cohort who remained in CPI as a teacher in subsequent academic years.⁹ Results for individual years were averaged for reporting purposes. We tracked whether the individual remained teaching in any Georgia classroom and in the school to which they were hired in their first year.

To determine the impact of TFA-Metro Atlanta on student achievement, we conducted a literature review of experimental studies published between 2013 and 2022. Studies were identified using the Department of Audits and Accounts 2015 report on TFA, TFA’s website, web searches, and literature reviews. Of the 12 studies selected, 11 were published in peer reviewed journals, while the final study was published by a college’s Center for Research and Evaluation. Some studies were limited to a particular state, while others had a national scope. The studies typically compared the standardized test scores of students taught by TFA teachers to those of students taught by other teachers. Most reviewed multiple subjects and grade levels. The studies primarily focused on student achievement in math and reading—during academic year 2023, the majority of TFA corps members taught these subjects.

We also performed an analysis of student achievement in Georgia as measured by teachers’ student growth scores, a component of the Teacher Keys Effectiveness System (TKES). TKES evaluates Georgia teachers using three primary metrics: Teachers Assessment on Performance Standards, Professional Growth, and Student Growth. Student Growth scores are based on students’ academic performance by showing growth relative to academically similar students across the state. Student Growth Percentiles (SGP) are calculated for certain courses relevant to the Georgia Milestones testing, while LEA Determined Measures are used for teachers in non-SGP related subjects. During the COVID-19 pandemic, GaDOE implemented flexibilities related to TKES. As a result, Student Growth has not been used to evaluate teacher performance since academic year 2019. While GaDOE will calculate SGPs to report district and school progress for academic year 2023, it will not be used to evaluate educators until academic year 2025. As a result, academic year 2019 was the most recent year teachers’ Student Growth scores were available.

We used TFA’s Placement Data to identify active corps members during academic year 2019, as well as

⁹ Individuals who had other full-time positions—most prominently as administrators or support personnel—were not included in the retention calculations. In a given year, these individuals represented a small percentage of the total individuals identified in CPI. As such, their exclusion did not impact the retention rate.

alumni¹⁰ who were also teaching in TFA's partnering systems that year (Atlanta Public Schools and Clayton and Fulton counties¹¹). We also used CPI data to identify novice and experienced teachers; the novice population was further designated as fully certified or not fully certified based on their CPI certification codes. Due to the nature of the data, only second year active corps members were included in the Student Growth scores. SGP scores were captured for 27% (21) of the 78 active corps members, and scores for LEA Determined Measures were captured for 55% (43). Given the small number of corps members in this analysis, we did not divide the scores by grade level or subject.

To determine the extent to which TFA could expand in Metro Atlanta or other parts of the state, we interviewed TFA staff about its expansion process and requirements. We also used GaPSC vacancy data for academic year 2023 (the year GaPSC indicated was most reliable) to identify school systems with the largest number of reported shortages. While we concluded the information was sufficiently reliable for the purposes of our review, we did not independently verify the data.

We treated this review as a performance audit. We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

If an auditee offers comments that are inconsistent or in conflict with the findings, conclusions, or recommendations in the draft report, auditing standards require us to evaluate the validity of those comments. In cases when agency comments are deemed valid and are supported by sufficient, appropriate evidence, we edit the report accordingly. In cases when such evidence is not provided or comments are not deemed valid, we do not edit the report and consider on a case-by-case basis whether to offer a response to agency comments.

¹⁰ TFA Placement Data was obtained for academic years 2014 through 2023. Therefore, the alumni identified do not include those who may have started with TFA prior to 2014 and were still working in 2019. Given the small percentage of TFA corps members who remain after 10 years, this is not likely to be a significant population.

¹¹ DeKalb County was also a partnering system in academic year 2019; however, its corps members represented only 2% of the population. As such, it was excluded from the analysis.

Appendix C: Literature Review

Year (Published)	Study	Summary of Results
2021	How Do Teachers from Alternative Pathways Contribute to the Teaching Workforce in Urban Areas? Evidence from Kansas City <i>Issued by University of Missouri-Columbia</i>	This study examined the student achievement impact of TFA teachers for grades 4-8 in Kansas City, Missouri between 2012 and 2019. They found that students with TFA teachers had higher achievement growth in math than similar students in similar schools taught by nonprogram teachers. There was also smaller, yet positive, impact for English Language Arts achievement.
2020	Do Teach for America Corps Members Still Improve Student Achievement? Evidence from a Randomized Controlled Trial of Teach for America's Scale Up Effort <i>Issued By Education and Finance Policy MIT Press Direct</i>	In 2011, this study assigned students to classes taught by either a TFA teacher or a comparison teacher in 36 different schools across 10 states. Both sets of teachers were similarly effective in math and reading for overall elementary education. However, for pre-kindergarten through second grade, TFA teachers were more effective than comparison teachers in both subjects.
2019	Texas Impact: Evaluation Report for Teach for America <i>Issued by the Center on Research and Evaluation at Southern Methodist University</i>	This study examined six academic years (2011-2017) of 3 rd to 10 th grade students in different regions of Texas. Students of TFA-affiliated teachers were as likely or more likely to pass state assessments than students of non-TFA-affiliated teachers. The largest advantage of TFA teachers was in high school subjects. In elementary and middle school, the advantage of TFA on student achievement was higher in math than in reading, with impact in reading nearly equivalent for TFA and non-TFA teachers.
2017	Impacts of the TFA Investing in Innovation Scale-up <i>Issued by Mathematica Policy Research</i>	Analyzing the end-of-year reading and math tests scores of elementary students in 13 school districts in 10 states, the study found first- and second-year TFA teachers' impact in reading and math was no different than other teachers (regardless of the comparison populations' experience or certification). The only exception was reading instruction in pre-K through grade two, where TFA teachers were more effective by the equivalent of 1.3 months of additional instruction.
2016	Supplying Disadvantaged Schools with Effective Teachers: Experimental Evidence on Secondary Math Teachers from Teach for America <i>Issued by Journal of Policy Analysis and Management</i>	This study randomly assigned students from eight states to math classes taught by a TFA teacher or a teacher from another program. A comparison of students' end-of-year math achievements found that TFA teachers were more effective than other teachers in the same schools, increasing math achievement by the estimated equivalent of to 2.6 months of math instruction. Even inexperienced TFA math teachers were more effective than teachers with five or more years of experience in the same schools.
2016	Teaching for All? Teach for America's Effects across the Distribution of Student Achievement <i>Issued by the Journal of Research on Educational Effectiveness</i>	This study applied random assignments to treatment and control groups in elementary school math and reading classes. In math, TFA teachers' students outperformed control students, with an effect corresponding to about three months of instruction. Compared to veteran teachers, TFA teachers had a positive impact on the students at the top of the reading distributions. However, TFA students at the bottom of the reading achievement distributions scored worse in comparison to those with veteran teachers.

Year (Published)	Study	Summary of Results
2015	<p>Estimates of Teach For America Corps Members in Miami-Dade County Public Schools, 2013-14</p> <p><i>Issued by CALDER Center at American Institutes for Research</i></p>	<p>The study compared reading and math pre- and post-test scores of elementary, middle, and high school students. It found that TFA teachers (mostly active corps members) generally had a positive impact on student achievement, though the impact was higher for math than reading. TFA had a statistically significant positive impact in elementary, middle, and high school math, as well as high school reading. There was no difference in elementary and middle school reading.</p>
2014	<p>The Effects of Teacher Entry Portals on Student Achievement</p> <p><i>Issued by Journal of Teacher Education</i></p>	<p>This study examined the adjusted average test score gains of students taught by North Carolina teachers who had five years of experience or less. The subjects that were evaluated included elementary grades math, reading, and science; middle grades math, reading, and science; and high school math, English, science, and social studies. It found that in comparison to teachers from in-state public undergraduate programs, TFA corps members' students gained the equivalent of 15 and 64 additional days of schooling in elementary and middle grades math. Of the 10 total comparison subject/grades examined, TFA teachers were more effective in 7 and no different than other teachers in 3.</p>
2014	<p>Teaching preparation policies and their effects on student achievement</p> <p><i>Published by Association for Education Finance and Policy</i></p>	<p>The study used student achievement gains to examine whether North Carolina teachers from certain entry portals were more effective than those who graduated from the state's undergraduate institutions. It examined teachers with less than three years of experience who taught in elementary grades math and reading; middle grades math and reading; and high school math, science, social studies, and English. Researchers found TFA corps members were significantly more effective than traditionally prepared teachers in all subjects reviewed but two (middle school reading and high school social studies), where they performed no different. As a comparison, teachers from other alternative entry portals were significantly less effective in three of the eight subjects and no different in five.</p>
2014	<p>TFA teachers in Duval County Public Schools: An analysis of retention and performance</p> <p><i>Issued by Teacher College, Columbia University</i></p>	<p>Comparing the learning gains of reading and math students in grades 4 through 10, the study found that the TFA impact in math was positive and statistically significant. For reading, TFA teachers were slightly less effective than comparison teachers. Overall, TFA teachers were at least as effective as their non-TFA colleagues and non-TFA veteran teachers.</p>
2014	<p>Report card on the effectiveness of teacher training programs</p> <p><i>Issued by the Tennessee Higher Education Commission and State Board of Education</i></p>	<p>This annual study uses student scores in various tested subjects to assess the effectiveness of its teacher training programs, including TFA Nashville and TFA Memphis. TFA Nashville teachers were more effective than teachers statewide and other beginning teachers in 4th-8th grade math, reading, science, and social studies. They performed equally to teachers statewide and other beginning teachers in algebra, biology, chemistry, English I and English II. TFA Memphis teachers (the larger of the two cohorts) were more effective than all teachers statewide in 4th through 8th grade and high school science and English I; more effective than beginning teachers in 4th through 8th grade social studies and science, and High School math and science; less effective than all teachers statewide in 4th through 8th grade math; and less effective than other beginning teachers in 4th through 8th grade math.</p>

Year (Published)	Study	Summary of Results
2013	The effectiveness of secondary math teachers from TFA and the Teaching Fellows Program <i>Issued by the United States Department of Education</i>	The study analyzed end-of-year math test scores of students in grade 6-12 in 11 school districts in eight states. It found TFA secondary math teachers (most of whom were in their first two years of teaching) were more effective than other teachers in the same courses at the same school, regardless of experience. The increased impact of having a TFA teacher was equivalent to an estimated 2.6 months of additional instruction for the average student nationwide.

Source: Review of studies published between 2013 and 2023

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