



Teach For America: Teacher Retention in Texas

FINAL REPORT

Ginger Stoker, PhD

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Contents

	Page
Introduction.....	1
Research Questions.....	1
Data.....	2
Analyses.....	3
Characteristics of TFA and Non-TFA Teachers Who Began Teaching in Texas During the 2010–11 Through 2013–14 Academic Years.....	4
Completion of TFA Teaching Assignment.....	6
Teacher Retention.....	6
Employment in Non-Teaching and Administrative Positions.....	19
Summary.....	20
Appendix.....	21

Tables

	Page
Table 1. Number and Percentage of TFA Teachers Included in the Analyses, by Cohort.....	3
Table 2. Non-TFA Teacher Comparison Groups, by Cohort.....	3
Table 3. Teacher Characteristics, by Cohort.....	5
Table 4. Percentage of TFA Teachers Completing Teaching Assignments, by Cohort.....	6
Table 5. Comparison of the Characteristics of TFA Teachers' Initial Districts and Those of the Districts They Move Into for TFA Teachers Who Changed Districts after Two Years, by Cohort.....	18
Table 6. Comparison of the Characteristics of Districts into Which TFA and Non-TFA Teachers Move for Teacher Who Changed Districts After Two Years, by Cohort.....	18
Table 7. Percentage of TFA Teachers Employed in Non-Teaching or Administrative Positions Following their Two-Year Teaching Assignments, by Cohort.....	19
Table 8. List of Non-Teaching or Administrative Roles in which TFA Teachers were Employed during the Years Following their Two-Year Teaching Assignments.....	20
Table A1. Percentages of TFA Teachers Who Remained Employed in Their Assigned Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2010–11.....	22
Table A2. Percentages of TFA Teachers Who Remained Employed in Their Assigned Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2011–12.....	23

Table A3. Percentages of TFA Teachers Who Remained Employed in Their Assigned Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2012–13.....	24
Table A4. Percentages of TFA Teachers Who Remained Employed in Their Assigned Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2013–14.....	25
Table A5. Percentage of TFA Teachers Who Remained Employed in Any Texas Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2010–11	26
Table A6. Percentage of TFA Teachers Who Remained Employed in Any Texas Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2011–12	27
Table A7. Percentage of TFA Teachers Who Remained Employed in Any Texas Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2012–13	28
Table A8. Percentage of TFA Teachers Who Remained Employed in Any Texas Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2013–14.....	29

Figures

	Page
Figure 1. Percentages of TFA and Non-TFA Teachers Who Remained Employed in the Same Districts as Their Initial Assignments, by Cohort.....	8
Figure 2. Percentages of TFA and Non-TFA Teachers Who Remained in the Same Districts as Their Initial Assignments, by Cohort—Elementary School	9
Figure 3. Percentages of TFA and Non-TFA Teachers Who Remained in the Same Districts as Their Initial Assignments, by Cohort—Middle School.....	10
Figure 4. Percentages of TFA and Non-TFA Teachers Who Remained Employed in the Same Districts as Their Initial Assignments, by Cohort—High School.....	11
Figure 5. Percentages of TFA and Non-TFA Teachers Who were Employed in Any Texas Public School District	13
Figure 6. Percentages of TFA and Non-TFA Teachers Who were Employed in Any Public School District in Texas, by Cohort—Elementary School	14
Figure 7. Percentages of TFA and Non-TFA Teachers Who were Employed in Any Public School District in Texas, by Cohort—Middle School.....	15
Figure 8. Percentages of TFA and Non-TFA Teachers Who were Employed in Any Public School District in Texas, by Cohort—High School	16

Introduction

Teach For America (TFA) is a nonprofit organization whose mission is to enlist, develop, and mobilize as many as possible of our nation's most promising future leaders to grow and strengthen the movement for educational equity and excellence. TFA employs a rigorous screening process to select college graduates and professionals with strong academic backgrounds and leadership experience and asks them to commit to teach in high-need schools for at least two years. Typically, TFA teachers do not have formal training in education; all recruits attend an intensive five-week training program prior to beginning their first teaching jobs. TFA teachers also receive ongoing training and support throughout their two-year commitment. After completing their two-year assignment, TFA teachers are encouraged to remain in the teaching profession or to continue to work to achieve greater educational equity through leadership and advocacy roles. Because TFA teachers are not necessarily expected to stay beyond two years, interest in research on the retention and mobility of TFA teachers is significant both in Texas and across the United States. This study investigated the retention and mobility of TFA teachers who began their assignments between 2010–11 and 2013–14. The study used data from the Education Research Center (ERC), which houses the Texas state longitudinal data system and is located on the campus of the University of Texas at Austin, to track teachers from their initial assignment to the present. The following research questions guided the study.

Research Questions

1. How many TFA teachers began their teaching assignments in public school districts in Texas between 2010–11 and 2013–14?
 - a. What are the demographic characteristics of TFA teachers assigned to teach in Texas?
 - b. In what regions in Texas are TFA teachers employed?
 - c. In which grade levels do TFA teachers teach (elementary, middle, secondary)?
 - d. How does this compare with non-TFA teachers who began their first teaching jobs in the same districts during the same year?
2. What proportion of TFA teachers who began their teaching assignments in public school districts in Texas between 2010–11 and 2013–14 completed their two-year teaching assignments?
 - a. Does this differ by grade level taught (elementary, middle, secondary)?
 - b. Does this differ by region of assignment?
3. What proportion of TFA teachers remained employed in public school districts in Texas each year?
 - a. What proportion of TFA teachers remained employed in the same public school district in which they were assigned from the time of their initial placement to the present?
 - i. Does this differ by grade level taught (elementary, middle, secondary)?

- ii. Does this differ by region of assignment?
 - iii. How does this compare with non-TFA teachers who began their first teaching jobs in the same districts during the same year?
 - b. What proportion of TFA teachers were employed in any public school district in Texas each year from the time of their initial placement to the present?
 - i. Into what types of school districts do TFA teachers move?
 - ii. How does this compare with non-TFA teachers who began their first teaching jobs in the same districts during the same year?
4. What proportion of TFA teachers were employed in non-teaching and administrative positions in Texas public school districts each year following their two-year teaching commitments?
 - a. In what educational capacity are they employed (e.g., principal, administration, support staff)?

Data

This study used extant data from administrative datasets from the Texas state longitudinal data system housed on the secure ERC server located at the University of Texas at Austin. The state longitudinal data system contains data from the Texas Education Agency (TEA) (including both student and staff data), the Texas Higher Education Coordinating Board, and the Texas Workforce Commission. In order to gain access to the data, it is necessary to submit a research proposal and receive project approval from the ERC Advisory Board, as well as pay an access fee.

American Institutes for Research (AIR) submitted a proposal to the ERC Advisory Board requesting access to TEA staff datasets containing staff demographic and employment data, as well as district-level demographic data. The proposal was reviewed and approved by the ERC Advisory Board during its quarterly board meeting held in June 2016. In the research proposal, AIR requested the creation of a supplemental data file that would allow AIR researchers to identify TFA teachers within the TEA staff data sets.

To create the supplemental data file, TFA submitted a spreadsheet to TEA containing the names and Social Security numbers of TFA teachers who began their two-year teaching assignments in Texas during the 2010–11 through 2013–14 academic years.¹ TEA merged this file with its staff data files and created a data file that contained the Social Security number replacements that serve as ID numbers within the datasets housed in the ERC. The dataset was then placed in a secure folder on the ERC server that was accessible only to AIR staff working on the project, along with the other TEA datasets requested in the proposal. The dataset did not contain teachers' names or Social Security numbers. AIR researchers used the supplemental data file to

¹ This file also contained variables identifying the cohort for each individual, whether the individual completed the teaching assignment, and the region of Texas in which each individual was assigned. These variables were retained in the final dataset that was placed on the ERC server for use in analysis.

identify TFA teachers within the TEA staff datasets by merging on the encrypted ID variable contained in all datasets.

Not all TFA teachers included in the supplemental data file could be matched to records in the TEA staff datasets. Some individuals could not be matched by name and Social Security number by TEA, and therefore, an ID variable could not be identified for them. Other individuals could not be located within the TEA employment files or were shown as being employed in a Texas public school district starting in a year other than the cohort start date identified by TFA. These individuals were omitted from the final dataset. Table 1 shows the number and percentage of TFA teachers from each cohort that were included in the analyses.

Table 1. Number and Percentage of TFA Teachers Included in the Analyses, by Cohort

Cohort	TFA Dataset	Not Matched by TEA	No Employment Data	Final Dataset
2010–11	632	23	14	% = 94.15 N = 595
2011–12	507	15	17	% = 93.69 N = 475
2012–13	635	18	8	% = 95.91 N = 609
2013–14	662	18	15	% = 95.02 N = 629

To compare the retention rates of TFA teachers to those of non-TFA teachers who began their teaching careers in the same districts during the same academic year, a comparison group was formed by identifying and selecting teachers in the TEA employment files whose records indicated that they had zero years of experience and zero years of tenure (i.e., were in their first year of teaching) in the same districts in which TFA teachers were assigned. Table 2 shows the number of comparison group teachers for each TFA cohort.

Table 2. Non-TFA Teacher Comparison Groups, by Cohort

Cohort	Comparison Group
2010–11	2,587
2011–12	2,307
2012–13	2,862
2013–14	5,233

Analyses

This study used descriptive statistics to examine retention of TFA teachers in Texas. In this study, teacher retention was examined in three ways: (1) examining the percentage of TFA teachers who completed their teaching assignments in Texas, (2) exploring the percentage of TFA teachers who remained in teaching roles in the districts of their initial placement, and (3) investigating the percentage of TFA teachers who continued in teaching roles throughout Texas. The study compares the retention rates of TFA teachers with those of non-TFA teachers who began their first teaching jobs in the same public school districts in Texas. For TFA teachers

who move to other districts, the study investigates differences in district characteristics between teachers' initial districts and those into which they move.

Characteristics of TFA and Non-TFA Teachers Who Began Teaching in Texas During the 2010–11 Through 2013–14 Academic Years

To answer the first research question, descriptive statistics were calculated for each TFA cohort and its comparison group to provide a descriptive look at the characteristics of individuals who undertook TFA teaching assignments in Texas, as well as those of non-TFA teachers who began their teaching careers in the same districts as TFA teachers during the same academic year. Table 3 compares the characteristics of TFA teachers to those of non-TFA teachers who began their teaching careers in the same districts during the same academic school year by cohort.²

As shown, the majority of TFA and non-TFA teachers in each cohort were female. With regard to race/ethnicity, the majority of TFA teachers were White, although the percentage of TFA teachers who are White appears to be decreasing, while the percentage of TFA teachers who are Hispanic appears to be increasing. In comparison to non-TFA teachers, across all cohorts, significantly higher proportions of TFA teachers were White and Asian, while significantly higher proportions of non-TFA teachers were Hispanic and Black. The percentage of TFA teachers who were employed in elementary, middle, and high schools were fairly similar across cohorts, with about one third of TFA teachers being employed in schools within each grade span. Compared to non-TFA teachers, significantly higher proportions of TFA teachers began their teaching assignments in middle schools, whereas significantly higher proportions of non-TFA teachers began their teaching careers in elementary schools.³ In addition, the majority of TFA teachers, across cohorts, began their teaching assignments in the Dallas/Fort Worth and Houston regions, while significantly higher proportions of non-TFA teachers than TFA teachers began their teaching careers in the Rio Grande Valley and San Antonio. The differences in characteristics between TFA and non-TFA teachers are to be expected, as TFA teachers are generally employed in hard-to-fill grades and positions.

² To compare the characteristics of TFA and non-TFA teachers, chi-square statistics comparing proportion were used for significance testing.

³ The grade level in which teachers' taught was not available in the ERC data files. However, campus-level information regarding the lowest and highest grade at each school is available, which was used to determine school grade span. Schools in which the lowest grade ranged from 0 to 4 and the highest grade was 6 or less were coded as elementary schools; schools in which the lowest grade ranged from 5 to 8 and the highest grade ranged from 8 to 9 were coded as middle schools; and schools in which the lowest grade was 5 to 8 and the highest grade was 10 to 12 were coded as high schools.

Table 3. Teacher Characteristics, by Cohort

Characteristics	2010–11		2011–12		2012–13		2013–14	
	TFA (N = 595)	Non-TFA (N = 2,587)	TFA (N = 475)	Non-TFA (N = 2,307)	TFA (N = 609)	Non-TFA (N = 2,862)	TFA (N = 629)	Non-TFA (N = 5,233)
Gender (%)								
Male	31.43	32.24	29.05	26.27	25.94	26.07	24.96	26.49
Female	68.57	67.76	70.95	73.73	74.06	73.93	75.04	73.51
Race/ethnicity (%)								
White	62.02**	24.93	57.47**	32.42	59.77**	34.84	55.17**	40.55
Black	14.79	17.09	12.84	17.69**	12.81	16.70*	16.38	20.71**
Hispanic	14.45	54.04**	18.95**	45.90	19.21	43.89**	20.35	34.49**
Asian	7.06**	2.78	6.53**	2.95	5.75**	3.21	5.56**	2.75
Other	1.68	1.17	4.21**	1.04	2.45	1.36	2.55	1.50
School grade span (%)								
Elementary	32.26	45.25**	35.31	50.68**	37.57	51.34**	41.51	49.81**
Middle school	34.30**	22.31	30.23**	22.92	30.97**	22.38	27.88**	22.89
High school	33.45	32.43	34.46**	26.41	31.46**	26.28	30.61	27.30
Region (%)								
Dallas/ Fort Worth	25.71**	15.54	30.53	40.63**	30.21**	20.25	41.65	44.12
Houston	45.04**	37.26	41.05**	27.91	37.11	43.60*	27.19	32.00
Rio Grande Valley	12.94	38.38**	12.63**	23.87	13.63	22.16**	13.93	16.95
San Antonio	16.30**	8.81	15.79**	7.60	19.05**	13.99	17.33**	6.93

* $p < .05$, ** $p < .01$

Completion of TFA Teaching Assignment

The second research question focuses on teacher retention within the TFA program by looking at the percentage of TFA teachers who completed their teaching assignments in Texas. Table 4 presents the percentage of TFA teachers who completed their two-year teaching assignment by cohort.

As shown, more than 90% of TFA teachers in each cohort completed their two-year teaching assignments in Texas. Across all cohorts, completion patterns were very similar by school grade span and region.

Table 4. Percentage of TFA Teachers Completing Teaching Assignments, by Cohort

Characteristic		2010–11	2011–12	2012–13	2013–14
Overall	% =	90.08	92.42	90.64	93.00
	<i>n</i> =	536	439	552	585
School grade span					
Elementary	% =	90.00	92.22	91.23	90.35
	<i>n</i> =	171	154	208	234
Middle school	% =	87.62	92.31	88.83	94.83
	<i>n</i> =	177	132	167	165
High school	% =	93.40	93.25	91.62	94.76
	<i>n</i> =	184	152	177	181
Region					
Dallas/ Fort Worth	% =	94.77	93.10	91.30	92.75
	<i>n</i> =	145	135	168	243
Houston	% =	87.69	91.79	88.05	90.64
	<i>n</i> =	235	179	199	155
Rio Grande Valley	% =	85.71	93.33	92.77	95.40
	<i>n</i> =	66	56	77	83
San Antonio	% =	92.78	92.00	93.10	95.41
	<i>n</i> =	90	69	108	4.59

Teacher Retention

To answer the third research question, two sets of analyses were conducted. The first set of analyses examines percentage of TFA teachers who remained employed in the same public school district as their initial TFA assignment. For these analyses, all teachers who were members of the cohort formed the denominators, while the numerators were the number of teachers still employed in the districts of their initial assignments. Teachers were followed for up to six years depending on cohort start date. The retention rates of TFA teachers were compared to those of the non-TFA teachers who began their teaching careers in the same districts during the same academic year. Figure 1 displays the overall retention rates for TFA and non-TFA teachers for up to six years by cohort.

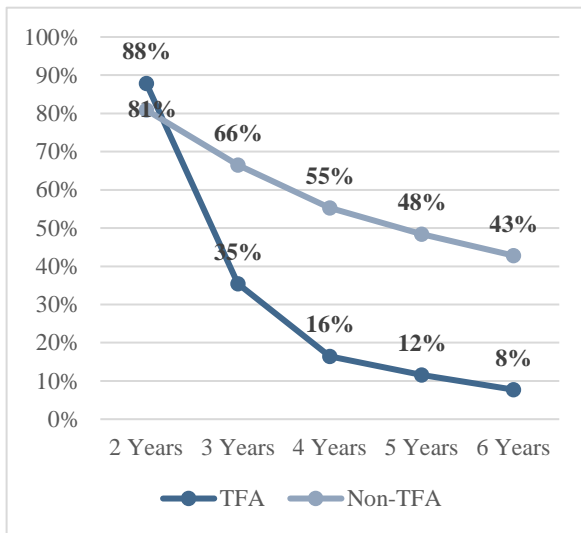
As shown, between 87% and 90% of TFA teachers remained employed in the same district as their initial assignment for two years.⁴ Across all cohorts, higher percentages of TFA teachers were retained in the districts of their initial assignment than non-TFA teachers. These percentages are all statistically significant (see Tables A1 through A4 in the Appendix). However, the percentages of TFA teachers still employed in their initial district dropped off precipitously, by more than 50 percentage points, once TFA teachers' two-year assignments were completed, with the pattern being consistent across cohorts.

As shown in Table 3, higher proportions of TFA teachers were employed in middle schools and high schools than comparison group teachers. As such, the analyses were conducted separately by school grade span, and the results are shown in Figures 2 through 5 (see also Tables A1 through A4 in the Appendix). With the exception of the 2010–11 cohort, significantly higher percentages of TFA teachers remained employed in their initially assigned school district for two years than comparison group teachers did across all school grade spans. For the 2010–11 cohort, TFA teachers were significantly more likely than comparison teachers to remain employed in their initially assigned school districts in high school. Similar to the overall results, after two years, comparison group teachers were significantly more likely to be employed in their initial districts than TFA teachers across school grade spans.

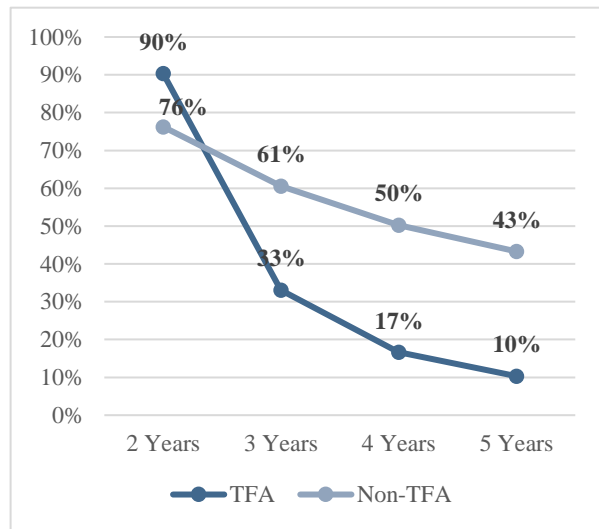
Tables A1 through A4 in the Appendix display the percentages of TFA and non-TFA teachers who were retained in their initial districts by region for each cohort. With the exception of the 2010–11 cohort, across all four regions, TFA teachers were significantly more likely than comparison teachers to remain employed in their initially assigned districts for two years. For the 2010–11 cohort, TFA teachers were significantly more likely than comparison teachers to remain employed in their initially assigned school districts in Dallas and Houston.

⁴ These numbers are lower than the TFA completion rates, as a small number of TFA teachers in each cohort completed their two-year assignments in two different districts.

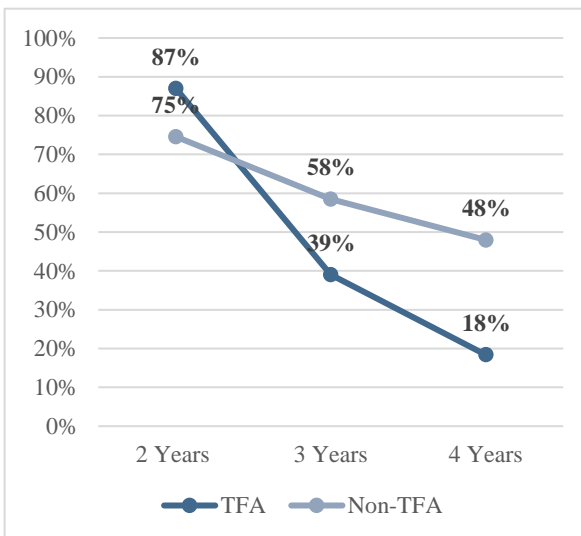
Figure 1. Percentages of TFA and Non-TFA Teachers Who Remained Employed in the Same Districts as Their Initial Assignments, by Cohort



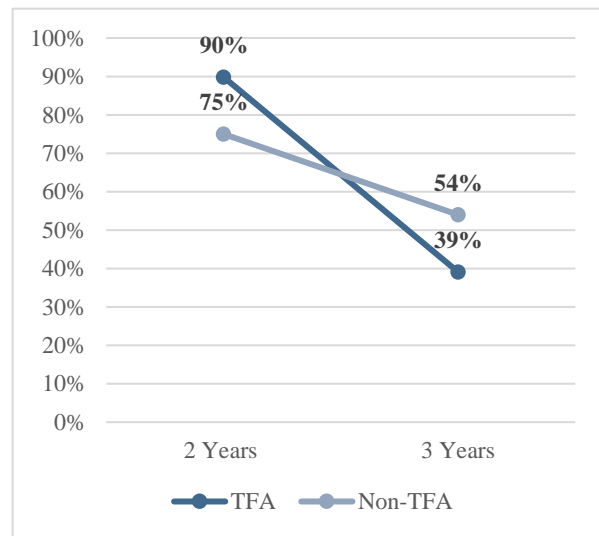
Cohort 2010-11



Cohort 2011-12

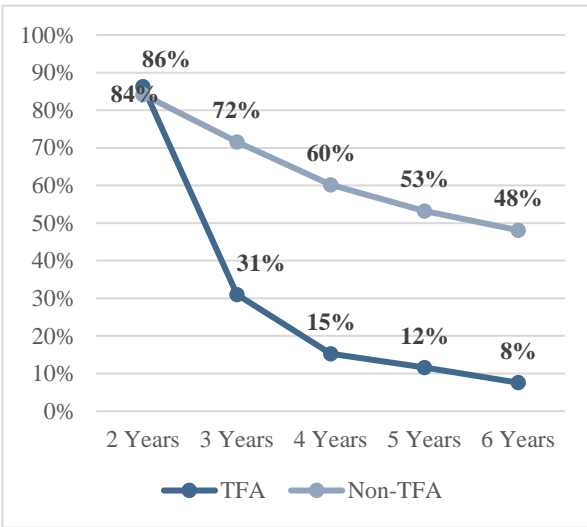


Cohort 2012-13

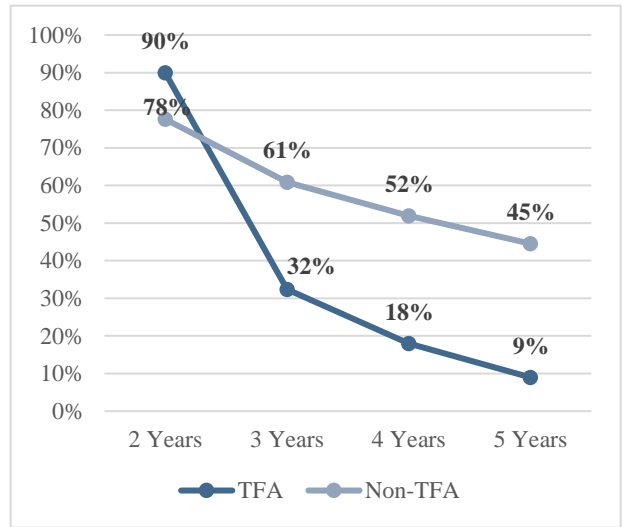


Cohort 2013-14

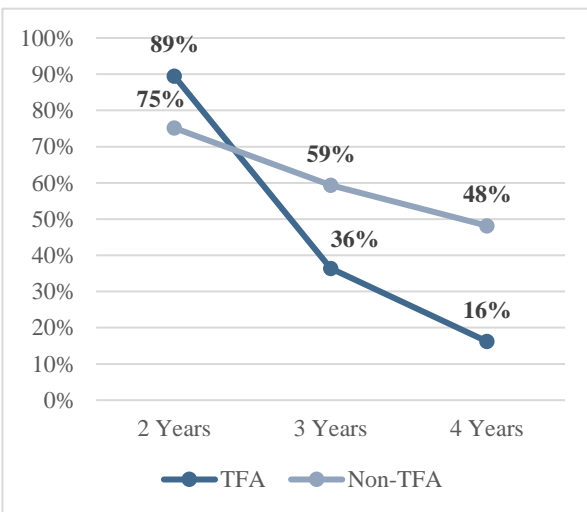
Figure 2. Percentages of TFA and Non-TFA Teachers Who Remained in the Same Districts as Their Initial Assignments, by Cohort—Elementary School



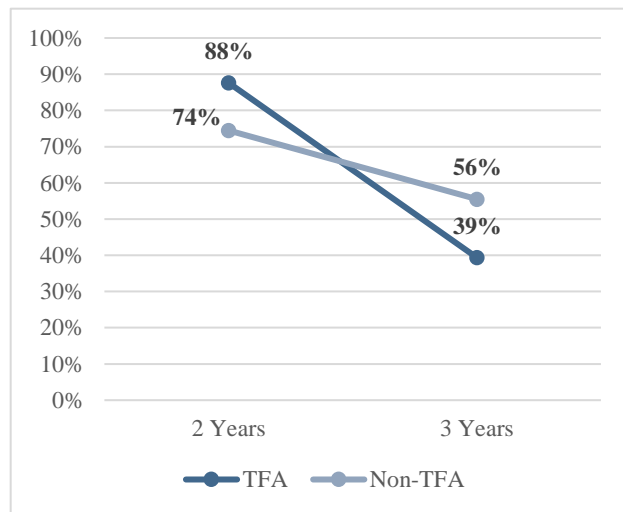
Cohort 2010-11



Cohort 2011-12

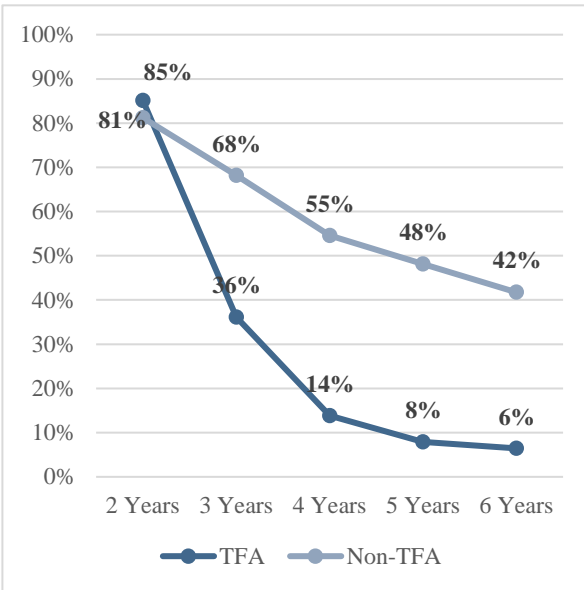


Cohort 2012-13

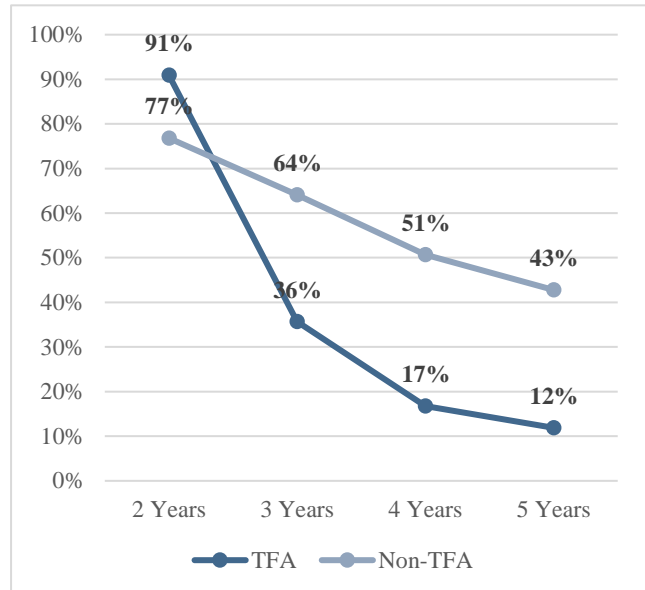


Cohort 2013-14

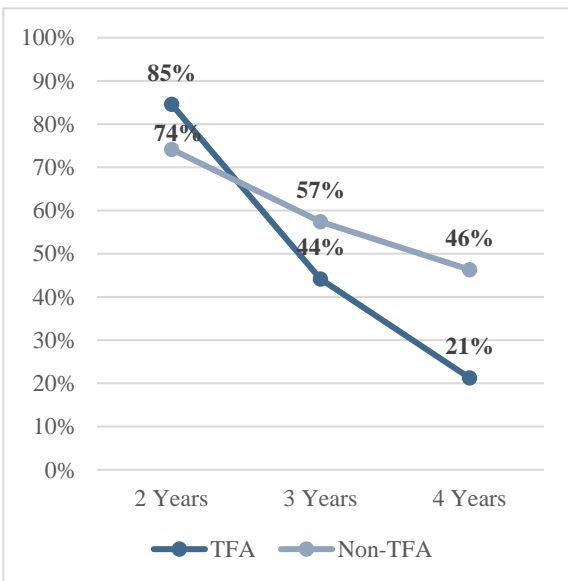
Figure 3. Percentages of TFA and Non-TFA Teachers Who Remained in the Same Districts as Their Initial Assignments, by Cohort—Middle School



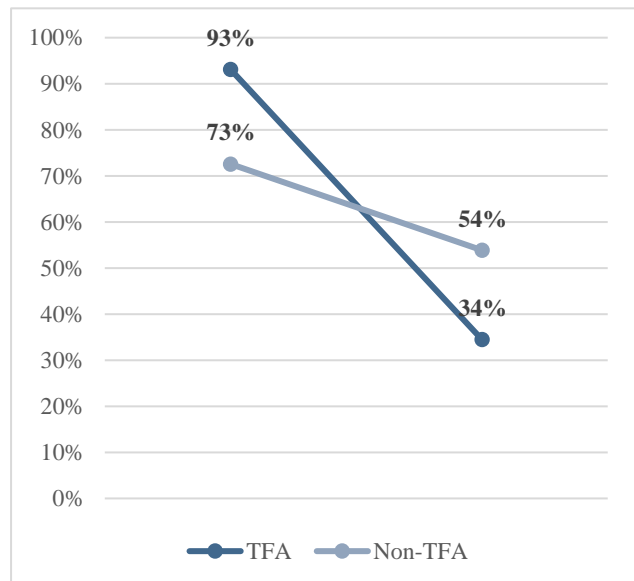
Cohort 2010-11



Cohort 2011-12

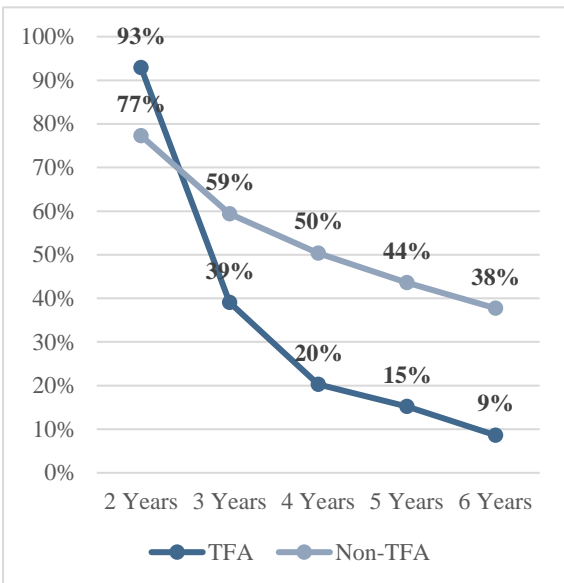


Cohort 2012-13

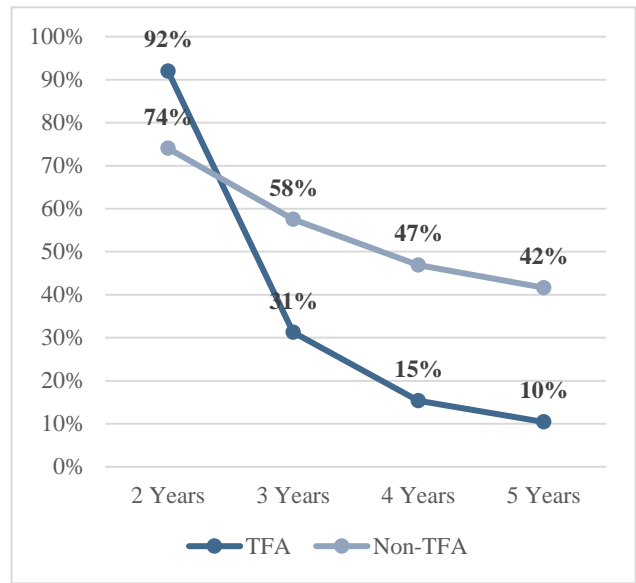


Cohort 2013-14

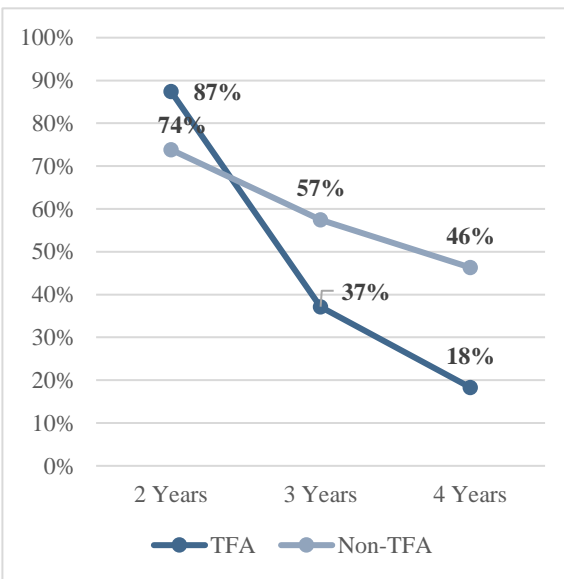
Figure 4. Percentages of TFA and Non-TFA Teachers Who Remained Employed in the Same Districts as Their Initial Assignments, by Cohort—High School



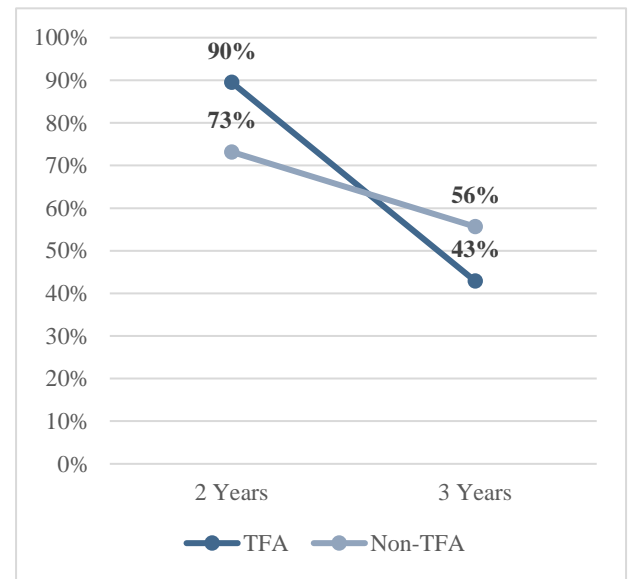
Cohort 2010-11



Cohort 2011-12



Cohort 2012-13



Cohort 2013-14

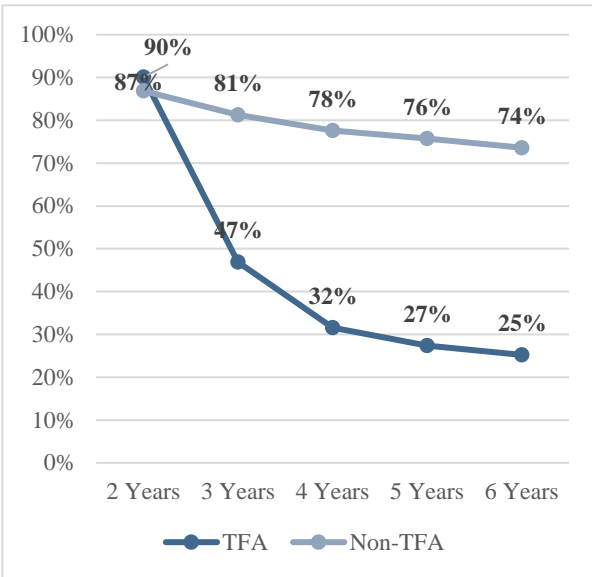
The second set of retention analyses conducted to answer the third research question investigated the percentage of TFA teachers who were employed in any public school district in Texas for up to six years. All TFA teachers who were part of a given cohort formed the denominators for the analyses. The numerators were the numbers of TFA teachers employed in any public school district in Texas during the corresponding academic year. The proportions of TFA teachers employed in any public school district in Texas were compared with the proportions of non-TFA teacher who began their first teaching jobs in the same districts during the same academic year. Comparison group numerators and denominators were determined in the same manner as for TFA teachers. Figure 5 displays the overall retention rates for TFA and non-TFA teachers for up to six years by cohort.

As shown, between 90% and 93% of TFA teachers were employed in the same district as their initial assignment for two years. Across all cohorts, higher percentages of TFA teachers were employed in any public school district in Texas compared to non-TFA teachers. With the exception of the 2012–13 cohort, all of these percentages are statistically significant (see Tables A5 through A8 in the Appendix). Again, the percentages of TFA teachers employed in any public school in Texas district dropped off considerably once TFA teachers' two-year assignments were completed, with the pattern being consistent across cohorts. However, the graphs show that the percentage of TFA teachers employed in Texas appears to begin to level off around year 5. Figure 2 also shows that although many non-TFA teachers leave their initial districts after their first year of teaching, a considerable percentage of them simply switch districts and are employed in teaching roles in public school districts across Texas. That is, the non-TFA trend lines in Figure 2 are much less steep than those in Figure 1. Tables A5 through A8 in the Appendix display the percentages of TFA and non-TFA teachers who were retained in any public school district in Texas by school grade span and region for each cohort. The tables display similar patterns of retention to those shown in Figure 2.

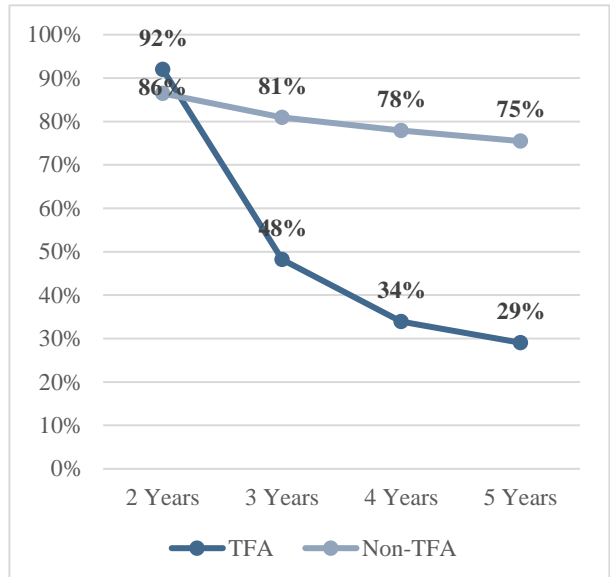
These analyses were also conducted separately by school grade span, and the results are shown in Figures 6 through 8 (see also Tables A5 through A8 in the Appendix). Across all cohorts, significantly higher percentages of TFA teachers in high schools were employed in any public school district for two years than comparison group teachers did. For the 2013–14 cohort, TFA teachers in middle schools were also significantly more likely than comparison teachers to be employed in any public school district in Texas. Similar to the overall results, after two years, comparison group teachers were significantly more likely to be employed in any public school district in Texas across school grade spans.

Tables A5 through A8 in the Appendix display the percentages of TFA and non-TFA teachers who were retained in any school district in Texas for each cohort. As shown, the pattern of results was mixed across regions and cohorts.

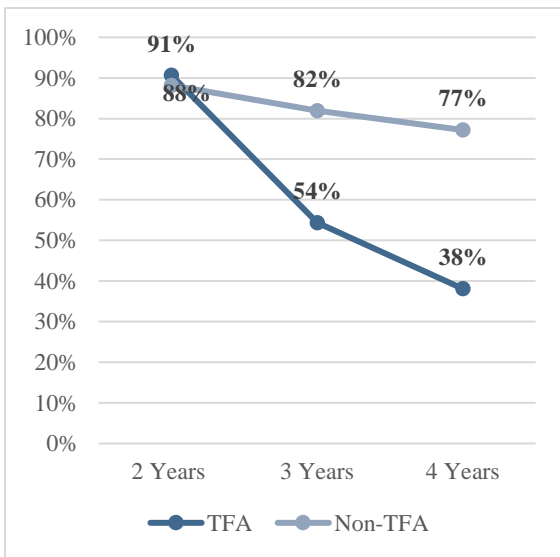
Figure 5. Percentages of TFA and Non-TFA Teachers Who were Employed in Any Texas Public School District



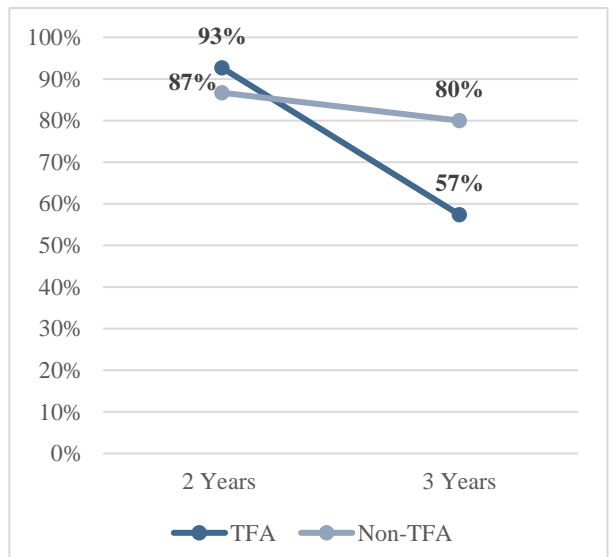
Cohort 2010-12



Cohort 2011-12

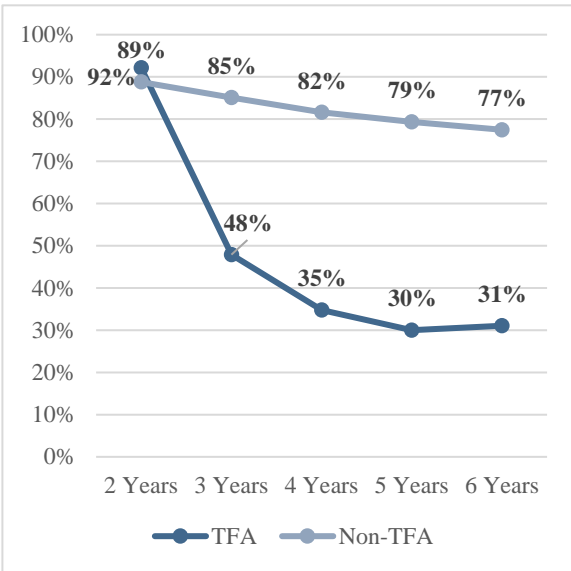


Cohort 2012-13

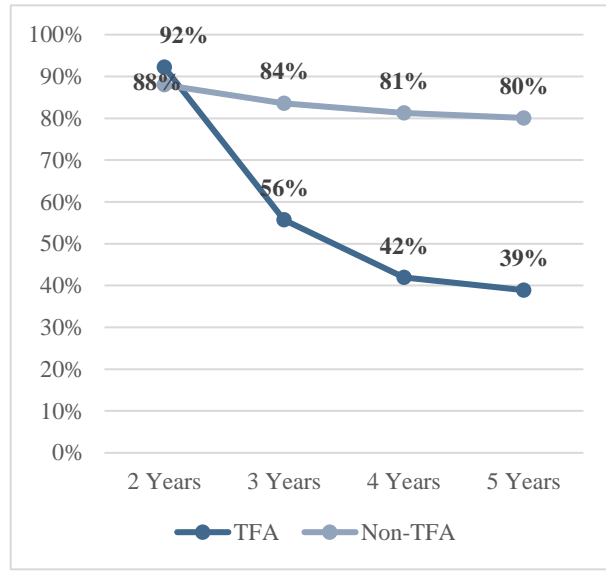


Cohort 2013-14

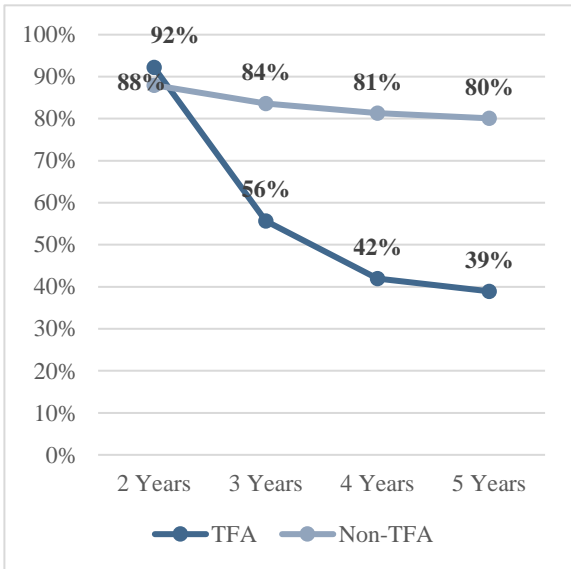
Figure 6. Percentages of TFA and Non-TFA Teachers Who were Employed in Any Public School District in Texas, by Cohort—Elementary School



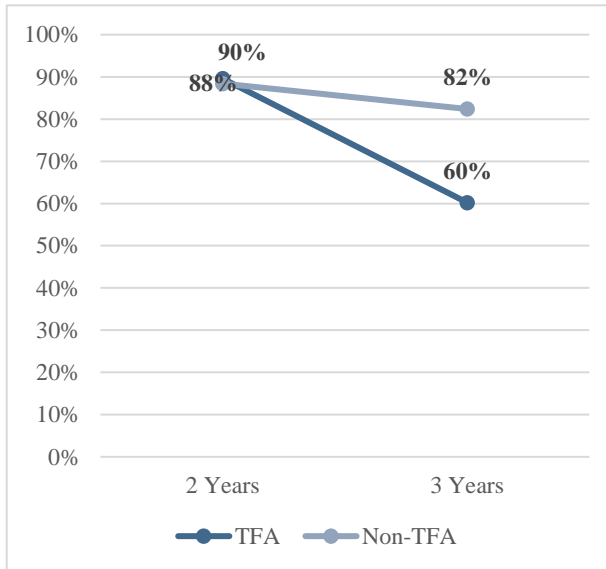
Cohort 2010-11



Cohort 2011-12

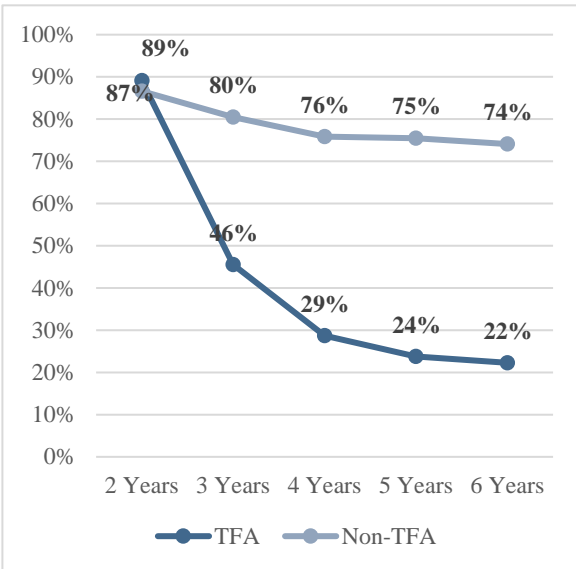


Cohort 2012-13

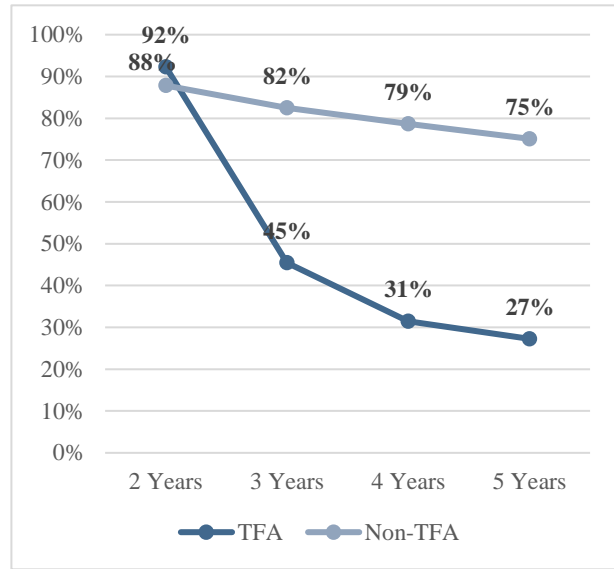


Cohort 2013-14

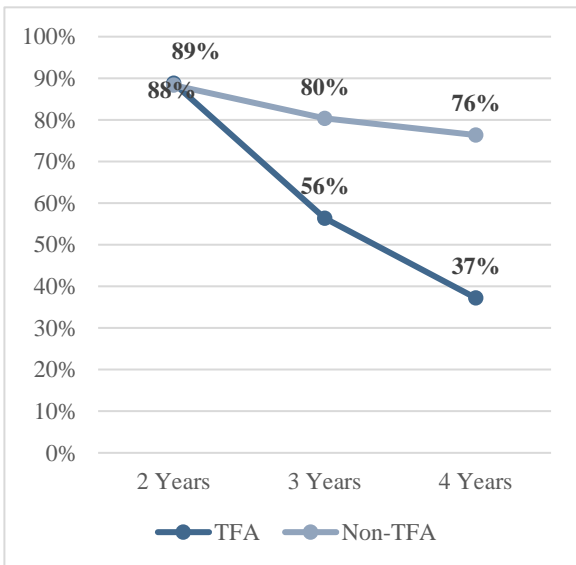
Figure 7. Percentages of TFA and Non-TFA Teachers Who were Employed in Any Public School District in Texas, by Cohort—Middle School



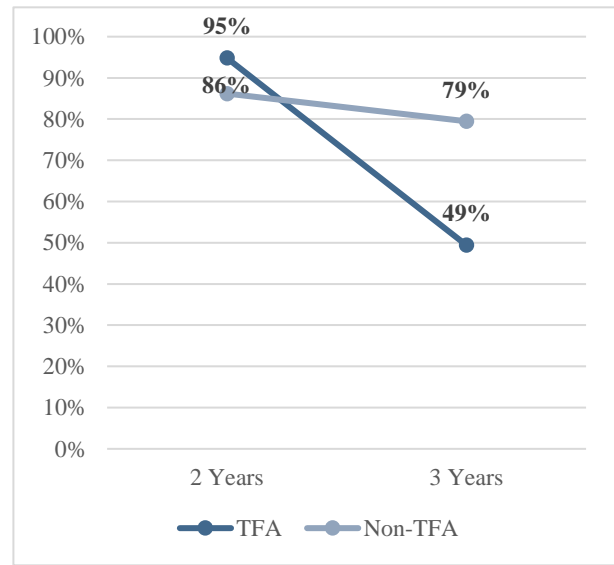
Cohort 2010-11



Cohort 2011-12

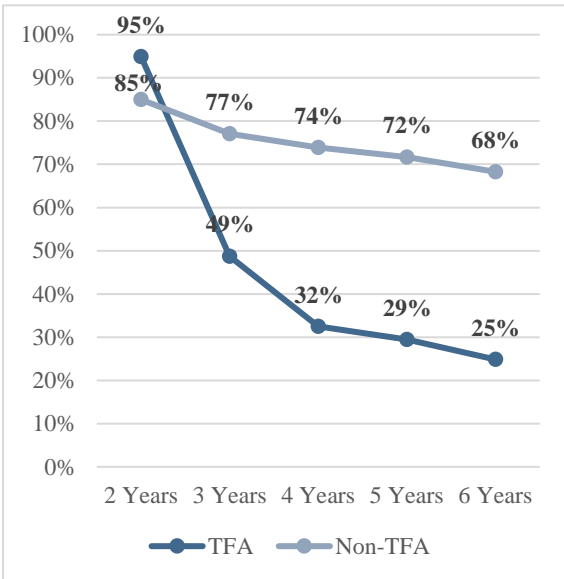


Cohort 2012-13

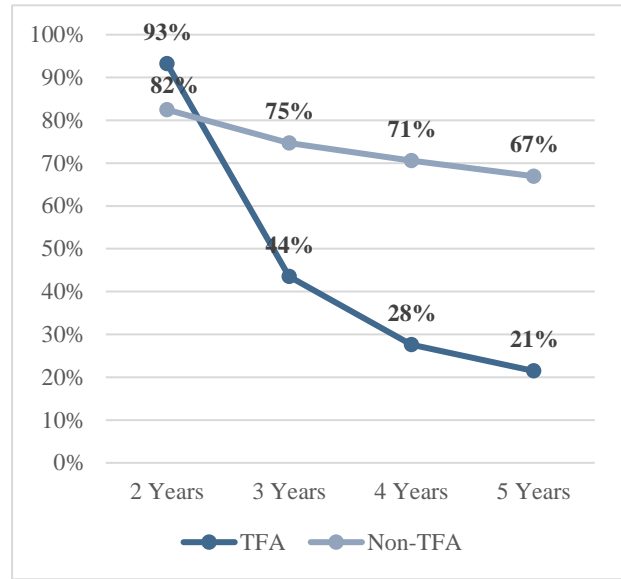


Cohort 2013-14

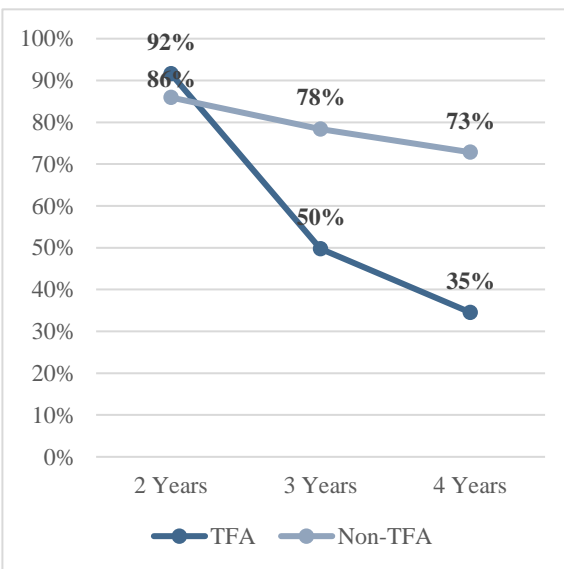
Figure 8. Percentages of TFA and Non-TFA Teachers Who were Employed in Any Public School District in Texas, by Cohort—High School



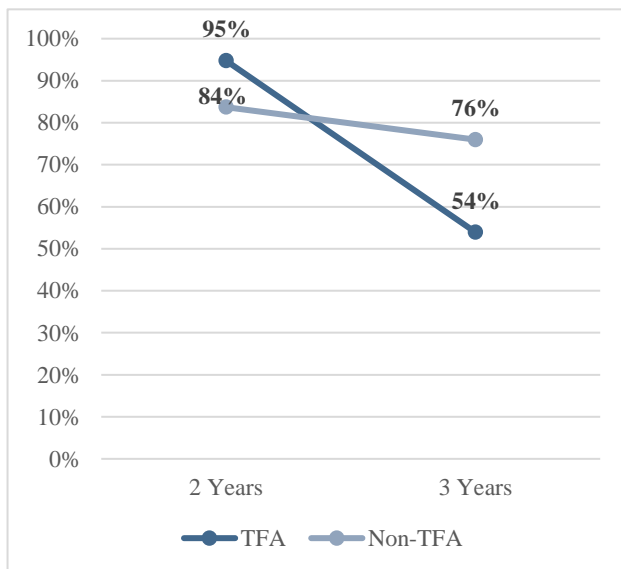
Cohort 2010-11



Cohort 2011-12



Cohort 2012-13



Cohort 2013-14

Characteristics of Districts into Which TFA and Non-TFA Teachers Move

Across cohorts, the highest percentage of TFA teachers changed districts after their second year of teaching. Table 5 compares the characteristics of the districts to which TFA teachers' were initially assigned to the characteristics of the districts into which they moved. In Table 5, the *Ns* under the Assigned District headings indicate the number of Texas public school districts into which TFA teachers were initially assigned, the *Ns* under the Changed District headings indicate the number of Texas public school districts into which TFA teachers moved following their second year of teaching. The values in the table represent the characteristics of these districts. To avoid weighting the districts characteristics by the number of teachers employed in the district, each district and its associated characteristics are only included one time in the calculations. As shown, for all cohorts, with the exception of cohort 2011–12, TFA teachers who changed districts after their second year of teaching moved into districts that had statistically significantly higher percentages of White students and significantly fewer economically disadvantaged students.

Table 6 compares the districts into which TFA teachers moved after their second year of teaching to the districts in which non-TFA teachers moved after their second year of teaching. The results show that, in comparison to the districts into which non-TFA teachers moved, the districts into which TFA teacher moved contained higher percentages of non-White and economically disadvantaged students.

Table 5. Comparison of the Characteristics of TFA Teachers' Initial Districts and Those of the Districts They Move Into for TFA Teachers Who Changed Districts after Two Years, by Cohort

District Characteristics	2010–11		2011–12		2012–13		2013–14	
	Assigned District (N = 20)	Changed District (N = 27)	Assigned District (N = 20)	Changed District (N = 25)	Assigned District (N = 28)	Changed District (N = 41)	Assigned District (N = 21)	Changed District (N = 45)
Number of students	32,886	30,458	33,404	30,318	27,222	36,403	32,588	31,936
% Black	14.32	19.23	13.71	17.01	12.80	14.23	16.11	13.08
% Hispanic	81.21*	63.80	76.82	68.24	78.63	68.06	74.79*	57.43
% White	2.38**	12.91	5.33	9.43	5.09**	12.34	5.34**	23.05
% Economically disadvantaged	87.74**	72.17	82.39	75.52	82.07*	71.48	79.92**	62.45
% English learners	32.65	24.63	29.30	26.61	28.52	24.66	24.92	20.39
% Special education	6.90	7.09	6.80	7.12	7.20	7.72	6.79	8.15**

* $p < .05$, ** $p < .01$

Table 6. Comparison of the Characteristics of Districts into Which TFA and Non-TFA Teachers Move for Teacher Who Changed Districts After Two Years, by Cohort

District Characteristics	2010–11		2011–12		2012–13		2013–14	
	TFA (N = 27)	Non-TFA (N = 130)	TFA (N = 25)	Non-TFA (N = 149)	TFA (N = 41)	Non-TFA (N = 179)	TFA (N = 45)	Non-TFA (N = 241)
Number of students	30,458	21,548	30,318	21,446	36,403*	18,594	31,936	15,594*
% Black	19.23	13.18	17.01	14.67	14.23	13.76	13.08	12.92
% Hispanic	63.80	63.43	68.24**	54.54	68.06*	58.78	57.43	52.71
% White	12.91	18.74	9.43	25.18**	12.35	22.70**	23.05	29.35
% Economically disadvantaged	72.17	69.58	75.52**	63.58	71.48	65.46	62.45	62.28
% English learners	24.63	21.22	26.61**	19.30	24.66*	18.82	20.39	16.90
% Special education	7.09	7.88	7.12	7.97*	7.71	7.85	8.15	8.19

* $p < .05$, ** $p < .01$

Employment in Non-Teaching and Administrative Positions

Finally, a set of analyses were conducted to examine whether TFA teachers were employed in non-teaching or administrative roles in public school districts in Texas. For these analyses, the numerator was the number of teachers employed in an administrative position divided by the total number of TFA teachers who were employed in a Texas public school district during the corresponding academic year in each cohort. For example, to obtain the percentage of TFA teachers in the 2010-11 cohort who were employed in non-teaching or administrative positions during the year following their two-year teaching assignments (third year employed), the number of TFA teachers employed in administrative positions during the 2012-13 academic year (N = 14) was divided by the number of TFA teachers who were employed in a Texas public school district during the 2012-13 academic year (N = 279). The result of 14/279, shown in Table 7, is 5.02%. Table 7 presents the percentage of TFA teachers employed in non-teaching or administrative roles across cohorts.⁵ Although the percentages of TFA teachers employed in Texas public school districts decreased over time, increasing percentages of these teachers were employed in non-teaching or administrative roles during the years following their two-year teaching assignments.

Table 7. Percentage of TFA Teachers Employed in Non-Teaching or Administrative Positions Following their Two-Year Teaching Assignments, by Cohort

Cohort	Third Year Employed	Fourth Year Employed	Fifth Year Employed	Sixth Year Employed
2010-11	5.02	24.47	43.56	47.33
2011-12	8.26	20.50	39.29	
2012-13	6.04	20.69		
2013-14	1.94			

The types of non-teaching and administrative roles in which TFA teachers were employed are shown in Table 8.

⁵ In all cohorts, a small percentage of TFA teachers were employed in both teaching and non-teaching or administrative roles during the same academic year.

Table 8. List of Non-Teaching or Administrative Roles in which TFA Teachers were Employed during the Years Following their Two-Year Teaching Assignments

Roles
Assistant Principal
Assistant Superintendent
Counselor
Department Head
District Instructional Program Director
Educational Diagnostician
Other Campus Professional Personnel
Other Non-instructional District Professional Personnel
Principal
Teacher Facilitator
Teacher Supervisor

Summary

The results of the analyses show that, across cohorts, most TFA teachers, more than 90%, complete their two-year teaching assignments in Texas, with completion patterns being similar across school grade spans and regions. Moreover, across cohorts, a large percentage, between 87% and 90%, of TFA teachers remained employed in the same district as their initial assignment for two years, significantly higher percentages than comparison group teachers. Similarly, across all cohorts, higher percentages of TFA teachers continued to be employed in a in any public school district in Texas compared to non-TFA teachers for two years. However, the percentages of TFA teachers still employed in their initial districts or any public school district in Texas district dropped off considerably once TFA teachers’ two-year assignments were completed, with the pattern being consistent across cohorts, school grade spans and regions. When TFA teachers changed districts, they tended to move into districts that had significantly more white students and significantly fewer economically disadvantaged students. Yet, in comparison to the districts into which non-TFA teachers moved, the districts into which TFA teachers moved contained higher percentages of non-White and economically disadvantaged students. Although the percentages of TFA teachers who remained employed in a Texas public school district decreased over time, the percentages of TFA teachers who took on administrative roles following their two-year teaching assignments increased considerably over time across all cohorts.

Appendix

Table A1. Percentages of TFA Teachers Who Remained Employed in Their Assigned Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2010–11

Characteristic	Second Year Employed (2011–12)		Third Year Employed (2012–13)		Fourth Year Employed (2013–14)		Fifth Year Employed (2014–15)		Sixth Year Employed (2015–16)		
	TFA	Non-TFA	TFA	Non-TFA	TFA	Non-TFA	TFA	Non-TFA	TFA	Non-TFA	
Overall	% = 87.90** n = 523	81.14 2,099	35.46 211	66.64** 1,724	16.47 98	55.47** 1,435	11.60 69	48.46** 1,259	7.73 46	42.81** 1,112	
School grade span^a											
Elementary	% = 86.32 n = 164	84.32 973	31.05 59	71.66** 827	15.26 29	60.31** 696	11.58 22	53.29** 615	7.89 15	48.18** 556	
Middle school	% = 85.15 n = 172	81.72 465	36.14 73	68.37** 389	13.86 28	55.01** 313	7.92 16	48.68** 277	6.44 13	42.18** 240	
High school	% = 92.89** n = 183	77.51 641	39.09 77	59.61** 493	20.30 40	50.54** 418	15.23 30	43.77** 362	8.63 17	37.85** 313	
Region											
Dallas/Fort Worth	% = 95.42** n = 146	84.07 342	32.03 49	68.66** 276	16.34 25	53.23** 214	11.11 17	44.28** 178	5.23 8	35.07** 141	
Houston	% = 82.46** n = 221	73.96 713	34.33 92	59.02** 569	16.79 45	44.81** 432	11.19 30	37.97** 366	7.84 21	32.47** 313	
Rio Grande Valley	% = 83.12 n = 64	84.89 843	36.36 28	71.70** 712	12.99 10	63.95** 635	11.69 9	58.91** 585	9.09 7	54.68** 543	
San Antonio	% = 89.69 n = 87	88.16 201	43.30 42	73.25** 167	18.56 18	67.54** 154	13.40 13	57.02** 130	10.31 10	50.44** 115	

^a Ns do not add up to total as some charter schools did not have grade spans in the campus data file.

*p < .05, **p < .01

Table A2. Percentages of TFA Teachers Who Remained Employed in Their Assigned Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2011–12

Characteristic	Second Year Employed (2013–14)		Third Year Employed (2013–14)		Fourth Year Employed (2014–15)		Fifth Year Employed (2015–16)	
	TFA	Non-TFA	TFA	Non-TFA	TFA	Non-TFA	TFA	Non-TFA
Overall	% = 90.32** n = 429	76.38 1,762	33.05 157	60.77** 1,402	16.63 79	50.41** 1,163	10.32 49	43.39** 1,001
School Grade Span^a								
Elementary	% = 89.82** n = 150	77.61 901	32.34 54	61.15** 710	17.96 30	52.20** 606	8.98 15	44.53** 517
Middle school	% = 90.91** n = 130	76.96 404	35.66 51	64.19** 337	16.78 24	50.67** 266	11.89 17	43.05** 226
High school	% = 92.02** n = 150	74.05 448	31.29 51	57.52** 348	15.34 25	46.94** 284	10.43 17	41.65** 252
Region								
Dallas/ Fort Worth	% = 90.34** n = 131	77.88 729	32.41 47	60.04** 562	14.48 21	48.82** 457	5.52 8	41.35** 387
Houston	% = 90.77** n = 177	73.09 470	35.90 70	57.23** 368	19.49 38	44.95** 289	14.36 28	36.86** 237
Rio Grande Valley	% = 93.33** n = 56	77.09 42	30.00 18	65.64** 361	16.67 10	58.36** 321	10.00 6	53.82** 296
San Antonio	% = 89.33** n = 67	78.29 137	29.33 22	62.29** 109	13.33 10	53.71** 94	9.33 7	45.71** 80

^a Ns do not add up to total as some charter schools did not have grade spans in the campus data file.

*p < .05, **p < .01

Table A3. Percentages of TFA Teachers Who Remained Employed in Their Assigned Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2012–13

Characteristic	Second Year Employed (2013–14)		Third Year Employed (2014–15)		Fourth Year Employed (2015–16)		
	TFA	Non-TFA	TFA	Non-TFA	TFA	Non-TFA	
Overall	% = n =	87.03** 530	74.98 2,146	39.08 238	58.32** 1,669	18.39 112	47.87** 1,370
School grade span^a							
Elementary	% = n =	89.47** 204	75.05 1,095	36.40 83	58.81** 858	16.23 37	48.18** 703
Middle school	% = n =	84.57** 159	76.10 484	44.15 83	58.02** 369	21.28 40	48.58** 309
High school	% = n =	87.43** 167	74.03 553	37.17 71	57.43** 429	18.32 35	46.32** 346
Region							
Dallas/Fort Worth	% = n =	89.13** 164	66.96 377	36.41 67	47.78** 269	15.76 29	35.35** 199
Houston	% = n =	82.74** 187	77.31 937	43.81 99	60.73** 736	20.35 46	49.75** 603
Rio Grande Valley	% = n =	91.57** 76	78.57 484	40.96 34	60.07** 407	21.69 18	58.93** 363
San Antonio	% = n =	90.52** 105	73.26 285	32.76 38	54.24** 211	16.38 19	43.19** 168

^a Ns do not add up to total as some schools did not have grade spans in the campus data file.

* $p < .05$, ** $p < .01$

Table A4. Percentages of TFA Teachers Who Remained Employed in Their Assigned Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2013–14

Characteristic		Second Year Employed (2014–15)		Third Year Employed (2015–16)	
		TFA	Non-TFA	TFA	Non-TFA
Overall	% = n =	89.83** 565	74.57 3,902	39.43 248	54.43** 2,953
School grade span^a					
Elementary	% = n =	87.64** 227	74.47 1,806	39.38 102	55.51** 1,346
Middle school	% = n =	93.10** 162	72.57 799	34.48 60	53.86** 593
High school	% = n =	89.53** 171	73.21 981	42.93 82	55.67** 746
Region					
Dallas/Fort Worth	% = n =	88.17** 231	73.64 1,576	32.06 84	50.84** 1,088
Houston	% = n =	90.06** 154	72.23 1,121	52.63 90	55.86** 867
Rio Grande Valley	% = n =	94.25** 82	77.74 639	37.93 33	67.03** 551
San Antonio	% = n =	93.58** 102	72.62 244	37.61 41	52.98** 178

^a Ns do not add up to total as some schools did not have grade spans in the campus data file.

* $p < .05$, ** $p < .01$

Table A5. Percentage of TFA Teachers Who Remained Employed in Any Texas Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2010–11

Characteristic	Second Year Employed (2011–12)		Third Year Employed (2012–13)		Fourth Year Employed (2013–14)		Fifth Year Employed (2014–15)		Sixth Year Employed (2015–16)		
	TFA	Non-TFA	TFA	Non-TFA	TFA	Non-TFA	TFA	Non-TFA	TFA	Non-TFA	
Overall	% = 90.08*	86.86	46.89	81.21**	31.60	77.58**	27.39	75.76**	25.21	73.52**	
	n = 536	2,247	279	2,101	188	2,007	163	1,960	150	1,902	
School Grade Span^a											
Elementary School	% = 92.11	88.73	47.89	85.01**	34.74	81.54**	30.00	79.29**	31.05	77.47**	
	n = 175	1,024	91	981	66	941	57	915	59	894	
Middle school	% = 89.11	86.64	45.54	80.49**	29.21	75.75**	24.26	75.40**	22.28	73.99**	
	n = 180	493	92	458	59	431	49	429	45	421	
High school	% = 94.92**	85.01	48.73	77.03**	32.49	73.88**	29.44	71.58**	24.37	68.20**	
	n = 184	703	96	637	64	611	58	592	48	564	
Region											
Dallas/Fort Worth	% = 96.73	89.55	43.79	80.35**	32.68	73.63**	29.41	72.39**	24.84	68.91**	
	n = 148	360	67	323	50	296	45	291	38	277	
Houston	% = 89.55*	80.60	48.88	75.62**	34.33	71.27**	29.10	69.19**	26.87	67.22**	
	n = 240	777	131	729	92	687	78	667	72	648	
Rio Grande Valley	% = 88.31	90.94	46.75	86.51**	28.57	83.89**	25.97	82.98**	25.97	81.27**	
	n = 68	903	36	859	22	833	20	824	20	807	
San Antonio	% = 92.78	90.79	50.52	83.33**	29.90	83.77	25.77	78.07**	25.77	74.56**	
	n = 90	207	49	190	29	191	25	178	25	170	

^a Ns do not add up to total as some schools did not have grade spans in the campus data file.

* $p < .05$, ** $p < .01$

Table A6. Percentage of TFA Teachers Who Remained Employed in Any Texas Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2011–12

		Second Year Employed (2012–13)		Third Year Employed (2013–14)		Fourth Year Employed (2014–15)		Fifth Year Employed (2015–16)	
		TFA	Non-TFA	TFA	Non-TFA	TFA	Non-TFA	TFA	Non-TFA
Overall	% = n =	92.42** 439	86.48 1,995	48.21 230	80.88** 1,866	33.89 161	77.89** 1,797	29.47 140	75.47** 1,741
School Grade Span^a									
Elementary	% = n =	92.22 154	88.03 1,022	55.69 93	83.55** 970	41.92 70	81.22** 943	38.92 65	80.10** 930
Middle school	% = n =	92.31 132	87.81 461	45.45 65	82.48** 433	31.47 45	78.67** 413	27.27 39	75.05** 394
High school	% = n =	93.25** 152	82.48 499	43.56 70	74.71** 452	27.61 45	70.58** 427	21.47 35	66.94** 405
Region									
Dallas/ Fort Worth	% = n =	93.79* 136	86.11 806	46.90 68	81.20** 760	33.10 48	77.03** 721	29.66 43	75.96** 711
Houston	% = n =	91.79* 179	85.54 552	53.33 104	79.00** 508	36.92 72	75.43** 485	30.26 59	71.54** 460
Rio Grande Valley	% = n =	93.33 56	87.09 479	41.67 25	81.82 450	33.33 20	81.27** 447	28.33 17	78.73** 433
San Antonio	% = n =	90.67 68	89.71 157	44.00 33	82.86 145	28.00 21	80.57** 141	28.00 21	76.57** 134

^a Ns do not add up to total as some schools did not have grade spans in the campus data file.

* $p < .05$, ** $p < .01$

Table A7. Percentage of TFA Teachers Who Remained Employed in Any Texas Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2012–13

Characteristic	Second Year Employed (2013–14)		Third Year Employed (2014–15)		Fourth Year Employed (2015–16)		
	TFA	Non-TFA	TFA	Non-TFA	TFA	Non-TFA	
Overall	% = n =	90.64 565	87.67 2,509	54.35 331	81.52** 2,333	38.10 232	77.18** 2,209
School grade span^a							
Elementary	% = n =	91.23 208	89.22 1,680	53.51 122	84.39** 1,589	39.47 90	80.35** 1,513
Middle school	% = n =	88.83 167	88.34 811	56.38 106	80.39** 738	37.23 70	76.36** 701
High school	% = n =	91.62* 175	85.93 867	49.74 96	78.39** 791	34.55 66	72.84** 735
Region							
Dallas/Fort Worth	% = n =	93.48 172	86.15 485	50.54 93	77.44** 436	37.50 69	73.00** 411
Houston	% = n =	90.71 205	85.97 1,042	59.73 135	79.21** 960	39.38 89	74.83** 907
Rio Grande Valley	% = n =	95.18 79	90.75 559	51.81 43	87.01** 536	34.94 29	82.63** 509
San Antonio	% = n =	93.97 109	90.23 351	51.72 22	84.58** 329	38.79 45	81.23** 316

^a Ns do not add up to total as some schools did not have grade spans in the campus data file.

* $p < .05$, ** $p < .01$

Table A8. Percentage of TFA Teachers Who Remained Employed in Any Texas Public School District Compared to Non-TFA Teachers Who Began Their Teaching Careers in the Same Districts, Cohort 2013–14

Characteristic		Second Year Employed (2014–15)		Third Year Employed (2015–16)	
		TFA	Non-TFA	TFA	Non-TFA
Overall	% = n =	93.00** 585	86.99 4,552	57.39 361	80.41** 4,208
School grade span^a					
Elementary	% = n =	89.58 227	88.41 2,144	60.23 156	82.39** 1,998
Middle school	% = n =	94.83** 165	86.19 949	49.43 86	79.47** 875
High school	% = n =	94.76** 181	83.69 1,125	53.93 103	75.97** 1,018
Region					
Dallas/Fort Worth	% = n =	95.04** 249	86.45 1,850	55.73 146	79.53** 1,702
Houston	% = n =	92.40** 158	85.44 1,326	63.74 109	78.16** 1,213
Rio Grande Valley	% = n =	96.55** 84	88.44 727	60.92 53	83.58** 687
San Antonio	% = n =	94.50** 103	88.39 297	48.62 53	81.55** 274

^a Ns do not add up to total as some schools did not have grade spans in the campus data file.

* $p < .05$, ** $p < .01$

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