Quality Teacher Recruitment Grant Program

2022-2023 Funding Cycle,
Year 1 Evaluation Report

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2022-2023 Funding Cycle, Year 1 Evaluation Report

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Executive Summary

Section 22-94-101, C.R.S. (Senate Bill 13-260), created the Quality Teacher Recruitment (QTR) Grant Program. The program authorizes the Colorado Department of Education (CDE) to fund programs to coordinate recruitment, preparation, and placement of licensed teachers in school districts that have had difficulty attracting and retaining high-quality teachers. To achieve these objectives, CDE has awarded grant funds to:

- Public Education & Business Coalition's Teacher Residency program (PEBCTR), placing teachers each year since fall 2014
- Teach for America (TFA)-Colorado, placing teachers each year since fall 2014
- Ft. Lewis College (FLC), placing teachers each year since fall 2019

OMNI Institute (OMNI) serves as the current contractor for the evaluation, and this document summarizes findings from the 2022-2023 school year for five cohorts of teachers placed through the QTR Grant Program. All data for this evaluation were provided to OMNI by CDE, by PEBCTR, TFA, and FLC, and by school leader and teacher survey respondents. Evaluation data came from: (a) program-provided teacher recruitment, placement, and retention files, (b) CDE licensure and educator effectiveness data systems, and (c) a survey of School Leaders and Teachers who are involved with the programs and grant. More details on Methodology can be found in Appendix C.

Program Approach

PEBCTR's, TFA Colorado's, and FLC's alternative licensure programs each seek to place licensed teachers in high-needs districts to promote effective teaching and increase student achievement. Each program implements a unique model to achieve these goals.

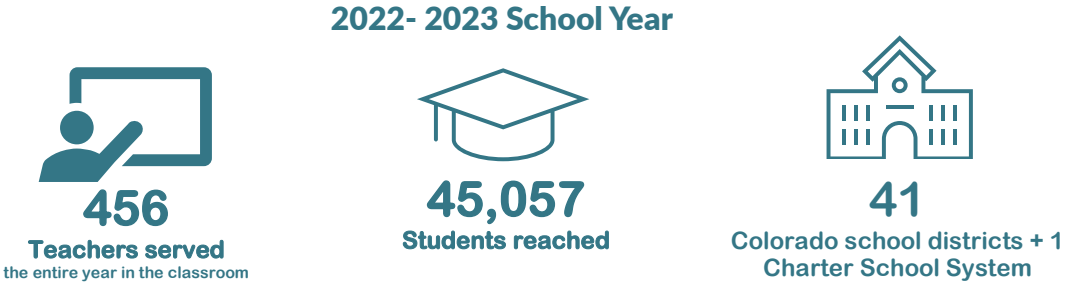
Executive Summary Table 1: Program Overview

PEBCTR	TFA - Colorado	FLC
Overview: Initiative to improve effectiveness of school systems by increasing teacher quality and retention state-wide, supporting ongoing development of residents and mentor teachers, and enhancing capacity and collaborative leadership in partner schools and districts.	Overview: Teach for America finds, develops, and supports a diverse network of leaders who expand opportunity for children from classrooms, schools, and every sector and field that shapes the broader systems in which schools operate. These leaders begin their commitment to educational equity by serving at least two years teaching in high-needs classrooms.	Overview: FLC's SEED (Southwest Excellent Educator Development) Program is designed as a pipeline to increase the number of licensed teachers in high needs districts in Southwestern Colorado through a targeted, relationships-based, 'homegrown' recruitment strategy.

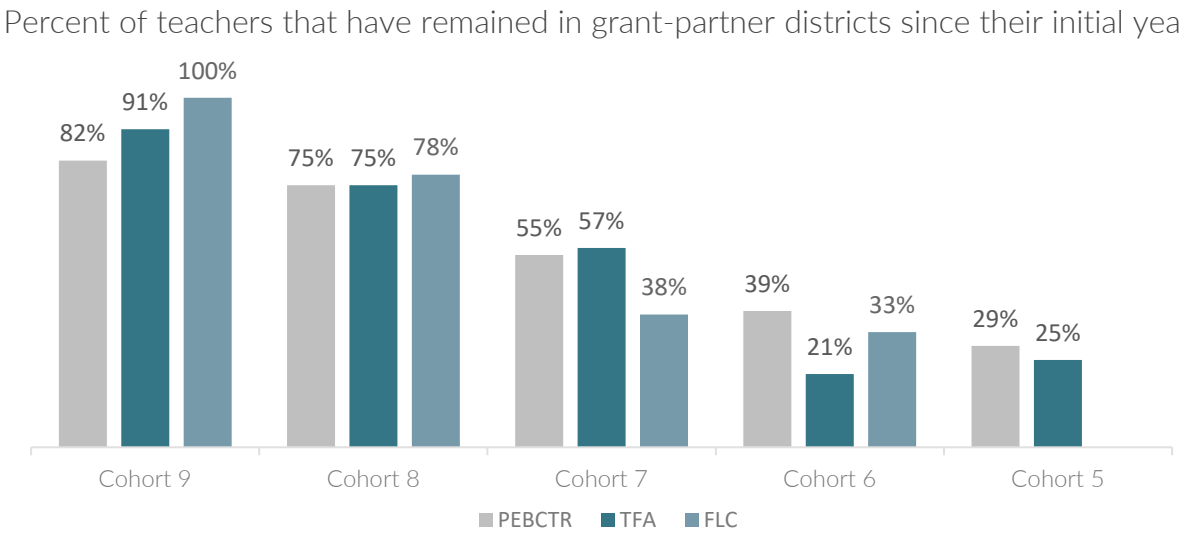
PEBCTR	TFA - Colorado	FLC
Service area: Colorado Only	**Service area:** Colorado is one of several TFA regions across the nation	**Service area:** Southwestern Colorado region
Commitment: Candidates agree to a 3-year commitment (PEBCTR supports candidates for up to 5 years, including the residency year).	**Commitment:** Corps members agree to a 2-year commitment, and program alumni are supported throughout their careers.	**Commitment:** Candidates do not make a formal commitment.
Admission process: Program admission is generally contingent on successful placement (i.e., matched to a mentor teacher or principal request to fill an open position in a rural district).	**Admission process:** Corps members are admitted to the program, assigned to Colorado, and then apply for open teaching positions in partner districts.	**Admission process:** Candidates who may benefit from the SEED program are identified and assessed for program eligibility and fit.

Participation and Retention

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



The figure below shows the percentage of teachers **who completed the 2022-23 school year in a grant partner district** by program and **by cohort.** Retention patterns vary by program, although most candidates completed their first year in the classroom (i.e., Cohort 9 in the figure below) in a grant partner district (either as residents or teachers of record depending on the program and situation).



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

School Leader Survey

In January of 2023, the School Leader Survey was disseminated to school and district leaders to assess their perceptions of teacher training and supports for teachers placed in their schools/districts through the QTR Grant Program. In total, 46 participants completed the survey, 11 from PEBCTR's regions, 30 from TFA CO's regions, and 5 from FLC's regions. Table 2 below summarizes some of the main findings from the survey.

Executive Summary Table 2: Summary of Findings from the School Leader Survey

	PEBCTR (n = 11)	TFA CO (n = 30)	FLC (n = 5)
School leaders were asked to rate how well prepared each program's teachers were to be successful overall. The average rating was:	**4.09 out of 5** (between 4 = Well and 5 = Very Well)	**3.48 out of 5** (between 3 = Sufficiently to 4 = Well)	**3.80 out of 5** (between 3 = Sufficiently to 4 = Well)
School leaders were asked about their overall satisfaction that each program provides to its teachers. The average rating was:	**3.50 out of 4** (between 3 = Satisfied and 4 = Very Satisfied)	**3.14 out of 4** (between 3 = Satisfied and 4 = Very Satisfied)	**3.50 out of 4** (between 3 = Satisfied and 4 = Very Satisfied)
Percentage of school leaders reporting that they would	**73%**	**67%**	**80%**

	PEBCTR (n = 11)	TFA CO (n = 30)	FLC (n = 5)
continue to hire teachers trained by each program:			
School leaders were asked to choose the most positive aspect of working with each program. They most often chose:	**Support provided to the candidates** (73%)	**The quality of the candidates** (47%)	**The collaborative nature of the partnership with the program** (60%)
School leaders were asked to choose among needed changes or improvements. The most common request from school leaders was:	**Communication around what (and how) supports are being offered** (55%)	**Longer-term commitments from teachers** (57%)	**The majority of respondents either did not answer or indicated that they could not think of anything at this time** (60%)

Teacher Survey

In January of 2023, the Teacher Survey was disseminated to teachers (teachers of record and resident teachers) who served in Colorado classrooms through the QTR Grant Program. In total, 169 participants completed the survey, 50 from PEBCTR's regions (23% of potential participants), 99 from TFA CO's regions (42% of potential participants), and 20 from FLC (87% of potential participants). Table 3 below summarizes some of the main findings from the survey.

Executive Summary Table 3: Summary of Findings from the Teacher Survey

	PEBCTR (n = 50)	TFA – Colorado (n = 99)	FLC (n = 20)
Teachers were asked how well they thought their program prepared them to be successful teachers prior to starting in their school. The average rating was:	**3.23 out of 5** (between 3 = Moderately Well and 4 = Very Well)	**2.58 out of 5** (between 2 = Slightly Well and 3 = Moderately Well)	**3.69 out of 5** (between 3 = Moderately Well and 4 = Very Well)
Teachers were asked to rate how satisfied they were with supports provided by their program. The teachers rated these supports the highest:	**Formal mentor assigned through PEBCTR** (4.21 out of 5, between 4 = Satisfied and 5 = Very Satisfied)	**One-on-one meetings with TFA staff** (3.58 out of 5, between 3 = Moderately Satisfied and 4 = Very Satisfied)	**Formal mentor assigned through FLC** (4.25 out of 5, between 4 = Satisfied and 5 = Very Satisfied)
Teachers were asked to rate their overall satisfaction with their schools. The average rating was:	**4.02 out of 5** (between 4 = Very Satisfied and 5 = Extremely Satisfied)	**3.51 out of 5** (between 3 = Moderately Satisfied and 4 = Very Satisfied)	**3.84 out of 5** (between 3 = Moderately Satisfied and 4 = Very Satisfied)

	PEBCTR (n = 50)	TFA – Colorado (n = 99)	FLC (n = 20)
Teachers were asked to rate their overall satisfaction with their programs. The average rating was:	**3.87 out of 5** (between 3 = Moderately Satisfied and 4 = Very Satisfied)	**3.45 out of 5** (between 3 = Moderately Satisfied and 4 = Very Satisfied)	**4.31 out of 5** (between 4 = Very Satisfied and 5 = Extremely Satisfied)
Teachers were asked to provide recommendations for change or improvements. The most common requests included:	**Fewer assignments and more time to do program work** (n = 5)	**Additional trainings, such as training on common disciplinary infractions or trainings on working with exceptional children** (n = 4)	**Extra support due to the heavy workload of teaching full-time while taking classes** (n = 1)

Introduction

Section 22-94-101, C. R. S. (Senate Bill 13-260), created the Quality Teacher Recruitment (QTR) Grant Program. The program authorizes the Colorado Department of Education (CDE) to fund programs in Colorado to coordinate recruitment, preparation, and placement of licensed teachers in school districts that have had difficulty attracting and retaining high-quality teachers. In fall 2013, two programs were selected as grant recipients, Public Education & Business Coalition (PEBCTR) and Teach For America (TFA)-Colorado. These programs demonstrated a history of recruiting, training, and retaining high-quality teachers in Colorado. For the grant, they partnered with high-needs districts to select and train a first cohort of teachers that began serving in classrooms in the fall of 2014. Both programs have continued to select and train teachers in partner districts as part of the QTR Grant Program. In 2019, Fort Lewis College (FLC) was awarded a grant to begin placing teachers in the 2019-20 school year.

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

As a result of funding changes during the COVID-19 pandemic, the 2020-22 grant cycle was funded through the Governor's Emergency Education Relief Fund (GEER Fund) and grant evaluation activities were conducted by CDE staff. The three prior grant cycles (2013-15, 2015-17 and 2017-20) were funded by legislative appropriation and required a third-party evaluation. In 2022, the funding source and evaluation activities reverted to legislatively appropriated funds and the requirement for an external evaluator was reinstated. Through a competitive process, OMNI Institute (OMNI) was selected to serve as the external evaluator for the 2022-25 grant cycle, as well as to conduct the year 2 evaluation from the 2020-22 funding cycle (submitted in Fall 2022). OMNI also served as the external evaluator for the prior legislatively appropriated funding cycles.[1]

Prior evaluations examined all cohorts of teachers placed since the QTR Grant Program inception. To reduce the data collection and reporting burden of tracking teachers who were initially placed five or more years ago on grantees and partner districts, CDE decided that reports developed during the current contracted school year evaluations (2021-22 through 2024-25) will include only the most recent five cohorts of teachers placed each year. Table 1 describes the years in which teachers were in the classroom for the cohorts included in this year's evaluation. Note that cohorts refer to the overall QTR Grant Program, since its inception. As such, PEBCTR and TFA placed teachers beginning with Cohort 1. Fort Lewis College placed its first cohort of teachers with Cohort 6 teachers.

[1] Last year's report produced by OMNI and CDE can be found here - qualityteacherrecruitmentyear2report (state.co.us) and a funding overview can be found here - https://www.cde.state.co.us/educatortalent/qtrpfunding2021

Table 1: Teacher Cohort by School Year in the Classroom

Cohort	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19
10	1st year in classroom*					
9	2nd year in classroom	1st year in classroom*				
8	3rd year in classroom	2nd year in classroom	1st year in classroom*			
7	4th year in classroom	3rd year in classroom	2nd year in classroom	1st year in classroom*		
6	5th year in classroom	4th year in classroom	3rd year in classroom	2nd year in classroom	1st year in classroom*	
5	6th year in classroom	5th year in classroom	4th year in classroom	3rd year in classroom	2nd year in classroom	1st year in classroom*

*Note: Cohorts 1-4 are not included in this year's evaluation. *Depending on program model, in the first year, teachers may serve as teachers of record or as residents, fellows, or student teachers in the classroom of a mentor teacher.*

Report Contents and Structure

This report presents findings from the 2022-23 school year. All data for the report was provided by CDE, TFA, PEBCTR, and/or FLC to OMNI for analysis and covers five cohorts of teachers initially placed between 2018-19 and 2022-23. Additionally, this year, OMNI disseminated online surveys to school leader and teacher to request feedback about the grant.

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

Background: Information on alternative teacher preparation programs in general and each funded program specifically.

Section 1: Teacher recruitment, placement, and retention findings for each cohort of teachers placed since fall 2018.

Section 2: Educator effectiveness outcomes for the 2021-22 school year. Educator effectiveness ratings are lagged such that effectiveness ratings for the 2022-23 school year will be reported in May 2024.

Section 3: Findings from a Winter 2023 survey of school leaders and teachers. This survey examined the perceptions of school leaders and teachers who have been involved with alternative licensing programs.

Appendix A: Information includes a description of teachers' school placement and subject matter taught by program.

Appendix B: Information includes additional details about teachers participating in the Winter 2023 School Leader and Teacher Survey.

Appendix C: A description of data collection methods for all components of this evaluation.

Background

Alternative Teacher Preparation Programs

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

- Have a bachelor's degree from an accepted, regionally accredited college or university,
- Have demonstrated professional competence in one of the approved endorsement areas for alternative licensure, and
- Have obtained employment in an elementary or secondary school.[2]

Alternative teacher preparation programs are required to provide 225 contact hours of instruction related to the Colorado Teacher Quality Standards, and candidates must demonstrate proficiency in these standards to complete the program. Colorado Teacher Quality Standards focus on ensuring teachers have strong content knowledge and pedagogy, can facilitate learning, will provide a respectful learning environment for a diverse student population, are reflective, demonstrate leadership, and take responsibility for student growth.[3] An initial teaching license is awarded to teacher candidates who have completed an approved teacher preparation program and meet Colorado licensing requirements.

Public Education & Business Coalition's Teacher Residency

The PEBCTR Teacher Residency (PEBCTR) is an alternative-licensure program that partners with school districts to increase teacher recruitment, quality, and retention district-wide; support the ongoing professional development and growth of teachers; and increase student achievement. Core philosophies of the program are the integration of theory and practice, job-embedded coaching, ongoing training and support, and a quality improvement model that advances the effectiveness of entire school systems. PEBCTR is the designated agency for participants' initial license and partners with higher education institutions that provide credit for the residency experience as part of an optional Master's degree that residents can pursue. From 2013 to 2017, Adams State University was PEBCTR's higher education partner and collaborated with PEBCTR in providing initial licensure and Master's degree program coursework to all candidates. In 2017, PEBCTR shifted to a licensure-only model with multiple institutions of higher education partnering to offer credits or scholarships for the residency experience as part of the optional Master's degree. This new model allows for greater scalability and flexibility for resident teachers. Currently, PEBCTR partners with Metropolitan State University of Denver, University of

[2] For more information on alternative licensure through the Colorado Department of Education, please visit: https://www.cde.state.co.us/cdeprof/path2alternative.
[3] For more information on the Colorado Teacher Quality Standards, please visit: https://www.cde.state.co.us/educatoreffectiveness/ee-tqs-ref-guide

Colorado at Denver, Colorado State University Global Campus, Fort Lewis College, the University of Denver, the University of Northern Colorado, and Western State Colorado University.

Program participants agree to remain in their training district or in education for a three-year commitment during which they work toward earning an initial teaching license and an optional Master's degree. In exchange, PEBCTR commits to providing support for up to five years. PEBCTR primarily employs a residency model. Participants spend a year in a mentor teacher classroom before becoming teachers of record in their own classrooms. Residents may be placed in either urban or rural school districts. After the residency year, candidates apply for open teaching positions and can be hired in PEBCTR partner districts.

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

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

Teach For America Colorado

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

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

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

TFA Colorado coordinates teacher preparation for initial licensure in two phases: first, through pre-service training administered by TFA staff in a hybrid (online/in-person) format; and second, through its higher education partnerships with the University of Colorado Denver's ASPIRE to Teach Alternative Licensure Program (ASPIRE) and Relay Graduate School of Education (Relay GSE). As the designated agencies for TFA Colorado, the programs provide the required instruction for the alternative teacher preparation program requirements during the first year. ASPIRE and Relay GSE also offer a master's degree in the

second year to corps members. Corps members may continue to teach beyond their initial two-year commitment, and while a number do continue to teach, many also go on to work in other areas in education or other fields, where TFA has demonstrated they continue to advocate for educational equity.

In 2017-18, TFA CO introduced the Launch Fellowship, a teacher-in-training program developed by TFA CO in response to a growing body of research in support of the importance of diverse and homegrown candidates that have a stake in local Colorado communities. Launch Fellows complete a two-year fellowship, serving as resident teachers in the first year under the mentorship of a veteran teacher, while working toward a lead teacher role by the second year. Relay GSE is the higher education partner for the Launch Fellowship, and candidates are required to enroll in a two-year master's degree program, through which they obtain initial licensure in the first year. The Launch Fellows enrolled in 2022-23 and 2023-24 will continue to receive support, but TFA CO is no longer recruiting participants into the Fellowship, effectively phasing it out once these final two cohorts of Fellows complete the program.

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

Fort Lewis College

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

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

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

For the QTR program grant, partner districts and schools are identified through a collaborative process between FLC and local school districts. For example, the FLC Dean of the School of Education will work

with local superintendents to identify and support current needs as well as identify when school or district placements have stabilized and are experiencing less turnover, shifting efforts to adjust to current conditions.

Recruitment, Placement, and Retention

This section provides information on teacher recruitment, placement, and retention. The goal of the QTR Grant Program is to fund recruitment, placement, and retention of effective teachers in historically hard-to-serve Colorado districts. As such, the evaluation examines data on teacher placement and retention in the context of the QTR Grant Program; specifically, we count teachers as placed and retained when they are teaching in a QTR grant-partner district.

Number of Teachers Recruited, Placed, and Retained

Table 2 provides information on Cohort 5 teachers who were in their fifth year in a classroom in 2022-23.

PEBCTR. Cohort 5 PEBCTR teachers (placed in 2018-19) completed their three-year commitment with PEBCTR in 2020-21. As Table 2 shows, of the 89 teachers initially placed in 2018-19, 26 (29%) completed a fifth year of teaching in a grant-partner district in 2022-2023.

TFA Colorado. Cohort 5 TFA teachers (placed in 2018-19) were third year TFA alumni, having completed their two-year commitment with TFA in 2019-20. As Table 2 shows, of the 80 teachers who were initially placed in 2018-19, 20 (25%) completed a fifth year of teaching in a grant-partner district in 2022-23.

Table 2: Cohort 5 Teachers (Initially Placed in 2018-19) in Grant-partner Districts in 2022-23

	PEBCTR	TFA CO
Initially placed in a grant-partner district in 2018-19	89	80
Completed 1st year in a grant-partner district (2018-19)	82 (92%)	74 (93%)
Completed 2nd year in a grant-partner district (2019-20)	61 (69%)	67 (84%)
Completed 3rd year in a grant-partner district (2020-21)	48 (54%)	45 (56%)
Completed 4th year in a grant-partner district (2021-22)	37 (42%)	28 (35%)
Left profession/teaching position over the summer of 2022	-2	-7
Transferred to a non-grant partner district	0	-1
Unknown status	-9*	0
Completed 5th year in a grant-partner district (2022-23)	26 (29%)	20 (25%)

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

Table 3 provides information on Cohort 6 teachers who were in their fourth year in a classroom in 2022-23.

PEBCTR. Cohort 6 PEBCTR teachers (placed in 2019-20) completed their three-year commitment with PEBCTR in 2021-22. As Table 3 shows, of the 74 teachers who were initially placed in 2019-20, 29 (39%) completed a fourth year of teaching in a grant-partner district in 2022-23.

TFA Colorado. Cohort 6 TFA teachers (placed in 2019-20) were second-year TFA alumni, having completed their two-year commitment in 2020-21. As Table 3 shows, of the 86 teachers initially placed in 2019-20, 18 (21%) completed a fourth year of teaching in a grant-partner district in 2022-23.

FLC. Cohort 6 FLC teachers (placed in 2019-20) were in their fourth year of teaching. As Table 3 shows, of the 12 teachers initially placed in 2019-20, 4 (33%) completed a fourth year of teaching in a grant partner district in 2022-23.

Table 3: Cohort 6 Teachers (Initially Placed in 2019-20) in Grant-partner Districts 2022-23

	PEBCTR	TFA CO	FLC
Initially placed in a grant-partner district in 2019-20	74	86	12
Completed 1st in a grant-partner district (2019-20)	72 (97%)	85 (99%)	12 (100%)
Completed 2nd year in a grant-partner district (2020-21)	51 (69%)	68 (79%)	9 (75%)
Completed 3rd year in a grant-partner district (2021-22)	43 (58%)	34 (40%)	8 (67%)
Left profession/teaching position over the summer of 2022	-2	-10	-2
Transferred to a non-grant partner district	-1	-6	0
Obtained job in district but not as a teacher	0	0	-1
Unknown status/Other	-11*	0	-1*
Completed 4th year of teaching in a grant-partner district	29 (39%)	18 (21%)	4 (33%)

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

Table 4 provides information on Cohort 7 teachers who were in their third year in a classroom in 2022-23.

PEBCTR. Cohort 7 PEBCTR teachers (placed in 2020-21) were in the third year of a three-year commitment with PEBCTR. As Table 4 shows, of the 65 teachers who were initially placed in 2020-21, 36 (55%) completed a third year of teaching in a grant-partner district in 2022-23.

TFA Colorado. Cohort 7 TFA teachers (placed in 2020-21) were first-year TFA alumni, having completed their two-year commitment in 2021-22. As Table 4 shows, of the 91 teachers initially placed in 2020-21, 52 (57%) completed a third year of teaching in a grant-partner district in 2022-23.

FLC. Cohort 7 FLC teachers (placed in 2020-21) were in their third year of teaching. As Table 4 shows, of the 16 teachers initially placed in 2020-21, six (38%) completed a third year of teaching in a grant partner district in 2022-23.

Table 4: Cohort 7 Teachers (Initially Placed in 2020-21) in Grant-partner Districts 2022-23

	PEBCTR	TFA CO	FLC
Initially placed in a grant-partner district in 2020-21	65	91	16
Completed 1st year in a grant-partner district (2020-21)	60 (86%)	90 (99%)	15 (94%)
Completed 2nd year in a grant-partner district (2021-2022)	48 (74%)	82 (90%)	10 (63%)
Left teaching profession/teaching position over the summer of 2022	-4	-24	0
Transferred to a non-grant partner district	-2	-6	0
Other	0	0	-3
Unknown Status	-6*	0	-1*
Completed 3rd year in a grant-partner district (2022-23)	36 (55%)	52 (57%)	6 (38%)

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

Table 5 below provides information on Cohort 8 teachers who were in their second year in a classroom in 2022-23.

PEBCTR. Cohort 8 PEBCTR teachers (placed in 2021-22) were in the second year of a three-year commitment with PEBCTR. As Table 5 shows, of the 75 teachers who were initially placed in 2020-21, 56 (75%) completed a second year of teaching in a grant-partner district in 2022-23.

TFA Colorado. In 2022-23, Cohort 8 TFA corps members (placed in 2021-22) were beginning the second year of a two-year commitment with TFA. As Table 5 shows, of the 89 teachers who were initially placed in 2020-21, 67 (75%) completed a second year of teaching in a grant-partner district in 2022-23.

FLC. Cohort 8 FLC teachers (placed in 2021-22) were in their second year of teaching. As Table 5 shows, of the nine teachers initially placed in 2021-22, seven (78%) completed a second year of teaching in a grant partner district in 2022-23.

Table 5: Cohort 8 Teachers (Initially Placed in 2021-22) in Grant-partner Districts 2022-23

	PEBCTR	TFA CO	FLC
Initially placed in a grant-partner district in 2021-22	75	89	9
Completed 1st year in a grant-partner district (2021-22)	67 (89%)	82 (92%)	8 (89%)
Left teaching profession/teaching position over the summer of 2022	-4	-12	0
Transferred to a non-grant partner district	-3	-1	-1
Other/Unknown Status	-4*	-2*	0
Completed 2nd year in a grant-partner district (2022-23)	56 (75%)	67 (75%)	7 (78%)

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

Table 6 below provides information on Cohort 9 teachers who were in their first year in a classroom in 2022-23.

PEBCTR. Cohort 9 PEBCTR teachers were in the first year of a three-year commitment with PEBCTR. As Table 6 shows, of the 76 teachers who were initially placed in grant partner districts, 62 (82%) completed their first year of teaching in a grant-partner district in 2022-23.

TFA Colorado. Cohort 9 TFA corps members were in the first year of a two-year commitment with TFA. As Table 6 shows, of the 77 teachers who were initially placed in grant partner districts, 70 (91%) completed their first year of teaching in a grant-partner district in 2022-23.

FLC. Cohort 9 FLC teachers were in their first year of teaching. As Table 6 shows, of the 3 teachers initially placed in grant partner districts in 2022-23, 3 (100%) completed a first year of teaching in a grant partner district in 2022-23.

Table 6: Cohort 9 Teachers (Initially Placed in 2022-23) in Grant-Partner Districts at the end of 2022-23

	PEBCTR	TFA CO	FLC
Target numbers*	100	72	5
Recruited	84	77	3
Not placed in 2022	-1	0	0
Placed in a non-grant-partner district	-7	0	0
Placed in a grant-partner district	76	77	3
Placed as teachers of record or TFA Corps Members	42	59	3
Placed as resident teachers or TFA Launch Fellows	34	18	0
Did not complete first year in program	-14	-7	0
Completed 1st year in a grant-partner district (2022-23)	62 (82%)	70 (91%)	3 (100%)

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

Reasons for Leaving

Across programs and cohorts, a total of 120 teachers left the profession/programs over the summer of 2022 (47 from PEBCTR, 67 from TFA Colorado, and six from FLC). An additional 27 teachers left the program/profession during the 2022-23 school year (16 from PEBCTR, nine from TFA Colorado, and two from FLC).

Due to small sample sizes within cohorts and programs, information on reasons for leaving is presented in aggregate. Teachers who transferred to non-grant partner districts are not included in this summary (n=21), nor are teachers for whom there was an "unknown" or "other" status (n=37).

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

Summer of 2022: Of the 67 teachers who left teaching over the summer, reasons for not returning included:

- Took a job in another field (n=18)
- Candidate determined program was not – or was no longer – a good fit (n=17)
- Pursuing further education (n=9)
- Obtained education-related employment but not with a district or school (n=9)
- Moved out of state (n=5)
- Obtained employment in a district or school but not as a teacher (n=3)
- Was asked to leave by the program (n=2)
- Other/No additional information provided (n=4)

Spring of 2023: For the 32 teachers who did not complete the 2022-23 school year, reasons included:

- Personal extenuating circumstances (n=13)
- Candidate determined program was not – or was no longer – a good fit (n=7)
- Was asked to leave by the program (n=4)
- Other/No additional information provided (n=8)

Compared to previous years (specifically, the 2019-20, 2020-21, and 2021-22 school years), we seem to see an increase in the number of teachers leaving both in the Summer (67 this year, compared to 51 last year and 67 across both 2019-20 and 2020-21) as well as in the Spring (32 this year, compared to 21 last year and 9 across both 2019-20 and 2020-21). The reasons for leaving were generally the same, although in previous years "Leaving the profession/field of education" was more frequently given as a reason for leaving over the summer. "Personal extenuating circumstances" was more frequently given as a reason for leaving during the school year this year compared to previous years.[4]

[4] Note that these findings are suggestive; no statistical tests were conducted to determine whether differences were significant.

Retention Summary

Summing across programs and cohorts, **456 individuals** (209 from PEBCTR, 227 from TFA Colorado, and 20 from FLC) served in Colorado classrooms throughout the 2022-23 school year as part of the QTR Grant Program. Figure 1 presents the average retention rate within cohorts, separately for each program.

Figure 1: Teacher Retention by Cohort and by Program

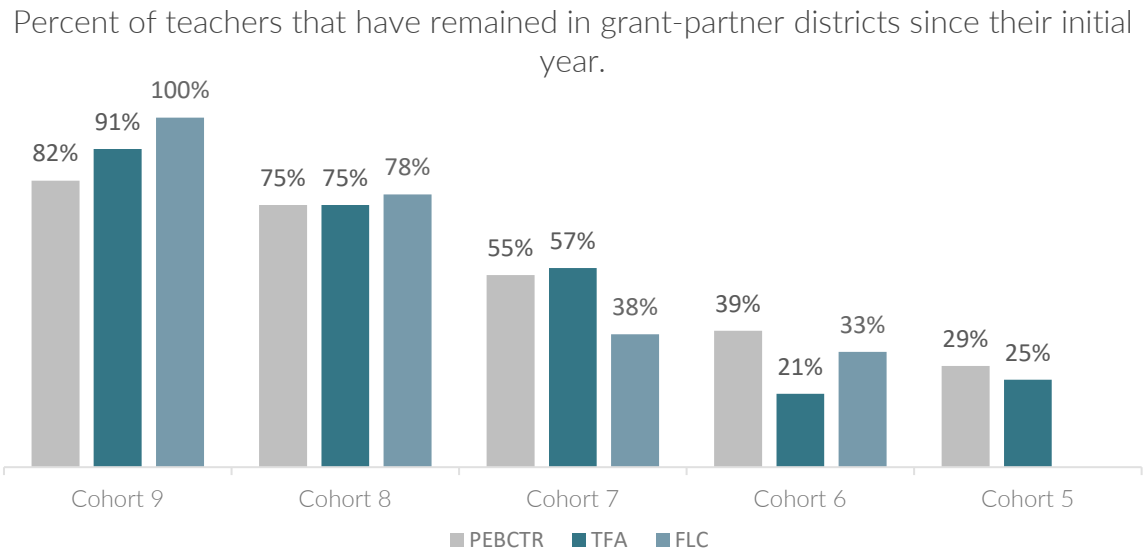
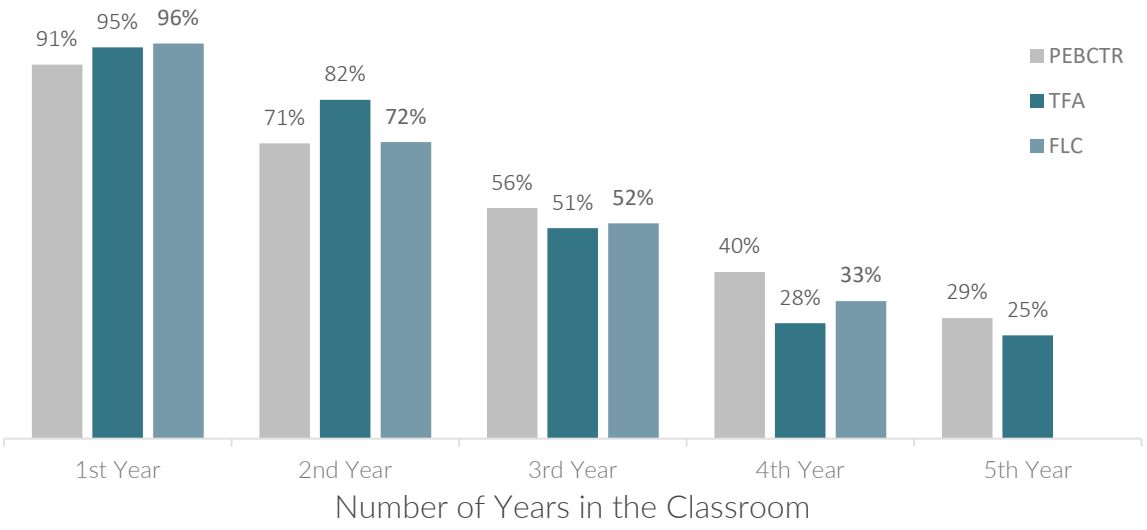


Figure 2 presents the average percent retained across cohorts by number of years in the classroom (e.g., across five cohorts of teacher placed, on average, 91%, 95%, and 96% of teachers retained by PEBCTR, TFA Colorado, and FLC, respectively, completed their first year teaching in a grant-partner district).

Figure 2: Average Retention Rate by Number of Years in Classroom and Program



Grant-Partner District Positions in 2022-23

Tables 7 – 9 provide information on the number of individuals who were in teaching positions in 2022-23, by grant-partner district and cohort, for PEBCTR, TFA Colorado, and FLC, respectively. Note the numbers in the tables below are derived from teachers' fall placement and are slightly higher than the number of teachers who were retained through the spring.

- In 2022-23, 225 PEBCTR Cohort 5-9 teachers were teaching in 36 grant-partner districts and one charter school system.
- In 2022-23, 238 TFA Colorado Cohort 5-9 teachers were teaching in six grant-partner districts and one charter school system.
- In 2022-23, 23 FLC Cohort 6-9 teachers were teaching in six grant-partner districts.

Table 7: Number of Teachers Placed in PEBCTR Grant-Partner Districts in 2022-23

District	Cohort					Total by district
	5	6	7	8	9	
Adams 12 Five Star Schools	0	1	2	1	2	6
Alamosa School District RE-11J	0	2	0	0	0	2
Archueleta County	1	0	2	1	5	9
Aspen School District	0	0	2	0	2	4
Aurora Public Schools	3	1	1	11	13	29
Bayfield 10 JT-R School District	1	1	1	1	2	6
Boulder Valley School District	0	0	0	1	1	2
Brighton School District 27J	1	1	3	8	5	18
Centennial School District	1	0	2	0	0	3
Charter School Institute	0	0	0	1	4	5
Cherry Creek School District	2	0	0	0	0	2
Del Norte School District	0	0	1	0	0	1
Denver Public Schools	2	5	6	6	16	35
Dolores County School District RE-2J	3	2	0	0	0	5
Dolores County School District RE-4A	1	0	1	2	0	4
Douglas County School District	0	0	0	7	1	8
Durango School District 9-R	1	5	2	1	8	17
Eagle County Schools	0	3	3	3	3	12
Englewood 1 School District	0	0	0	1	0	1
Ignacio School District 11-JT	1	1	1	0	3	6
Jeffco Public Schools	1	3	3	2	1	10
Lewis-Palmer 38	0	0	0	1	0	1
Littleton Public Schools	0	1	0	0	0	1
Mancos School District RE 6	1	0	1	1	0	3
Mapleton Public Schools	0	1	1	0	0	2
Monte Vista School District No. C-8	2	0	0	0	1	3

Montezuma-Cortez School District Re-1	3	2	4	4	4	17
North Conejos School District	1	0	0	0	0	1
Platte Valley School District	0	0	0	0	1	1
Roaring Fork School District	0	0	0	0	1	1
Sargent School District	0	0	0	2	0	2
Sheridan School District No. 2	1	0	0	0	0	1
Silverton School District	0	0	0	1	0	1
South Conejos School District RE-10	0	0	0	0	1	1
St. Vrain Valley School District	0	0	0	1	0	1
Steamboat Springs School District RE-2	0	0	0	1	0	1
Weld RE-3J School District	0	0	0	0	1	1
Unknown	0	0	0	0	1*	1
Total	26	29	36	57	76	224

*Note: *District placement information was missing for one Cohort 9 teacher.*

Table 8: Number of Teachers Placed in TFA CO Grant-Partner Districts in 2022-23

District	Cohort					Total by district
	5	6	7	8	9	
Adams-Arapahoe 28J	0	2	4	11	8	25
Charter School Institute	0	1	2	0	0	3
Cherry Creek School District	0	0	1	0	0	1
Denver Public Schools	14	14	26	38	44	138
Harrison School District 2	4	0	9	8	12	33
Pueblo City Schools	2	1	10	10	13	36
Pueblo County 70 School District	0	0	0	2	0	2
Total	20	18	52	69	77	238

Table 9: Number of Teachers Placed in FLC Grant-Partner Districts in 2022-23

District	Cohort				Total by district
	6	7	8	9	
Archueleta County	0	1	0	0	1
Bayfield 10 JT-R School District	1	0	0	2	3
Durango School District 9-R	0	4	3	0	7
Ignacio School District 11-JT	0	1	2	0	3
Mancos School District RE 6	2	1	1	0	4
Montezuma-Cortez School District Re-1	2	1	1	1	5
Total	5	8	7	3	23

First-Year Teacher (Cohort 9) Demographics

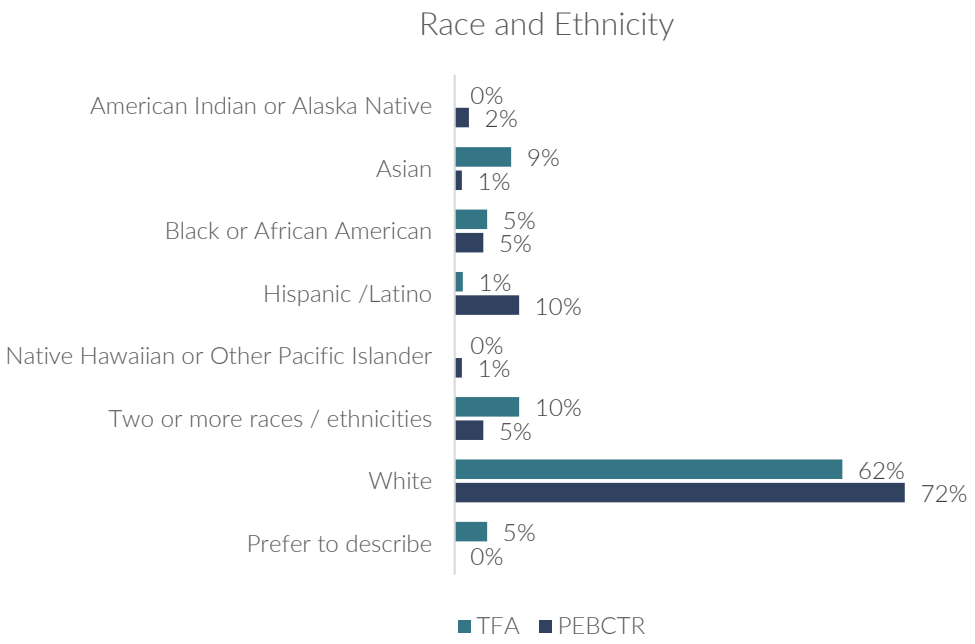
Table 10 presents information on the age of first-year teachers for PEBCTR and TFA Colorado, and Figure 3 shows the gender and race/ethnicity of first-year teachers who were placed in classrooms in 2022-23. Please note that due to FLC's small number of teachers placed (n=3), demographic information for FLC teachers is omitted. Please also see prior QTR Grant Program reports for demographic information on Cohorts 5 through 8.

Table 10: Age of Cohort 9 Teachers Placed in 2022-23

	PEBCTR (n = 87)	TFA CO (n = 77)
Range	21 – 65	21 - 38
Mean	34.1	23.5
Median	33	22

Note: Age for Cohort 5 through 8 teachers initially placed through the grant can be found in previous reports.

Figure 3: Gender and Race/Ethnicity of Cohort 9 Teachers Placed in 2022-23



Teacher Licensure

To understand the licensure status of teachers placed by the QTR Grant program, CDE accessed credential and endorsement information on retained teachers who had an active license on December 1, 2022. Data were pulled for teachers placed in Cohorts 5 (2018-19) through 9 (2022-23). Credential and endorsement information was taken from teachers' most recently awarded credential. Information was obtained on teachers' credentials (e.g., Alternative Teacher License) as well as endorsements (e.g., Elementary Education [K-6]) associated with each credential.

Across cohorts and programs, 105 teachers who were recorded as being retained in 2022-23 were not included in the licensure data. At the time of reporting, CDE is actively working to understand missingness in this data. Table 11 shows the number of teachers who were retained in 2022-23 by program for which licensure information was available.

Table 11: Number and Percentage of Retained Teachers with Licensure Information

	PEBCTR	TFA CO	FLC
# Retained in 2022-23	209	231	20
# with licensure data	195	144	16
% with licensure data	93%	62%	80%

Teacher Credentials in 2022-23

Table 12 shows the number of teachers by primary credential type by program. About 4% of PEBCTR, 25% of TFA teachers, and 19% of FLC teachers had an alternative license in the 2022-23 school year.

Table 12: Number and Percentage of Retained Teachers by Credential Status in 2022-23

Teacher Credentials at Placement	PEBCTR (n=195)	TFA (n=144)	FLC (n=16)
Alternative Teacher License	4%	25%	19%
Career and Technical Education Authorization	2%	0%	0%
Initial Principal License	0%	1%	0%
Initial Teacher License	70%	54%	56%
Interim Authorization - Teacher	3%	0%	0%
Professional Teacher License	19%	17%	25%
Substitute Authorization	3%	2%	0%
Temporary Educator Eligibility Authorization	0%	1%	0%
Total	101%	100%	100%

Note: Percentages are based on number of teachers who were retained throughout the 2022-23 school year who had licensure information (i.e., calculations do not include the 105 retained teachers with missing data). Percentages may not round to 100% due to rounding.

Teacher Endorsements in 2022-23

In this section we provide information on the endorsements of teachers during 2022 – 2023, separately by program.

PEBCTR Teacher Residency

Table 13 shows the number of PEBCTR teachers and the content areas in which they were endorsed.

Table 13: PEBCTR Teacher Primary Endorsements

PEBCTR - Endorsement Areas	Number	Percent
Elementary Education (K-6)	71	36%
English Language Arts (7-12)	25	13%
Science Education (7-12)*	21	11%
Early Childhood Education (0-8)*	17	9%
Social Studies Education (7-12)	16	8%
Mathematics Education (7-12)*	12	6%
Middle School Mathematics Education (6-8)*	9	5%
Substitute Teacher (K-12)	5	3%

PEBCTR - Endorsement Areas	Number	Percent
Spanish (K-12)	4	2%
Visual Arts (K-12)	4	2%
Business/Marketing (7-12)	2	1%
Music (K-12)	2	1%
CTE Business/Marketing (7-12)	1	1%
CTE FACS Core (7-12)	1	1%
CTE Health Science (7-12)	1	1%
CTE Journalism and Broadcasting (7-12)	1	1%
Family and Consumer Sciences Education (7-12)	1	1%
Physical Education (K-12)	1	1%
Special Education Generalist (5-21)*	1	1%
Total	195	100%

*Note: Percentages are based on number of teachers who were retained throughout the 2022-23 school year who had licensure information (i.e., calculations do not include the 14 retained teachers with missing data). *2022-2023 Educator Shortage Area.*

Teach for America-Colorado

Table 14 shows the number of TFA Colorado teachers and the content areas in which they were endorsed.

Table 14: TFA Teacher Primary Endorsements

TFA Teacher - Endorsement Areas	Number	Percent
Special Education Generalist (5-21)*	36	25%
Elementary Education (K-6)	25	17%
English Language Arts (7-12)	24	17%
Science Education (7-12)*	20	14%
Culturally and Linguistically Diverse Education (K-12)	13	9%
Mathematics Education (7-12)*	9	6%
Middle School Mathematics Education (6-8)*	8	6%
Social Studies Education (7-12)	4	3%
Early Childhood Education (0-8)*	2	1%
Substitute Teacher (K-12)	2	1%
Principal (K-12)	1	1%
Total	144	100%

*Note: Percentages are based on number of teachers who were retained throughout the 2022-23 school year who had licensure information (i.e., calculations do not include the 87 retained teachers with missing data). *2022-2023 Educator Shortage Area.*

Fort Lewis College

Due to the low number of teachers in the FLC sample, we refrain from reporting specific numbers by endorsement areas. The 16 teachers in our sample were endorsed in the following content areas:

- Elementary Education (K-6)
- English Language Arts (7-12)
- Mathematics Education (7-12)*
- Music (K-12)
- Science Education (7-12)*
- Special Education Generalist (5-21)*

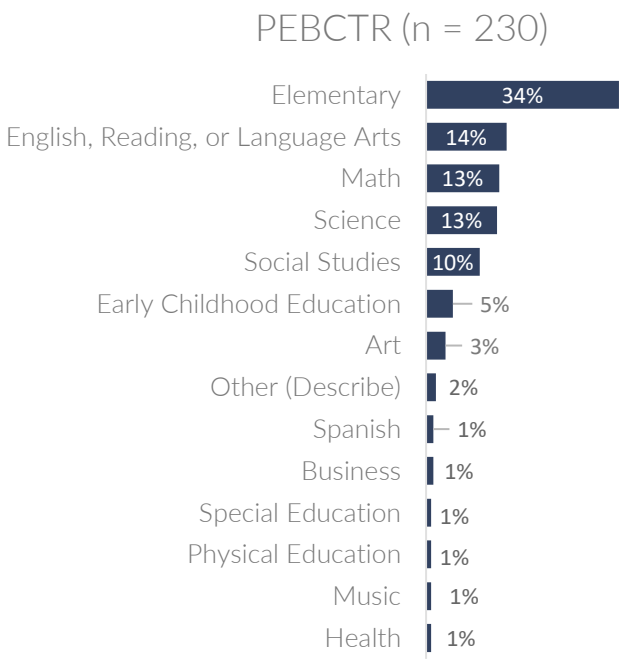
*2022-2023 Educator Shortage Area.

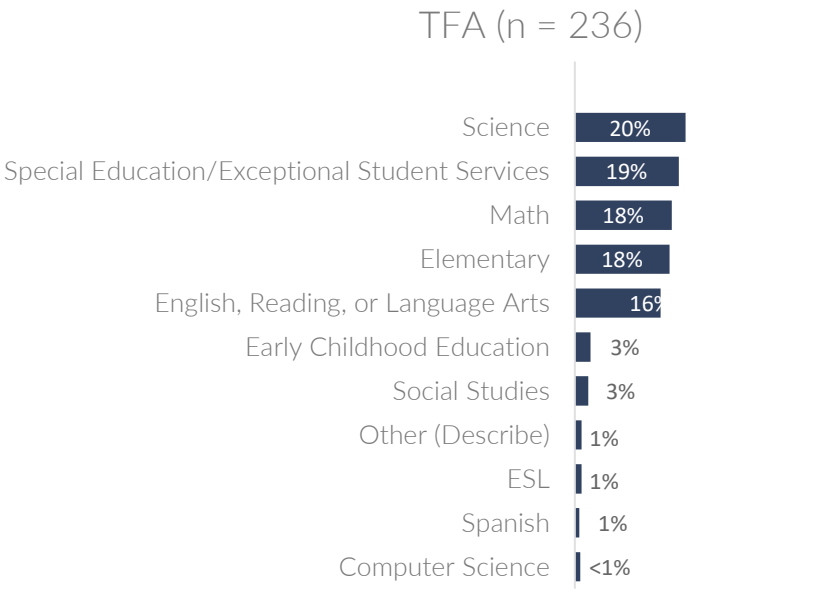
For more information on licensing, please see the Educator Talent Licensing Office website at https://www.cde.state.co.us/cdeprof

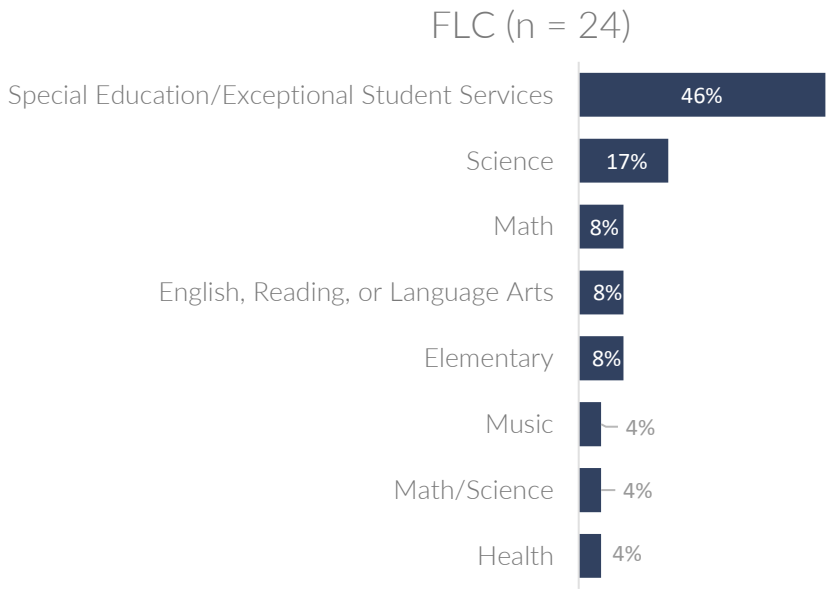
Subjects/Grade Levels Taught

Figure 4 and Tables 15, 16, and 17 provide information on the subjects and grade levels taught by teachers in 2022-23. Figure 4 on the number of teachers by primary subject area taught presents information for each vendor separately across Cohorts 5 through 9 in order to visually display the subject areas taught (see Tables A.4, A.5, and A.6 in Appendix for subject area taught by cohort). When interpreting Tables 15, 16, and 17, it should be noted that many teachers taught more than one grade level; thus, the number of teachers per grade level exceeds the total number of teachers who were retained.

Figure 4: Percent of Teachers by Primary Subject Area in 2022-23







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

Table 15: Number of PEBCTR Teachers by Grade Level by Cohort in 2022-23

Grade Level	Cohort 5	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Total
ECE	0	0	1	8	0	9
Kindergarten	2	1	5	8	10	26
1st	1	0	3	6	5	15
2nd	5	0	5	5	5	20
3rd	4	2	5	7	3	21
4th	2	0	6	8	4	20
5th	4	0	8	16	3	31
6th	2	6	6	16	20	50
7th	2	7	9	19	19	56
8th	2	7	6	10	16	41
9th	10	7	13	10	16	56
10th	10	7	13	10	16	56
11th	10	7	13	10	16	56
12th	10	7	13	8	16	54

Table 16: Number of TFA CO Teachers by Grade Level by Cohort in 2022-23

Grade Level	Cohort 5	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Total
ECE	0	0	0	0	3	3
Kindergarten	1	2	3	6	4	16
1st	4	2	6	4	8	24
2nd	4	4	4	5	6	23
3rd	4	3	4	8	6	25
4th	2	3	5	8	7	25
5th	3	3	8	5	5	24
6th	3	3	11	18	15	50
7th	3	3	18	20	16	60
8th	2	6	17	12	19	56
9th	6	2	7	10	14	39
10th	9	2	9	8	10	38
11th	8	2	9	7	7	33
12th	7	2	10	7	6	32

Table 17: Number of FLC Teachers by Grade Level by Cohort in 2022-23

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

Students Served

The QTR Grant Program served an estimated 45,057 students enrolled in historically hard-to-serve schools in 2022-23.

- PEBCTR teachers served an estimated 18,725 students
- TFA CO served an estimated 25,157 students
- FLC teachers served an estimated 1,175 students

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

Tables 18, 19, and 20 present information on the estimated total number of students served by teachers' primary subject area. Areas that were determined as shortage areas per the Educator Shortage Survey 2022-2023[5] are shown with an asterisk. Note that the specific list of shortage areas can change from year to year, so a teacher from an early cohort may have been teaching in a shortage area in their first year and not be in a shortage area in 2022-23.

[5] 2022-23educatorshortagereport (state.co.us)

Table 18: Number of Students Served by PEBCTR by Subject Area by Cohort in 2022-23

Primary Subject Area	Cohort 5	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Total # by subject
	Estimated # of students served					
Art	0	125	125	125	500	875
Business	250	125	0	0	0	375
Early Childhood Education*	30	0	60	90	150	330
Elementary	455	395	420	600	750	2,620
English, Reading, or Language Arts	500	375	1,000	1,030	875	3,780
Health	0	250	0	0	0	250
Math*	500	375	500	780	1,125	3,280
Music	0	30	0	125	0	155
Physical Education	125	0	125	0	125	375
Science*	250	625	625	1,000	1,000	3,500
Social Studies	0	250	250	875	1,000	2,375
Spanish	0	125	0	250	0	375
Special Education*	0	125	30	0	0	155
Other (Describe)	0	0	0	30	250	280
Total All Subjects	2,110	2,800	3,135	4,905	5,775	18,725

**2022-2023 Educator Shortage Area.*

Table 19: Number of Students Served by TFA CO by Subject Area by Cohort in 2022-23

Primary Subject Area	Cohort 5	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Total # by subject
	Estimated # of students served					
Computer Science	0	0	160	0	0	160
ESL	0	0	0	0	350	350
Early Childhood Education*	0	0	0	0	378	378
Elementary	277	471	286	740	815	2,589
English, Reading, or Language Arts	370	400	885	1,509	993	4,157
Math*	107	217	1,239	1,594	2,097	5,254
Science*	473	48	1,839	1,596	1,792	5,748
Social Studies	108	0	229	160	272	769
Spanish	141	0	0	156	0	297
Special Education/Exceptional Student Services*	662	481	699	1,751	1,448	5,041
Other (Describe)	0	141	129	0	144	414
Total All Subjects	2,138	1,758	5,466	7,506	8,289	25,157

**2022-2023 Educator Shortage Area.*

Table 20: Number of Students Served by FLC by Subject Area by Cohort in 2022-23

Primary Subject Area	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Total # by subject
	Estimated # of students served				
Elementary	0	0	46	0	46
English, Reading, or Language Arts	92	0	111	0	203
Health	0	0	0	0	0
Math*	0	0	159	0	159
Math/Science*	0	0	0	34	34
Music	0	97	0	0	97
Science	115	89	225	0	429
Special Education/Exceptional Student Services*	30	58	64	55	207
Total All Subjects	237	244	605	89	1,175

**2022-2023 Educator Shortage Area.*

Educator Effectiveness Ratings

About Educator Effectiveness Ratings

Per Senate Bill 10-191, Colorado school districts are required to conduct annual evaluations of educators. A district has the choice of completing its evaluations using the State's Model Evaluation System or by developing its own system, provided it meets at a minimum all legislative requirements. Final ratings of Highly Effective, Effective, Partially Effective, or Ineffective are assigned to each teacher.

Prior to 2019-2020, all evaluation ratings were determined equally from 1) measures of professional practice, using the four quality standards, and 2) multiple measures of student learning. During the 2019-2020 school year, the Governor temporarily suspended the state laws requiring performance evaluations in response to COVID-19. In the years 2020-2021, with the pandemic ongoing, performance evaluations were reinstated without the inclusion of measures of student learning; therefore, ratings for that year are based exclusively on professional practices. As a result, educator effectiveness ratings from 2021-2022, reported below, are difficult to compare to prior years and the decision was made to only examine one years' worth of ratings.

Educator effectiveness ratings from 2021-2022 are reported here (see Appendix C for the methods used in this section of the report). Ratings from the 2021-2022 school year are the most recently available data and are reported for teachers who were in their first, second, third, and fourth years in the classroom in 2021-22 (Cohorts 8, 7, 6, and 5, respectively).[6] Based on the *2022-23 Fall Retention of Cohorts 5 – 8 Teachers* (which details how many teachers from Cohorts 5 – 8 remained in partner districts as of Fall 2022), 321 teachers from cohorts 5-8 were retained in grant-partner districts through the entire 2021 - 2022 school year.

We calculated the proportion of teachers with ratings of *Effective* or *Highly Effective* out of the total number of teachers with valid ratings, which excludes those with missing data.[7] Therefore, the following calculations only account for the 43% (n = 138) of teachers in Cohorts 5 through 8 for whom valid ratings could be identified. The missing data rates varied by cohort. Across all three programs, valid educator effectiveness ratings were available for:

- 26% (n = 34) of the 129[8] teachers in their first year in the classroom in 2021-22 (Cohort 8)
- 40% (n = 38) of the 94 teachers in their second year in the classroom in 2021-22 (Cohort 7)

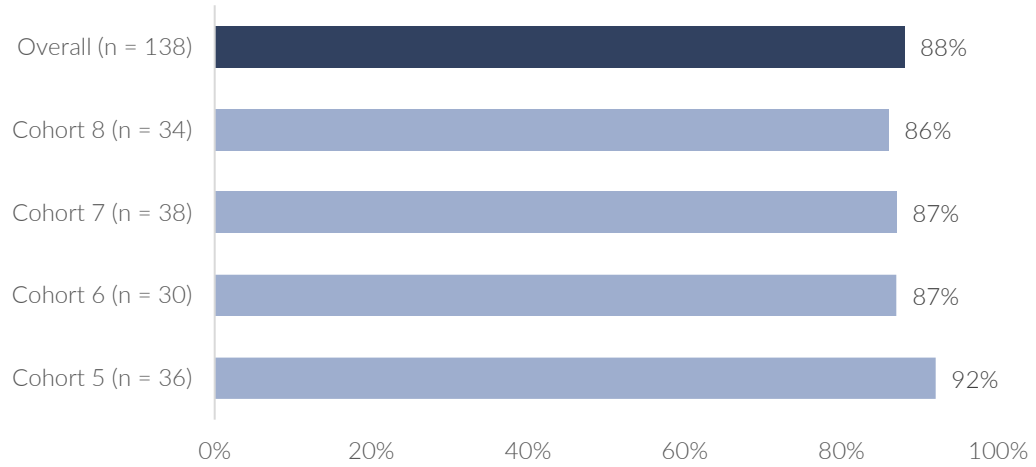
[6] Since Cohort 9 was first placed in 2022-2023, they are excluded from this section.
[7] Of the 321 teachers retained in the 2021-2022 school year, 57% (n = 183) did not have evaluation ratings assigned to them for one of the following reasons: their unique identifiers could not be matched to human resources records; they were new to the district and therefore their ratings were not available; they were employed in a position that is not rated (e.g., contracted employees, preschool teachers); or did not have an evaluation conducted the previous year (e.g., due to a long-term absence or medical leave).
[8] The number of retained teachers reported here come from last year's data (to more accurately calculate missingness, given that effectiveness ratings are from last year as well) and therefore will not match the numbers in the 2022 – 23 retention data provided above.

- 58% (n = 30) of the 52 teachers in their third year in the classroom in 2021-22 (Cohort 6)
- 78% (n = 36) of the 46 teachers in their fourth year in the classroom in 2021-22 (Cohort 5)

Results

Among 138 teachers in Cohorts 5 through 8 for whom data were available, **88% were rated as *effective* or *highly effective*** in the 2021-2022 school year. As indicated in Figure 5, there is some indication that experience increases the number of teachers receiving such a rating.

Figure 5: Percentage of Teachers Rated as *Effective* or *Highly Effective* in 2021-2022

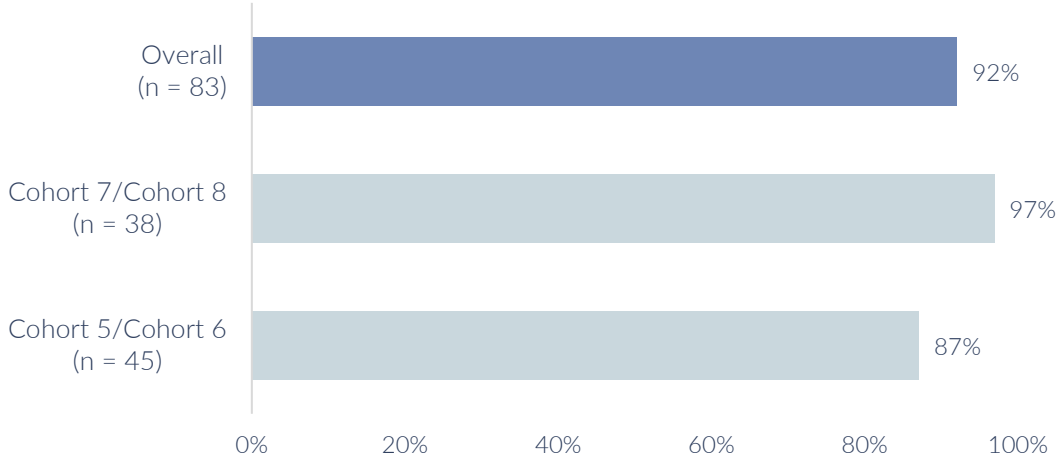


Next, we report on the effectiveness ratings for teachers by program, including PEBCTR, TFA CO, and FLC. Due to low sample sizes, we combined cohorts into two groups for program-level reporting: Cohorts 5 and 6 (teachers in their 3rd or 4th year in the classroom), and Cohorts 7 and 8 (teachers in their 1st or 2nd year in the classroom).

PEBCTR

Among PEBCTR teachers in Cohorts 5 through 8, **92% were rated as *effective* or *highly effective* in the 2021-2022 school year**. Teachers in Cohorts 7 and 8 were slightly more likely to be rated as *effective* or *highly effective* than teachers in Cohorts 5 and 6.

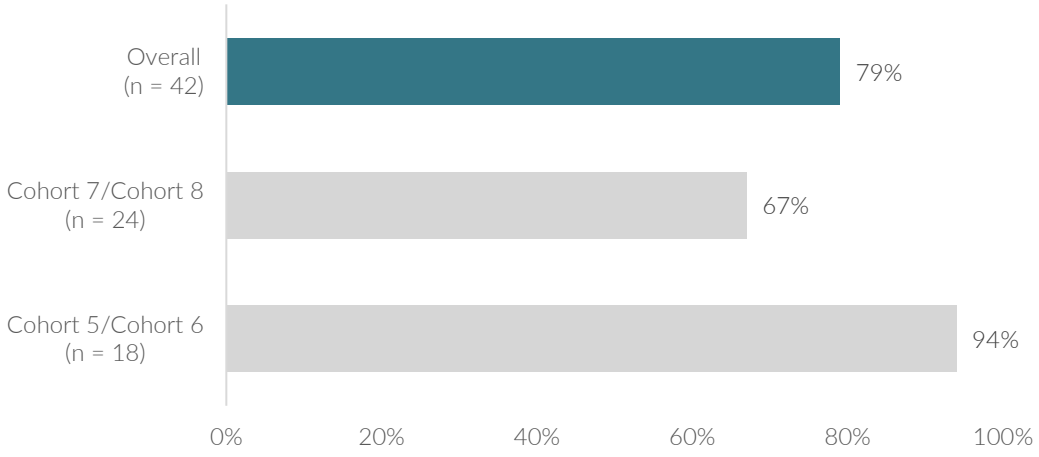
Figure 6: Percentage of PEBCTR Teachers Rated as *Effective* or *Highly Effective* in 2021-2022



TFA CO

Among TFA CO teachers in Cohorts 5 through 8, **79% were rated as *effective* or *highly effective* in the 2021-2022 school year**. Here, teachers in Cohorts 5 and 6 were more likely to be rated as *effective* or *highly effective* than teachers in Cohorts 7 and 8.

Figure 7: Percentage of TFA CO Teachers Rated as *Effective* or *Highly Effective* in 2021-2022



FLC

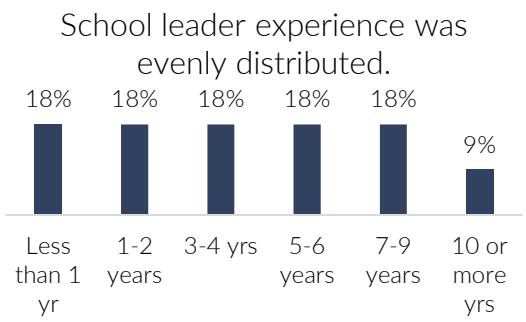
For the 13 Fort Lewis College teachers in Cohorts 6 through 8, **92% were rated as *effective* or *highly effective* in the 2021-2022 school year**. Due to the small number of teachers in each cohort, we do not report cohort-specific evaluation ratings for FLC teachers.

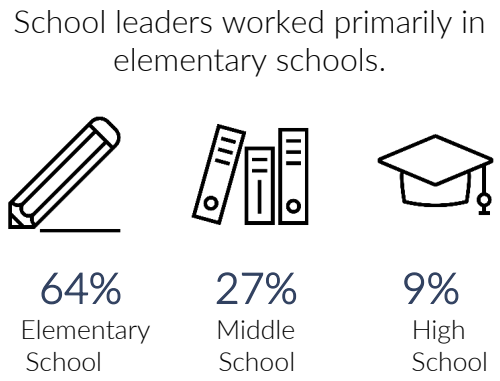
School Leader Survey

In the spring of 2023, the School Leader Survey was disseminated by partner programs to school and district leaders to assess their perceptions of teacher training and supports for teachers placed in their schools/districts through the QTR Grant Program. Below, we present findings from the survey for PEBCTR, TFA, and FLC respectively.

PEBCTR School Leader Survey Findings

PEBCTR distributed the School Leader Survey to their grant-partner district and school leaders; 11 individuals completed the survey. All respondents were school-level leaders. Nine out of 11 (82%) respondents were in urban districts[9], and they had been in their schools for varying amounts of time. School leaders were primarily in elementary schools (64%) and – of those reporting the type of school (i.e., traditional, charter, or other) – 83% (n = 5) reported being in traditional schools.[10]





Leaders reported a range of 1 – 9 years' experience with having PEBCTR-trained teachers or residents in their schools (mean years of experience = 4 years). There was also variation in the number of individuals placed in their schools/districts for the 2022-23 academic year, as shown in Table 21 below.

[9] Urban schools were slightly overrepresented in this sample; according to the Colorado Department of Education's Rural and Small Rural Designation List, 27% of the 144 schools served by PEBCTR are in 12 districts designated as "rural" while 73% of schools are located in 23 "urban" districts.

[10] Only 6 of the 11 respondents indicated the type of school in which they serve (traditional or charter).

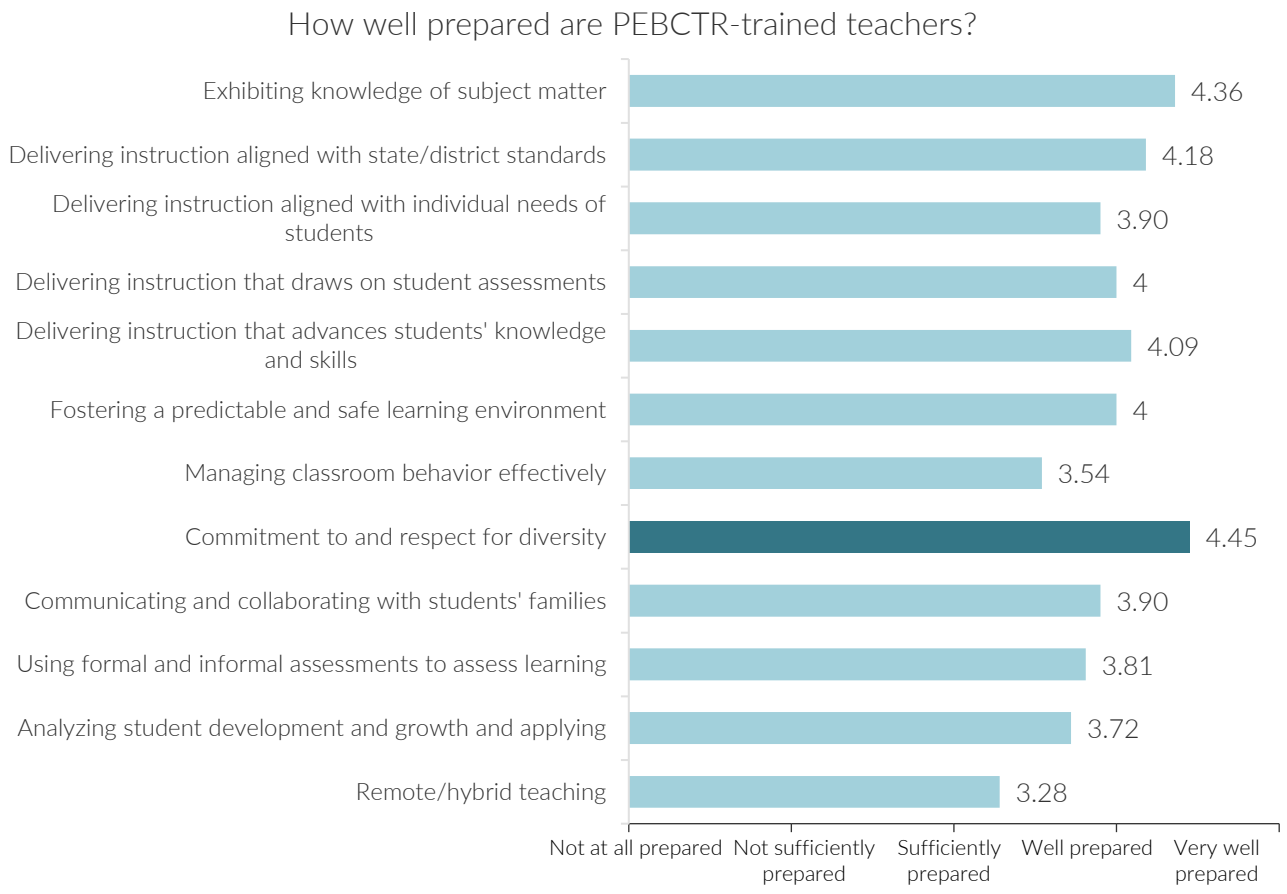
Table 21: Number of PEBCTR-Trained Teachers and Residents Placed in Leader Survey Respondents' Schools in 2022 - 2023

	Mean	Range
All PEBCTR-trained teachers in school	2.30	0 – 5
Teachers of record in school	0.55	0 – 2
Resident Teachers in school	1.36	1 – 3

PEBCTR Teacher Preparation

Leaders (n = 11) were asked to rate how well-prepared PEBCTR teachers were in core competencies such as knowledge of subject matter, managing classroom behavior, and reflecting on their work to improve student learning. These questions are adapted from the Colorado Teacher Quality Standards, although wording of the survey questions differs from the original language in the standards document. Ratings were given on a 5-point scale from 1-*Not at all prepared* to 5-*Very well-prepared*.

Figure 8: PEBCTR Teacher Preparation Ratings

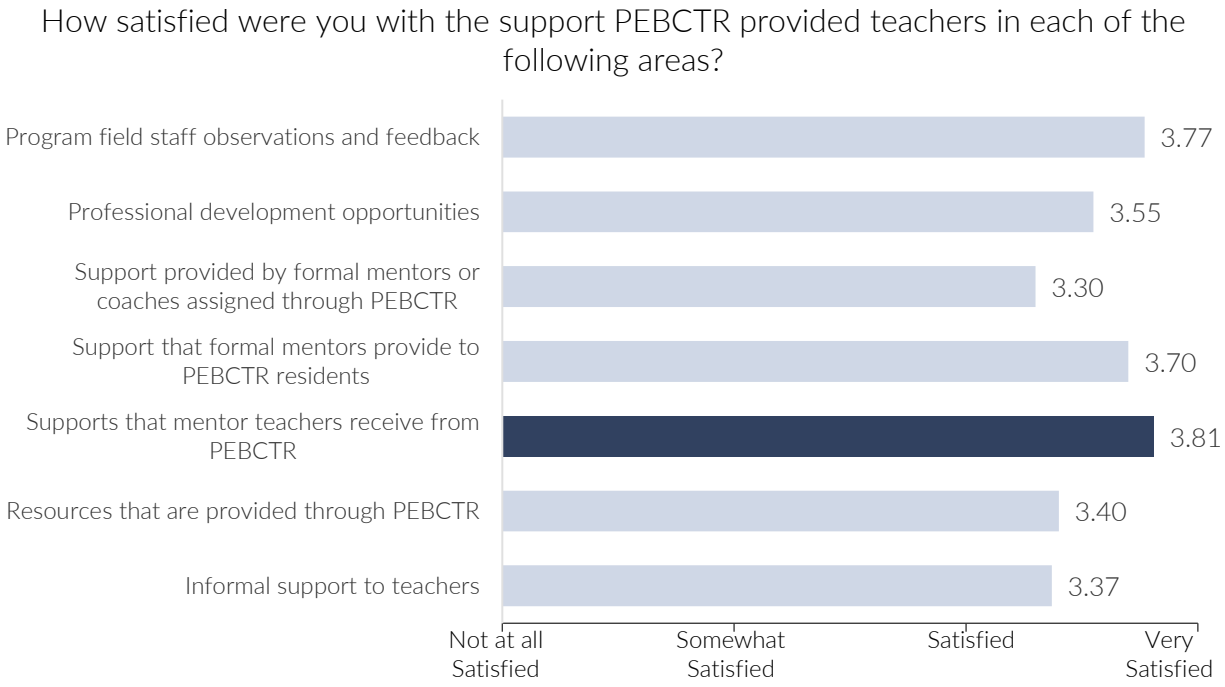


Leaders were also asked to rate how well prepared PEBCTR teachers were to be successful overall. The average rating was **4.09** out of 5, which equates to a rating of *well prepared*.

Satisfaction with PEBCTR Supports

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

Figure 9: Satisfaction with PEBCTR Supports Ratings



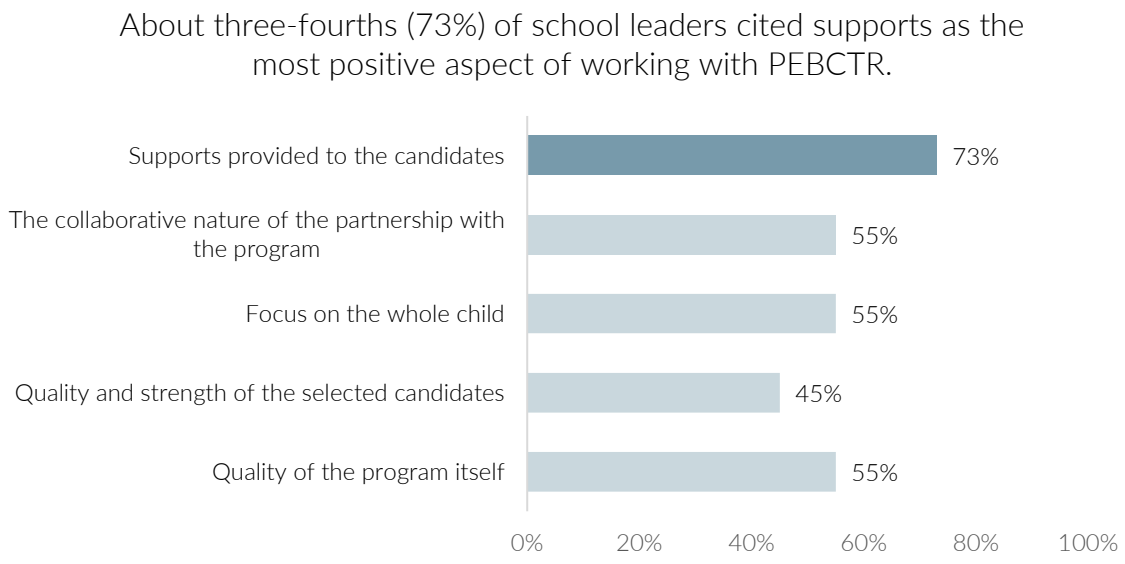
Leaders also rated their satisfaction with the supports that PEBCTR provides to its teachers overall and their satisfaction with PEBCTR's flexibility and responsiveness in meeting the needs of their schools. The average rating for overall satisfaction was **3.50** out of 4. The average rating for satisfaction with PEBCTR's flexibility and responsiveness was **3.45** out of 4.

Overall, **73%** of school leaders would continue to hire PEBCTR-trained teachers.

Strengths and Suggestions

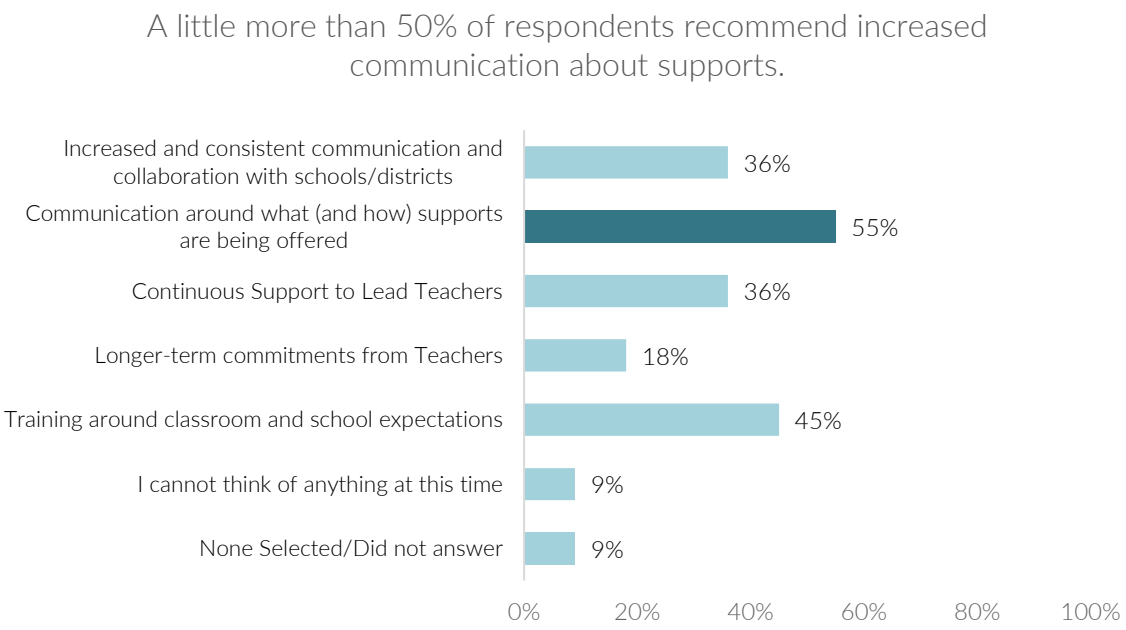
School leaders were asked to choose among a list of the "most positive aspect[s] of their work with PEBCTR." Most leaders (73%) listed the "supports provided to candidates", while all other response options received support from about half of the respondents. School leaders could describe a positive aspect in their own words and one school leader identified "Support for Mentors" as another positive contribution.

Figure 10: Most Positive Aspect of Working with PEBCTR



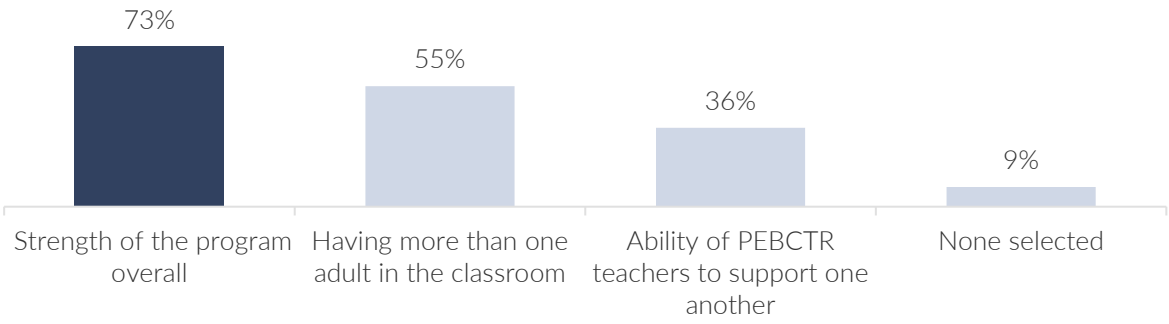
When asked "If you could change one aspect of your work with PEBCTR, what would it be?", the most oft-selected response (chosen by 55% of the respondents) was "communication around what (and how) supports are being offered." One respondent offered an open-ended response to this question, identifying "Science of Reading CDE certification" as one desired area of change.

Figure 11: One Thing Respondents Would Change About Working with PEBCTR



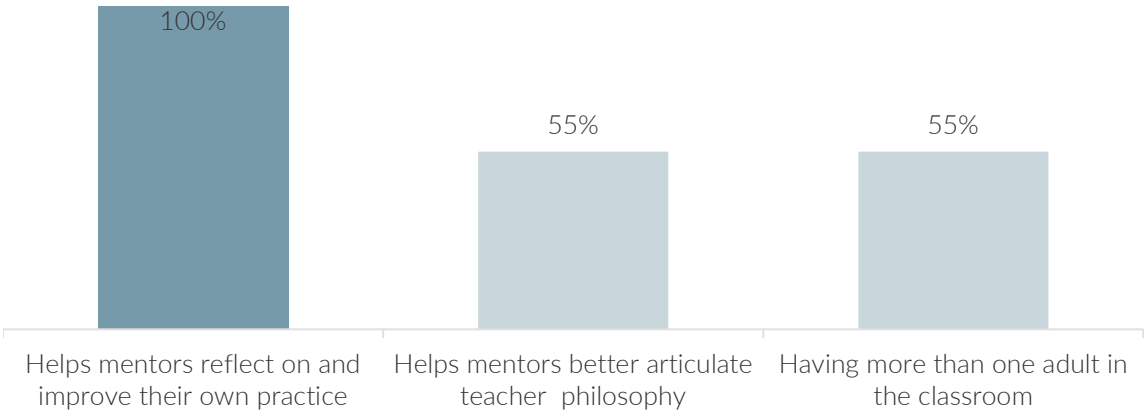
School Leaders were also asked about benefits of PEBCTR training to students as well as teachers. When asked "What are the benefits of having PEBCTR teachers? In what ways would you say that having a PEBCTR teacher in the classroom benefits students?", 73% of leaders replied that the "strength of the program overall" was the main benefit.

Figure 12: Benefits of PEBCTR Teachers for Students



Finally, 100% of leaders stated that one of the benefits of having a PEBCTR teacher in the classroom for mentor teachers was that it "helps mentor teachers reflect on and improve their own practice."

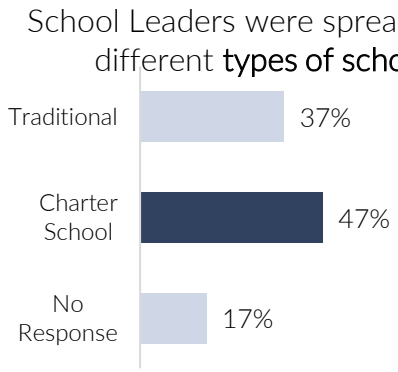
Figure 13: Benefits of PEBCTR Teachers for Mentor Teachers

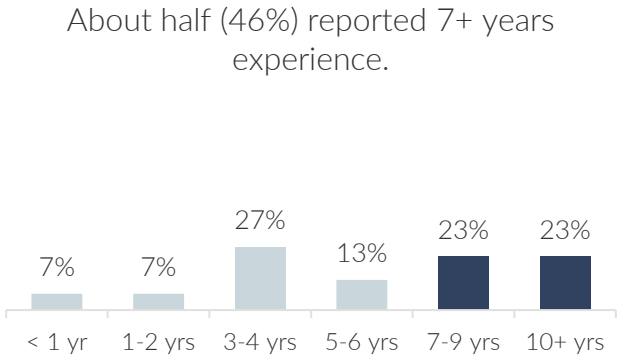


Three school leaders described additional benefits in their open-ended responses. Two leaders mentioned aspects of mentorship, with one responding "Having student teachers at your school and with a teacher for a full year to see the whole teaching continuum and school specific program/values, etc."

TFA School Leader Survey Findings

TFA distributed the survey to its grant-partner school and district leaders, and 30 individuals completed it. All respondents were school leaders, with 90% reporting from urban school districts. Leaders had varying years of experience, worked in charter and traditional school settings, and across all grade levels.





School leaders work with a variety of school age groups.[11]

27% Elementary School

33% Middle School

17% High School

Leaders reported a range of experience with having TFA-trained teachers in their schools (mean number of years of experience with TFA = 6.42 years, range 1 to 13). There was also variation in the number of teachers placed in their schools for the 2022-23 academic year, as seen in Table 22 below.

Table 22: Number of TFA-trained Teachers Placed in Leader Survey Respondents' Schools in 2022-2023

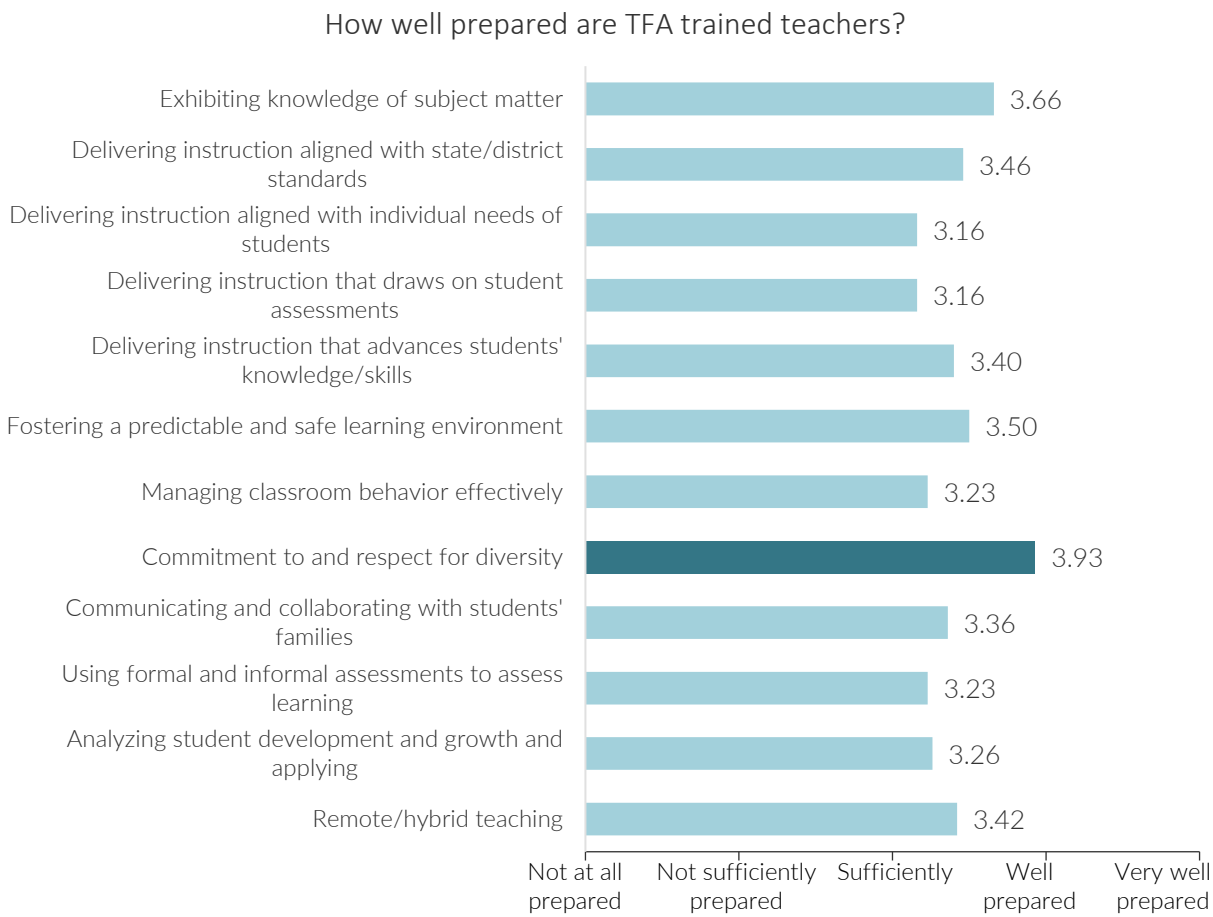
	Mean	Range
First-year teachers of record in school	1.14	0 – 5
Teachers of record in school	3.50	0 – 15

[11] These numbers do not total to 100%, as 33% of school leaders did not report the grade level represented by their school.

TFA Teacher Preparation

Leaders were asked to rate how well prepared TFA teachers were in areas of core competencies, such as knowledge of subject matter, managing classroom behavior, and reflecting on their work to improve student learning. These questions are adapted from the Colorado Teacher Quality Standards, although wording of the survey questions differs from the original language in the standards document. Ratings were given on a 5-point scale from 1-*Not at all prepared* to 5-*Very well prepared*.

Figure 14: TFA Teacher Preparation Ratings

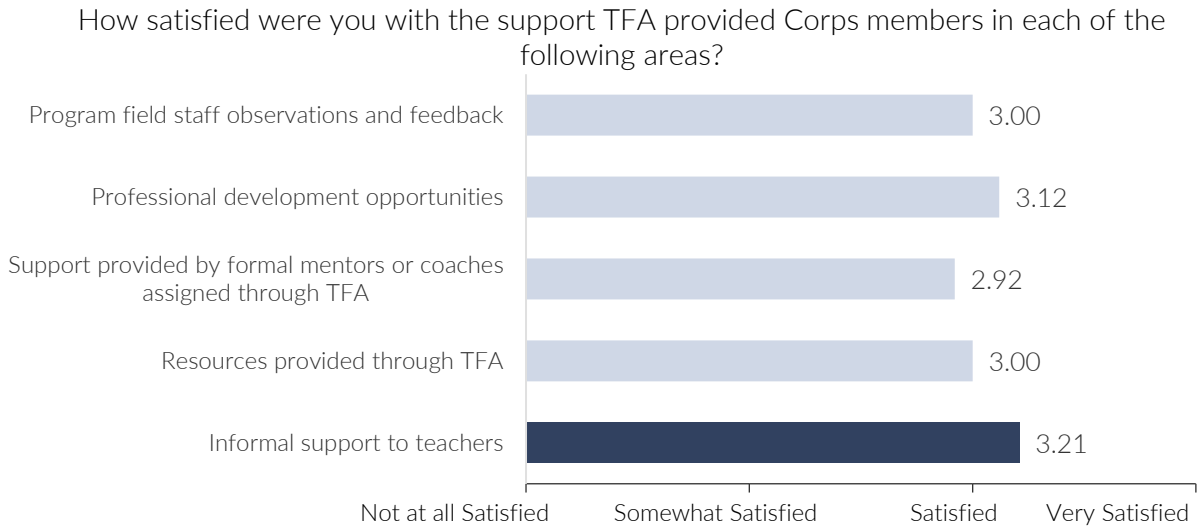


Leaders were also asked to rate how well prepared TFA teachers were to be successful overall. The average rating was **3.48** out of 5.

Satisfaction with TFA Supports

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

Figure 15: Satisfaction with TFA Supports Ratings



Leaders also rated their satisfaction with the supports that TFA provides to its teachers overall. The average rating for overall satisfaction was **3.14** out of 4.

Overall, **67%** of school leaders would continue to hire TFA Colorado-trained teachers.

TFA's LAUNCH Fellowship

In 2017-18 TFA began their new year-long LAUNCH Fellowship that places prospective corps members in classrooms with an experienced teacher for a year before leading a classroom. As this is a newer program area, school leaders were asked to rate how well-prepared LAUNCH Fellows were, as well as how satisfied they were with the supports TFA provides to their LAUNCH Fellows. Nine school leaders had experience with LAUNCH Fellows and responded to the survey.

Fellow Preparation

The 9 school leaders ranked LAUNCH Fellows as *sufficiently prepared* to *well prepared* on all domains of teacher preparation, with an average rating of **3.74 out of 5**. On the item "Abiding by a commitment to and respect for diversity in the classroom, ratings of TFA LAUNCH fellows approached *very well* (mean = 4.13).

Satisfaction with Supports

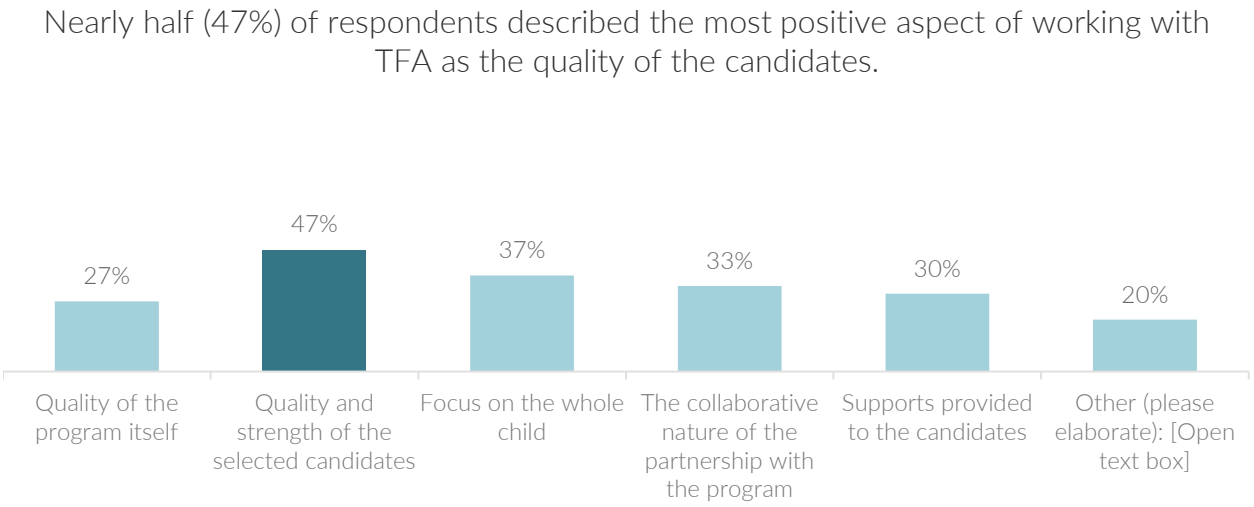
School leaders were satisfied with the supports that TFA provided to their LAUNCH Fellows. All domains of support had an average rating of more than 3 (between *satisfied* and *very satisfied*), with an overall satisfaction rating of **3.25 out of 4**.

Strengths and Suggestions

School leaders were asked to choose among a list of the "most positive aspect[s] of their work with TFA." Most often, leaders listed the "quality and strength of the selected candidates" (48%), with TFA's "focus on the whole child" the second most common (37%).

In addition to the multiple-choice questions, school leaders could describe a positive aspect in their own words – seven of the thirty school leaders offered input in this way, including three who noted that TFA has helped their schools recruit teachers (especially during teacher shortages). One leader stated that TFA "… helps me to staff my school, especially in hard to fill areas." Three leaders noted that TFA helps bring talented individuals into the teaching profession – one stated that "I think that it has resulted in supporting some excellent educators in adopting teaching as their profession" while another said that a strength of TFA was "[h]elping potential alternate career path teachers find a start."

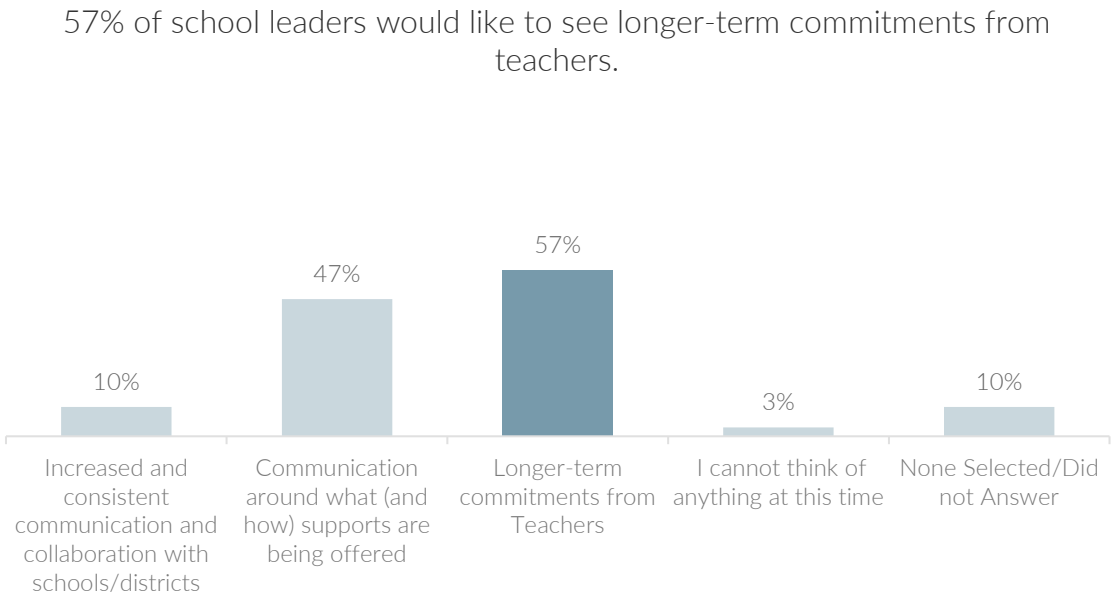
Figure 16: Most Positive Aspect of Working with TFA



When asked "If you could change one aspect of your work with TFA, what would it be?", the most frequently selected response (chosen by 57% of the respondents) was "longer-term commitments from teachers". It is worth noting that TFA teachers make an initial two-year commitment to a placement school, and many stay on longer in their schools of service. According to national TFA data, 74% of TFA alums stay for a third year of teaching -- often in their placement schools. Approximately 60% of alumni remain in education long-term, with many remaining as Pre-K-12 teachers, some advancing into school leadership roles, and some working in systems-leadership roles.

Two school leaders offered an open-ended response to this question. One stated that most useful would be including "Foundational trainings that promote a baseline of skill around creating safe and consistent classroom learning environments that ensure ratio on students. This is foundational to building academically excellent, joyful learning spaces for students." The other leader offering additional insights identified "infant and toddler options for candidates" as one aspect to be considered for improvement; of note, although TFA CO places teachers in ECE classrooms, they do not offer infant/toddler placements.

Figure 17: One Aspect Leaders Would Change about Working with TFA

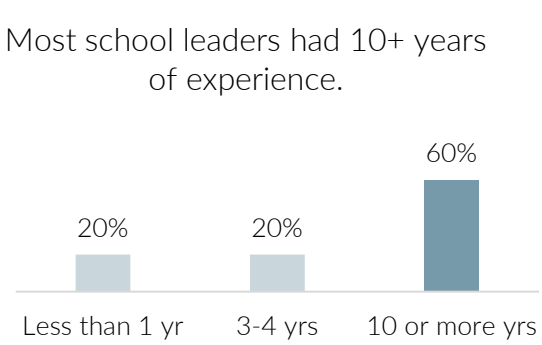


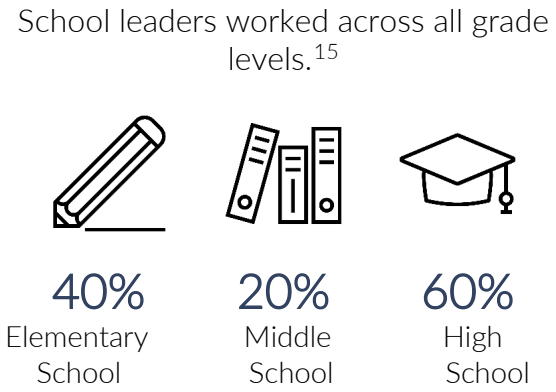
Finally, school leaders were asked about any additional supports they would recommend for TFA CO Corps members or Launch Fellows. Two individuals provided additional statements about supports for Launch Fellows – one mentioned additional support in infant and toddler programming, which, as noted previously, is not a current offering of TFA. Another recommended "in-building support rather than video observations." It is worth noting that TFA does offer in-building observations once a month for first-year teachers' initial semester of teaching and thereafter at the request of the teacher, the teacher's instructional coach, or the teacher's licensing partner.

Six school leaders provided additional insights as to supports for Corps members – these responses varied. One leader indicated that "more concrete commitment to the sites that they serve" would help prevent abrupt departures that impact students. Another suggested additional training/support in discipline and classroom management practices. Another suggested that TFA might benefit from focusing more on recruitment and putting more of the training onus on schools. One stated that "Working with teachers on how to utilize data to drive instruction" would be helpful. Two leaders mentioned additional one-on-one coaching, with one leader stating that "It's hard to prepare young, new teachers! TFA does a great job. There is just so much to learn. In an ideal world, Corps Members would get side by side coaching and modeling on a consistent basis."

FLC School Leader Survey Findings

FLC distributed the School Leader Survey to their grant-partner districts and schools; five individuals[12] completed the survey. All respondents were school-level leaders. All five (100%) respondents were in rural districts[13] and they had been in their schools/districts for varying amounts of time. School leaders represented elementary, middle, and high school grades. Of those reporting the type of school (i.e., traditional, charter, or other) – 100% (n = 3) reported being in traditional schools.[14]





Leaders reported variation in the number of FLC-trained teachers or residents placed in their schools/districts for the 2022-23 academic year, seen in Table 23 below.[16]

Table 23: Number of FLC-Trained Teachers and Residents Placed in Leader Survey Respondents' Schools in 2022 - 2023

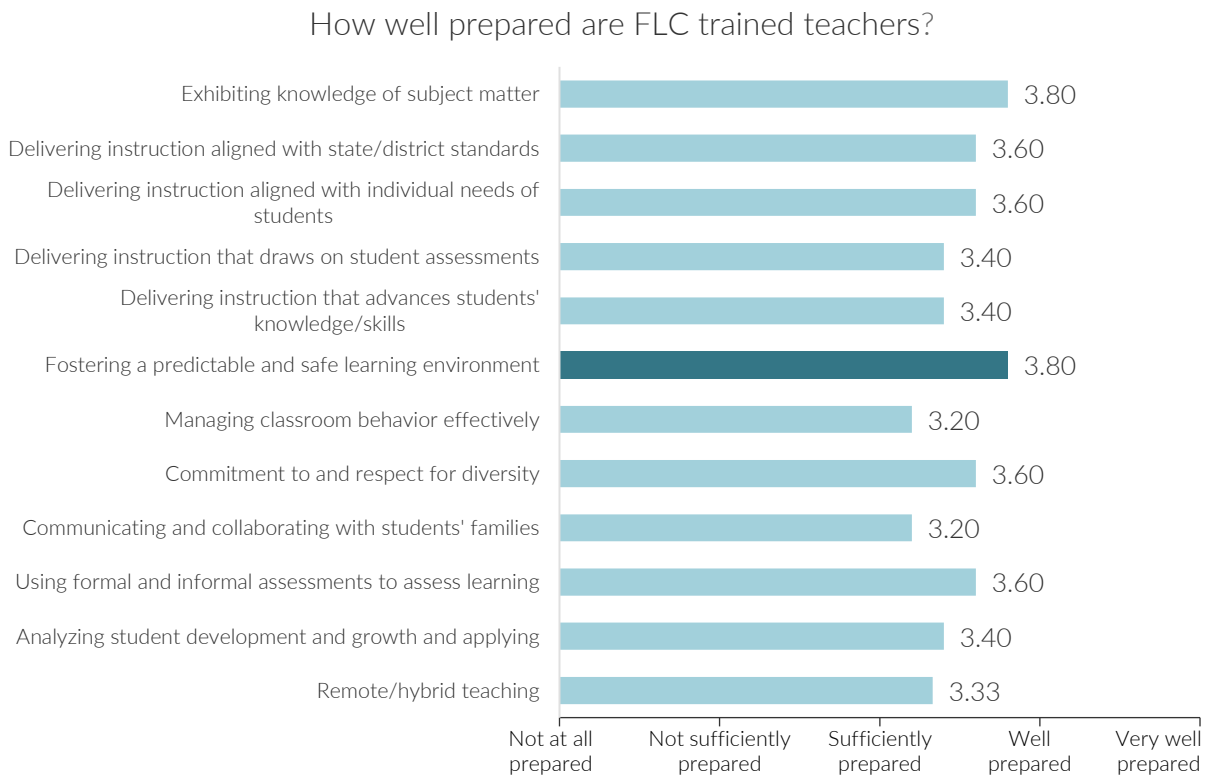
	Mean	Range
First-Year Teachers of Record in school	1.2	0 – 3
All Teachers of Record in school	4	0 – 8

[12] Please note that FLC works with only seven small districts, so response sizes will be smaller than for other programs.
[13] Rural schools were slightly overrepresented in this sample; according to the Colorado Department of Education's Rural and Small Rural Designation List, 89% of the 19 schools served by FLC are in 5 districts designated as "rural" while 11% of schools are located in 2 "urban" districts.
[14] Only 3 of the 5 respondents indicated the type of school in which they serve (traditional or charter).
[15] These numbers add up to more than 100% because school leaders could choose multiple grade levels represented by their school.
[16] FLC school leaders were asked to provide the number of years they had worked with FLC-trained teachers, but there was not enough valid data to report.

FLC Teacher Preparation

Leaders were asked to rate how well-prepared FLC teachers were in core competencies such as knowledge of subject matter, managing classroom behavior, and reflecting on their work to improve student learning. These questions are adapted from the Colorado Teacher Quality Standards, although wording of the survey questions differs from the original language in the standards document. Ratings were given on a 5-point scale from 1-*Not at all prepared* to 5-*Very well-prepared*.

Figure 18: FLC Teacher Preparation Ratings

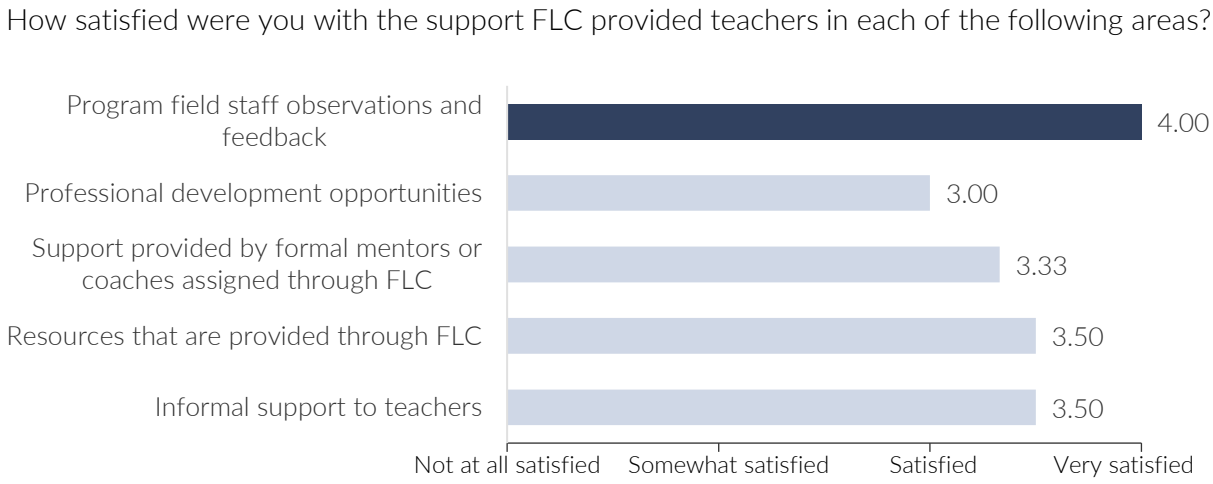


Leaders were also asked to rate how well prepared FLC teachers were to be successful overall. The average rating was 3.80 out of 5, which equates to a rating of between *sufficiently prepared* to *well prepared*.

Satisfaction with FLC Supports

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

Figure 19: Satisfaction with FLC Supports Ratings



Leaders also rated their satisfaction with the supports that FLC provides to its teachers overall. The average rating for overall satisfaction was **3.5** out of 4.

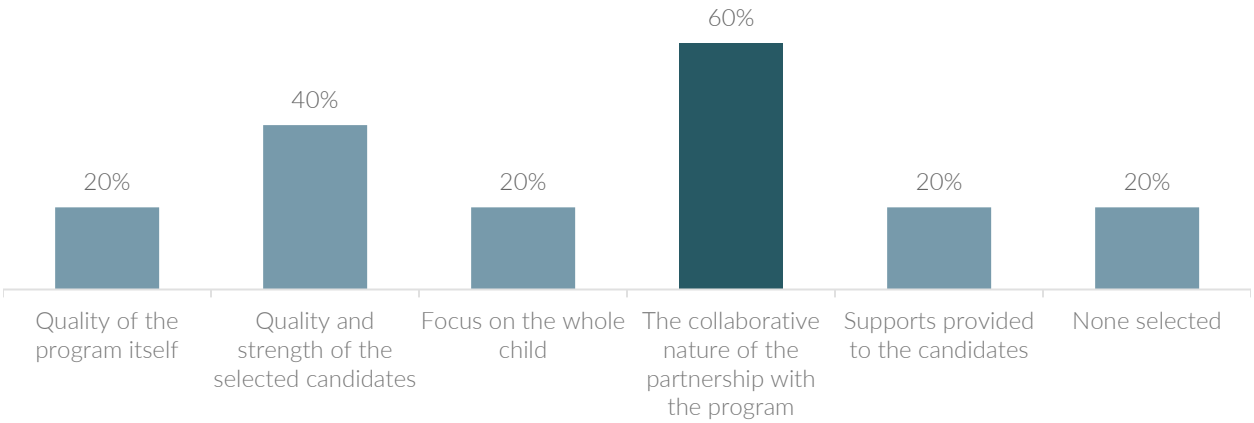
Overall, **80%** of school leaders would continue to hire FLC-trained teachers.

Strengths and Suggestions

School leaders were asked to choose among a list of the "most positive aspect[s] of their work with FLC." Most leaders (60%) listed the "collaborative nature of the partnership with the program", with the "quality and strength of the selected candidates" receiving the second most support (40%).

Figure 20: Most Positive Aspect of Working with FLC

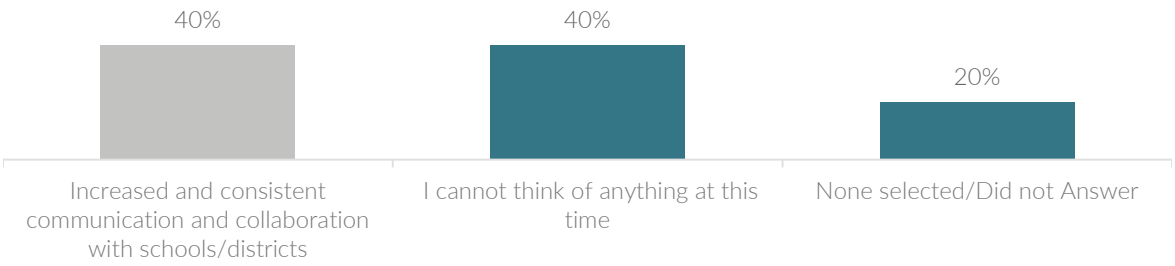
More than half (60%) of respondents chose collaboration as the most positive aspect of working with FLC.



When asked "If you could change one aspect of your work with FLC, what would it be?", school leaders equally chose "I cannot think of anything at this time" and "increased and consistent communication and collaboration with schools/districts" (40% each). Leaders could also provide responses in their own words – one person noted a need for "higher order thinking strategies" here.

Figure 21: One Thing Respondents Would Change in Working with FLC

60% of respondents did not answer or could not think of anything they would change.

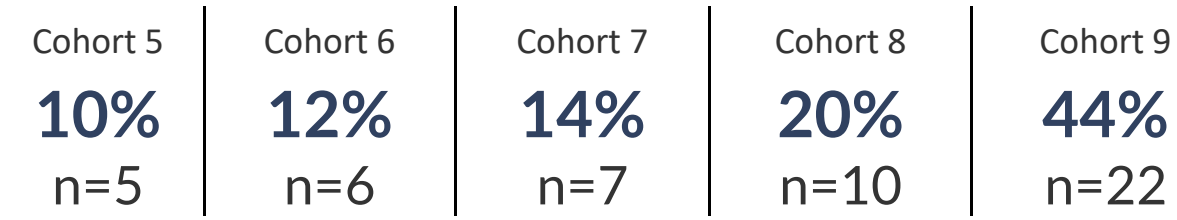


Teacher Survey

In the spring of 2023, the Teacher Survey was disseminated by partner programs to all retained teachers to assess their perceptions of and experiences with their program. Below, we present findings from the survey for PEBCTR, TFA, and FLC respectively.

PEBCTR Teacher Survey Findings

The Teacher Survey was sent to 218 PEBCTR respondents from Cohorts 5 – 9 by PEBCTR program staff, and 50 individuals completed the survey. Examining response distributions across cohorts, the figure below shows that – out of the 50 survey respondents – 10% were from Cohort 5, 12% from Cohort 6, 14% from Cohort 7, 20% from Cohort 8, and 44% from the most recent cohort, Cohort 9.



We then examined participation rates within cohorts – that is, how many people in each cohort completed the survey, compared to the total number of people in their same cohort. The Teacher Survey was sent to all retained teachers who were in PEBCTR districts as of January 2023 (26 from Cohort 5, 29 from Cohort 6, 34 from Cohort 7, 53 from Cohort 8, and 76 from Cohort 9). Thus, 19% of Cohort 5, 21% of Cohort 6, 21% of Cohort 7, 19% of Cohort 8, and 29% of Cohort 9 completed the survey – across all cohorts, 23% of *possible* respondents completed the survey.

Table 24: PEBCTR Percentage of Survey Completers by Cohort

	Number of Respondents	Number of Teachers Retained in Cohort*	% Respondents from Cohort
Cohort 5	5	26	19%
Cohort 6	6	29	21%
Cohort 7	7	34	21%
Cohort 8	10	53	19%
Cohort 9	22	76	29%
Total	50	218	23%

**The number of retained teachers was derived from Fall 2022 placement information, as we do not know how many teachers left their position between January 2023 and the time that the current report was written.*

Respondent Information

Teachers who responded to the survey had the following characteristics:

- 72% (n = 36) identified as women; 28% (n = 14) identified as men.
- 92% (n = 46) identified as White; 10% (n = 5) identified as Hispanic or Latine[17]; 4% (n = 2) identified as Asian; 6% (n = 3) identified as Black or African American, 4% (n = 2) indicated that their racial identity was not among the options provided; 2% (n = 1) identified as American Indian or Alaska Native.
- 82% (n = 41) did not relocate to participate in PEBCTR; 10% (n = 5) relocated from out of state and 8% (n = 4) relocated from within Colorado.
- 52% (n = 26) were teaching in urban communities.
- 22% (n = 11) taught in Early Childhood Education Centers (Pre-K); 42% (n = 21) taught in elementary schools; 36% (n = 18) taught in middle schools; 34% (n = 17) taught in high schools.
- 94% (n = 47) were teaching in their area of endorsement.
- 56% (n = 28) were teaching in a school that had at least one other PEBCTR teacher.

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

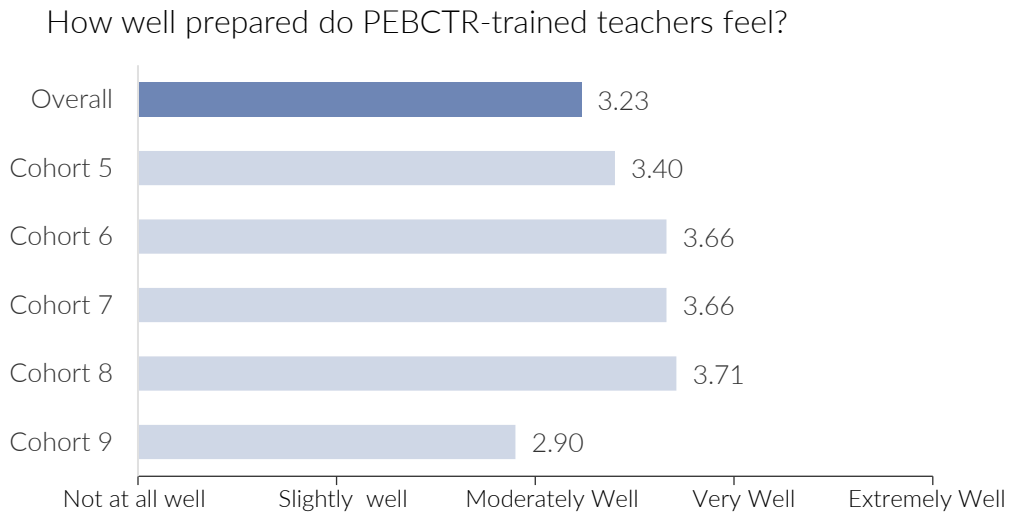
Satisfaction with Recruitment, Preparation, and Placement

Respondents were asked how well they thought the program prepared them to be successful teachers on a scale of 1=*Not at all well* to 5=*Extremely well*. Overall, 68% of PEBCTR survey respondents reported that the program prepared them *extremely well* or *very well* to be a successful teacher.[18] Figure 22 presents the means scores for each cohort. On average, teachers in each cohort indicated the program prepared them between *moderately well* and *very well*. There were no statistically significant differences in mean scores by cohort.

[17] "Latine, similar to "Latinx", is a gender-neutral alternative to "Latino"/"Latina". We use this term instead of "Latinx" to reflect growing consensus that the "-ex" termination is not easily pronounceable for Spanish-only speakers.

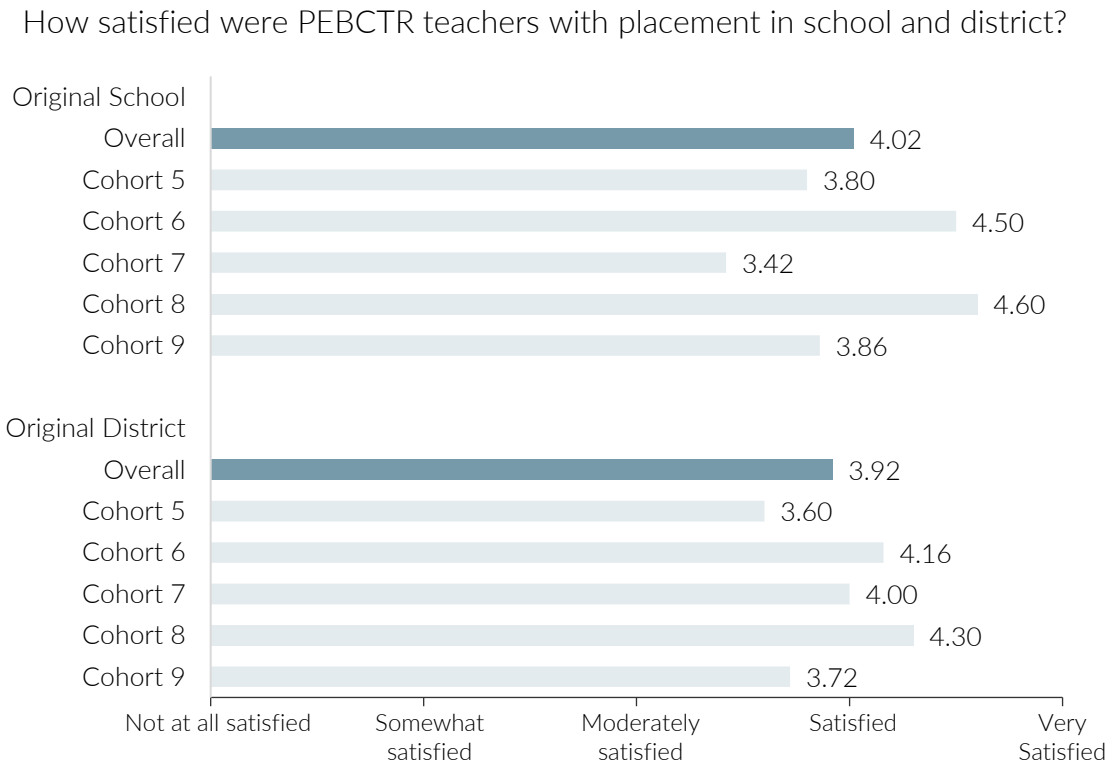
[18] Frequencies were calculated separately. Full distribution of responses available upon request.

Figure 22: PEBCTR Respondent Perceptions of Teaching Preparedness



Additionally, respondents were asked how satisfied they were with the process PEBCTR used to place them in their current schools and districts on a scale of 1 (*Not all satisfied*) to 5 (*Extremely satisfied*). As shown in Figure 23, on average, survey respondents across cohorts reported a high level of satisfaction with the PEBCTR placement process. There were no statistically significant differences in mean scores between cohorts.

Figure 23: PEBCTR Respondent Satisfaction with Placement Process



Respondent Perceptions of PEBCTR, District, and School Supports

Respondents were asked to rate the degree to which they were satisfied with PEBCTR, district, and school supports. Mean ratings for different areas of support by source are provided in Figures 24 – 26.[19] Note that mean scores are provided in aggregate across cohorts for ease of presentation. One-way ANOVAs with post-hoc Tukey tests were conducted to determine whether there were any statistically significant differences ($p < .05$) in the mean rating of satisfaction with supports between each cohort. There were no significant differences in ratings of PEBCTR supports or district supports by cohort.

Among school supports, "school observation and feedback", "online resources", "formal mentor assigned through the school", "financial support for classroom expenses", and "financial support for living expenses" all demonstrated significant differences in how some cohorts rated them. Cohort 5 tended to have lower satisfaction than other cohorts on these 5 items.[20]

The most highly rated PEBCTR support among across cohorts was the formal mentor assigned through PEBCTR (with a mean of 4.21). Support from mentors also had the highest satisfaction among district supports (with a mean of 4.02) and among school supports (with a mean of 4.02). Among PEBCTR supports, informal support received the lowest satisfaction score (with a mean of 3.23). For district supports, the lowest satisfaction score was for online resources (with a mean of 3.17). Comparatively, the lowest satisfaction score for schools was for their financial support for living expenses (with a mean of 2.76).

[19] For each type of support, respondents were invited to identify "Other" supports and describe them in an open-ended response. Two people elaborated on supports from PEBCTR, noting that support from leaders was readily available and that they were provided with engagement, compassion, and resources. Two people elaborated on district supports – one detailed how their original district did not collaborate with PEBCTR, but they moved districts and are now happy with the supports provided. The other noted that for both district and school, they were experiencing "great community, admin, and peers".

[20] For "school observation and feedback", Cohorts 6 (mean = 4.20), 8 (mean = 3.90), and 9 (mean = 4.17) rated this support more highly than Cohort 5 (mean = 2.50). Regarding "online resources", Cohort 9 (mean = 3.72) rated this more highly than Cohort 5 (mean = 2.25). For mentor support, Cohorts 6 (mean = 4.67), 8 (mean = 4.10), and 9 (mean = 4.40) rated this support more highly than Cohort 5 (mean = 2.50). For "financial support for classroom expenses", Cohorts 6 (mean = 3.80), 8 (mean = 4.00), and 9 (mean = 3.93) rated this support more highly than Cohort 5 (mean = 1.50) *and* Cohorts 8 and 9 rated it more highly than Cohort 7 (mean = 2.17). Finally, in terms of "financial support for living expenses", Cohorts 8 (mean = 3.75) and 9 (mean = 3.36) rated this more highly than Cohort 5 (1.00).

Figure 24: PEBCTR Respondent Satisfaction with PEBCTR Supports

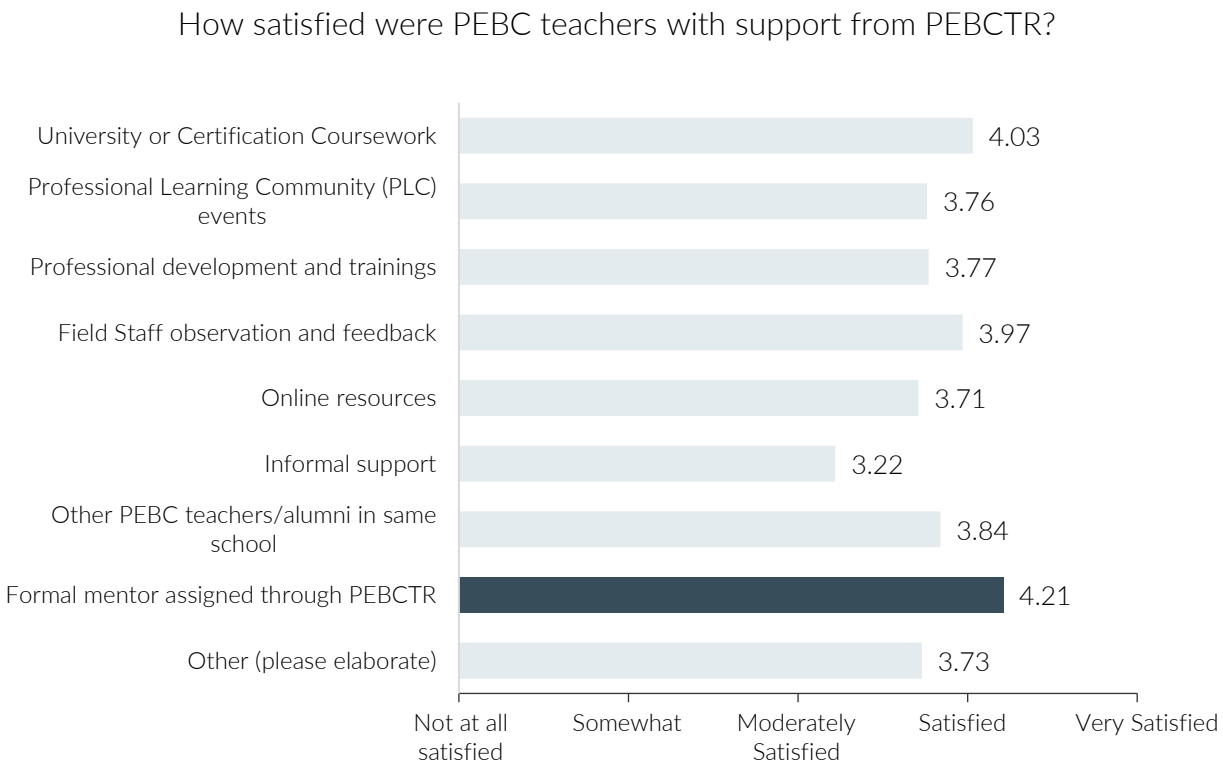


Figure 25: PEBCTR Respondent Satisfaction with District Supports

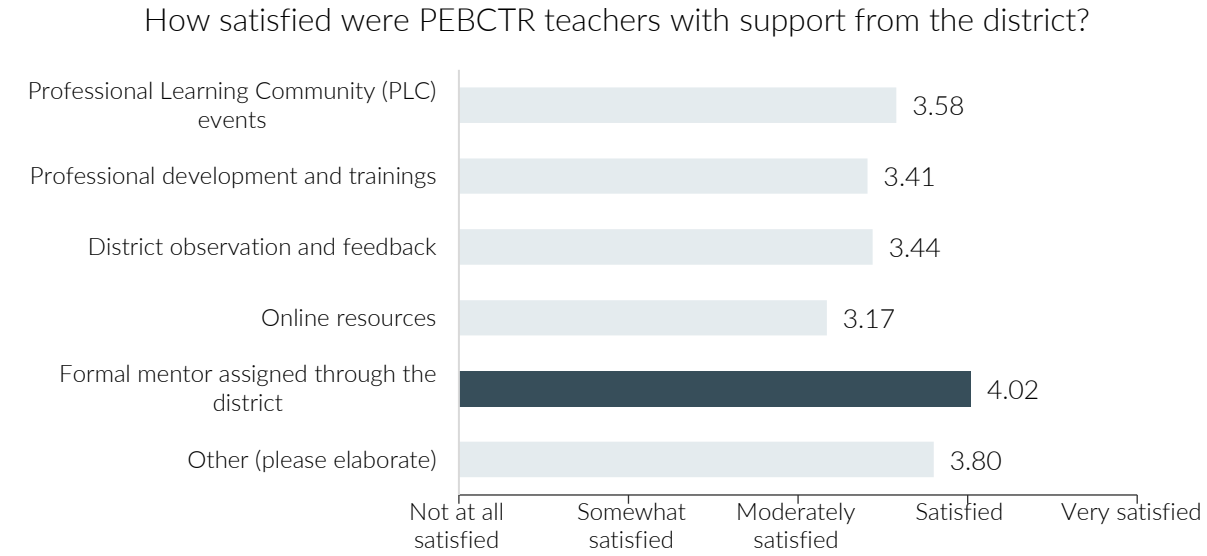
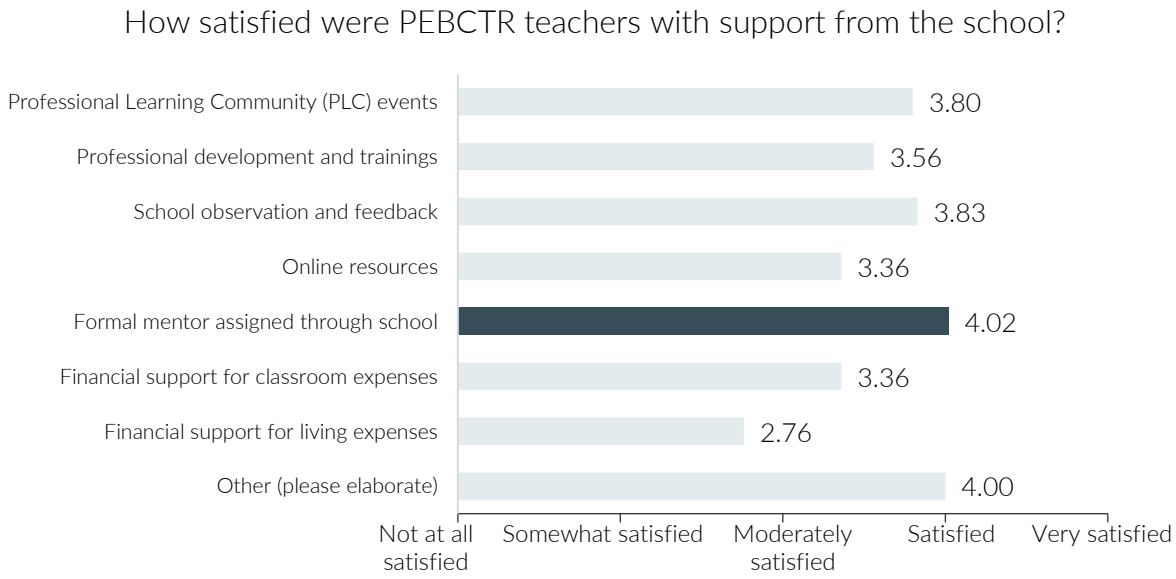


Figure 26: PEBCTR Respondent Satisfaction with School Supports



Respondent Perceptions of Educator Evaluations

Respondents were asked about their understanding of the educator performance evaluation systems used by their schools and districts. As Table 25 shows, 16% of PEBCTR teachers rated how well they understood the evaluation system used by districts/schools as *Very well* or *Extremely well*, 50% as *Moderately well*, 26% as *Slightly well or Not at all well*, and 2% did not know the evaluation system.

Table 25: PEBCTR Respondent Perception of Program Evaluations

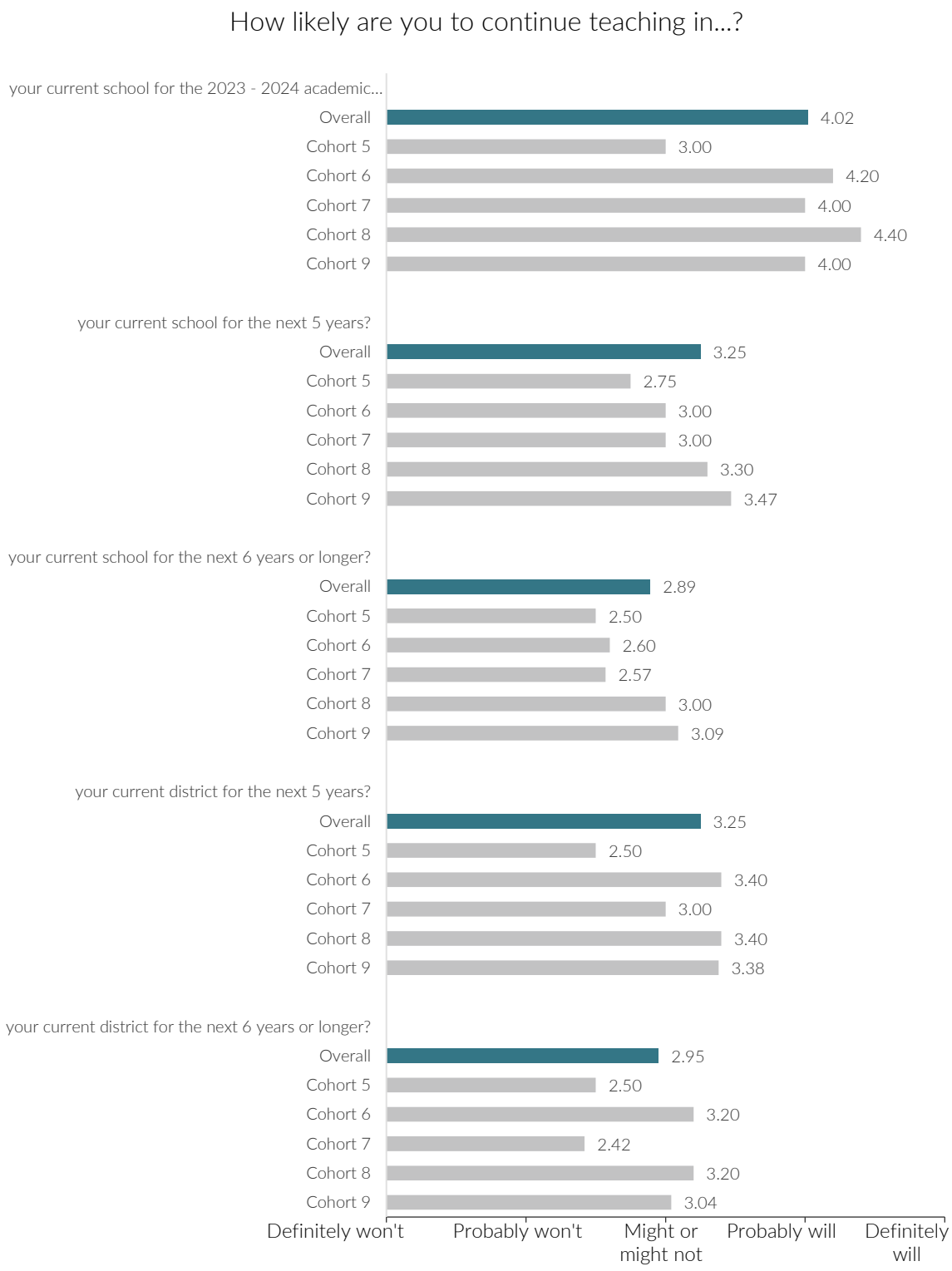
How well do you understand the district and school evaluation systems used to evaluate your performance as a teacher?						
	Overall (n = 50)	Cohort 5 (n = 5)	Cohort 6 (n = 6)	Cohort 7 (n = 7)	Cohort 8 (n = 10)	Cohort 9 (n = 22)
Extremely well	4%	20%	17%	0%	0%	0%
Very well	12%	0%	0%	14%	30%	9%
Moderately well	50%	40%	67%	71%	40%	45%
Slightly well	16%	20%	0%	14%	20%	18%
Not at all well	10%	0%	0%	0%	10%	18%
Do not know the evaluation system	2%	0%	0%	0%	0%	5%
Not applicable	6%	20%	17%	0%	0%	5%
Total	100%	100%	100%	100%	100%	100%

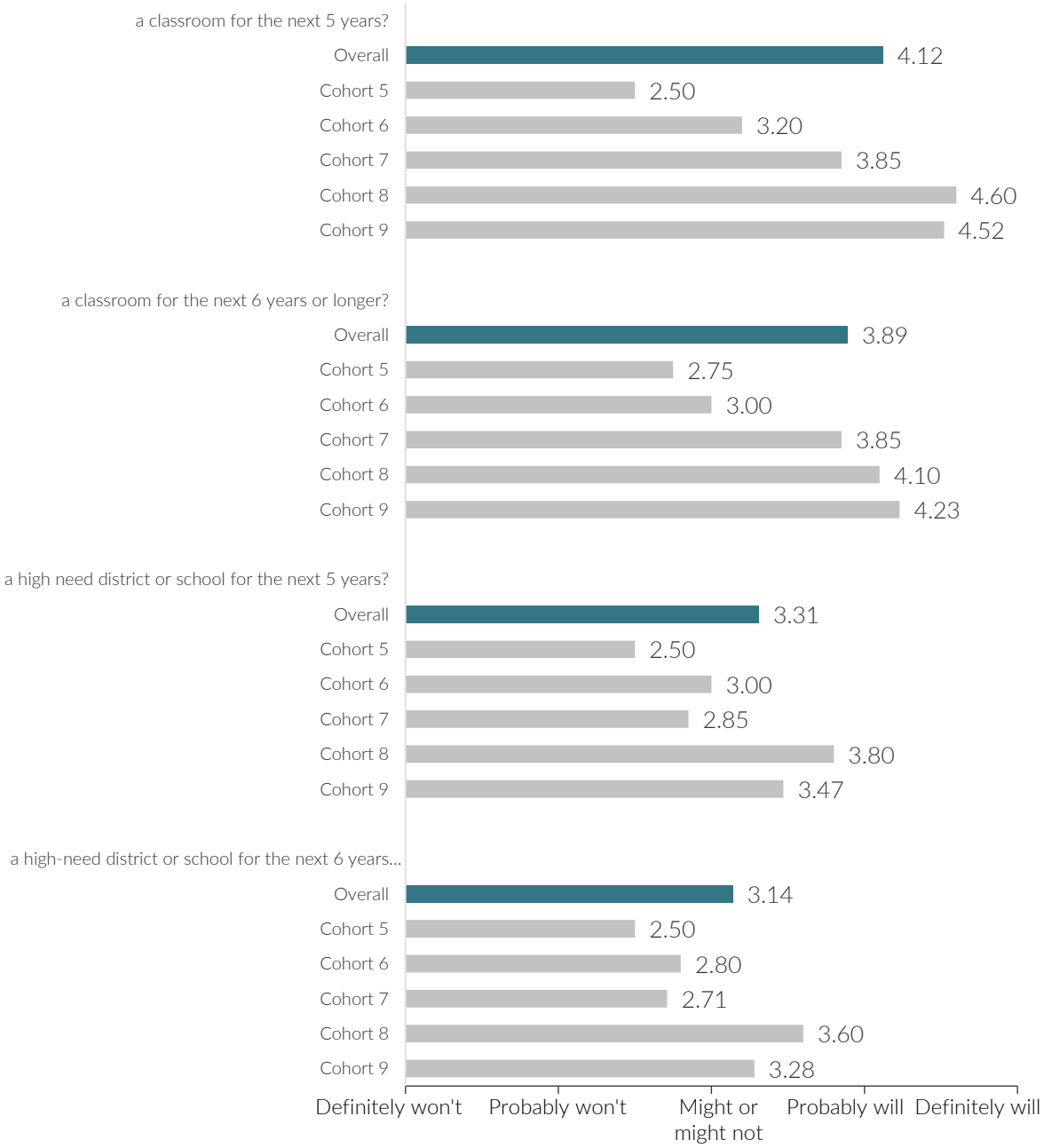
Respondent Retention

Teachers were asked about their plans to continue teaching in their current school for the 2023-24 academic year. These data were examined in aggregate and separately by cohort. Overall, **73% of first-year teachers** (Cohort 9) ***Definitely*** **or** ***Probably will*** **stay in their current position next year** (and presumably complete their commitment) and **80% of second-year teachers** (Cohort 8) ***Definitely*** **or** ***Probably will*** **continue on in their positions as alumni** (see Table B.4 in Appendix B for full results). Overall, 70% of PEBCTR respondents who answered this question indicated they *Definitely* or *Probably will* continue teaching in their current school for the next academic year.

Respondents also were asked how likely they are to continue teaching in a classroom in general, in a high-need school/district, and in their current schools and districts for the next five years or for six years or longer. Data were examined separately for each cohort (see Figure 27). The items with the lowest mean scores across respondents from all cohorts were likelihood of *teaching in their current school* and *district for the next 6 years or longer*. Overall, both of these items had mean scores of approximately 2.89 and 2.95 (respectively), between *Probably won't* and *Might or might not*.

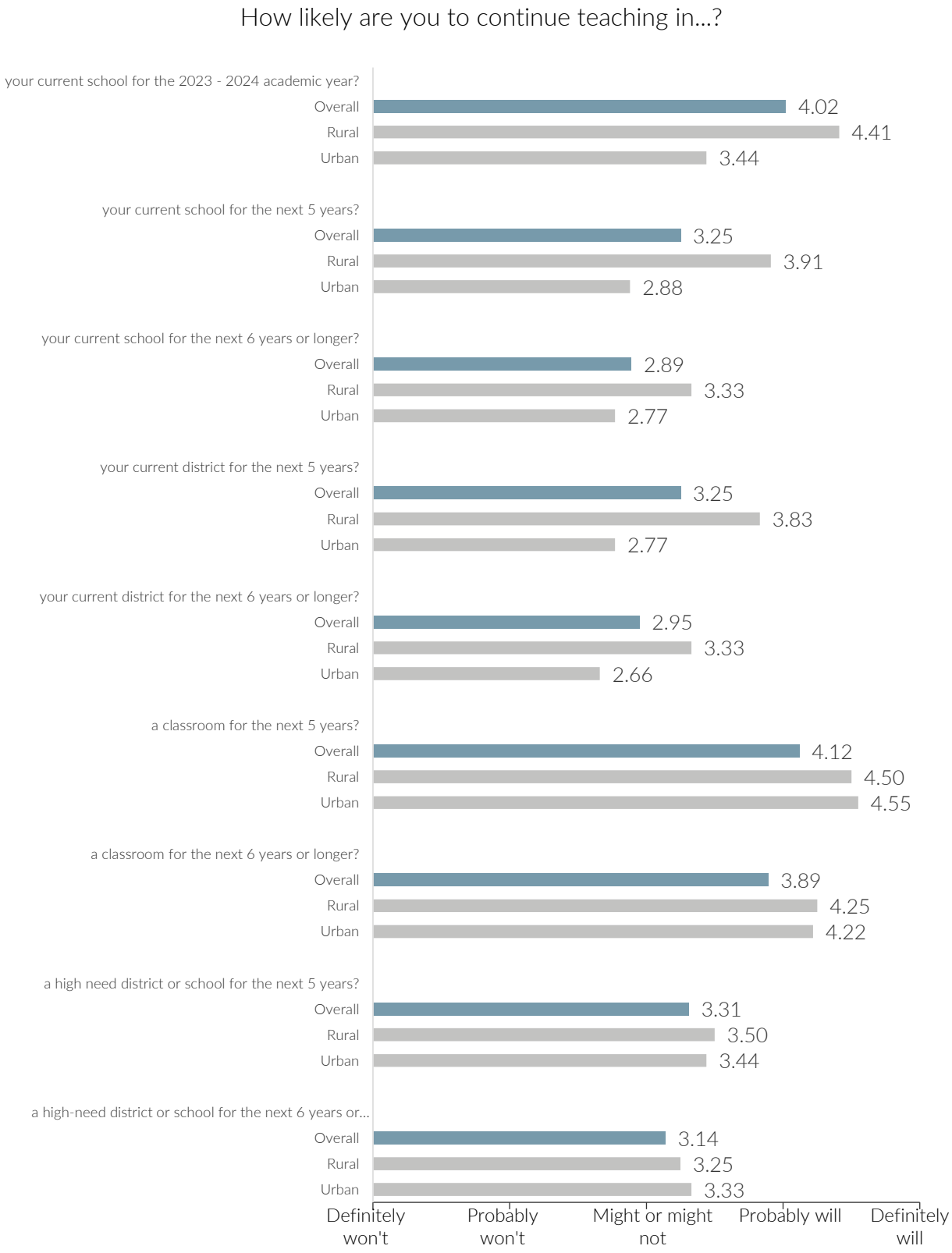
Figure 27: PEBCTR Teachers' Plans to Continue Teaching (Overall and by Cohort)





We also examined, for Cohort 9, whether there were any differences in respondents' answers to their intention to stay in their current school for another year – this is because many (but not all) PEBCTR respondents in rural schools start as teachers of record while many (but not all) respondents in urban schools spend their first year as resident teachers – resident teachers may not have as much of a choice about staying in their current school, as that decision is often not theirs and is contingent on the number of positions available. As seen in Figure 28, rural first-year teachers reported higher intentions to stay in their current school next year (mean = 4.41) compared to urban teachers (mean = 3.44).

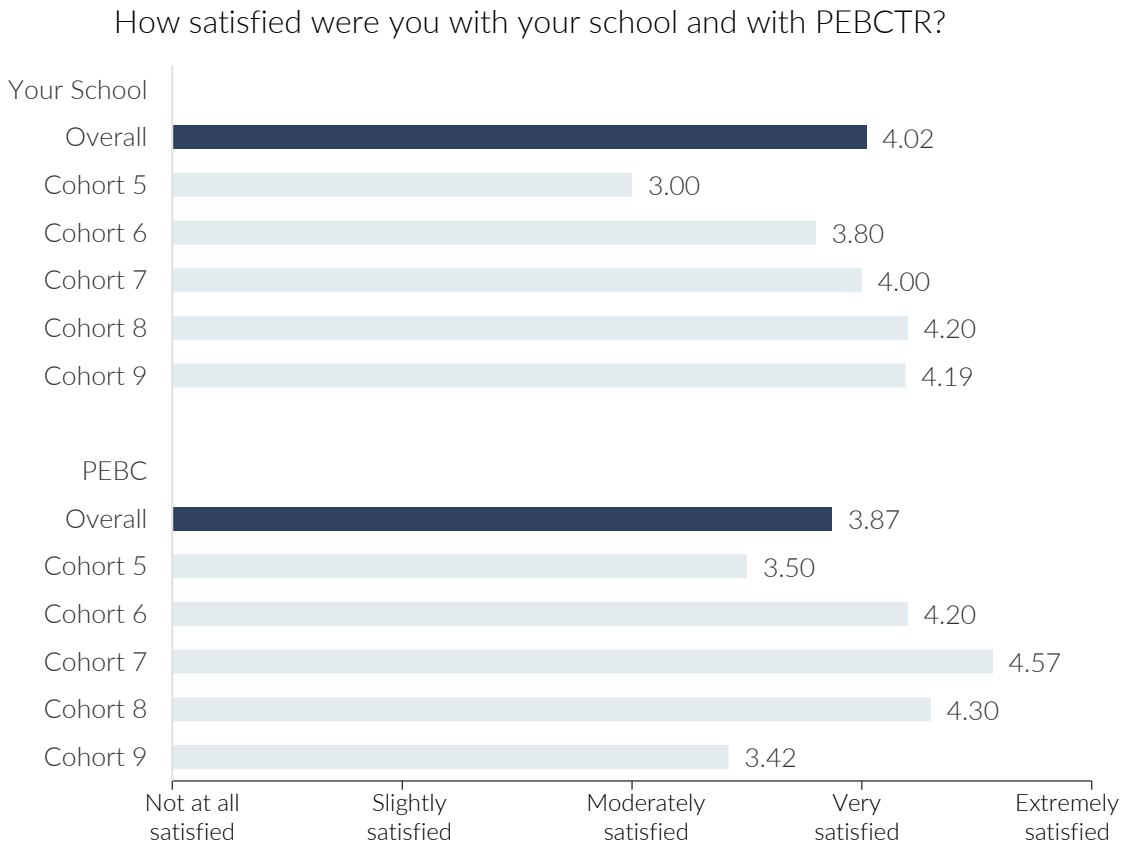
Figure 28: PEBCTR Teachers' Plans to Continue Teaching (Overall and by Urban/Rural Location)



Overall Satisfaction

Respondents were asked to rate their overall satisfaction with their schools and with PEBCTR. Across cohorts, respondents rated their satisfaction with PEBCTR between *Moderately satisfied* and *Very satisfied* (3.87), and their satisfaction with their schools between *Very satisfied* and *Extremely satisfied* (mean = 4.02; see Figure 29 below). The mean satisfaction score differences between cohorts were not statistically significant.

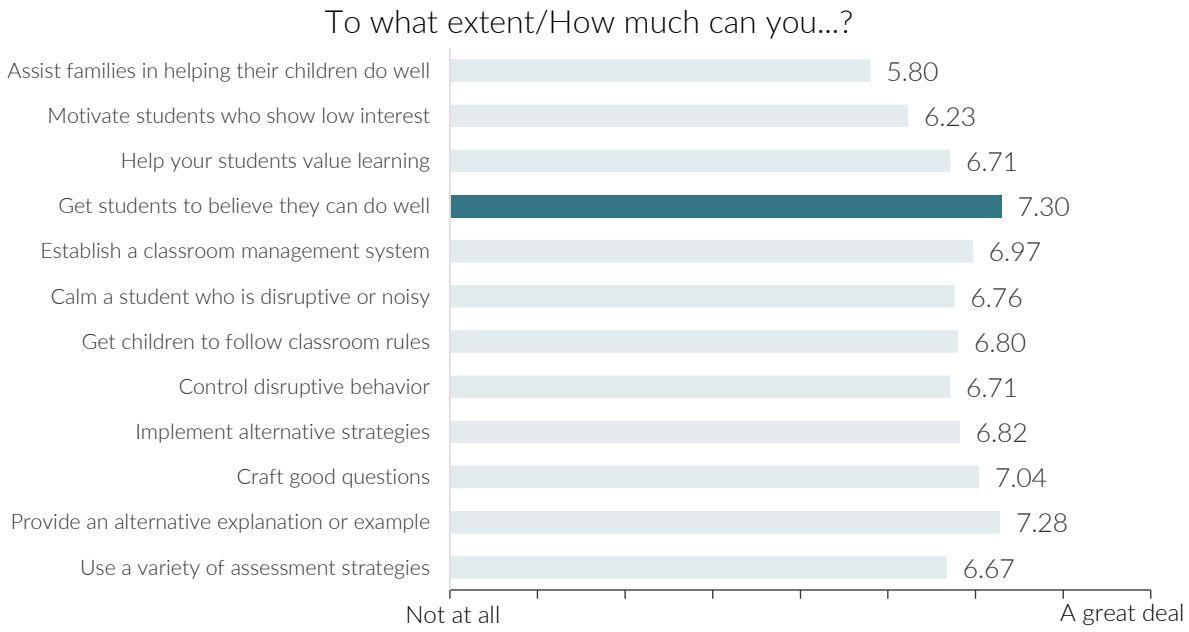
Figure 29: PEBCTR Respondent Satisfaction with the Program and School



Teacher Efficacy

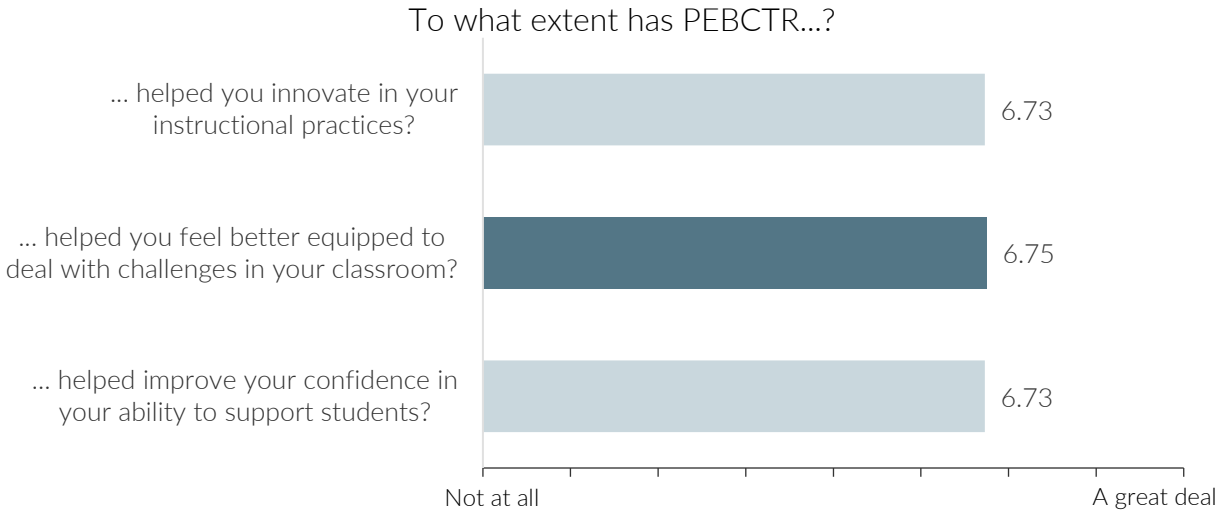
The Teacher Sense of Efficacy Scale, included in the Teacher Survey, assesses teachers' feelings of efficacy in the classroom (Tschannen-Moran & Woolfolk-Hoy, 2001). Teachers rated their ability to impact various classroom behaviors and situations on a scale of 1 to 9, where 1 indicates *Not at all* and 9 indicates *A great deal*. On average, all cohorts rated their efficacy between 5 (*some degree*) and 7 (*quite a bit*) (see Figure 30). Only one item exhibited a statistically significant different score by cohorts – for the item "How much can you assist families in helping their children do well in school?", Cohorts 7 (mean = 6.83), 8 (mean = 6.60), and 9 (mean = 5.67) reported higher efficacy than Cohort 5 (mean = 3.50).

Figure 30: PEBCTR Respondent Scores on Teacher Sense of Efficacy Scale



To assess the extent to which teachers felt their efficacy improved as a result of participating in the PEBCTR program, we asked three questions about how much teachers felt PEBCTR contributed to their sense of efficacy with respect to instructional practices, classroom management, and ability to support students (the three key components of efficacy assessed by the TSES). Figure 31 demonstrated that, overall, respondents felt that PEBCTR contributed *quite a bit* (the equivalent to a "7" on the TSES) to their efficacy.

Figure 31: PEBCTR Respondent Attributions of Efficacy



Qualitative Feedback

When respondents were asked the closing question "Is there anything else you would like us to know about the PEBCTR's program that we have not asked you about?", 16 respondents provided qualitative responses. Eight respondents described how beneficial the PEBCTR program was for them, describing their gratitude for the support they received either overall or from specific coaches. One respondent stated *"Overall I feel like I am achieving great growth through this experience. … I've never felt better supported, I have so many people helping me to achieve my goals and be successful."* Another stated that *"The coach I was paired up with… has made my experience exceed expectations in a positive and meaningful way."*

Workload concerns. Five respondents described the program as demanding in terms of how many assignments they had (especially given their workload as a paid educator), the amount of information and the short amount of time to go through it, and the specific tasks required to complete the program.

- One teacher stated *"It has been my experience, that the staff of PEBCTR is competent in offering a rigorous program for new teachers. My chief complaint is that there is too much information and too many 'hoops' to jump through that it is difficult, at times, to keep up with expectations. I find the information to be solid, it goes by too quickly though for it to do much good at the moment of classroom instruction. I think there are too many boxes to tick and this process just adds more stress to an already stressed-out new teacher."*
- Another said *"I have enjoyed PEBCTR's program, but I would like to suggest less assignments from them. It is really hard to keep up with lesson plans, school priorities and extra curriculars now that I am in a teacher role (and assigned to them as the teacher). The assignments are a little too much to keep up with on top of all my school/district responsibilities. I understand in order to receive accreditation, some assignments need to be done. But it is extremely overwhelming."*

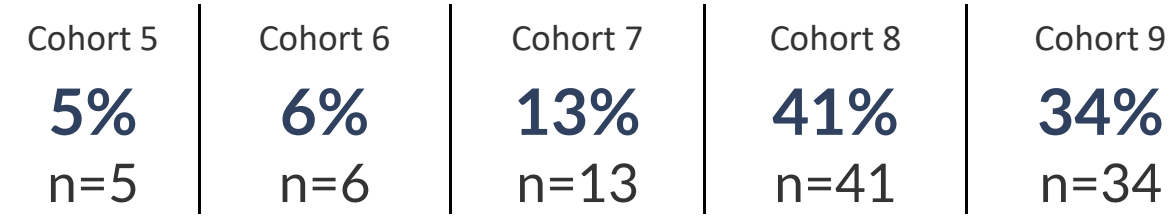
Larger systemic issues. Two respondents described how the PEBCTR program taught them valuable information, but that the information felt "disconnected" from their actual work as a teacher in certain schools. In a lengthy response, one educator described feeling unprepared for larger systemic issues at their school, stating:

- *"PEBCTR is a good program with a lot of great content, but it is designed to train teachers for schools that function normally. [My school], and probably many other rural schools of similar demographic make-up and suffering teacher shortages, do not function normally. I will share some of my experience to illustrate what I mean. For most of my … years as a teacher, the school struggled to keep the guidance counselor position filled, so teachers became the ones students went to with issues like sexual abuse or domestic violence from their parents. I was emotionally unprepared for this; teaching me how to call social services as a mandatory reporter did nothing to help me sleep at night. While PEBCTR had a nice book about self-care, it was impractical for the level of trauma I was seeing every day at work. I often cried on my drive home. Budget shortages meant I also had no curriculum to teach. Imagine being a first year teacher (hired three days before school started out of the district's desperation for staff) and walking into a classroom with nothing to teach. No text books. No curriculum. Not enough books for every student. Nothing. I spent my entire first year awake at 4:30 every single morning online looking for content to teach, trying to piece together materials that worked with the state standards. There was literally no time or energy left at the end of each week to do my PEBCTR homework. My planning was nightmarish. … As I see it, PEBCTR is a nice program that is trying to put a band-aid on the teacher shortage in Colorado. But the wound in our education system is too big for a band-aid. We need*

to examine whether the current public school system is worth trying to train new teachers for, or whether it is failing students and breaking teachers-- even well trained teachers-- because the system itself is too broken."

TFA Teacher Survey Findings

The Teacher Survey was sent to 236 TFA corps members and alumni from Cohorts 5 – 9 by TFA program staff, and 99 individuals completed the survey – 24% (n=24) were TFA alumni. Examining response distributions across cohorts, the figure below shows that – out of 99 survey respondents – 5% were from Cohort 5, 6% from Cohort 6, 13% from Cohort 7, 41% from Cohort 8, and 34% from the most recent cohort, Cohort 9.



We then examined participation rates within cohorts – that is, how many people in each cohort completed the survey, compared to the total number of people in their same cohort. The Teacher Survey was sent to all retained teachers who were in TFA districts as of January 2023 (20 from Cohort 5, 18 from Cohort 6, 52 from Cohort 7, 69 from Cohort 8, and 77 from Cohort 9). Thus, 25% of Cohort 5, 33% of Cohort 6, 25% of Cohort 7, 59% of Cohort 8, and 44% of Cohort 9 completed the survey – across all cohorts, 42% of *possible* respondents completed the survey.

Table 26: TFA CO Percentage of Survey Completers by Cohort

	Number of Respondents	Number of Teachers Retained in Cohort*	% Respondents from Cohort
Cohort 5	5	20	25%
Cohort 6	6	18	33%
Cohort 7	13	52	25%
Cohort 8	41	69	59%
Cohort 9	34	77	44%
Total	99	236	42%

**The number of retained teachers was derived from Fall 2022 placement information, as we do not know how many teachers left their position between January 2023 and the time that the current report was written.*

Respondent Information

Teachers who responded to the survey had the following characteristics:

- 70% (n = 69) identified as women; 23% (n = 23) identified as men; 4% (n = 4) identified as nonbinary; 3% (n = 3) did not provide this information.
- 75% (n = 74) identified as White; 23% (n = 23) identified as Hispanic or Latine; 9% (n = 9) identified as Asian; 9% (n = 9) identified as Black or African American, 7% (n = 7) indicated that their racial identity was not among the options provided; 2% identified as Native Hawaiian or Other Pacific Islander; 1% (n = 1) identified as American Indian or Alaska Native; and 2% (n = 2) indicated that they would prefer to describe their race/ethnicity (i.e., as "Native Indigenous" and "North African").
- 23% (n = 23) did not relocate to participate in TFA; 71% (n = 71) relocated from out of state and 6% (n = 6) relocated from within Colorado.
- 86% (n = 85) were teaching in urban communities.
- 14% (n = 14) taught in Early Childhood Education Centers (Pre-K); 36% (n = 36) taught in elementary schools; 44% (n = 44) taught in middle schools; 29% (n = 29) taught in high schools.
- 93% (n = 92) were teaching in their area of endorsement.
- 78% (n = 77) were teaching in a school that had at least one other TFA teacher.

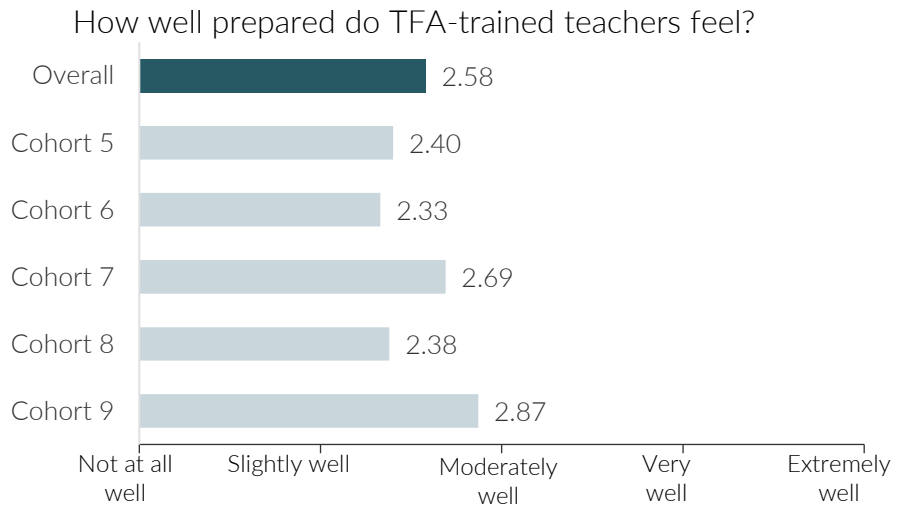
See Tables B.5 and B.6 in Appendix B for full demographic and background information on the sample, including at the cohort level.

Satisfaction with Recruitment, Preparation, and Placement

Respondents were asked how well they thought the program prepared them to be successful teachers. Overall, 26% of TFA survey respondents reported that the program prepared them *Extremely well* or *Very well* to be a successful teacher.[21] Figure 32 presents the mean scores for each cohort. On average, teachers in each cohort indicated the program prepared them between *slightly well* and *moderately well*. There were no statistically significant differences in mean scores between cohorts.

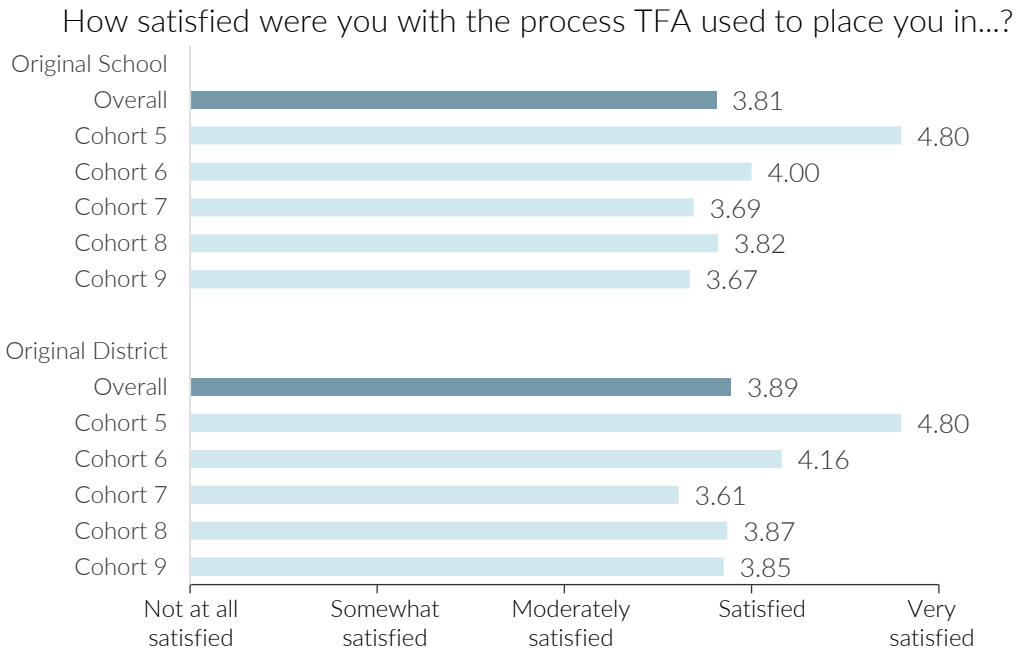
[21] Frequencies were calculated separately. Full distribution of responses available upon request.

Figure 32: TFA Respondent Perceptions of Teaching Preparedness



Additionally, respondents were asked how satisfied they were with the process TFA used to place them in their current schools and districts on a scale of 1 (*Not all satisfied*) to 5 (*Extremely satisfied*). As shown in Figure 33, on average, survey respondents across cohorts reported a moderate-high level of satisfaction with the TFA placement process. Cohort 5, in particular, rated their satisfaction with the placement process in their current school and district as *very satisfied* (with a mean score of 4.80 for each). There were no statistically significant differences in mean scores between cohorts.

Figure 33: TFA Respondent Satisfaction with Placement Process



Respondent Perceptions of TFA CO, District, and School Supports

Respondents were asked to rate the degree to which they were satisfied with TFA CO, district, and school supports. Mean ratings for different areas of support by source are provided in Figures 34 – 36.[22] Note that mean scores are provided in aggregate across cohorts for ease of presentation. One-way ANOVAs with post-hoc Tukey tests were conducted to determine whether there were any statistically significant differences in the mean rating of satisfaction with supports between each cohort. Only one statistically significant difference by cohort was found – "member-led spaces" were more favorably rated by Cohort 5 (mean = 5.00) than Cohorts 6 (mean = 2.40) or 8 (mean = 2.56).

The most highly rated TFA CO support among across cohorts was 1:1 meetings with TFA staff (with a mean of 3.58). Support from mentors had the highest satisfaction among district supports (with a mean of 3.37) as well as among school supports (with a mean of 3.51). Among TFA CO supports, member-led spaces received the lowest satisfaction score (with a mean of 2.85). For district supports, the lowest satisfaction score was for online resources (with a mean of 2.82). Comparatively, the lowest satisfaction score for schools was for their financial support for living expenses (with a mean of 2.59).

[22] Respondents were invited to rate satisfaction with "Other" program, district, and school supports as well as to elaborate on those supports in open-ended responses. Among TFA supports, 5 respondents elaborated with higher variable responses – two described feeling as though supports were lacking due to COVID or due to coaches being unavailable, one described a lack of support in special education (which was the subject they were placed in), one recommended TFA training occur during the school year to better apply learning, and one described the amazing support they received from a coach when experiencing issues with relocation. Regarding district supports, one person elaborated to state that having school and district training in addition to TFA training and licensing work is very burdensome. Regarding school supports, three people provided additional context – one specified that their ratings applied to the most recent school (out of 3) they had been employed by, one was incomplete, and one described the mentorship and support they have been receiving from their assistant principal.

Figure 34: Respondent Satisfaction with TFA Supports

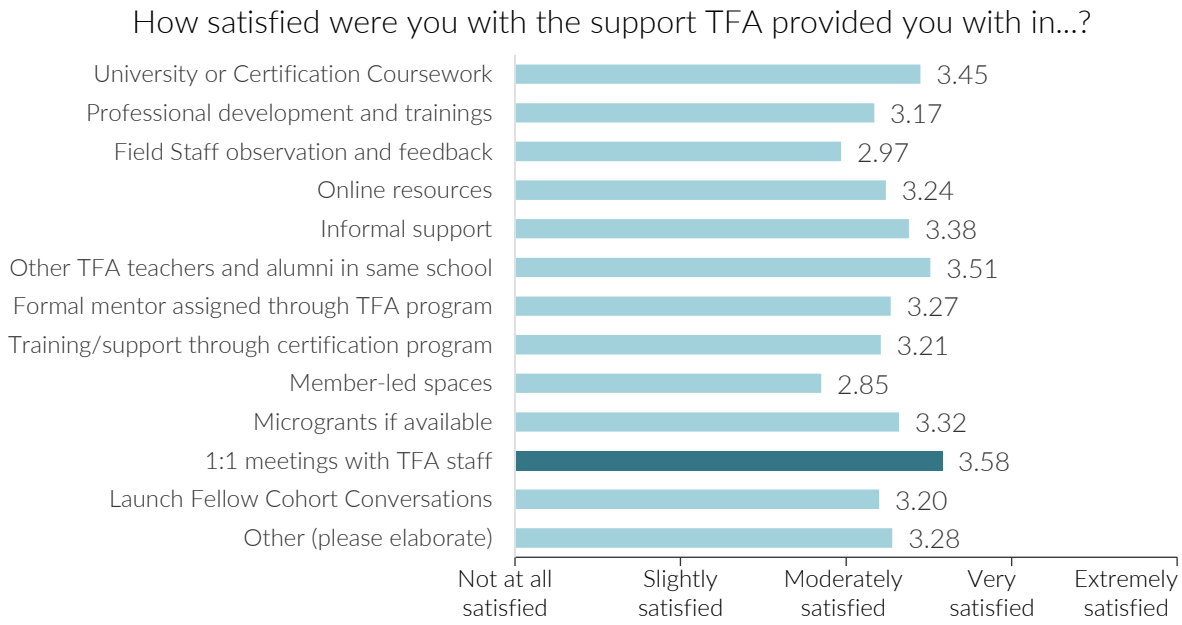


Figure 35: Respondent Satisfaction with District Supports

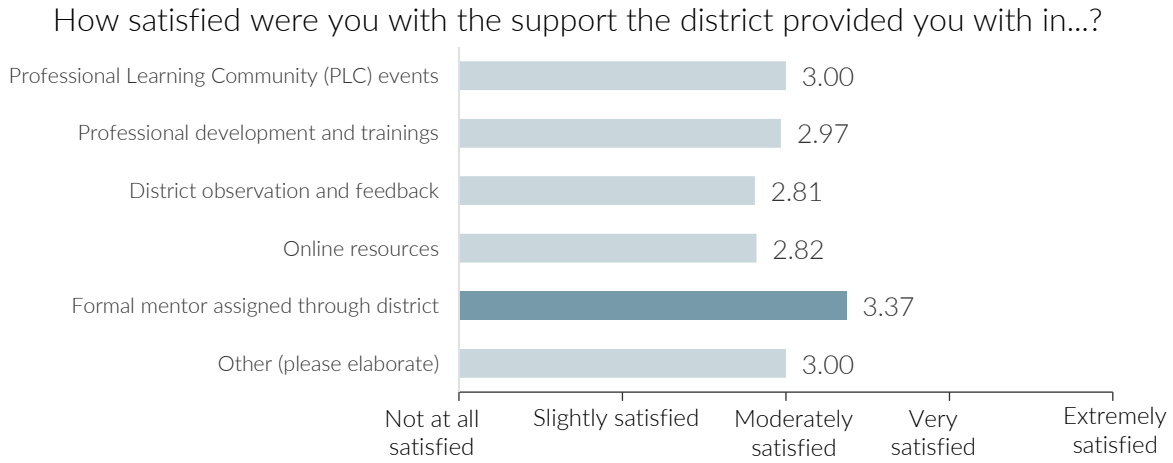
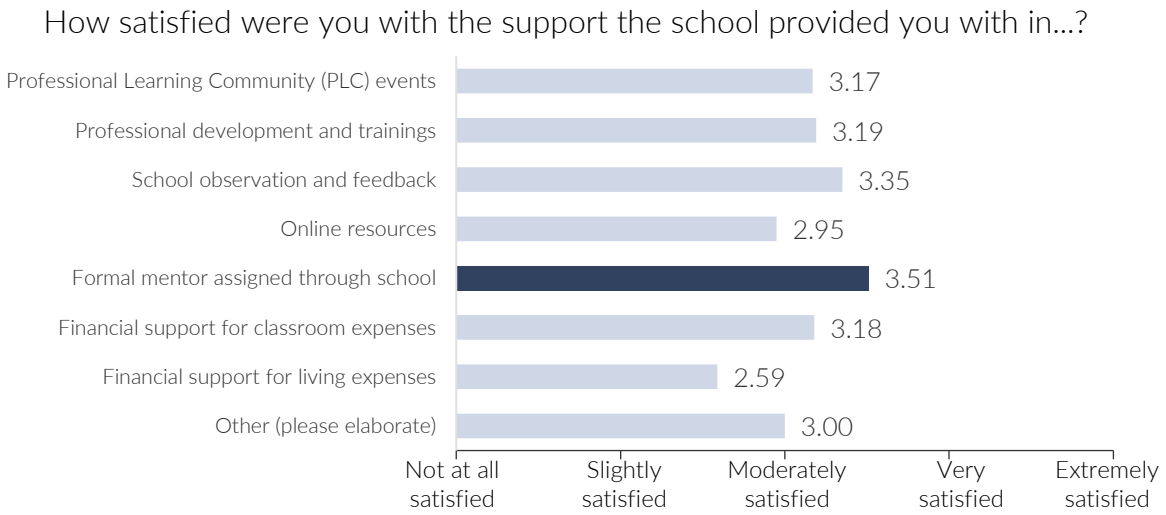


Figure 36: Respondent Satisfaction with School Supports



Respondent Perceptions of Educator Evaluations

Current Corps members and Launch Fellows were asked about their understanding of the educator performance evaluation systems used by their schools and districts. Because this question was not included in the survey given to alumni, data for Cohorts 5 through 6 are not provided in Table 27 below, and only a few respondents in Cohort 7 were considered "current teachers". As the table shows, 37% of TFA CO teachers rated how well they understood the evaluation system used by districts/schools as *Very well* or *Extremely well*, 28% as *Moderately well*, 9% as *Slightly well or Not at all well*, and 1% did not know the evaluation system.

Table 27: TFA Respondent Perception of Program Evaluations

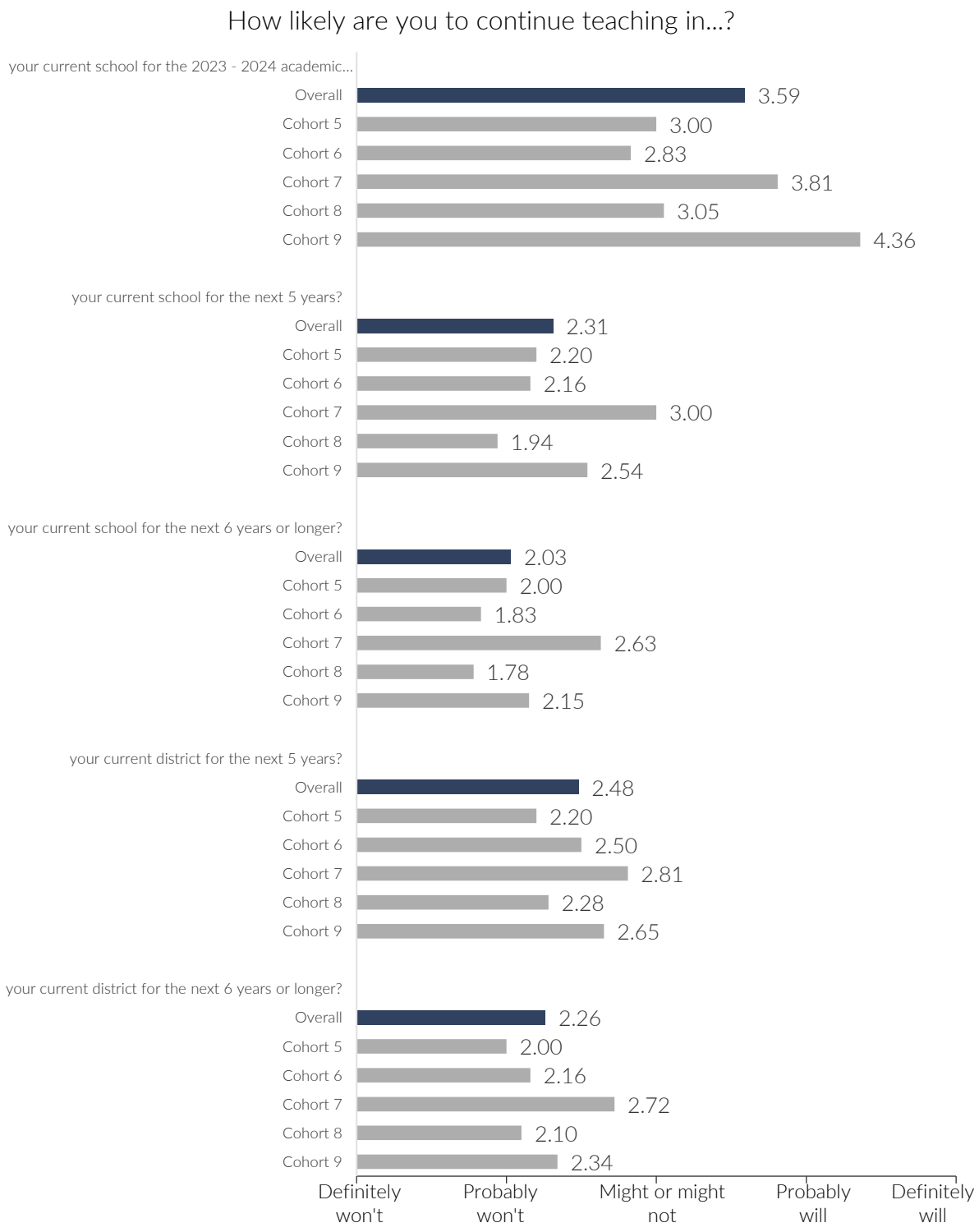
How well do you understand the district and school evaluation systems used to evaluate your performance as a teacher?				
	Overall (n = 99)	Cohort 9 (n = 34)	Cohort 8 (n = 41)	Cohort 7 (n = 4)
Extremely well	6%	9%	7%	0%
Very well	31%	32%	41%	75%
Moderately well	28%	47%	27%	25%
Slightly well	7%	3%	15%	0%
Not at all well	2%	3%	2%	0%
Do not know the evaluation system	1%	3%	0%	0%
Not applicable	24%	3%	7%	0%
Total	100%	100%	100%	100%

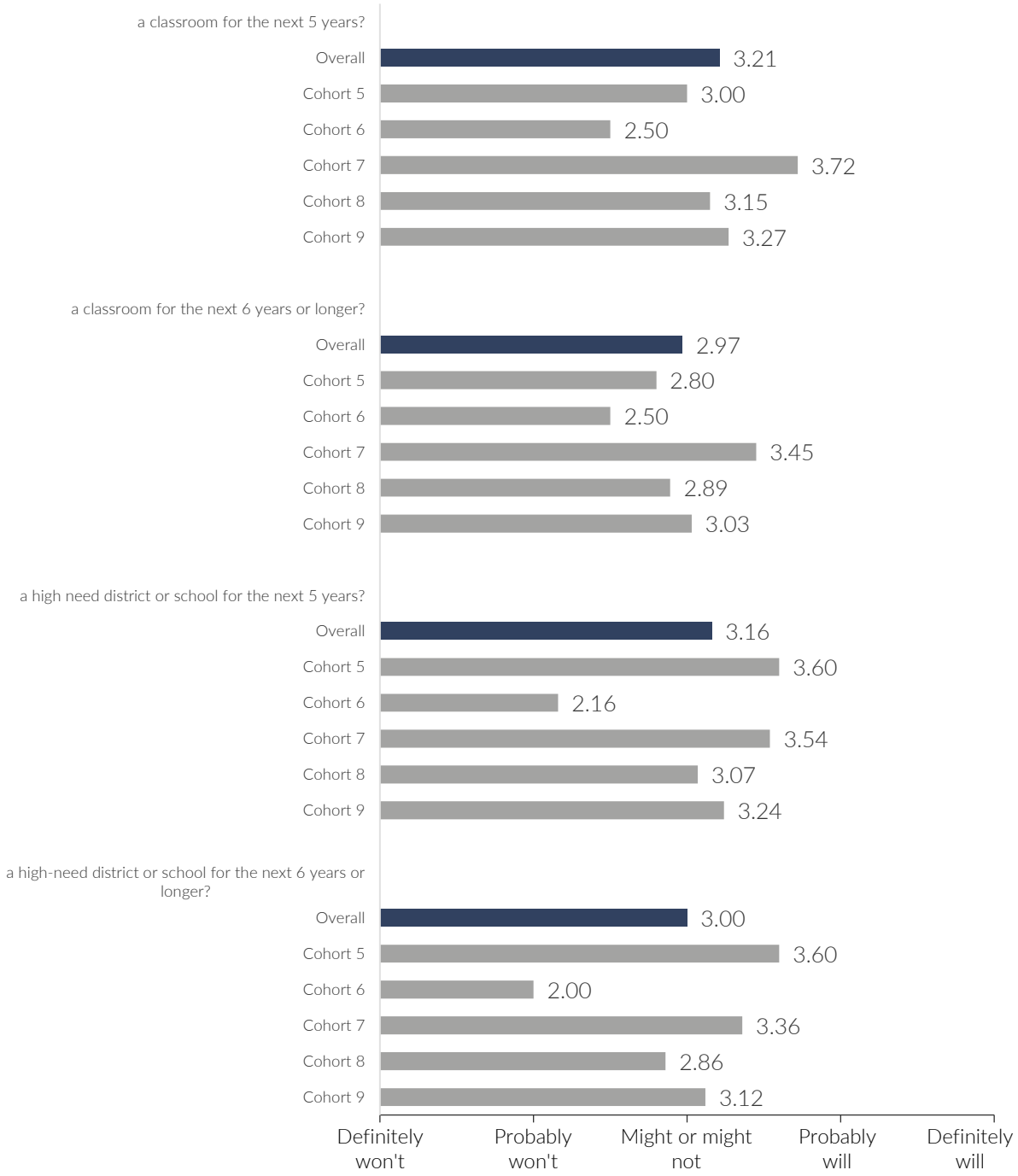
Respondent Retention

Teachers were asked about their plans to continue teaching in their current school for the 2023-24 academic year. These data were examined in aggregate and separately by cohort. Overall, **82% of first-year teachers** (Cohort 9) ***Definitely*** **or** ***Probably will*** **stay in their current position next year** (and presumably complete their commitment) and **44% of second-year teachers** (Cohort 8) ***Definitely*** **or** ***Probably will*** **continue on in their positions as alumni** (see Table B.8 in Appendix B for full results). In addition, 50% of alumni respondents who answered this question indicated they *Definitely* or *Probably will* continue teaching in their current school for the next academic year.

Respondents also were asked how likely they are to continue teaching in a classroom in general, in a high-need school/district, and in their current schools and districts for the next five years or for six years or longer. Data were examined separately for each cohort (see Figure 37). Cohort 9 respondents had a much higher rating than Cohort 8 respondents in reporting that they were going to be staying in their same school for the next academic year. The items with the lowest mean scores across respondents from all cohorts were likelihood of *teaching in their current school* and *district for the next 6 years or longer*. Overall, both items had mean scores of approximately 2.03 and 2.26 (respectively), indicating that most respondents *Probably won't* be teaching in their same schools and districts in this period of time.

Figure 37: TFA CO Corps Members Plans to Continue Teaching

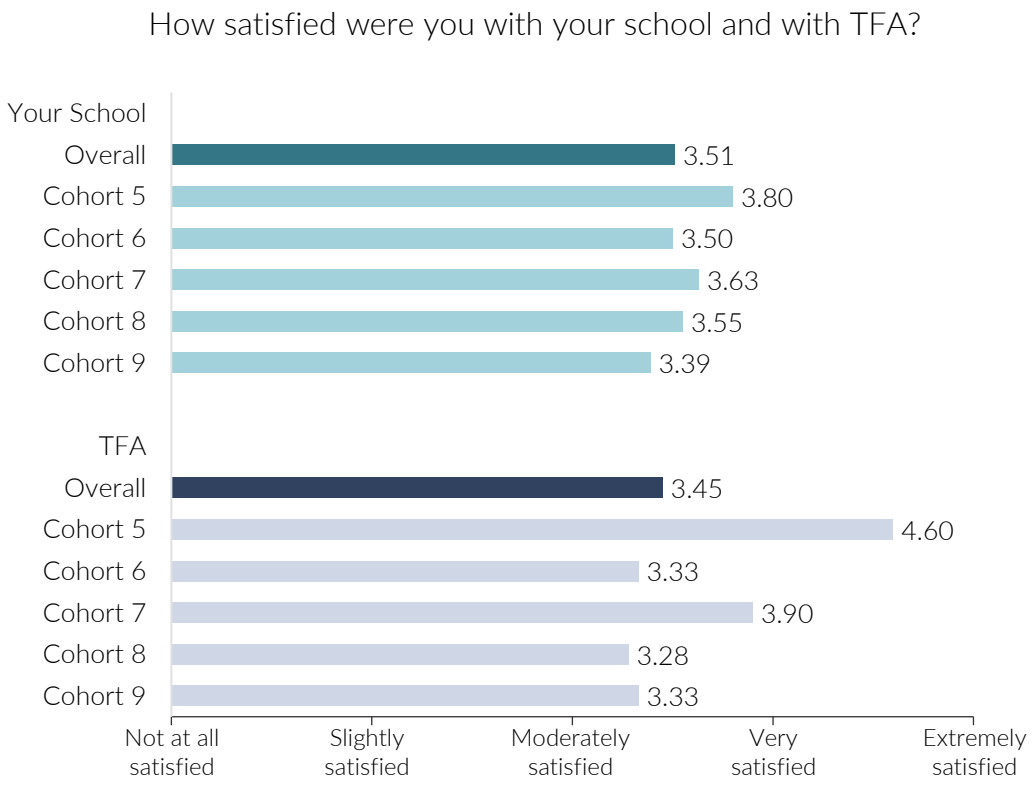



a classroom for the next 5 years?
Overall 3.21
Cohort 5 3.00
Cohort 6 2.50
Cohort 7 3.72
Cohort 8 3.15
Cohort 9 3.27
a classroom for the next 6 years or longer?
Overall 2.97
Cohort 5 2.80
Cohort 6 2.50
Cohort 7 3.45
Cohort 8 2.89
Cohort 9 3.03
a high need district or school for the next 5 years?
Overall 3.16
Cohort 5 3.60
Cohort 6 2.16
Cohort 7 3.54
Cohort 8 3.07
Cohort 9 3.24
a high-need district or school for the next 6 years or longer?
Overall 3.00
Cohort 5 3.60
Cohort 6 2.00
Cohort 7 3.36
Cohort 8 2.86
Cohort 9 3.12
Definitely won't
Probably won't
Might or might not
Probably will
Definitely will

Overall Satisfaction

Respondents were asked to rate their overall satisfaction with their schools and with TFA. Across cohorts, respondents rated their satisfaction with TFA as well as with their schools between *Moderately satisfied* and *Very satisfied* (see Figure 38 below). The mean score differences between cohorts were not statistically significant at conventional levels.[23]

Figure 38: TFA Respondent Satisfaction with the Program and School

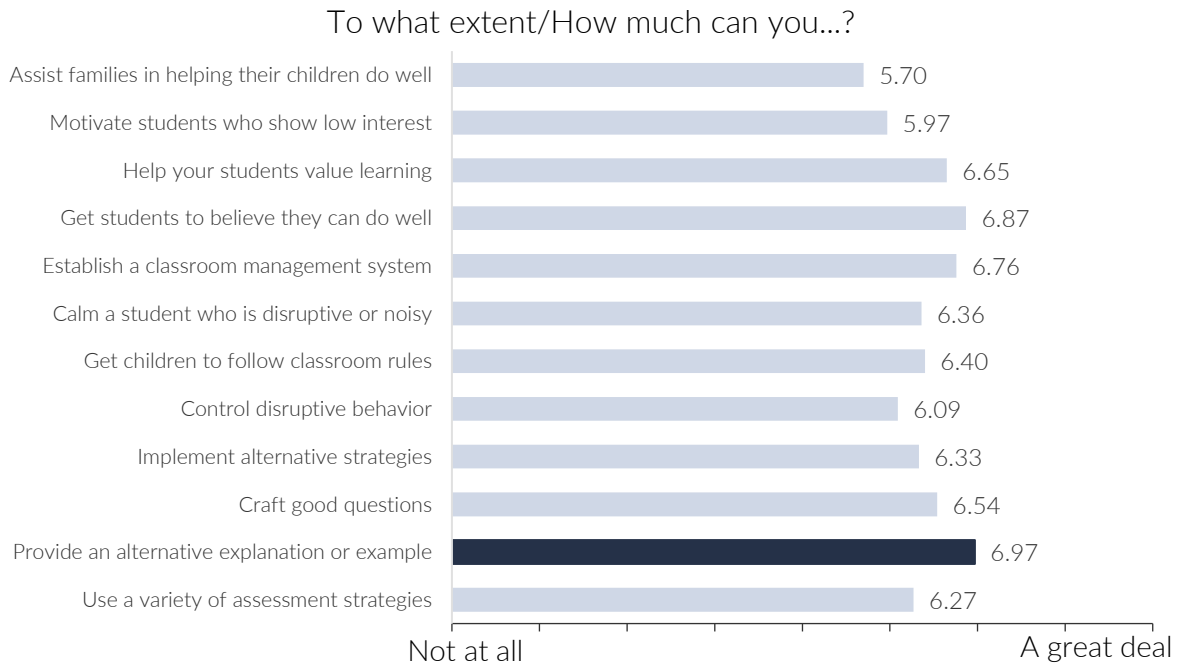


Teacher Efficacy

The Teacher Sense of Efficacy Scale, included in the Teacher Survey, assesses teachers' feelings of efficacy in the classroom (Tschannen-Moran & Woolfolk-Hoy, 2001). Teachers rated their ability to impact various classroom behaviors and situations on a scale of 1 to 9, where 1 indicates *Not at all* and 9 indicates *A great deal*. On average, all cohorts rated their efficacy between 5.7 and 7 where 7 represents *Quite a bit* (see Figure 39). There were no statistically significant differences by cohort on these items.

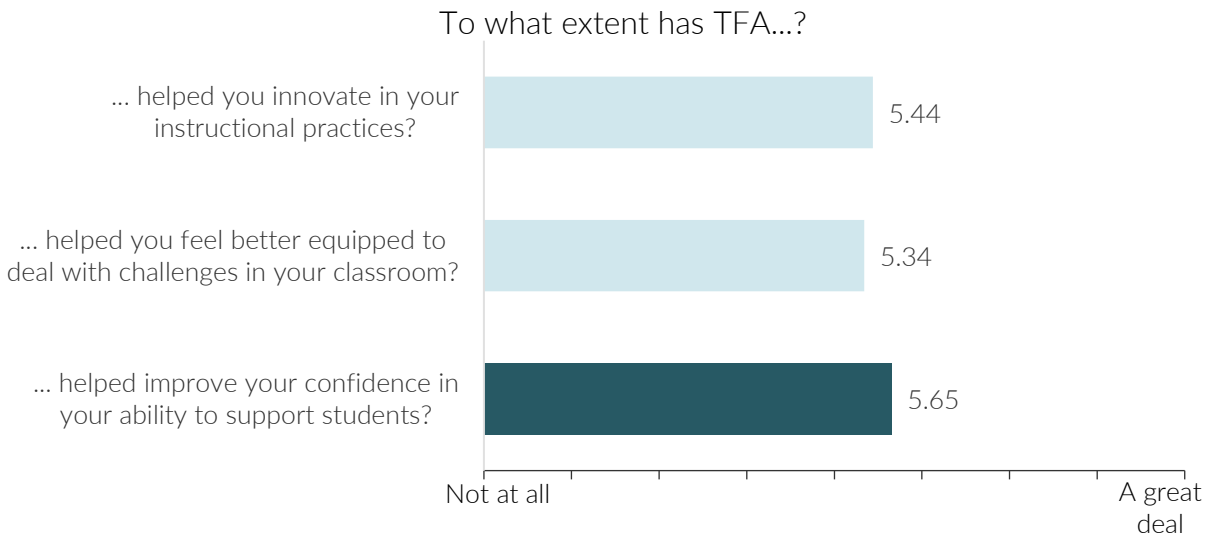
[23] However, Cohort 8 appeared to be less satisfied with TFA (mean = 3.28) than Cohort 5 (mean = 4.60) if using a significance level of $p<0.10$.

Figure 39: TFA CO Respondent Scores on Teacher Sense of Efficacy Scale



To assess the extent to which teachers felt their efficacy was improved by participating in the TFA CO program, we asked three questions about how much they felt TFA CO contributed to their abilities. Figure 40 demonstrated that, overall, respondents felt that TFA CO had "some influence" (the equivalent to a "5" on the TSES) on their efficacy.

Figure 40: TFA CO Respondent Attributions of Efficacy



Qualitative Feedback

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

TFA support and opportunity to build connections are appreciated: Four out of the seventeen teachers indicated benefitting from the support and preparation that TFA as a program afforded, while four people mentioned support and guidance from specific individual leaders as essential to their success. *"The level of support that they give is unmatched compared to other organizations that work with getting people into the classroom. Especially within the leadership of TFA Colorado. [My coach] is one of the best I have ever worked with,"* one TFA teacher said. Four of the seventeen teachers highlighted the connections they felt with others in the program, with one also mentioning how TFA deepened their connection with society more broadly. Regarding social connections, teachers noted *that "The people in the program are what make it," that "I enjoyed getting to connect with others and discuss things…"*, and that *"My experience pushes me to understand my relationship with the fight for equity for kids in our country."*

TFA supports and trainings that are needed: Eight out of the seventeen teachers commented on areas in which they would have wanted to see increased supports from TFA. Specifically, areas that were noted included increased support for fewer mandatory events and enhanced curriculum and classroom management training. In particular, two respondents requested more training on common disciplinary difficulties teachers face in school, with one person stating *"I wish we could have gotten training for things we deal with often that regular education programs don't cover. For example, a big problem I see among middle schoolers is fighting. Learning how to diffuse a situation like that and intervene would be extremely helpful."* Two of the seventeen respondents indicated that they would have benefitted from additional training in working with exceptional children. Finally, one individual noted that more could be done to instill a sense of the importance of the work, particularly for those teachers *"…support[ing] black and brown students. The true understanding of their position as a teacher in the classroom and how important and hard the work is. I feel there is a lack of knowledge/exposure or understanding of what this work really means and our why we are driving towards every day."*

FLC Teacher Survey Findings

In the spring of 2023, the Teacher Survey was disseminated to Cohorts 6 – 9 by FLC program staff, and 20 individuals[24] completed the survey. Examining response distributions across cohorts, the figure below shows that – out of the 20 survey respondents – 20% were from Cohort 5, 10% from Cohort 6, 25% from Cohort 7, 30% from Cohort 8, and 15% from the most recent cohort, Cohort 9.

We then examined participation rates within cohorts – that is, how many people in each cohort completed the survey, compared to the total number of people in their same cohort. The Teacher Survey was sent to all retained teachers who were currently in FLC districts (5 from Cohort 6, 8 from Cohort 7, 7 from Cohort 8, and 3 from Cohort 9). Thus, 120% of Cohort 6, 62% of Cohort 7, 86% of Cohort 8, and 100% of Cohort 9 completed the survey – across all cohorts, 87% of *possible* respondents completed the survey.

Table 28: FLC Percentage of Survey Completers by Cohort

	Number of Respondents	Number of Teachers Retained in Cohort	% Respondents from Cohort
Cohort 6	6	5	120%[25]
Cohort 7	5	8	62%
Cohort 8	6	7	86%
Cohort 9	3	3	100%
Total	20	23	87%

Retention data is not yet available for Cohort 9. Blank cells will be updated in Spring 2023 when that data becomes available.

[24] Please note that FLC works with only seven small districts, so response sizes will be smaller than for other programs.

[25] We recognize that there is a discrepancy in the number of people reporting placement in Cohort 6 and the number of people officially recorded as being in Cohort 6. There is no mechanism to determine whose responses are inaccurate (or perhaps resulting from departures/returns to the program across cohorts), so we will retain all 6 individuals in the data.

Respondent Information

Teachers who responded to the survey had the following characteristics:

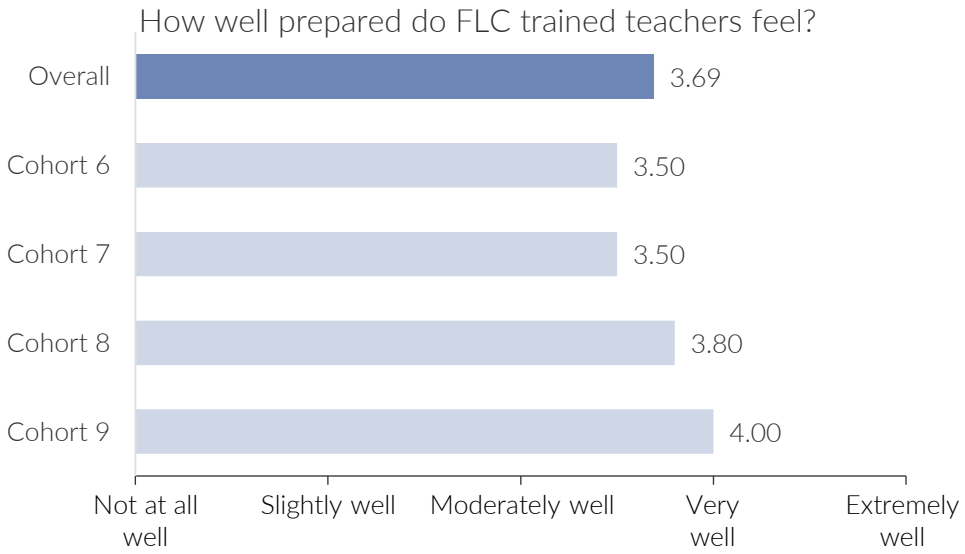
- 70% (n = 14) identified as women.
- 80% (n = 16) identified as White; 15% (n = 3) identified as Hispanic or Latine; 10% (n = 2) indicated that their racial identity was not among the options provided; 15% (n = 3) identified as American Indian or Alaska Native.
- 75% (n = 15) did not relocate to participate in FLC; 20% (n = 5) relocated from out of state and 5% (n = 1) relocated from within Colorado.
- 10% (n = 2) were teaching in urban communities.
- 25% (n = 5) taught in elementary schools; 40% (n = 8) taught in middle schools; 35% (n = 7) taught in high schools.
- 95% (n = 19) were teaching in their area of endorsement.
- 30% (n = 6) were teaching in a school that had at least one other FLC teacher.

See Tables B.9 and B.10 in Appendix B for full demographic and background information on the sample, including at the cohort level.

Satisfaction with Recruitment, Preparation, and Placement

Respondents were asked how well they thought the program prepared them to be successful teachers. Overall, 80% of FLC survey respondents reported that the program prepared them e*xtremely well* or *very well* to be a successful teacher.[26] Figure 41 presents the means scores for each cohort. On average, teachers in each cohort indicated the program prepared them between *moderately well* and *very well*.

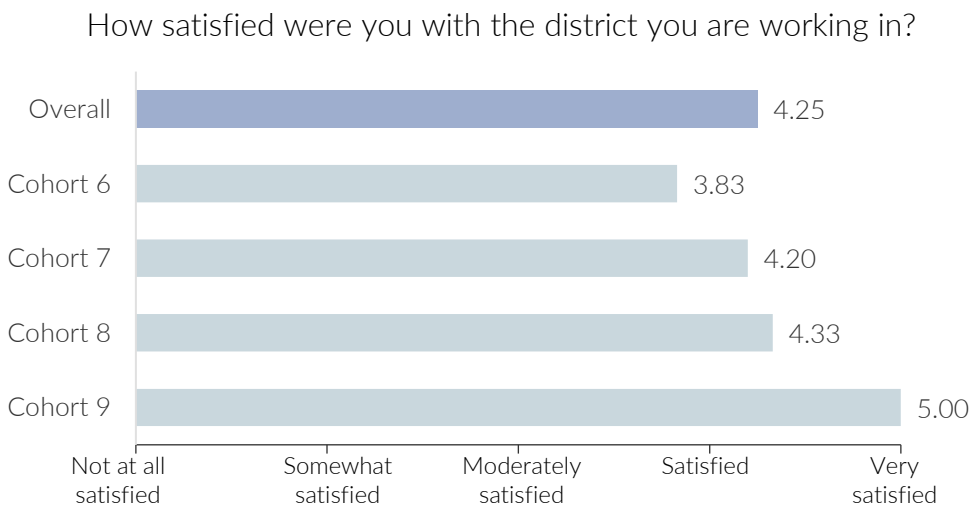
Figure 41: FLC Respondent Perceptions of Teaching Preparedness



[26] Frequencies were calculated separately. Full distribution of responses available upon request.

Additionally, respondents were asked how satisfied they were with their current district on a scale of 1 (*Not all satisfied*) to 5 (*Extremely satisfied*). As shown in Figure 42, on average, survey respondents across cohorts reported a high level of satisfaction with their districts. There were no statistically significant differences in mean scores between cohorts.

Figure 42: FLC Respondent Satisfaction with Current District



Respondent Perceptions of FLC, District, and School Supports

Respondents were asked to rate the degree to which they were satisfied with FLC, district, and school supports. Mean ratings for different areas of support by source are provided in Figures 43 – 45.[27] Note that mean scores are provided in aggregate across cohorts for ease of presentation. One-way ANOVAs with post-hoc Tukey tests were conducted to determine whether there were any statistically significant differences in the mean rating of satisfaction with supports between each cohort. There were no significant differences in ratings of FLC supports, school supports, or district supports by cohort.

The most highly rated FLC support among across cohorts was the formal mentor assigned through FLC (with a mean of 4.25). Among school and district supports, "Other" received the highest satisfaction rating (with a mean of 4.40 for both school and district), followed by "professional learning communities" (mean of 3.84 for schools and 3.72 for district). Among FLC supports, professional development received the lowest satisfaction score (with a mean of 3.42). For district supports, the lowest satisfaction score was for field observations and feedback (with a mean of 3.26) while among school supports "financial support for living expenses" received the lowest satisfaction score (with a mean of 2.46).

[27] Respondents were invited to rate satisfaction with "Other" program, district, and school supports as well as to elaborate on those supports in open-ended responses. Only one respondent elaborated on "Other" supports related to the FLC program, noting that they would have benefitted from more understanding as a full-time student while teaching full time without a classroom mentor. Although respondents rated "Other" supports quantitatively for school and district, no respondent elaborated on those using an open-ended response.

Figure 43: Respondent Satisfaction with FLC Supports

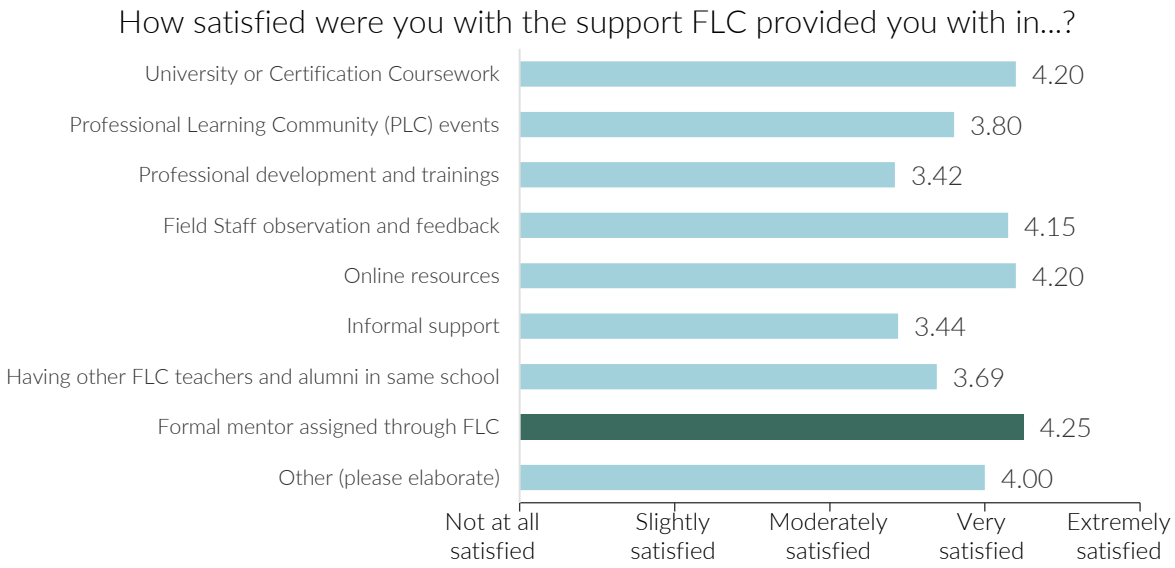


Figure 44: Respondent Satisfaction with District Supports

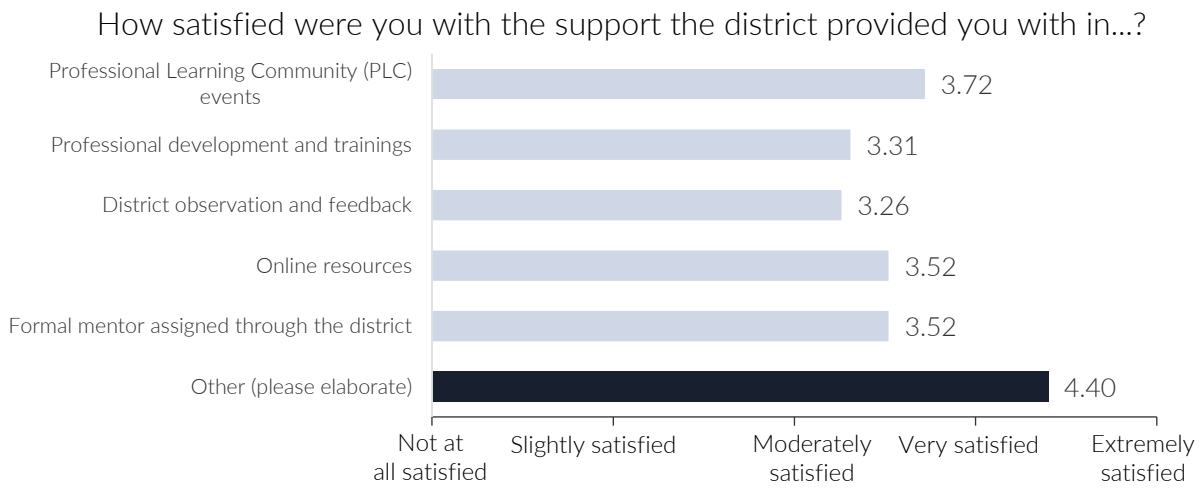
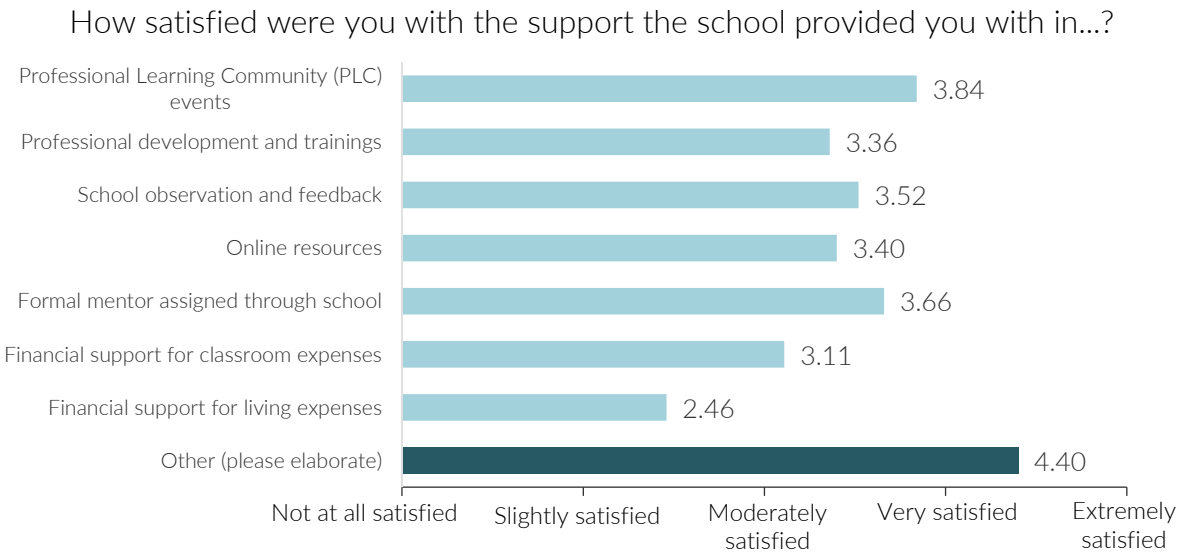


Figure 45: Respondent Satisfaction with School Supports



Respondent Perceptions of Educator Evaluations

Respondents were asked about their understanding of the educator performance evaluation systems used by their schools and districts. As Table 29 shows, 55% of FLC teachers rated how well they understood the evaluation system used by districts/schools as *Very well* or *Extremely well*, 25% as *Moderately well*, 15% as *Slightly well or Not at all well*, and 5% did not know the evaluation system.

Table 29: FLC Respondent Perception of Program Evaluations

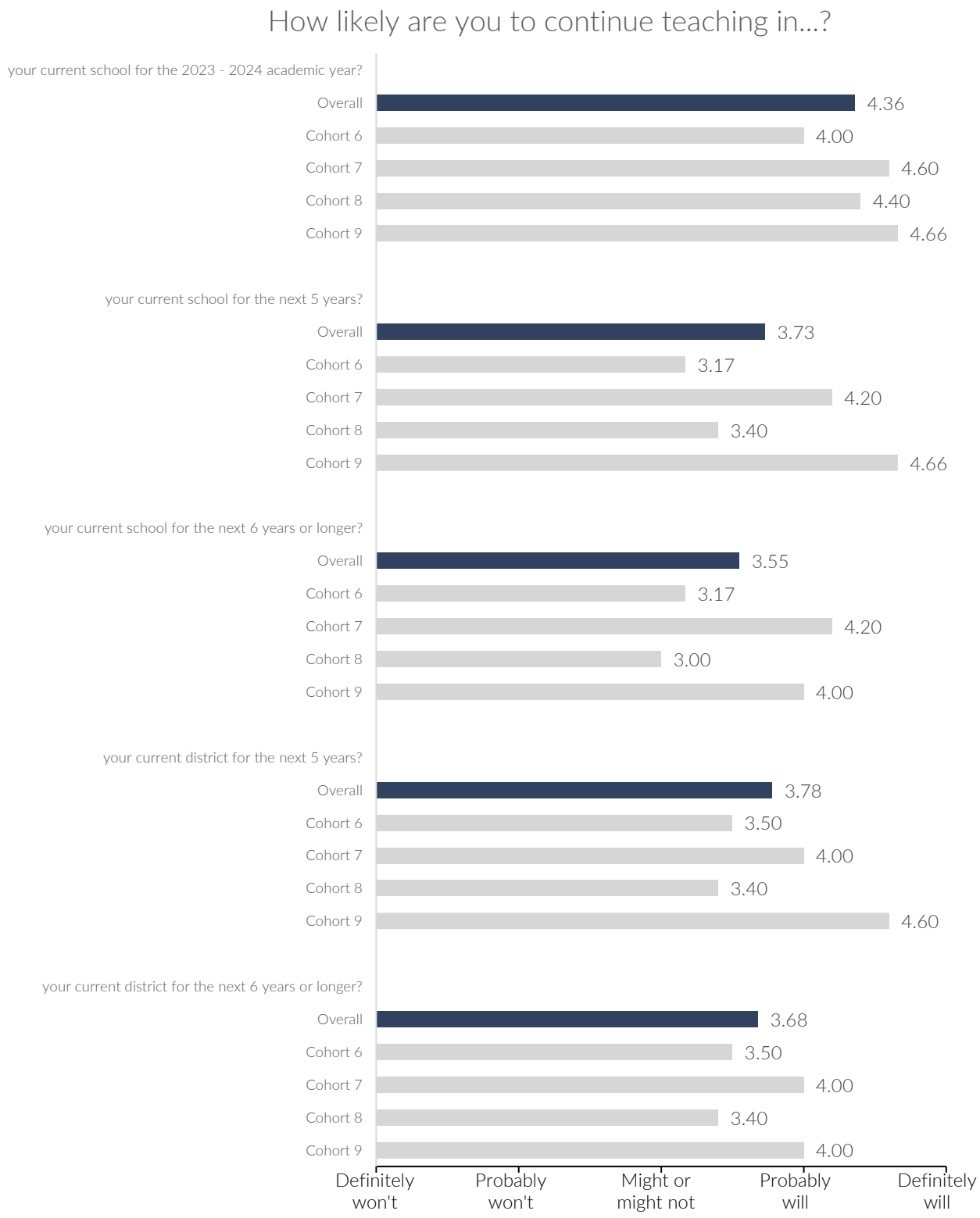
How well do you understand the district and school evaluation systems used to evaluate your performance as a teacher?					
	Overall (n = 20)	Cohort 6 (n = 6)	Cohort 7 (n = 5)	Cohort 8 (n = 6)	Cohort 9 (n = 3)
Extremely well	10%	17%	20%	0%	0%
Very well	45%	67%	40%	17%	67%
Moderately well	25%	0%	20%	50%	33%
Slightly well	15%	17%	0%	33%	0%
Not at all well	0%	0%	0%	0%	0%
Do not know the evaluation system	5%	0%	20%	0%	0%
Not applicable	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%

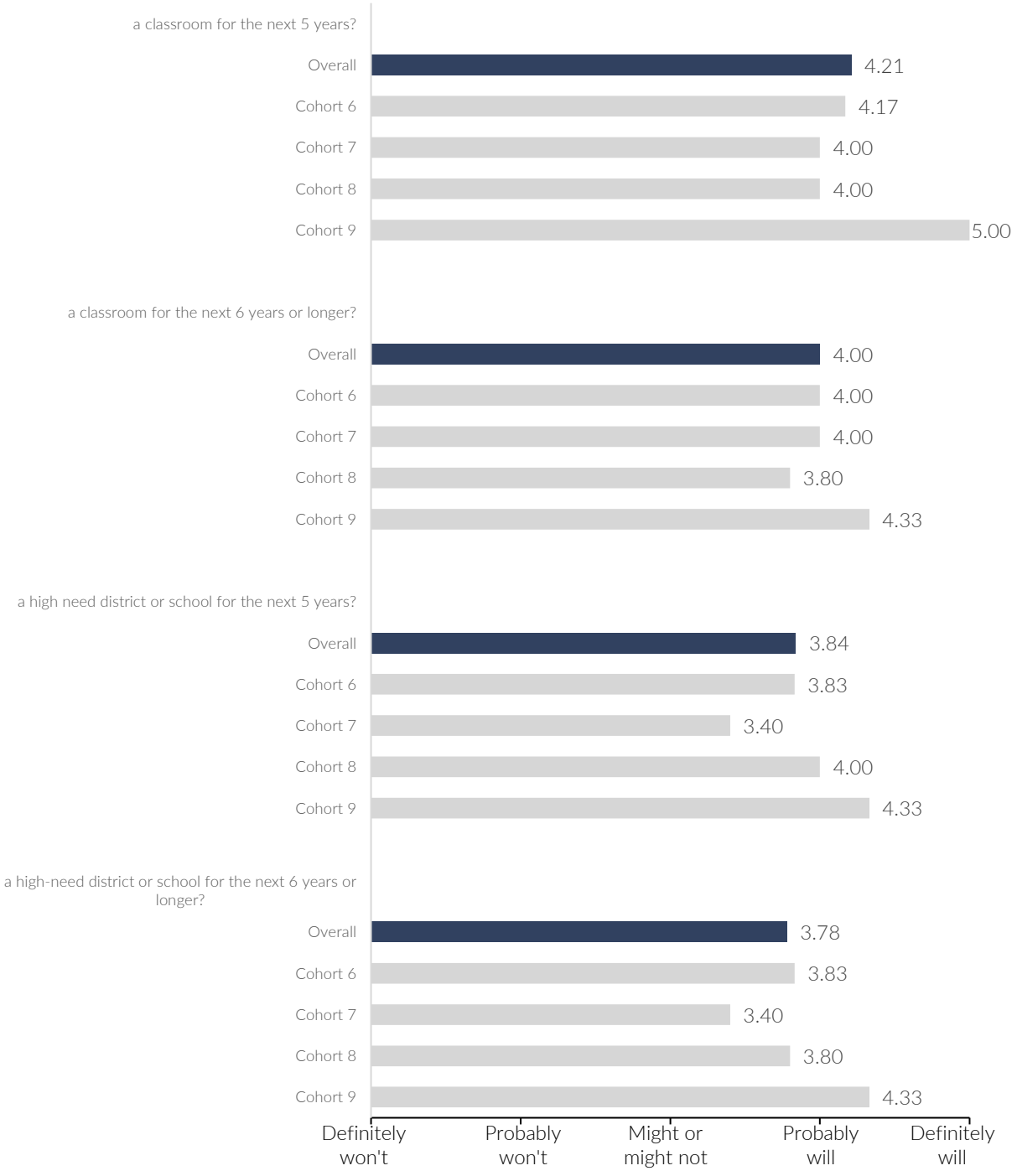
Respondent Retention

Teachers were asked about their plans to continue teaching in their current school for the 2023-24 academic year. These data were examined in aggregate and separately by cohort. Overall, **100% of first-year teachers** (Cohort 9) ***definitely*** **or** ***probably will*** **stay in their current position next year** while **67% of second-year teachers** (Cohort 8) ***definitely*** **or** ***probably will*** **continue on in their positions** (see Table B:12 in Appendix B for full results). Overall, 80% of FLC respondents who answered this question indicated they *definitely* or *probably will* continue teaching in their current school for the next academic year.

Respondents also were asked how likely they are to continue teaching in a classroom in general, in a high-need school/district, and in their current schools and districts for the next five years or for six years or longer. Data were examined separately for each cohort (see Figure 46). The items with the lowest mean scores across respondents from all cohorts were likelihood of *teaching in their current school* and *district for the next 6 years or longer*. Overall, both items had mean scores of approximately 3.55 and 3.68 (respectively), between *might or might not* and *probably will*.

Figure 46: FLC Respondent Plans to Continue Teaching

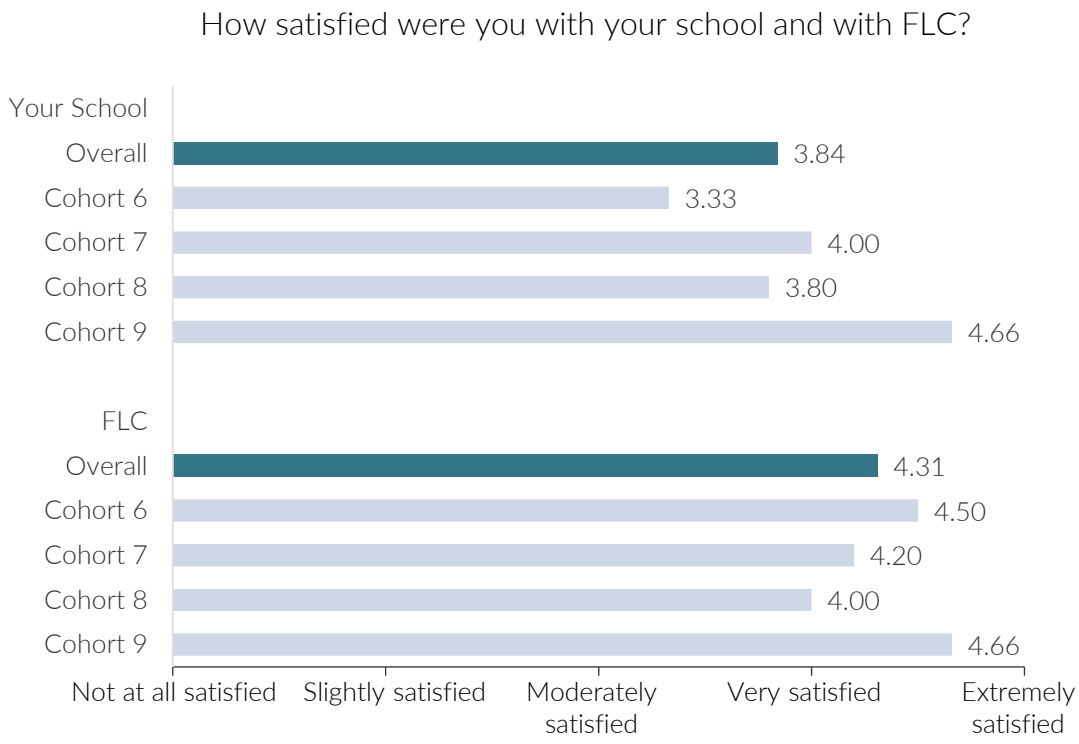



a classroom for the next 5 years?
Overall
4.21
Cohort 6
4.17
Cohort 7
4.00
Cohort 8
4.00
Cohort 9
5.00
a classroom for the next 6 years or longer?
Overall
4.00
Cohort 6
4.00
Cohort 7
4.00
Cohort 8
3.80
Cohort 9
4.33
a high need district or school for the next 5 years?
Overall
3.84
Cohort 6
3.83
Cohort 7
3.40
Cohort 8
4.00
Cohort 9
4.33
a high-need district or school for the next 6 years or longer?
Overall
3.78
Cohort 6
3.83
Cohort 7
3.40
Cohort 8
3.80
Cohort 9
4.33
Definitely won't
Probably won't
Might or might not
Probably will
Definitely will

Overall Satisfaction

Respondents were asked to rate their overall satisfaction with their schools and with FLC. Across cohorts, respondents rated their satisfaction with FLC between *very satisfied* and *extremely satisfied* (4.31), and their satisfaction with their schools between *moderately satisfied* and *very satisfied* (mean = 3.84; see Figure 47 below). The mean satisfaction score differences between cohorts were not statistically significant.

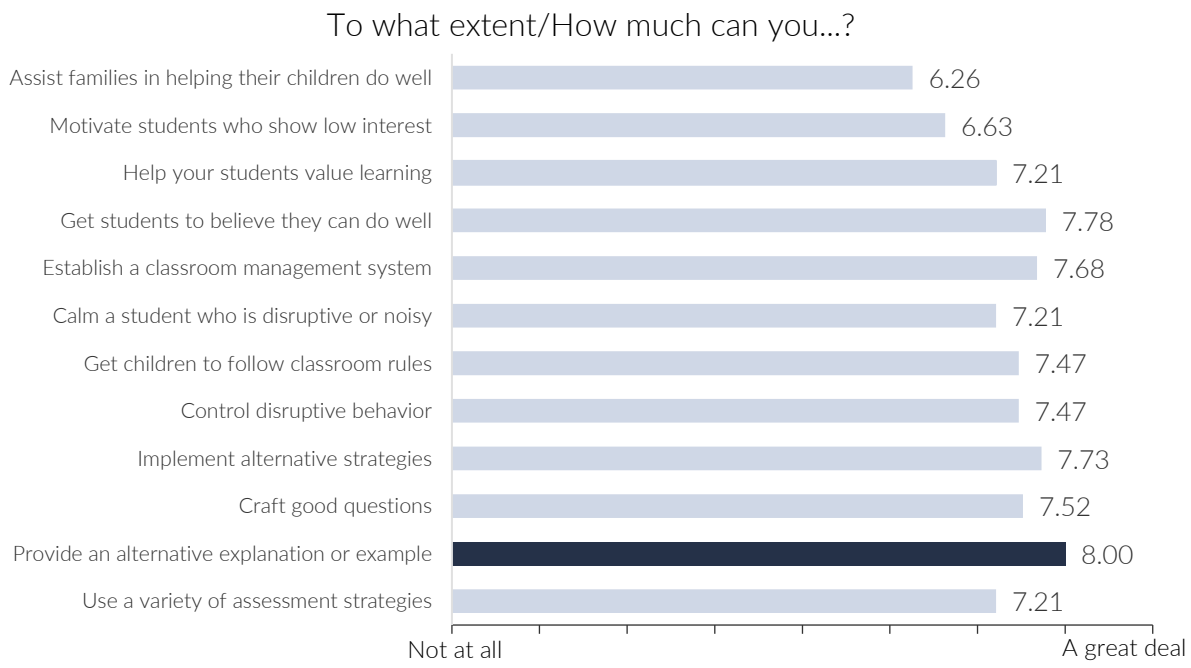
Figure 47: FLC Respondent Satisfaction with the Program and School



Teacher Efficacy

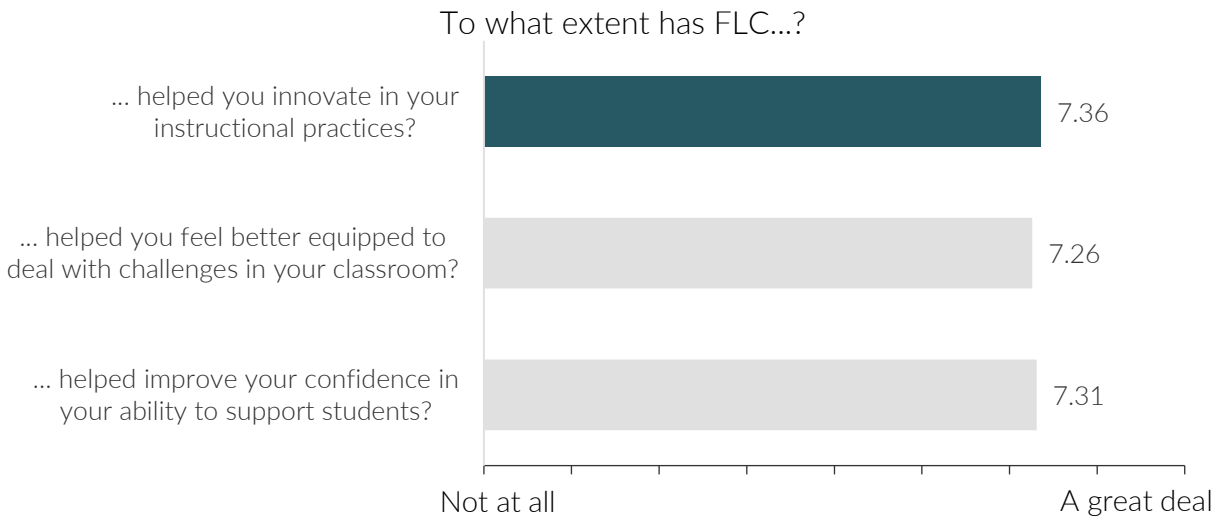
The Teacher Sense of Efficacy Scale, included in the Teacher Survey, assesses teachers' feelings of efficacy in the classroom (Tschannen-Moran & Woolfolk-Hoy, 2001). Teachers rated their ability to impact various classroom behaviors and situations on a scale of 1 to 9, where 1 indicates *Not at all* and 9 indicates *A great deal*. On average, all cohorts rated their efficacy between 6 and 8 where 7 represents *Quite a bit*. Three items exhibited a statistically significant different score by cohorts. For the item "To what extent can you provide an alternative explanation or example when students are confused?", Cohorts 8 reported lower efficacy (mean = 6.80) than cohorts 6 (mean = 9.00) or 7 (mean = 8.00). On the item "To what extent can you craft good questions for your students?", Cohort 9 (mean = 6.33) reported lower efficacy than Cohort 7 (mean = 8.40). Finally, for the item "How well can you implement alternative strategies in your classroom?", Cohort 9 (mean = 6.33) reported lower efficacy than Cohort 5 (mean = 8.50).

Figure 48: FLC Respondent Scores on Teacher Sense of Efficacy Scale



To assess the extent to which teachers felt their efficacy was improved as a result of participating in the FLC program, we asked three questions about how much they felt FLC contributed to their abilities. Figure 49 demonstrated that, overall, respondents felt that FLC had "quite a bit" (the equivalent to a "7" on the TSES) to do with their efficacy.

Figure 49: FLC Respondent Attributions of Efficacy



Qualitative Feedback

When respondents were asked the closing question "Is there anything else you would like us to know about the FLC's program that we have not asked you about?," three respondents provided qualitative responses. One teacher identified needing extra support from FLC due to the heavy workload of teaching full-time while taking classes, noting that *"Weeding out the weak goes against the logic of inclusion and differentiation which are huge pillars in the FLC and global educator community."*

Two teachers described how beneficial they found the program and individuals that supported them throughout. One person responded *"[Name redacted] is an extremely valuable teacher and helped me with everything I needed to be successful in this program. I enjoyed the program and learned how to be a great teacher"* and the other responded *"The preparation for the presenting overall learning through Exhibition was very helpful in knowing that I am ready to become a teacher and realize my purpose in life. The steps it took to prepare for Exhibition night could have not been done without our field coordinator's help and guidance…."*

Examining Teacher Survey Findings by Race and Ethnicity

In addition to examining the perceptions of teachers of their training and supports by program, the evaluation of the QTR program also set a goal of understanding how teachers' perceptions might differ by their racial and ethnic identity.

As seen in Figure 50, most teachers responding to the survey identified as White (76%), with individuals identifying as Black or African American (7%) and Asian (6%) making up another 13% of the sample. With regards to ethnic identity, 19% of respondents identified as Hispanic or Latine (see Figure 51). Note that respondents could identify with multiple racial categories, so these numbers do not necessarily reflect unique individuals.

Given the relatively small number of teachers who identified as non-White, this section uses the aggregated data across all programs and all cohorts (169 teachers in total) to provide information on as many racial/ethnic groups as possible. To protect respondent confidentiality, we do not report on racial/ethnic groups with fewer than 5 individuals, so not all racial categories are represented here (i.e., responses associated with the response options of "Native Hawaiian or Other Pacific Islander", "Prefer to Describe", and "Not Applicable" are omitted for this reason). When respondents identified with more than one racial/ethnic group, they are included in analyses for all of those groups; therefore, no statistical comparisons were made between groups, so identification of trends (or lack thereof) are purely descriptive in nature.

Respondent Information

Figure 50: Respondents' Racial Identification

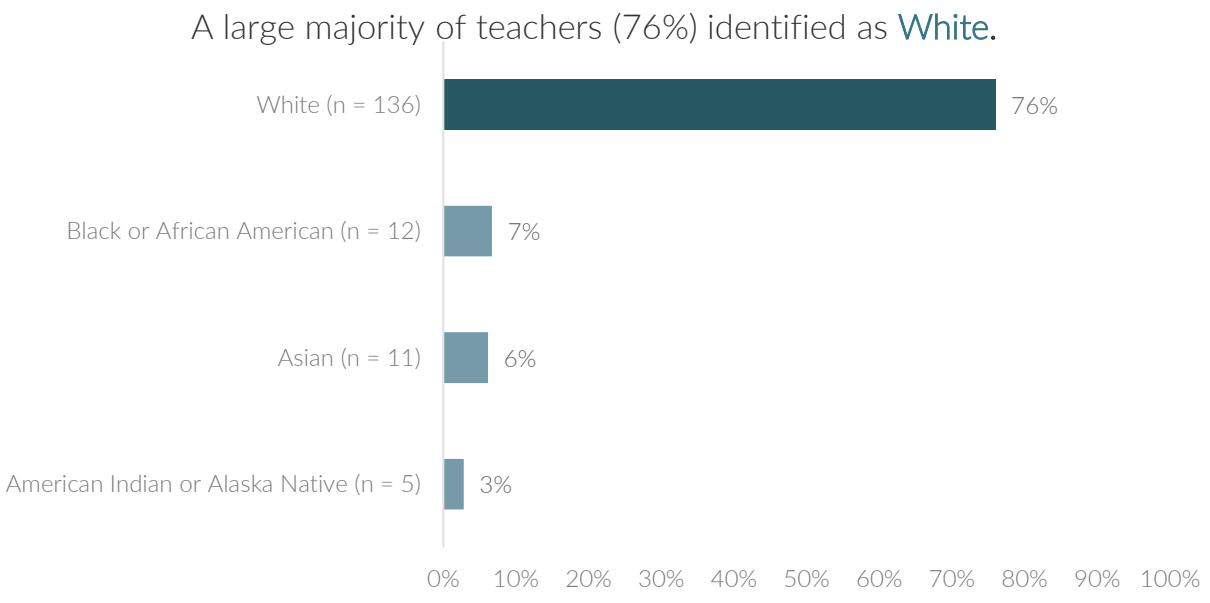
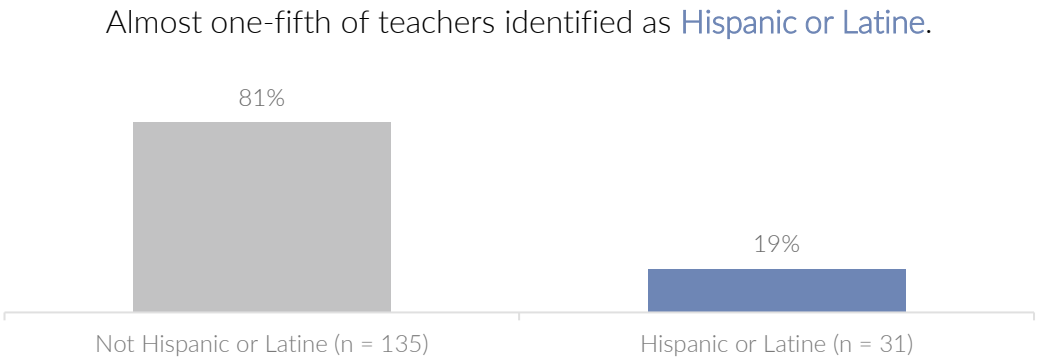


Figure 51: Respondents' Ethnic Identification



Satisfaction with Recruitment, Preparation, and Placement

Respondents were asked how well they thought the program prepared them to be successful teachers. Overall, 45% of survey respondents reported that the program prepared them e*xtremely well* or *very well* to be a successful teacher (3.15 out of 5).[28] On average, teachers indicated that their program prepared them between *moderately well* and *very well*. There do not appear to be major differences in the average score by racial or ethnic identity.[29]

Respondent Perceptions of Program, District, and School Supports

Respondents were asked to rate the degree to which they were satisfied with program, district, and school supports.[30] The most highly rated program-level support among across racial and ethnic identities was Professional Learning Community events (with a mean of 3.78). When examining program support ratings across specific racial identities, there were variations in the ratings but no consistency in terms of higher/lower ratings by racial group. When examining program support ratings across specific ethnic identities, individuals identifying themselves as Hispanic or Latine generally scored higher in satisfaction with program supports.[31]

[28] Frequencies were calculated separately. Full distribution of responses available upon request.
[29] The average ratings (out of a possible score of 5) by racial group are as follows: American Indian or Alaska Native (2.80), Asian (3.09), Black or African American (3.42), White (3.18). The average ratings (out of a possible score of 5) by ethnicity are as follows: Hispanic or Latine (3.29), Not Hispanic of Latine (3.11).
[30] Respondents were invited to rate satisfaction with "Other" program, district, and school supports as well as to elaborate on those supports in open-ended responses. The descriptions of these responses can be found in the program-specific teacher survey results sections of the report. Also note that sometimes there are no race or ethnicity-specific scores for "Other" when fewer than 5 participants responded to that question.
[31] Specific results available upon request.

Respondent Perceptions of Educator Evaluations

Respondents were asked about their understanding of the educator performance evaluation systems used by their schools and districts. Overall, 66% of all respondents rated how well they understood the evaluation system used by districts/schools as *Very well* or *Extremely well*, 34% as *Moderately well*, 15% as *Slightly well or Not at all well*, and 2% did not know the evaluation system.[32] Tables 10 and 11 show the distribution of responses by racial and ethnic identities. It seems as though respondents identifying as Black or African American generally indicate less familiarity with the evaluation systems compared to those with other racial identities, and individuals identifying as Hispanic or Latine were more likely to note that the evaluation systems were not applicable to them compared to their peers not identifying as Hispanic or Latine.

Table 30: Respondent Perception of Program Evaluations, by Racial Identity

How well do you understand the district and school evaluation systems used to evaluate your performance as a teacher?				
	American Indian or Alaska Native (n = 5)	Asian (n = 11)	Black or African American (n = 12)	White (n = 136)
Extremely well	0%	9%	0%	7%
Very well	40%	45%	8%	26%
Moderately well	20%	27%	50%	35%
Slightly well	0%	9%	8%	10%
Not at all well	20%	0%	8%	5%
Do not know the evaluation system	0%	0%	0%	2%
Not applicable	20%	9%	25%	15%
Total	100%	100%	100%	100%

[32] Frequencies were calculated separately. Full distribution of responses available upon request.

Table 31: Respondent Perception of Program Evaluations, by Ethnic Identity

How well do you understand the district and school evaluation systems used to evaluate your performance as a teacher?		
	Hispanic or Latine (n = 31)	Not Hispanic or Latine (n = 135)
Extremely well	3%	7%
Very well	19%	30%
Moderately well	26%	35%
Slightly well	10%	11%
Not at all well	3%	4%
Do not know the evaluation system	3%	1%
Not applicable	35%	12%
Total	100%	100%

Conclusion

CDE awarded grant funds to PEBCTR, TFA–Colorado, and FLC to place teachers in historically hard-to-serve school districts in Colorado. Since funds first became available through the QTR Grant Program, nine cohorts of teachers have been placed in grant-partner districts and programs are placing a tenth cohort to begin teaching in fall of 2023.

Overall, the QTR Grant Program continues to be successful in placing high-quality teachers in grant partner districts. In 2022-23, **456 teachers** served the full year in a classroom in a grant-partner school/district reaching an estimated **45,057 students;** QTR-trained teachers served in 41 school districts and one charter school system across Colorado. Eighty-seven percent of Cohort 9 teachers completed their first year in programs, with the percentage of teachers that remain in grant-partner districts over time varying by program and number of years in the classroom. It is worth noting that **many teachers who left grant-partner districts remain in the profession**, whether it be as a teacher in a non-grant-partner district or in a different role within schools and districts. For this evaluation, we calculate retention as serving as a teacher in grant-partner districts to better understand the proportion of teachers supported by the QTR program who continue to serve in high-needs Colorado districts over time.

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

Appendix A

Cohorts 5-9 Teacher Placement by School in 2022-2023

Table A.1: Number of Cohort 4-9 PEBCTR Teachers by School by District in 2022-23

		Cohort					
District Name	**School Name**	**5**	**6**	**7**	**8**	**9**	**Total**
Adams 12 Five Star Schools	Horizon High School	0	0	0	0	1	1
	North Star Elementary School	0	0	0	1	0	1
	Thornton Elementary School	0	1	0	0	0	1
	Thornton High School	0	0	1	0	0	1
	Thornton Middle School	0	0	0	0	1	1
	Westgate Community School	0	0	1	0	0	1
	Total	0	1	2	1	2	6
Alamosa School District RE-11J	Alamosa Elementary School	0	2	0	0	0	2
	Total	0	2	0	0	0	2
Archueleta County	Pagosa Peak Open School	0	0	0	0	1	1
	Pagosa Springs Elementary School	0	0	1	0	0	1
	Pagosa Springs High School	1	0	0	0	2	3
	Pagosa Springs Middle School	0	0	1	1	2	4
	Total	1	0	2	1	5	9
Aspen School District	Aspen High School	0	0	2	0	2	4
	Total	0	0	2	0	2	4
Aurora Public Schools	Aurora Central High School	1	0	0	0	0	1
	Aurora Frontier P-8	0	0	0	1	0	1
	Aurora Hills Middle School	0	0	0	1	0	1
	Boston K-8	0	0	0	1	0	1
	Columbia Middle School	1	0	0	0	2	3
	Crawford Elementary School	0	0	1	0	1	2
	East Middle School	0	0	0	2	1	3
	Elkhart Elementary School	0	0	0	0	2	2
	Montview Elementary School	0	0	0	1	2	3
	Mrachek Middle School	0	0	0	1	0	1
	Murphy Creek P-8	0	0	0	1	0	1
	North Middle School	0	0	0	1	0	1
	Rangeview High School	0	0	0	0	2	2
	Tollgate Elementary School	0	1	0	0	1	2
	Vanguard Classical School	1	0	0	0	0	1
	Virginia Court Elementary School	0	0	0	1	0	1
	Vista Peak P-8 Exploratory	0	0	0	1	0	1
	William Smith High School	0	0	0	0	2	2

	Total	3	1	1	11	13	29
Bayfield 10 JT-R School District	Bayfield High School	0	1	0	0	2	3
	Bayfield Middle School	0	0	0	1	0	1
	Bayfield Primary School	1	0	1	0	0	2
	Total	1	1	1	1	2	6
Boulder Valley School District	Boulder Valley School District	0	0	0	1	0	1
	Columbine Elementary School	0	0	0	0	1	1
	Total	0	0	0	1	1	2
Brighton School District 27J	Brighton High School	0	0	0	1	0	1
	Eagle Ridge Academy	0	0	0	2	0	2
	Otho Stuart Middle School	0	0	0	1	2	3
	Overland Trail Middle School	1	0	0	2	0	3
	Prairie View Middle School	0	0	0	1	0	1
	Riverdale Ridge High School	0	0	1	0	0	1
	Rodger Quist Middle School	0	1	1	1	2	5
	Vikan Middle School	0	0	1	0	1	2
	Total	1	1	3	8	5	18
Centennial School District	Centennial School	1	0	2	0	0	3
	Total	1	0	2	0	0	3
Charter School Institute	Heritage Heights Academy	0	0	0	0	2	2
	Kwiyagat Community Academy	0	0	0	1	0	1
	New America School (Thornton)	0	0	0	0	1	1
	STRIVE Prep - Unknown Branch	0	0	0	0	1	1
	Total	0	0	0	1	4	5
Cherry Creek School District	Cherry Creek Academy	1	0	0	0	0	1
	Cimarron Elementary School	1	0	0	0	0	1
	Total	2	0	0	0	0	2
Del Norte School District	Del Norte JR/SR High	0	0	1	0	0	1
	Total	0	0	1	0	0	1
Denver Public Schools	Beach Court Elementary School	0	0	1	0	0	1
	Centennial School	1	0	0	0	0	1
	Columbian Elementary School	0	0	0	0	1	1
	Compass Academy	0	1	0	0	0	1
	Creativity Challenge Community	0	0	0	1	3	4
	DCIS at Fairmont	0	0	1	0	0	1
	DCIS at Ford	1	0	0	0	0	1
	Denver Green School	0	1	1	0	0	2
	Denver Language School	0	0	0	0	1	1
	Downtown Denver Expeditionary School	0	0	0	0	1	1
	Highline Academy Northeast	0	0	1	0	1	2
	Hill Campus of Arts and Sciences	0	0	0	0	1	1
	Legacy Options High School	0	0	0	0	1	1
	Manual High School	0	0	1	0	0	1

	McAuliffe Manual Middle School	0	1	0	0	0	1
	McMeen Elementary School	0	0	1	0	0	1
	McGlone Academy	0	1	0	0	0	1
	Montbello High School	0	0	0	0	1	1
	Montbello Middle School	0	0	0	0	1	1
	Rocky Mountain Prep - Fletcher	0	0	0	1	0	1
	STRIVE Prep - Green Valley Ranch	0	0	0	0	1	1
	Skinner Middle School	0	0	0	1	0	1
	Soaring Hawk Elementary School	0	0	0	0	2	2
	Southmoor Elementary School	0	1	0	0	0	1
	Steck Elementary School	0	0	0	1	0	1
	Steele Elementary School	0	0	0	0	1	1
	Swigert International School	0	0	0	1	1	2
	University Prep at Steele Street	0	0	0	1	0	1
	Total	2	5	6	6	16	35
Dolores County School District RE-2J	Dove Creek High School/Middle School	1	0	0	0	0	1
	Seventh Street Elementary School	2	2	0	0	0	4
	Total	3	2	0	0	0	5
Dolores County School District RE-4A	Dolores Elementary School	0	0	1	1	0	2
	Dolores Secondary School	1	0	0	1	0	2
	Total	1	0	1	2	0	4
Douglas County School District	Castle Rock Middle School	0	0	0	1	0	1
	Compass Academy	0	0	0	1	0	1
	Global Village Academy - Douglas County	0	0	0	1	0	1
	Mesa Middle School	0	0	0	1	0	1
	Pioneer Elementary School	0	0	0	1	0	1
	Ponderosa High School	0	0	0	1	0	1
	STEM School Highlands Ranch	0	0	0	0	1	1
	Soaring Hawk Elementary School	0	0	0	1	0	1
	Total	0	0	0	7	1	8
Durango School District 9-R	Animas Valley Elementary School	0	0	0	0	1	1
	Durango High School	0	5	1	1	3	10
	Durango Shared School	1	0	0	0	0	1
	Florida Mesa Elementary School	0	0	0	0	1	1
	Needham Elementary	0	0	0	0	1	1
	Riverview Elementary School	0	0	1	0	0	1
	Sunny Side Elementary School	0	0	0	0	2	2
	Total	1	5	2	1	8	17
Eagle County Schools	Avon Elementary	0	0	1	1	0	2
	Battle Mountain Elementary School	0	0	0	1	0	1
	Berry Creek Middle School	0	1	0	0	0	1
	Brush Creek Elementary School	0	0	0	1	0	1
	Eagle Valley Elementary School	0	0	0	0	1	1

	Eagle Valley High School	0	0	1	0	0	1
	Eagle Valley Middle School	0	1	1	0	1	3
	Edwards Elementary School	0	1	0	0	0	1
	Gypsum Creek Middle School	0	0	0	0	1	1
	Total	0	3	3	3	3	12
Englewood 1 School District	Englewood High School	0	0	0	1	0	1
	Total	0	0	0	1	0	1
Ignacio School District 11-JT	Ignacio Elementary School	1	0	0	0	0	1
	Ignacio High School	0	0	1	0	1	2
	Ignacio Middle School	0	1	0	0	2	3
	Total	1	1	1	0	3	6
Jeffco Public Schools	Alameda International High School	0	1	0	0	0	1
	Arvada High School	0	0	1	0	0	1
	Columbine High School	1	0	0	0	1	2
	Molholm Elementary	0	0	0	1	0	1
	Moore Middle School	0	1	0	0	0	1
	North Arvada Middle School	0	0	1	0	0	1
	South Lakewood Elementary School	0	0	0	1	0	1
	Three Creeks K-8 School	0	0	1	0	0	1
	Wheat Ridge High School	0	1	0	0	0	1
	Total	1	3	3	2	1	10
Lewis-Palmer 38	Lewis Palmer Middle School	0	0	0	1	0	1
	Total	0	0	0	1	0	1
Littleton Public Schools	Dr. Justina Ford Elementary School	0	1	0	0	0	1
	Total	0	1	0	0	0	1
Mancos School District RE 6	Mancos Early Learning Center	0	0	0	1	0	1
	Mancos Elementary School	1	0	1	0	0	2
	Total	1	0	1	1	0	3
Mapleton Public Schools	Global Leadership Academy	0	1	0	0	0	1
	York International	0	0	1	0	0	1
	Total	0	1	1	0	0	2
Monte Vista School District No. C-8	Bill Metz Elementary School	2	0	0	0	0	2
	Monte Vista Middle School	0	0	0	0	1	1
	Total	2	0	0	0	1	3
Montezuma-Cortez School District Re-1	Battle Rock Charter School	0	0	1	0	0	1
	Kemper Elementary School	0	0	1	0	0	1
	Manaugh Elementary School	1	0	0	0	0	1
	Mesa Elementary School	0	0	0	1	1	2
	Montezuma-Cortez High School	2	0	1	0	1	4
	Montezuma-Cortez Middle School	0	1	1	1	1	4
	Southwest Open School	0	1	0	2	1	4
	Total	3	2	4	4	4	17
	Centauri High School	1	0	0	0	0	1

North Conejos School District	Total	1	0	0	0	0	1
Platte Valley School District	Platte Valley High School	0	0	0	0	1	1
	Total	0	0	0	0	1	1
Roaring Fork School District	Basalt Elementary	0	0	0	0	1	1
	Total	0	0	0	0	1	1
Sargent School District	Sargent Elementary School	0	0	0	1	0	1
	Sargent Junior/Senior High School	0	0	0	1	0	1
	Total	0	0	0	2	0	2
Sheridan School District No. 2	Sheridan High School	1	0	0	0	0	1
	Total	1	0	0	0	0	1
Silverton School District	Silverton High School	0	0	0	1	0	1
	Total	0	0	0	1	0	1
South Conejos School District RE-10	Antonito High School	0	0	0	0	1	1
	Total	0	0	0	0	1	1
St. Vrain Valley School District	Thunder Valley K-8	0	0	0	1	0	1
	Total	0	0	0	1	0	1
Steamboat Springs School District RE-2	Sleeping Giant School	0	0	0	1	0	1
	Total	0	0	0	1	0	1
Weld RE-3J School District	Lochbuie Elementary School	0	0	0	0	1	1
	Total	0	0	0	0	1	1
Unknown		0	0	0	0	1	1
Total		26	29	36	57	76	224

Note: These numbers were based on Fall placement and therefore the total numbers may be slightly higher than the number of teachers retained at the end of the year.

Table A.2: Number of Cohort 5-9 TFA CO Teachers by School by District in 2022-23

		Cohort					
District Name	**School Name**	**5**	**6**	**7**	**8**	**9**	**Total**
Adams-Arapahoe 28J	DSST: Aurora Science & Tech Middle School	0	1	1	3	2	7
	Lotus School for Excellence	0	0	1	0	0	1
	Rocky Mountain Prep - Fletcher	0	1	0	5	2	8
	Vega Collegiate Academy	0	0	2	3	4	9
	Total	0	2	4	11	8	25
Charter School Institute	New Legacy Charter School	0	0	1	0	0	1
	Ricardo Flores Magon Academy	0	1	1	0	0	2
	Total	0	1	2	0	0	3
Cherry Creek School District	Heritage Elementary School	0	0	1	0	0	1
	Total	0	0	1	0	0	1
Denver Public Schools	Academy 360	0	0	0	0	1	1
	Bear Valley International School	0	0	0	0	2	2
	Bruce Randolph School	1	0	0	0	0	1
	Colorado High School Charter	0	1	1	1	0	3
	Colorado High School Charter GES	0	0	0	1	0	1
	Contemporary Learning Academy	0	0	0	1	0	1
	DCIS at Montbello	1	0	0	0	0	1
	DSST: Byers High School	0	0	0	0	1	1
	DSST: Cole High School	1	0	0	1	0	2
	DSST: Cole Middle School	0	1	1	1	1	4
	DSST: College View Elementary School	0	0	0	0	1	1
	DSST: College View High School	0	0	1	1	2	4
	DSST: College View Middle School	0	0	1	2	2	5
	DSST: Conservatory Green High School	0	0	0	0	2	2
	DSST: Conservatory Green Middle School	0	1	0	0	2	3
	DSST: Elevate Northeast High School	0	0	1	2	2	5
	DSST: Elevate Northeast Middle School	0	1	2	4	1	8
	DSST: Green Valley Elementary School	1	0	0	0	0	1
	DSST: Green Valley Ranch High School	0	0	1	0	0	1
	DSST: Green Valley Ranch Middle School	0	0	1	1	0	2
	DSST: Montview Middle School	0	0	3	2	1	6
	Denver Center for International Studies at Fairmont	0	0	0	0	1	1
	Denver Remote Academy	1	0	0	0	0	1
	Dr. Martin Luther King Jr. Early College	0	0	1	2	2	5
	Force Elementary School	0	0	1	0	0	1
	George Washington High School	1	0	0	1	0	2

	Goldrick Elementary School	0	0	1	0	0	1
	Gust Elementary School	0	0	1	0	0	1
	KIPP Denver Collegiate High School	0	0	1	1	0	2
	KIPP Northeast Denver Leadership Academy	0	1	1	0	0	2
	KIPP Northeast Denver Middle School	0	0	0	1	0	1
	KIPP Sunshine Peak Academy	0	0	2	1	1	4
	KIPP Sunshine Peak Elementary School	0	1	0	1	0	2
	Kepner Beacon Middle School	0	0	0	2	0	2
	Lena Archuleta Elementary School	1	0	0	0	0	1
	Marie L. Greenwood Academy	0	0	0	1	1	2
	McAuliffe Manual Middle School	1	0	0	0	0	1
	McKinley-Thatcher Elementary School	0	0	1	0	0	1
	Merrill Middle School	1	1	0	0	0	2
	Montbello High School	1	0	0	0	0	1
	Munroe Elementary School	0	0	0	1	0	1
	North High School	0	0	1	0	1	2
	Oakland Elementary School	1	0	0	0	0	1
	Omar D. Blair Charter School	0	1	0	0	1	2
	Rocky Mountain Prep - Berkeley	0	0	0	0	3	3
	Rocky Mountain Prep - Creekside	2	1	1	0	4	8
	Rocky Mountain Prep - Southwest	1	0	0	0	4	5
	STRIVE Prep - Federal	0	1	1	1	1	4
	STRIVE Prep - Green Valley Ranch	0	0	0	0	1	1
	STRIVE Prep - RISE	0	0	0	1	2	3
	STRIVE Prep - Ruby Hill	0	1	0	1	0	2
	STRIVE Prep - Smart Academy	0	0	0	0	1	1
	STRIVE Prep - Sunnyside	0	1	0	1	1	3
	Sabin World School	0	1	0	2	0	3
	Stedman Elementary School	0	0	0	1	0	1
	Stephen Knight Center for Early Education	0	0	0	0	1	1
	Trevista at Horace Mann	0	0	0	1	0	1
	University Prep - Arapahoe	0	1	0	1	1	3
	University Prep at Steele Street	0	0	2	1	0	3
	Total	14	14	26	38	44	136
Harrison School District 2	Atlas Preparatory High School	0	0	1	1	2	4
	Atlas Preparatory Middle School	0	0	3	0	1	4
	Carmel Community School	0	0	0	1	1	2
	Centennial Elementary School	0	0	0	0	1	1
	Fox Meadow Middle School	0	0	0	1	0	1
	Harrison High School	4	0	1	1	2	8
	Mountain Vista Community School	0	0	1	1	4	6
	Otero Elementary School	0	0	2	0	1	3
	Panorama Middle School	0	0	0	1	0	1

	Sierra High School	0	0	1	2	0	3
	Total	4	0	9	8	12	33
Pueblo City Schools	Cesar Chavez Huerta Preparto Academy (CHPA) – Cesar Chavez Academy	0	0	0	4	5	9
	Franklin School of Innovation	0	0	0	0	1	1
	Irving Elementary School	1	0	1	0	0	2
	Minnequa Elementary School	0	0	1	1	1	3
	Pueblo Academy of Arts	1	0	0	3	3	7
	Risley International Academy of Innovation	0	1	3	2	0	6
	Roncalli STEM Academy	0	0	5	0	3	8
	Total	2	1	10	10	13	36
Pueblo County 70 School District	Villa Bella Expeditionary School	0	0	0	2	0	2
	Total	0	0	0	2	0	2
Total		20	18	52	69	77	236

Note: These numbers were based on Fall placement and therefore the total numbers may be slightly higher than the number of teachers retained at the end of the year.

Table A.3: Number of Cohort 6-9 FLC Teachers by School by District in 2022-23

		Cohort				
District Name	**School Name**	**6**	**7**	**8**	**9**	**Total**
Archueleta County	Pagosa Springs Middle School	0	1	0	0	1
	Total	0	1	0	0	1
Bayfield 10 JT-R	Bayfield High School	0	0	0	2	2
	Bayfield Middle School	1	0	0	0	1
	Total	1	0	0	2	3
Durango 9-R	Animas Valley Elementary School	0	1	0	0	1
	Big Picture	0	1	0	0	1
	Durango High School	0	0	2	0	2
	Escalante Middle School	0	1	0	0	1
	Miller Middle School	0	1	0	0	1
	Park Elementary School	0	0	1	0	1
	Total	0	4	3	0	7
Ignacio 11-JT	Ignacio Elementary School	0	1	0	0	1
	Ignacio High School	0	0	1	0	1
	Ignacio Middle School	0	0	1	0	1
	Total	0	1	2	0	3
Mancos RE 6	Mancos Elementary School	1	1	1	0	3
	Mancos High School	1	0	0	0	1
	Total	2	1	1	0	4
Montezuma Cortez RE 1	Kemper Elementary School	1	0	0	0	1
	Kiva Montessori	1	0	0	0	1
	Mesa Elementary School	0	0	1	1	2
	Montezuma-Cortez Middle School	0	1	0	0	1
	Total	2	1	1	1	5
Total		5	8	7	3	23

Note: These numbers were based on Fall placement and therefore the total numbers may be slightly higher than the number of teachers retained at the end of the year.

Cohorts 5-9 Primary Subject Area Taught by Cohort in 2022-23

Table A.4: Number of PEBCTR Teachers By Cohort and by Primary Subject Area in 2022-23

Primary Subject Area	Cohort 5	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Total
Art	0	1	1	1	5	8
Business	2	1	0	0	0	3
Early Childhood Education	1	0	2	3	5	11
Elementary	12	10	14	20	23	79
English, Reading, or Language Arts	4	3	8	9	9	33
Health	0	2	0	0	0	2
Math	4	3	4	7	12	30
Music	0	1	0	1	0	2
Other (Describe)	0	0	0	1	3	4
Physical Education	1	0	1	0	0	2
Science	2	5	5	9	8	29
Social Studies	0	2	2	7	11	22
Spanish	0	1	0	2	0	3
Special Education	0	1	1	0	0	2
Total	26	30	38	60	76	230

Note: These numbers were based on Fall placement and therefore the total numbers may be slightly higher than the number of teachers retained at the end of the year.

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

Primary Subject Area	Cohort 5	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Total
Computer Science	0	0	1	0	0	1
Early Childhood Education	0	0	0	0	3	3
Elementary	5	7	6	10	14	42
English, Reading, or Language Arts	3	4	9	12	10	38
ESL	0	0	0	0	3	3
Math	1	2	10	14	16	43
Science	3	1	15	15	15	49
Social Studies	1	0	2	1	2	6
Spanish	1	0	0	1	0	2
Special Education/Exceptional Student Services	6	3	8	16	13	46
Other (Describe)	0	1	1	0	1	3
Total	20	18	52	69	77	236

Note: These numbers were based on Fall placement and therefore the total numbers may be slightly higher than the number of teachers retained at the end of the year.

Table A.6: Number of FLC Teachers By Cohort and by Primary Subject Area in 2022-23

Primary Subject Area	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Total
Elementary	1	0	1	0	2
English, Reading, or Language Arts	1	0	1	0	2
Health	0	1	0	0	1
Math	0	0	2	0	2
Math/Science	0	0	0	1	1
Music	0	1	0	0	1
Science	1	1	2	0	4
Special Education/Exceptional Student Services	2	5	2	2	11
Total	5	8	8	3	24

Note: These numbers were based on Fall placement and therefore the total numbers may be slightly higher than the number of teachers retained at the end of the year.

Cohort 9 Teacher Demographics by Program

Table A.7: Cohort 9 Teacher Demographic Information by Program

Key Demographics	PEBCTR	TFA
	n	n
Male	30	22
Female	45	50
Prefer to Describe	1	4
Total	76	76
Missing	0	1
American Indian or Alaska Native	2	0
Asian	1	7
Black or African American	3	4
Hispanic / Latino	8	1
Native Hawaiian or Other Pacific Islander	1	0
White	54	48
Two or more races / ethnicities	4	8
Prefer to describe	0	4
Total	73	72
Missing	3	5

**Note: Demographic Information for FLC teachers is omitted due to the small sample size (n=3).*

Appendix B

PEBCTR Teacher Survey: Supplemental Tables

Table B.1: PEBCTR Teacher Survey Respondent Demographic Information by Cohort

	Overall (n = 50)	Cohort 5 (n = 5)	Cohort 6 (n = 6)	Cohort 7 (n = 7)	Cohort 8 (n = 10)	Cohort 9 (n = 22)
Gender Identity						
Woman	36	3	5	5	6	17
Man	14	2	1	2	4	5
Nonbinary	0	0	0	0	0	0
Prefer Not to Answer	0	0	0	0	0	0
Total	50	5	6	7	10	22
Race						
American Indian or Alaska Native	1	0	0	0	0	1
Asian	2	0	1	0	0	1
Black or African American	3	0	1	0	1	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	46	5	5	7	8	21
Prefer to Describe	0	0	0	0	0	0
Not Available	2	0	0	0	1	1
Total	54	5	7	7	10	25
Ethnicity						
Hispanic or Latine	5	0	0	0	2	3
Not Hispanic or Latine	43	5	6	7	8	17
Not Applicable	2	0	0	0	0	2
Total	50	5	6	7	10	22
Education Level						
Undergraduate working towards Bachelor's	1	0	0	0	0	1
Bachelor's	32	3	4	4	5	16
Master's	17	2	2	3	5	5
Not Applicable	0	0	0	0	0	0
Total	50	5	6	7	10	22

Table B.2: PEBCTR Teacher Survey Respondent Background Information by Cohort

	Overall (n = 50)	Cohort 5 (n = 5)	Cohort 6 (n = 6)	Cohort 7 (n = 7)	Cohort 8 (n = 10)	Cohort 9 (n = 22)
Year Prior to Joining						
Working towards Bachelor's degree	1	0	0	0	0	1
Graduated from college with Bachelor's degree	9	0	1	1	2	5
Graduate with Master's Degree	4	0	0	1	2	1
Working in career other than education	15	3	3	2	2	5
Working in educational setting	18	2	1	2	4	9
Other	3	0	1	1	0	1
Total	50	5	6	7	10	22
Relocation						
No, did not relocate	41	4	5	5	7	20
Yes, from different community in Colorado	4	1	0	1	1	1
Yes, from out of state	5	0	1	1	2	1
Total	50	5	6	7	10	22
Learned about PEBCTR through…						
Current or previous PEBCTR teacher	9	0	0	2	4	3
Friend, family member, or someone else in your network	6	0	0	1	0	5
On campus (e.g., PEBCTR recruiter, job posting, or faculty recommendation)	3	0	0	1	0	2
Internet search, such as Google or Yahoo	14	2	2	3	3	4
Print media, radio, or television advertisement	1	1	0	0	0	0
Job posting website	0	0	0	0	0	0
School or district representative	16	2	4	0	3	7
Other	1	0	0	0	0	1
Total	50	5	6	7	10	22

Table B.3: PEBCTR Teacher Survey Respondent Placement Information by Cohort

	Overall (n = 50)	Cohort 5 (n = 5)	Cohort 6 (n = 6)	Cohort 7 (n = 7)	Cohort 8 (n = 10)	Cohort 9 (n = 22)
Placement Setting						
Rural	24	3	4	2	2	13
Urban	26	2	2	5	8	9
Total	50	5	6	7	10	22
Placement School Grades Represented						
Early Childhood Education Center (Pre-K)	11	2	1	2	2	4
Elementary School (K – 5)	21	3	2	4	4	8
Middle School (6 – 8)	18	2	2	2	5	7
High School (9-12)	17	4	3	1	1	8
Not available	1	0	0	0	0	1
Total	68	11	8	9	12	28
Teaching in Area of Endorsement						
No	3	0	0	1	1	1
Yes	47	5	6	6	9	21
Total	50	5	6	7	10	22
Teaching in School with Other PEBCTR Teachers						
No other PEBCTR teachers	19	0	3	5	5	6
1 other	12	3	0	2	1	6
2 others	9	1	1	0	2	5
3 others	4	0	0	0	1	3
4 others	0	0	0	0	0	0
5 or more others	3	0	2	0	0	1
I don't know how many other PEBCTR teachers	3	1	0	0	1	1
Total	50	5	6	7	10	22

Table B.4: PEBCTR Teacher Survey Respondent Likelihood of Remaining at Current School for Next Academic Year by Cohort

	Overall (n = 50)	Cohort 5 (n = 5)	Cohort 6 (n = 6)	Cohort 7 (n = 7)	Cohort 8 (n = 10)	Cohort 9 (n = 22)
Definitely will	22	1	3	2	7	9
Probably will	13	1	1	3	1	7
Might or might not	5	0	0	2	1	2
Probably won't	5	1	1	0	1	2
Definitely won't	2	1	0	0	0	1
Not applicable	3	1	1	0	0	1
Total	50	5	6	7	10	22

TFA CO Teacher Survey: Supplemental Tables

Table B.5: TFA CO Teacher Survey Respondent Demographic Information by Cohort

	Overall (n = 99)	Cohort 5 (n = 5)	Cohort 6 (n = 6)	Cohort 7 (n = 13)	Cohort 8 (n = 41)	Cohort 9 (n = 34)
Gender Identity						
Woman	69	5	5	10	28	21
Man	23	0	1	1	11	10
Nonbinary	4	0	0	1	0	3
Prefer Not to Answer	3	0	0	1	2	0
Total	99	5	6	13	41	34
Race						
American Indian or Alaska Native	1	0	0	1	0	0
Asian	9	0	1	0	2	6
Black or African American	9	0	1	1	4	3
Native Hawaiian or Other Pacific Islander	2	0	1	1	0	0
White	74	4	3	10	34	23
Prefer to Describe	2	0	0	0	1	1
Not Available	7	1	1	0	3	2
Total	104	5	7	13	44	35
Ethnicity						
Hispanic or Latine	23	4	2	3	7	7
Not Hispanic or Latine	76	1	4	10	34	27
Not Applicable	0	0	0	0	0	0
Total	99	5	6	13	41	34
Education Level						
Undergraduate working towards Bachelor's	1	0	0	0	1	0
Bachelor's	76	1	1	5	38	31
Master's	21	4	5	8	2	2
Not Applicable	1	0	0	0	0	1
Total	99	5	6	13	41	34

Table B.6: TFA CO Teacher Survey Respondent Background Information by Cohort

	Overall (n = 99)	Cohort 5 (n = 5)	Cohort 6 (n = 6)	Cohort 7 (n = 13)	Cohort 8 (n = 41)	Cohort 9 (n = 34)
Year Prior to Joining						
Working towards Bachelor's degree	37	3	2	3	13	16
Graduated from college with Bachelor's degree	32	1	4	4	15	8
Graduate with Master's Degree	4	0	0	1	2	1
Working in career other than education	11	0	0	2	7	2
Working in educational setting	14	1	0	3	3	7
Other	1	0	0	0	1	0
Total	99	5	6	13	41	34
Relocation						
No, did not relocate	23	4	2	4	8	5
Yes, from different community in Colorado	6	1	1	0	2	2
Yes, from out of state	70	0	3	9	31	27
Total	99	5	6	13	41	34
Learned about TFA through…						
Current or previous TFA teacher	13	1	0	4	6	2
Friend, family member, or someone else in your network	26	2	1	4	12	7
On campus (e.g., TFA recruiter, job posting, or faculty recommendation)	34	2	3	1	12	16
Internet search, such as Google or Yahoo	14	0	1	2	5	6
Social media, such as Facebook or LinkedIn	2	0	1	0	1	0
Job posting website	1	0	0	1	0	0
School or district representative	7	0	0	1	5	1
Other	2	0	0	0	0	2
Total	99	5	6	13	41	34

Table B.7: TFA CO Teacher Survey Respondent Placement Information by Cohort

	Overall (n = 99)	Cohort 5 (n = 5)	Cohort 6 (n = 6)	Cohort 7 (n = 13)	Cohort 8 (n = 41)	Cohort 9 (n = 34)
Placement Setting						
Rural	14	1	1	1	7	4
Urban	85	4	5	12	34	30
Total	99	5	6	13	41	34
Placement School Grades Represented						
Early Childhood Education Center (Pre-K)	14	0	0	3	3	8
Elementary School (K – 5)	36	0	3	7	14	12
Middle School (6 – 8)	44	2	1	4	21	16
High School (9-12)	29	4	2	3	12	8
Total	123	6	6	17	50	44
Placement School Type						
Charter	55	1	5	5	23	21
Traditional	44	4	1	8	18	13
Total	99	5	6	13	41	34
Teaching in Area of Endorsement						
No	6	0	1	0	3	2
Yes	92	5	5	13	38	31
Not applicable	1	0	0	0	0	1
Total	99	5	6	13	41	34
Teaching in School with Other TFA Co Teachers						
No other TFA CO teachers	17	0	1	5	6	5
1 other	20	1	1	1	11	6
2 others	16	1	2	1	4	8
3 others	12	0	2	0	6	4
4 others	3	0	0	1	1	1
5 or more others	26	3	0	3	10	10
I don't know how many other TFA CO teachers	5	0	0	2	3	0
Total	99	5	6	13	41	34

Table B.8: TFA CO Teacher Survey Respondent Likelihood of Remaining at Current School for Next Academic Year by Cohort

	Overall (n = 99)	Cohort 5 (n = 5)	Cohort 6 (n = 6)	Cohort 7 (n = 13)	Cohort 8 (n = 41)	Cohort 9 (n = 34)
Definitely will	40	1	2	7	9	21
Probably will	18	1	1	0	9	7
Might or might not	6	1	0	1	2	2
Probably won't	15	1	0	1	11	2
Definitely won't	14	1	3	2	7	1
Not applicable	6	0	0	2	3	1
Total	99	5	6	13	41	34

FLC Teacher Survey: Supplemental Tables

Table B.9: FLC Teacher Survey Respondent Demographic Information by Cohort

	Overall (n = 20)	Cohort 6 (n = 6)	Cohort 7 (n = 5)	Cohort 8 (n = 6)	Cohort 9 (n = 3)
Gender Identity					
Woman	14	5	3	4	2
Man	5	1	2	2	0
Nonbinary	1	0	0	0	1
Prefer Not to Answer	0	0	0	0	0
Total	20	6	5	6	3
Race					
American Indian or Alaska Native	3	1	0	1	1
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	16	6	5	4	1
Prefer to Describe	0	0	0	0	0
Not Available	2	0	0	1	1
Total	21	7	5	6	3
Ethnicity					
Hispanic or Latine	3	1	1	1	0
Not Hispanic or Latine	16	5	4	4	3
Not Applicable	1	0	0	1	0
Total	20	6	5	6	3
Education Level					
Undergraduate working towards Bachelor's	0	0	0	0	0
Bachelor's	11	3	4	2	2
Master's	9	3	1	4	1
Not Applicable	0	0	0	0	0
Total	20	6	5	6	3

Table B.10: FLC Teacher Survey Respondent Background Information by Cohort

	Overall (n = 20)	Cohort 6 (n = 6)	Cohort 7 (n = 5)	Cohort 8 (n = 6)	Cohort 9 (n = 3)
Year Prior to Joining					
Working towards Bachelor's degree	2	1	0	1	0
Graduated from college with Bachelor's degree	5	1	1	3	0
Graduate with Master's Degree	0	0	0	0	0
Working in career other than education	0	0	0	0	0
Working in educational setting	11	4	4	1	2
Other	2	0	0	1	1
Total	20	6	5	6	3
Relocation					
No, did not relocate	15	6	4	3	2
Yes, from different community in Colorado	1	0	0	1	0
Yes, from out of state	4	0	1	2	1
Total	20	6	5	6	3
Learned about FLC through…					
Current or previous FLC teacher	1	0	0	1	0
Friend, family member, or someone else in your network	4	1	0	2	1
On campus (e.g., FLC recruiter, job posting, or faculty recommendation)	1	1	0	0	0
Internet search, such as Google or Yahoo	4	0	1	2	1
Social media, such as Facebook or LinkedIn	0	0	0	0	0
Job posting website	0	0	0	0	0
School or district representative	9	4	4	1	0
Other	1	0	0	0	1
Total	20	6	5	6	3

Table B.11: FLC Teacher Survey Respondent Placement Information by Cohort

	Overall (n = 20)	Cohort 6 (n = 6)	Cohort 7 (n = 5)	Cohort 8 (n = 6)	Cohort 9 (n = 3)
Placement Setting					
Rural	18	6	5	5	2
Urban	2	0	0	1	1
Total	20	6	5	6	3
Placement School Grades Represented					
Early Childhood Education Center (Pre-K)	0	0	0	0	0
Elementary School (K – 5)	5	2	2	1	0
Middle School (6 – 8)	8	2	3	2	1
High School (9-12)	7	2	0	3	2
Total	20	6	5	6	3
Teaching in Area of Endorsement					
No	1	1	0	0	0
Yes	19	5	5	6	3
Not applicable	0	0	0	0	0
Total	20	6	5	6	3
Teaching in School with Other FLC Teachers					
No other FLC teachers	3	1	0	2	0
1 other	1	0	1	0	0
2 others	1	0	0	0	1
3 others	3	1	0	1	1
4 others	0	0	0	0	0
5 or more others	1	0	1	0	0
I don't know how many other FLC teachers	11	4	3	3	1
Total	20	6	5	6	3

Table B.12: FLC Teacher Survey Respondent Likelihood of Remaining at Current School for Next Academic Year by Cohort

	Overall (n = 20)	Cohort 6 (n = 2)	Cohort 7 (n = 5)	Cohort 8 (n = 6)	Cohort 9 (n = 3)
Definitely will	10	2	3	3	2
Probably will	6	2	2	1	1
Might or might not	3	2	0	1	0
Probably won't	0	0	0	0	0
Definitely won't	0	0	0	0	0
Not applicable	1	0	0	1	0
Total	20	6	5	6	3

Appendix C

Methods

Program and District Provided Data

Section 1 of this report presents information on five cohorts of teachers (beginning in 2018-19 to 2022-23), including the number of teachers who were recruited, placed, and retained; the districts and schools reached through the program; licensure status; grades/subjects taught; the number of students taught by teachers placed through the grant; educator effectiveness; and demographic information of first-year teachers. The vast majority of this information comes from teacher-level spreadsheets that programs fill out and transfer to OMNI for reporting.

Educator Effectiveness Ratings Data

To collect educator effectiveness ratings, programs provided CDE with identifying information for teachers placed through the grant. CDE matched that information to human resource records that included effectiveness ratings. All identifying information was then removed from the data file and shared with OMNI for analysis and reporting.

The School Leader Survey

In collaboration with CDE, PEBCTR, TFA, and FLC, OMNI updated the School Leader Survey in the spring of 2023. The survey was disseminated by the programs to school and district partners. The purpose of the survey was to learn from school and district leaders about their perspectives and experiences of working with teachers who participated in PEBCTR, TFA, and FLC's programs. Items were developed to capture the following:

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

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

The Teacher Survey

In 2023, OMNI updated and distributed the Teacher Survey to gather information directly from teachers and residents placed through the QTR Grant Program. The survey was administered by each program to the most recent five cohorts of retained teachers placed through the grant. To promote honest responses, the survey was administered anonymously (i.e., no identifying information was requested).

Teachers were invited to complete the survey in January – February 2023. Survey items capture the following:

- Respondent characteristics
- Respondent satisfaction with the recruitment and placement process
- Respondent perceptions of program, school, and district supports
- Respondent overall satisfaction with the placement and the program
- Respondent plans to continue to teach in a high-need school or district
- Respondents' feelings of efficacy in the classroom