

# **TEACH FOR AMERICA- LAS VEGAS VALLEY**

## **FY17 Great Teaching and Leading Fund Final Annual Report**

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## Section I: Summary

### Item A: Program Name and Overall Goals

Teach For America-Las Vegas Valley (TFA-LVV) addressed the Nevada Department of Education’s (NDE) priorities of **teacher preparation, recruitment and professional development for teacher retention and leadership development**. During the 2016-2017 school year, TFA-LVV participated in selecting and matriculating 104 new leaders to join the Las Vegas Valley region and begin teaching in Clark County in 2017-2018 school year. Simultaneously, TFA-LVV supported a cohort of 174 first and second year educators teaching in over 50 Title 1 schools through a 2-pronged approach: (1) 1:1 coaching at school sites and (2) five required, full day, in-person professional development Conferences focused on pedagogy, content and culturally responsive teaching.

Overall, our goals are to:

- Provide a pipeline of talented leaders to our Las Vegas community who believe in educational equity
- Place educators in high-need schools to increase access to opportunities for students
- Support the development of our leaders through multi-faceted development opportunities and partnership with CCSD and local schools
- Encourage retention of our corps members to stay in Southern Nevada Construct a vibrant alumni network driving towards collective impact

### Item B: Abstract and Results 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. We recruit outstanding and diverse leaders, early in their careers, who have demonstrated evidence of the values and leadership necessary to expand opportunity and access for all children inside and outside of the classroom.

Our leaders make a life-long commitment that begins with two years’ teaching in a public school, partnering with children and families most acutely impacted by educational inequity. In partnership with schools, families, local universities, other organizations and businesses in the community, we provide initial training, ongoing professional development, and access to an unparalleled resource and support network. During the 2016-2017 school year, we were able to achieve the following results through our programmatic work:

Category	Goal	Target	Result
<b>Recruitment</b>	National and regional combined recruitment efforts will lead to an increase in pre-service teachers in Clark County Classrooms during the 2017-2018 school year	80 teachers	104 teachers
<b>Selection</b>	Teachers will meet the competency requirements of TFA’s ambitious selection model	100%	100%

Category	Goal	Target	Result
<b>Selection</b>	Teachers will take and pass all required exams and achieve highly qualified status prior to the first day of school in the assigned content	100%	95%
<b>Placement</b>	We will place incoming teachers in high-need, Title I schools in Clark County by June 15, 2017	100%	100%
<b>Retention</b>	Teachers will begin their second year of teaching	95%	91%
<b>Retention</b>	Teachers will complete two years of teaching in a high-need Title I school in Clark County	90%	92%
<b>Leadership Development</b>	1 <sup>st</sup> and 2 <sup>nd</sup> year teachers will attend TFA designed professional development sessions five times throughout the 2016-2017 school year	100%	97%
<b>Leadership Development</b>	Each 1 <sup>st</sup> and 2 <sup>nd</sup> year teacher will complete an individualized development plan (which includes regular classroom observations and 1:1 meetings with a TFA coach to set annual goals and analyze student data)	100%	100%

### Item C: Next Steps

In an effort to continue supporting corps members and alumni of our program, our region underwent a contextualized vision setting process, hosting focus groups and encouraging survey participation to learn more about the needs of our community. As a result, we hope to utilize this information, in coordination with the strong foundations of our program, to set a strategic plan that will enable us to build upon our current success and strengthen our network towards collective, systemic impact in Clark County.

## Section II. Grant Funded Activities

### Item A: Name of Activity and Overview:

TFA utilized GTL Fund allocations to address the NDE’s priority of improving the selection, recruitment, and retention of effective teachers.

Teach For America’s recruitment strategy is designed and executed by a national recruitment team made up of 200 recruiters and 400 student interns. The team includes expert recruiters, researchers, and statisticians who examine what makes our best teachers unique. Our **regional staff** then participates in the selection process, conducting interviews for applicants in adherence to a selective acceptance model. This model is designed to maintain integrity and consistency across nearly all staff members of TFA.

Once applicants have been accepted, the 6 Managers of Teacher Leadership Development (MTLD), the Director of Teacher Leadership Development (DTLD) and the Manager of Operations and Strategy (MOS) work collectively to confirm each applicant, support their transition as they relocate to Las Vegas and provide the necessary information so that they meet the state and district requirements to teach in Nevada. This process is vital to the recruitment efforts as it ensures our teachers are ready to teach on the first day of school.

As a key foundation of our program, TFA corps members receive specialized professional development opportunities, starting with a series of webinars designed by the DTLD and led by each staff member, followed by an intensive summer training. While in the classroom, each corps member is partnered with a MTLT who serves as their coach for 2 years, expediting their leadership development by providing 1:1 feedback, conducting classroom observations and hosting small group learning sessions. In addition, corps members participate in a series of full day development conferences that creates a professional learning community across all of the schools we teach in. It is through this partnership that TFA supports the retention of first and second year teachers in some of Clark County's highest need schools.

### **Item B: Participant Information:**

Six Managers, Teacher Leadership Development (MTLD):

- Participate as Selectors, conducting final interviews to admit potential candidates to the program
- Serve as the direct point of contact for a small group of incoming corps members to ensure they join our program and are meeting all requirements to be ready to teach on the first day of school
- Support a cohort of 26-30 first and second year teachers, providing personalized coaching both at their school site and in conference settings.

One Director of Teacher Leadership Development (DTLD):

- Participate as Selectors, conducting final interviews to admit potential candidates to the program
- Serve as the direct point of contact for a small group of incoming corps members to ensure they join our program and are meeting all requirements to be ready to teach on the first day of school
- Sets the overarching vision and direction for the corps member support program, including pre- service learning (Induction, Summer Institute, Kick-Off)
- Provides development to the MTLTs to ensure there are coaching in alignment to best teaching practices

1 Manager, Operations and Strategy (M, Ops and Strat),

- Participate as Selectors, conducting final interviews to admit potential candidates to the program
- Serve as the direct point of contact for a small group of incoming corps members to ensure they join our program and are meeting all requirements to be ready to teach on the first day of school
- Manages program and corps member support throughout their tenure with Teach For America

### **Item C: Area of Effectiveness Measured**

TFA's program supports the DOE priority of improving recruitment, selection and retention of effective teacher and principals

## Item D: Effectiveness Measure for Each Area, Including Rationale for Chosen Measure

### Effectiveness measures for selection and recruitment

#### 1. *Diversity of corps members*

**Rationale:** Part of our value to the community is our ability to draw diverse talent that mirrors the population of our student body.

**Results:** TFA- LVV’s corps members are comprised of 64% people of color (up from 58% last year) versus 24% across the District. This is significant in a district where 70% of the 320,000 students in CCSD are students of color. Furthermore, 60% of corps members are Pell Grant recipients and 50% are first generation college graduates.

#### 2. *Number of teachers placed vs. partner school needs*

**Rationale:** Given the need for talented leaders in our community – especially in schools with a high population of students who receive free and reduced lunch, speak English as a second language or have individualized learning plans – we wanted to measure our ability to help provide leaders to the schools where the need (and demand) was greatest.

**Results:** We currently have a contract with the Clark County School District and a few state authorized charter schools to provide up to 175 teachers per school year. In FY17, by leveraging GTLF and other philanthropic funding, we set a goal of 80 new teachers and were able to recruit and confirm 104 corps members to teach in 47 Title-1 Clark County schools and 3 charter schools in the 2017-2018 school year. Our placement schools include:

Bailey Middle School	Futuro Academy	O’Callaghan Middle School
Bonanza High School	Hal Smith Elementary School	Peterson Elementary School
Booker Elementary School	Heard Elementary	Pittman Elementary School
Cambeiro Elementary School	Hollingsworth Elementary School	Red Rock Elementary School
Canyon Springs High School	Keller Elementary School	Roundy Elementary School
Chaparral High School	Keller Middle School	Sedway Middle School
Cimarron-Memorial High School	Kelly Elementary School	Sunrise Acres Elementary School
Cortez Elementary School	Lowman Elementary School	Sunrise Mountain High School
Decker Elementary School	Mack Middle School	Valley High School
Democracy Prep at Agassi Campus	Manch Elementary School	Von Tobel Middle School
Desert Pines High School	McCall Elementary School	Wengert Elementary School
Diaz Elementary School	Mendoza Elementary School	West Prep Academy
Dickens Elementary School	ML King Elementary School	Western High School
El Dorado High School	Mojave High School	Wilhelm Elementary School
Equipo Academy	Monaco Middle School	Wynn Elementary School
Findlay Middle School	Moore Elementary School	

### Effectiveness measures for teacher development & retention

#### 1. *Percent of teachers placed by start of summer institute training*

**Rationale:** The effectiveness of our summer training relies on our ability to tailor the content to the needs of each teacher. When a teacher knows the content area, school and demographic make-up of their teaching assignment, they are better prepared to seek help with a specific teaching need during their summer institute.

**Results:** We were able to place 100% of our teachers in CCSD or Southern Nevada charter schools by ahead of our June summer institute.

2. *Percent of retention of first and second year teachers*

**Rationale:** Through our coaching and development model, our program is able to meet the specific needs of the teacher, thereby increasing their effectiveness in the classroom, but also increasing their retention in the field of education.

**Results:** Of the 80 first year TFA teachers, 91% continued teaching for a second year in 2017-2018. Of the 101 second year teachers who began in the 2015-2016 school year, 92% completed TFA's 2-year teaching commitment. TFA-LVV ranks 5<sup>th</sup> among all 53 TFA regions in retention of first and second year teachers.

3. *Leadership Development: Percent of participation in development programming throughout 2-year corps member commitment & survey outcomes*

**Rationale:** In an effort to enhance our recruitment and training practices and determine the overall satisfaction of our teaching force, TFA administers numerous surveys throughout our teachers experience with TFA. Our national and local teams analyze survey results to help guide changes to pre-service training, professional development sessions, and 1:1 coaching with teachers.

**Results:** During the 2016-2017 school year, 97% of our first and second year teachers attended five professional development conferences and 100% completed their individualized development plan as designed by their MTL. Our Corps Strength Index, measuring the sense of belonging, satisfaction and self-value of our corps showed 72% strength, amongst the highest in the country. Our Corps Learning Index at the end of 2016-2017 was 82% strong, showing that our corps members develop a commitment to the mission of educational equity and that they have a stronger understanding of how they can personally contribute to education now and in the future among other key indicators. These numbers contribute to the high retention rate of our teachers through their first two years.

## Item E: Implications for Future Implementation

As we continue to recruit and support each new cohort of Teach For America corps member in the Las Vegas Valley, we intend to continue refining and implementing targeted surveys to ensure that we are providing the most up-to-date supports for our teachers. As a result, we will continue to see programmatic success both in academic outcomes for students as well as in retention of teacher and leaders in our community.

Additionally, as our alumni network continues to grow with each school year, we have broadened our focus to include an Alumni Affairs team, who will serve to strengthen our network of over 350 leaders and provide development opportunities that encourage retention of those leaders in our city.

## Section III: Budget Summary

### Item A: Narrative Overview

Despite significant investments in education during the 2015 legislative session, the ability to attract and retain talented and diverse leaders in the Las Vegas Valley remains a challenge. TFA-LVV has been a reliable partner to Clark County schools for over a decade by providing talented and diverse leaders to our community's highest need classrooms. We were able to leverage funding from the Great Teaching and Leading Fund (GTLF) to support and coach diverse, driven leaders. We allocated GTLF funds primarily to offset the staffing costs of our Teacher Leadership Development team whose charge is to place, partner, and, coach corps members to foster and cultivate transformational classrooms as leaders who strengthen the movement for educational excellence and equity in the Las Vegas Valley.

GLTF funding supported six MTLDs who, in 1:1 and small group settings, coach a cohort of 26-30 teachers to be movement-ready leaders that make a positive impact on students, have evidence of that impact, and have an unwavering belief in the unlimited potential of every child.

In addition, the MTLDs work to develop in each teacher the ability to effectively lead, mobilize and collaborate with students, families, and the Las Vegas community at large. Lastly, the MTLDs develop corps member leadership skills so that our future alumni exhibit high levels of self-awareness and understand how their identities affect their classrooms, the Las Vegas Valley's educational landscape, and broader systems to ensure that everyone in our community can thrive. The MTLDs design and execute rigorous programming that engages our teacher-leaders towards this end. Funding from the GTLF also enabled TFA-LVV to provide a series of full-day professional development sessions focusing specifically on pedagogy, diversity, community, and collaboration. These five, daylong professional development conferences were attended by almost all first and second year TFA teachers. GTLF funding also helped offset the cost for TFA-LVV to provide all of our teachers a content-specific coach who provided 1:1 coaching and feedback throughout the year.

Finally, GTLF funding helped offset costs for two other roles, the MOS and the DTLD that supported teachers through a four-part training regimen that prepared them for teaching on the first day of school. Prior to arriving in Las Vegas, we provided our teachers with self-guided pre-work to enable them to begin to develop the mindsets necessary to effect positive change in classrooms. In preparation for the school year, we hosted a continuum of summer training beginning with a week-long regional orientation, followed by an National Summer Institute where teachers received hands-on classroom experience, and concluded with a one-week teaching orientation to further expand each teacher's content knowledge and pedagogy skills. GTLF funding helped off-set the staff costs associated with pre-service training and teacher support and development pre-service training that is a portion of the work we do to help ensure our community has talented, diverse leaders able to make an impact from day one in the classroom, throughout the school year, and beyond.

## **Item B: Description of Expenditure Categories and Description**

- I. Total Award: \$379,524
- II. Total Spent: \$379,524

Expense	Itemization/Narrative
Teacher Support and Development	<p><b>Total Spent: \$374,524</b> Salaries: \$318,928 Benefits: \$60,596</p> <p>In FY17, we supported 174 first and second year teachers in 47 schools towards becoming excellent teachers and helping students achieve exceptional academic and social outcomes. Teacher development and support expenses were primarily for the ongoing training provided to corps members throughout their first two years in the classroom by approximately 9 full- time regional staff members in Las Vegas. This cost was used to support the salaries for 8 members of our program staff who support and coach our CMs to achieve transformational outcomes for students.</p> <p>The above figure includes salaries for 6 Managers of Teacher Leadership Development (MTLD) who manage program and corps member support on the 1:1 coaching and small group level.</p> <p>Director of Teacher Leadership Development (DTLD), who sets the vision and direction for program and corps member support</p> <p>Manager, Operations and Strategy (MOS) who manages program and corps member support at the full group level</p> <p><b>Rates of compensation are as follows based on a percentage of full salary:</b>  <b>Manager, Teacher Leadership Development (6)</b>            MTLD (4): \$40, 275/yr. (75% of salary) MTLD (1): \$40,800/yr. (75% of salary)            MTLD (1): \$42,975/yr. (75% of salary)            M, Ops and Strat: \$30,853/yr. (75% of salary) D, TLD (1): 43,200/yr. (60% of salary)</p>

**Item C: Awarded Funds v. Unexpended Funds**

The total award for fiscal year 2017 (July 1, 2016-June 30, 2017) was allocated.