

Follow-up from May 14, 2013 South Dakota Government Operations and Audit Committee:

Teach For America works in partnership with communities to expand educational opportunity for children facing the challenges of poverty. We recruit and train recent college graduates and career-changers to teach in high-need public schools across the country. Drawing on this teaching experience, Teach For America alumni go on to become lifelong leaders in the movement to expand educational opportunity.

We began partnering with the Rosebud and Pine Ridge reservations in 2004 to address the need to grow the number of effective teachers and leaders in South Dakota's high need schools. In the 2012 legislative session, the state of South Dakota made a strategic investment in Teach For America-South Dakota (TFA-SD) to recruit, train, develop, and place top teacher and leadership talent on Rosebud and Pine Ridge Indian Reservations.

On May 14, 2013, Teach For America—South Dakota was asked to appear before the joint Government Operations and Audit Committee to address questions around the organization's local impact. Following the meeting, we were asked to share more specific highlights around how we measure student progress, our impact results, and our financial model with the Committee in August. To that end, the below document includes the following:

- An explanation of the metrics we use to chart student progress in our teachers' classrooms and our impact on these metrics, which is showing that our teachers are seeing impact in classrooms that nearly double expected gains.
- Additional information on our organization's financial model which has garnered us a four-star rating from Charity Navigator for our efficiency, transparency and reporting of funds for 11 years running and ensured we are rated among the top 1% of all non-profit organizations nationwide on these metrics. We're also resending the supplemental materials we provided with our May 14th testimony.

We're looking forward to the Commission's review of these materials. For any additional questions or clarifying information, please don't hesitate to reach out to Teach For America—South Dakota Executive Director Jim Curran at james.curran@teachforamerica.org or 605-856-4359.

I. Teach For America Invests in Measuring Student Progress

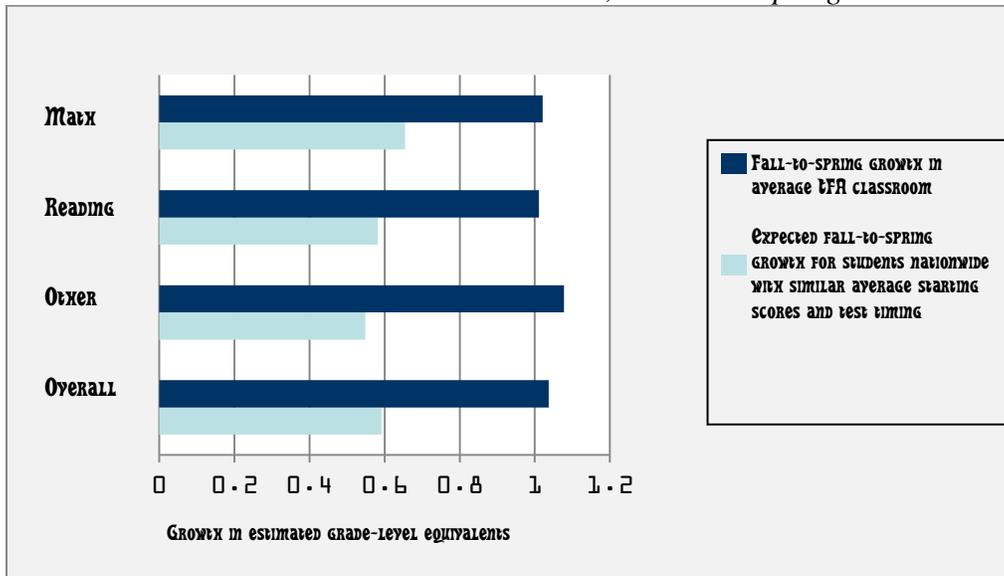
- **Focus on Progress Data:** Teach For America focuses on high-quality assessments that enable corps members to measure student learning gains from beginning to end of the school year and that allow us to compare gains in our teacher's classrooms to those occurring in classrooms across the state or nationally.
- **The NWEA MAP Test and why we use it:**
 - The Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP) is a nationally normed, computer-based, adaptive growth assessment which can be aligned to Common Core or state standards.
 - We use it because it gives us the most accurate read on our teachers' progress for the following reasons:
 - *Drawing Comparisons:* Teach For America has access to data which enables us to compare Teach For America-South Dakota corps

members' classroom gains on the MAP against the gains that are typical of students taking the MAP nationally.

- *Real Time Data:* MAP is given at the beginning, middle, and end of year; teachers have timely access to their students' scores via NWEA's online reporting system.
 - *Accessibility:* Approximately half (24) of Teach For America-South Dakota corps members currently have access to this assessment tool. Those that don't are in grades or subjects that do not use standardized tests. The Bureau of Indian Education (BIE) provides for the purchase of licenses to use NWEA MAP for all teachers in their BIE schools across 23 states. Due to the variance of the 23 state assessments, the BIE utilizes NWEA as a formative assessment that gives educators detailed insight into students learning and growth.
- **How we use ACT data as an additional metric:**
 - The ACT is a nationally recognized measure of college readiness which is part of a package of three assessments known collectively as EPAS; the three individual assessments are the EXPLORE, the PLAN, and the ACT.
 - Teach For America also has access to data which enables us to compare Teach For America-South Dakota corps members' classroom gains on the EPAS exams against gains seen for students nationally.
 - Because corps members administer released versions of the ACT, the EXPLORE and the PLAN, students can take the exams at the beginning, middle, and end of year.
 - **Why the South Dakota STEP Test doesn't currently provide us with the same level of data:**
 - This test was not designed to measure student growth and therefore makes it difficult to see how much progress students are making. Additionally, the DOE does not currently have an effective way to tie student results to individual teachers.
 - **Student Achievement Results in Teach For America-South Dakota Classrooms**
 - **NWEA MAP Results**
 - **Starting Below Grade Level:** The vast majority of students in the fifty-five classrooms served by Teach For America-South Dakota where NWEA MAP was administered **began the 2012-13 school year well below grade level.** Historical MAP results of test-takers nationwide suggest that students at similar starting points would tend to fall further behind their peers over the course of the school year, making less than one grade level of growth.
 - **Nearly Doubling Gains:** The average Teach For America-South Dakota classroom made gains in student learning that were **almost double the typical gains** of students taking the MAP nationwide who start the school year with a similar score.¹
 - **Helping Kids Catch Up:** Classrooms taught by Teach For America-South Dakota corps members made, on average, **learning gains of at least one grade level, and in some subject areas, they made more than one grade level of growth**, ensuring students at least kept pace with the growth of their peers and in some cases began to catch up.

¹ Please see notes (1) and (2) on chart below for additional details.

TFA-South Dakota NWEA MAP Gains, Fall 2012-Spring 2013

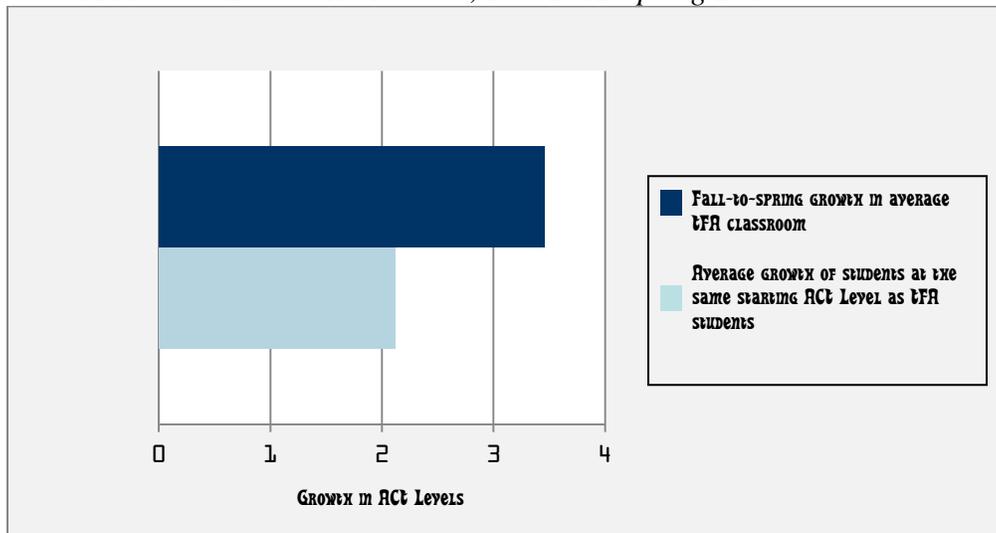


NOTES: (1) TFA classroom gains computed using results for only those students who took the assessment in both the fall and the spring. (2) Expected growth based on growth norms for students nationwide provided in NWEA's 2011 "RIE Scale Norm Study"; it reflects the average growth for students with the same fall scores as TFA classrooms, in the same grade(s) and subject, over approximately the same number of weeks. Average growth data is only available for every fifth score, so linear interpolation was used for scores not multiples of five; and average growth data is only through 10th grade, so average score growth for 10th graders was used for comparison in higher grade TFA classrooms. (3) "Other" includes Language Usage, General Science, and Science Concepts. (4) Grade-level equivalents were computed by defining the average fall RIT score for a grade level as performance at that grade level and assuming RIT scores grew linearly between grade levels.

EPAS/ACT Results

- On average, students in Teach For America classrooms (taking released tests) made greater gains than students with similar beginning scores have historically made nationwide.²

TFA-South Dakota ACT Gains, Fall 2012-Spring 2013



NOTES: (1) TFA results are for the small, but growing, number of classrooms (seven) able to utilize released ACT assessments to measure student gains over the school year, and they are based on released assessments administered by TFA corps members, not official ACT results. (2) TFA classroom gains computed using results for only those students who took the assessment in both the fall and the spring (excludes students in semester-long classes who were not taught

² Please see notes (2) and (3) on chart for additional details.

BY A TFA CORPS MEMBER FOR BOTH SEMESTERS). (3) AVERAGE GROWTH FOR STUDENTS NATIONWIDE COMPUTED USING DATA PROVIDED BY ACT, INC. (4) TFA STUDENTS ARE IN MULTI-GRADE HIGH SCHOOL CLASSROOMS IN WHICH GROWTH IS MEASURED FROM FALL TO SPRING. COMPARATIVE DATA IS GRADE-SPECIFIC AND GROWTH IS MEASURED FROM SPRING TO SPRING. AVERAGE GROWTH COMPARISON REFLECTED IN CHART (2.1 ACT LEVELS) IS COMPUTED BY AVERAGING THE TYPICAL GROWTH FOR STUDENTS IN GRADES 9, 10, AND 11 WHOSE PRIOR YEAR SPRING TEST RESULTS EQUALLED THE AVERAGE FALL SCORE IN EACH TFA CLASSROOM. ISOLATING THE GROWTH COMPARISON FOR EACH CLASSROOM TO STUDENTS IN A SPECIFIC GRADE LEVEL PRODUCES A RANGE FOR THE AVERAGE GROWTH COMPARISON FROM 1.7 TO 2.5 ACT LEVELS.

II. Additional Evidence of Student Achievement

Survey of South Dakota Principals

For the past 18 years, Teach For America has commissioned independent, external surveys of its partner principals asking them to evaluate the performance of Teach For America teachers in their schools. The most recent survey was completed in May 2013 by Policy Studies Associates. Local surveys found:

- **100%** of principals somewhat agreed to strongly agreed with the statement, *“I am satisfied with the Teach For America corps members in my school.”*
- **100%** of principals somewhat agreed to strongly agreed with the statement, *“Teach For America corps members make a positive difference in my school.”*
- **100%** of principals somewhat agreed to strongly agreed with the statement, *“I am satisfied with the Teach For America alumni in my school.”*
- **100%** of principals reported being somewhat likely to extremely likely to *recommend hiring Teach For America corps members to a fellow school leader.*
- **92%** of principals rated corps members *as good, very good or excellent in terms of impact on student performance.*
- **92%** of principals rated corps members *as good, very good or excellent in terms of having high expectations for all students.*

Teachers of the Year Honorees

Since 2004, more than 15 corps members and alumni have won school or district Teacher of the Year awards. Below is a snapshot of a few of those winners.

- **Katey Lee Swank ‘06:** After teaching 1st and 2nd grades for 6 years at Rosebud Elementary on the Rosebud Reservation, Katey was a finalist for the South Dakota state teacher of the year in 2012.
- **Grant Swanson ‘11:** Grant was the 2013 Teacher of the Year for St. Francis Indian School, a K-12 school on the Rosebud Reservation. Grant teaches 6th grade and is returning to teach for a 3rd year.
- **Michelle Verrochi ‘09:** Michelle was the Teacher of the Year for the Todd County School District in 2012. Michelle taught classes in the biomedical sciences at Todd County High School through Project Lead the Way (see below).
- **Josh Menke ‘11:** Josh teaches high school math at Crazy Horse School on the Pine Ridge Reservation. Josh was the 2012 Teacher of the Year at Crazy Horse Middle/High School as voted by students.

School and Community Extracurricular

Our corps members also contribute inside and outside of the classroom to expand learning opportunities for their students. They add leadership capacity at the schools in which they work, taking on coaching positions, and establishing tutoring, mentoring, and service learning programs. In the 2012-2013 school year, **86%** of our corps members participated in an extracurricular activity at their schools and **62%** led an extracurricular activity at their schools. More than **40%** of our corps members founded an extracurricular activity at their schools.

Snapshot of Alumni Leader Impact Statewide

Teach For America's mission is to recruit and train recent college graduates and career-changers to teach in high-need public schools across the country. Drawing on this teaching experience, Teach For America alumni go on to become lifelong leaders in the movement to expand educational opportunity. As we close out the 2012-13 school year, we currently have 27 alumni in South Dakota who are teaching, in school leadership, or whose work directly impacts our communities here in South Dakota. Here are a few examples:

- **Cristin Hedman '05:** Legal Aid Lawyer for the Lower Brule Tribe
- **Anna Berg LaDeaux '06:** Assistant Principal of Todd County Middle School in Mission
- **Lakota Mowrer '06:** Assistant Director of Four Bands Community Fund in Eagle Butte
- **Katey Lee Swank '06:** Instructional Coach at General Beadle Elementary School in Rapid City
- **Marion Katz '07:** Manager of Regional Operations for Teach For America—South Dakota on the Rosebud Reservation
- **Sabrina Brooks '07:** sixth year art teacher at Todd County Middle School
- **Kate Haswell '07:** sixth year teacher at Spring Creek elementary; founder of Spring Creek's Saturday School.
- **Sara Kock '07:** Project Manager for the Statewide Longitudinal Data System at the South Dakota Department of Education
- **Dennis Robillard '08:** Manager of Teacher Leadership Development for Teach For America—South Dakota on the Rosebud Reservation
- **Daniel Seibel '08:** Principal of Crazy Horse Middle/High School in Wanblee
- **David Swank '08:** Instructional Coach at South Middle School in Rapid City

Here are examples of alumni from Teach For America—South Dakota who have left our state, but whose work is directly linked to our communities in South Dakota, or are actively pursuing plans to move back to South Dakota to continue working towards the day when all Native students in South Dakota can attend an excellent school in their own communities:

- **Deana Around Him '04:** A Doctoral candidate in Public Health at Johns Hopkins focused on healthcare in Native populations
- **Leslie Barnard, '04:** Co-founder of Camp Thunderbird, which provides a summer camp experience for kids in the Parmelee/He Dog communities.
- **Hannah Kinmouth-Schultz '04:** Co-founder of Camp Thunderbird, which provides a summer camp experience for kids in the Parmelee/He Dog communities.
- **Krishnan Subrahmanian '04:** Attended Stanford Medical School and is returning to South Dakota next year to do his medical residency at Indian Health Services in Rosebud
- **Katie Jones '09:** Legislative Fellow for National Congress of American Indians
- **Sarah Manning '09:** Taught for 3 years at North Elementary in Mission before moving to New York City and is currently teaching at KIPP. Sarah is returning to North Elementary for the 2013-14 school year.

Here are examples of alumni from other Teach For America regions who have relocated to South Dakota to address the sources of educational inequity from all sectors in our state:

- **Rebecca Sather Durr '03:** Clinical Social Worker in Sioux Falls
- **Amanda Westland '03:** School Psychologist with the MidCentral Education Cooperative
- **Meagan Walsh '08:** Special Education Teacher at Hayward Elementary School in Sioux Falls
- **Traci Horner '08:** Teacher at The Challenge Center in Sioux Falls

III. Financial Report

Attached is a financial report that includes revenue and spending for 2012 and 2013. As we shared in our May 14th report, the state's support galvanized our private support from foundations, corporations and individuals. In fact, private support grew from \$140,000 in 2011 to \$538,000 in 2012 thanks in large part to this public-private partnership and has put us on a path to grow the number of teachers we're able to provide and better meet the demands of our school partners.

We carefully steward the resources generated in each community and use them to support the operations of the region, including the national efforts to recruit, train, develop and support our corps members and alumni. Across the country, we have partnered with nearly 20 states to create a unique public-private partnerships. As an organization, we're proud that we have received a four-star rating from Charity Navigator for our for efficiency, transparency and reporting of funds for 11 years running and are rated among the top 1% of all non-profit organizations nationwide on these metrics.

As you see in the below chart, South Dakota's budgets fall into six categories, and, in all of these categories, we are able to leverage centralized services that directly support our region and which create efficiencies and give us access to best practices and talent from across the country.

	Corps Member Recruitment, Selection, & Placement	Corps Member Pre-Service Training & Preparation	Corps Member Development & Support	Alumni Support	Management & General	Fundraising	GRAND TOTAL
2012	163,000	164,000	682,000	21,000	89,000	75,000	1,194,000
*2013	216,000	112,000	502,000	22,000	67,000	80,000	999,000

*FY 2013 is based on a 8 month fiscal cycle and includes forecasted projections. Additionally, it's important to note that the incoming corps size nearly doubled from 25 in FY12 to 45 in FY13.

- **Recruiting South Dakota's Corps** (Corps Member Recruitment, Selection, & Placement): The national Recruitment team visits more than 350 schools to attract a nation-wide corps of talent to South Dakota. Our office works directly with a recruiter that helps us reach talent on local college campuses, including University of South Dakota, South Dakota State University, Blackhills State University and South Dakota School of Mines and Technology. The Admissions team then screens, interviews and selects the candidates who possess the qualities we've seen lead to success

in our highest-need classrooms over the last 23 years. This year, 5,900 teachers joined our teaching corps and were part of a pool of 57,000 applicants.

- **Training and Preparing South Dakota's Corps** (Corps Member Pre-Service Training & Preparation): Pre-Service begins with a one-week induction in South Dakota, where our incoming corps members learn about the communities they will live with and serve. Following this, our corps members receive materials, intensive training, pedagogical instruction and teaching experience as part of one of our nine national teacher training institutes prior to their first day of school. Corps members then return to South Dakota for another week-long orientation where they begin working with instructional coaches on staff to develop unit plans and begin setting goals for the upcoming school year.
- **Supporting and Developing South Dakota's Corps** (Corps Member Development and Support): Our local teacher development team with support from our national teacher development team provides ongoing support to teachers throughout their first two years. Each corps member is paired with a Teach For America instructional coach, who provides one-on-one feedback and support based on student data and classroom observations. Additionally, our staff conducts quarterly professional development days that include workshops on education best practices and community panels.
- **Supporting and Developing South Dakota's Alumni** (Alumni): Our alumni team helps us cultivate alumni leaders who continue to teach in classroom, lead in schools and other areas of education and remain engaged in expanding educational opportunity from other sectors that impact education and help to address poverty.
- **Leveraging a Fiscally Efficient Centralize Management** (Management and General): The national organization provides all back-office functions related to Finance, Human Assets, Legal, IT and Office Administration (facilities management). This ensures we increase efficiency and reduce administrative costs locally.
- **Leveraging Centralized Development Support** (Fundraising): This support function provides data and systems support for our local development team as well as research and learning resources.