

# Twin Cities 2015 Vision

**One day, all children in Minnesota will have the opportunity to attain an excellent education.**

**TEACHFORAMERICA**

# The opportunity gap in Minnesota



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## Minority student math scores lag behind

On 11th grade math test, only 18 percent of Hispanics, 17 percent of Native Americans, and 13 percent of blacks are proficient

# The opportunity gaps in the Twin Cities

## Minneapolis:

In Minneapolis Public Schools, 90% of the students we serve are low-income, minority students:

- there is a 50 point gap between the percentage of white students and their black peers who are proficient in reading and math.
- less than a third of Latino students perform at grade level in reading and math



## Saint Paul:

More than 75% of the students we serve in Saint Paul are students of color and more than 90% qualify for free- or reduced-price lunch:

- fewer than 50% of the students of color are proficient in reading and math.
- for several charter school partners, that number falls to less than 1 in 4

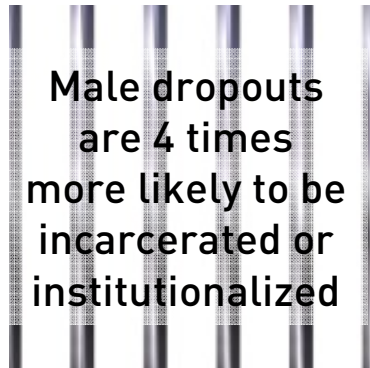
## Edina Public Schools

Only 20 miles away, in Edina Public Schools, where 85 percent of students are white and only 7 percent are considered low-income, students receive a radically different education.

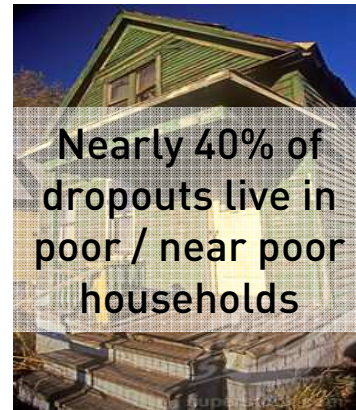
- 91 percent of students are proficient in reading and 87 percent are proficient in math.
- 90 percent graduate and 97 percent of graduates continue to post-secondary education

# Social and economic consequences of the opportunity gap

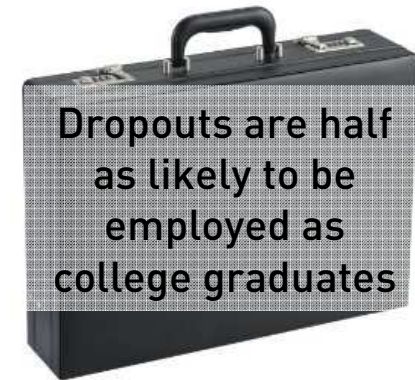
The result of the opportunity gap faced by low-income, minority students is significantly increased high school drop out rates, which, in turn, lead to significant social consequences:



Male dropouts are 4 times more likely to be incarcerated or institutionalized



Nearly 40% of dropouts live in poor / near poor households



Dropouts are half as likely to be employed as college graduates

In 2008, more than 3,000 Black, Latino, Native American, and Asian American students dropped out of high schools in the Twin Cities metro area. The likely annual contributions that these graduates would have made to the regional economy:



Earnings: \$45.6 million



Spending: \$31.2 million



State & Local Tax Revenue: \$5.4 million

# Challenges in the Twin Cities Landscape

The enormous achievement gap in Minnesota begs a significant question: “Why is the problem so bad *here*?”

## FAILURE TO ACKNOWLEDGE THE PROBLEM

“The achievement gap is bad only because our white students do so well.”  
“The achievement gap can’t be *that* bad in Minnesota.”

## SILVER SCAPEGOATS

“Low-income families just don’t care about education.”  
“We just need to get rid of the teacher’s union.”  
“Education can’t be fixed until poverty is.”

## SILVER BULLETS

“If we just paid teachers more...”  
“If we just cut class sizes...”  
“If we just changed the curriculum or used technology better...”  
“If we just provided better early childhood education...”

## LACK OF ACCOUNTABILITY

“Teachers shouldn’t be held accountable for student learning – there are too many other factors.”  
“It’s unfair to expect *these* kids to learn at the same level as their peers.”  
“State tests can’t determine learning.”

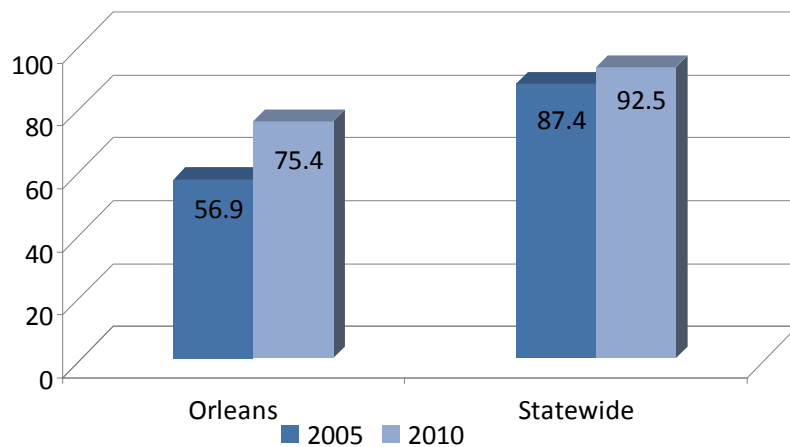
# Case studies of impact

Communities across the country are seeing historic progress as transformational leaders show us what is required to build thriving systems where every child can succeed.

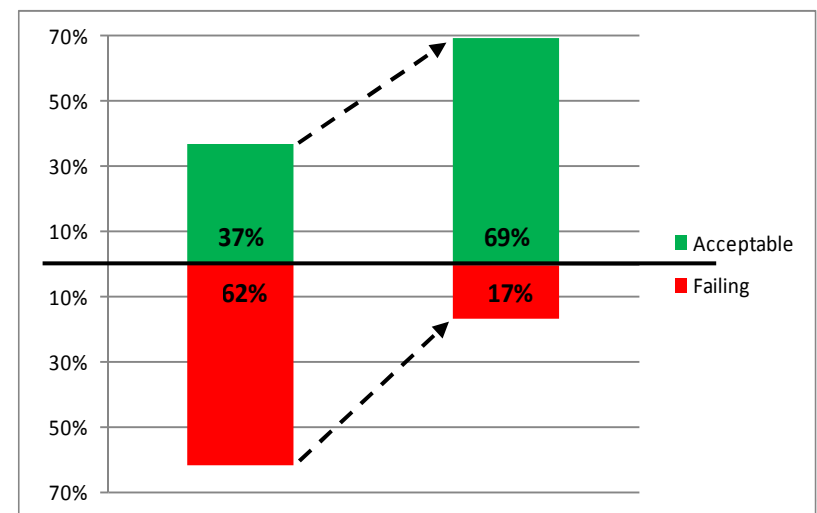
## GREATER NEW ORLEANS

- Orleans Parish demonstrated the #1 highest growth in Louisiana on state tests over the past 5 years with its performance score increasing by 12 points versus a state average of 5 points
- **Teach For America corps members and alumni impact 1 in 3 of all public school students**
- **700 corps members and alumni work as teachers and 25 alumni are principals**
- 150 alumni work in non-profits that directly support schools' and teachers' work
- John White, Superintendent of Louisiana's Recovery School District, is a TFA alum (Newark '99)

State Test Gains in Orleans Parish From '05 to '10



Percent of Students Attending a Failing School in '05 and '10



# Impact in the last three years

Over the last three years, we've successfully launched the Twin Cities region and have built a foundation for our success while creating a positive impact in tangible and meaningful ways.

## WE LAUNCHED THE CORPS

- Raised \$2.8 million in launch funding
- Placed 40 teachers at new partner schools
- Obtained program approval from the Minnesota Board of Teaching
- Developed partnership with Hamline University to ensure certification path for our corps members

## OUR SCALE HAS INCREASED

- Increased corps size from 40 teachers impacting 2,000 students at 17 schools to 100 teachers impacting 5,500 students at 30 schools
- Our Twin Cities alumni base has doubled from 150 to 300
- Our regional staff has grown from 1 to 10

## WE LED THE CAMPAIGN FOR ALT CERT

- Built a strong, bipartisan coalition and coordinated advocacy effort
- Created support through our message: *Alt Cert raises the standards for teachers and widens the teacher talent pipeline*
- Built political will to overcome opposition

## WE'VE PRODUCED A NEW TALENT PIPELINE

- A 2011 Policy Associates Study of principals at partner schools found
  - 100% report that “TFA teachers have made a positive impact”
  - 55% report that corps members are “more effective than other new teachers”
  - 93% are satisfied with TFA training

## Local response has been overwhelmingly positive

Almost every original placement partner has continued to hire corps members – and they've given word-of-mouth recommendations to colleagues across the Twin Cities, helping us expand.

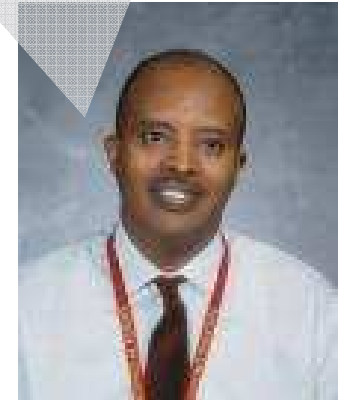
**“My Teach for America staff is far exceeding the high expectations that I had.”**

- Michael Bradley, Principal, Wellstone International High School, Minneapolis Public Schools



**“I can't say enough about how happy I am with the teachers Teach For America has offered us. When I have open teacher positions, I look first to Teach For America to fill those positions.”**

-Dr. Samuel Yigzaw, Higher Ground Academy, Saint Paul



**“Teach For America corps members are self-reflective, hard working and student focused at all times. They are willing to do whatever it takes.”**

- Shannon Blankenship, Executive Director, Hiawatha Academies, Minneapolis



# Impact on student achievement

There are numerous, powerful proof points of the impact of our work at the classroom and whole school level.

In just his first year of teaching, **Patrick Tanis** (Corps '09) led his fourth grade students to significant academic achievement.

- Built strong relationships with veteran colleagues
- Held high expectations for students
- Class average growth of 2 years in reading and 1.9 years in math
- 83% of students passed MCA-II exam in math and 76% passed in reading
- The following year x% passed in math and 96% passed in reading



**Ariel Trangle** (Corps '09) taught High School Algebra at Lighthouse Academy in Minneapolis where the previous year 0% of students had passed the MCA-II Algebra test.

- She scaffolded her lessons and got to know students personally
- She saw an average growth of 2.5 years in her classroom and 40% of students passed the MCA-II Algebra exam.
- The following year, she increased that number to 50%

At **Hiawatha Leadership Academy** in south Minneapolis, 70% of the teaching faculty and the entire administration are either Teach For America corps members or alumni.

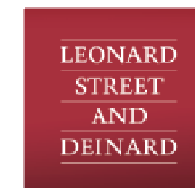
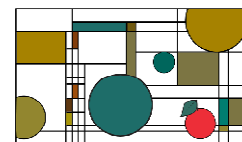
-Hiawatha was featured in the *Star Tribune's* "Beating the Odds" schools for its positive impact on student achievement in spite of the socioeconomic status of the student population.



# Impact through our alumni movement

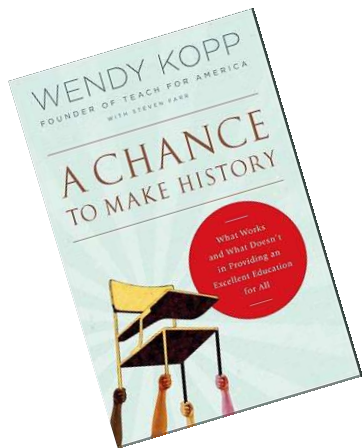
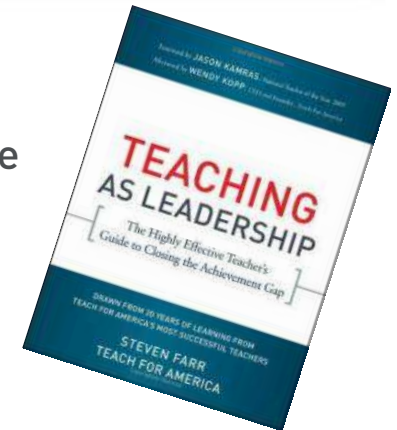
As a result of their experience in the classroom, alumni have a deeper understanding of the challenges their students face, conviction that the problem can be solved, and personal responsibility for helping to solve the problem as leaders across all sectors.

- **Jeanette Nelson Blankenship** (New York '01) serves as a Housing Policy Specialist at the Minnesota Housing Finance Agency
- **Katie Piehl** (Los Angeles '96) serves as a Director of Charter School Authorizing ensuring accountability for Volunteers of America charter schools in Minnesota
- More than 100 classroom teachers, including **Amy Ensign** (Baltimore '06) at Johnson High School in SPPS.
- **Atlee Reilly** (Phoenix '01) serves as Associate Attorney at School Law Center
- **Kelly Wolfe Lamphere** (South Louisiana '99) serves as an education lobbyist at Leonard, Street, and Deinard
- 3 school principals, including **Robin Fisher** (Phoenix '05) at Hiawatha Leadership Academy in Minneapolis



# What we believe it would take for transformational change

- Change is possible on the classroom and whole school level when there is **talent and leadership** — we now have many proof points of this change. Progress in the aggregate is possible on the system level with a real critical mass of reform-oriented leaders. Thus, we aspire to be bigger and better while sharing with others what we've learned (as we've done through our book *Teaching As Leadership*)



- As Wendy Kopp writes in her new book *A Chance to Make History*, governance changes in education are critical but not sufficient – **human capital reforms** at every level are needed to fuel change and our growth has enabled much of this in the communities we serve across the country. We still have work to do to ensure our alumni assume more key leadership roles at every level (principals, school board members, district staff).

- Sustaining reform efforts requires more than just leadership inside of the system, but also outside of it. **Our alumni must play a key role in community organizing and policy advocacy.** Alumni must run for (and win) elected office; serve in leadership roles with partner non-profit and community organizations; and, serve as the “foot soldiers” of an education reform movement that’s grounded in what’s best for the kids we serve.



# 2015 Twin Cities Vision

By 2015, we aim to build a truly unstoppable movement in Minnesota responsible for making educational opportunity attainable for all.

## PRIORITY ONE

- More low-income students in the Twin Cities are in transformative classrooms

## PRIORITY TWO

- Stronger community partnerships lead to deepened understanding of challenges and opportunities impacting student achievement

## PRIORITY THREE

- Our diverse corps members, alumni, and staff leaders are the fuel for reaching a tipping point of change

## PRIORITY FOUR

- Evidence of a strong education reform movement: the community is unwilling to fail another generation of kids



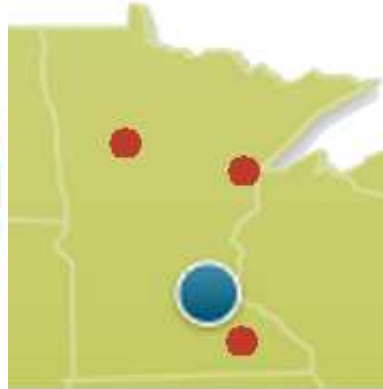
## Twin Cities 2015 goals

180

CORPS MEMBERS \*

250

ALUMNI  
TEACHERS



10

ALUMNI  
SCHOOL LEADERS

40k

STUDENTS IMPACTED  
BY TEACH FOR AMERICA  
CORPS MEMBERS AND ALUMNI

### Meaning over the next 5 years...

Teach For America corps members and alumni will impact approximately 75,000 students across Minnesota – ensuring more low-income, minority students are in transformative classrooms, schools, and school systems.

# Twin Cities 2015 goals

180

CORPS MEMBERS \*

250

ALUMNI  
TEACHERS



10

ALUMNI  
SCHOOL LEADERS

40k

STUDENTS IMPACTED  
BY TEACH FOR AMERICA  
CORPS MEMBERS AND ALUMNI

And across the nation building an unstoppable movement...

## IMPACT IN EDUCATION

### Teachers:

- Over 15,000 corps members, 15,000 alumni teachers, and more than 44,000 alumni

### Principals:

- 1,300 alumni principals

### School Districts:

- 90 school district superintendents and/or district senior cabinet members



## IMPACT IN OTHER SECTORS

### Policy:

- 200 Political Leaders
- 170 Policy Leaders
- 160 Advocacy Leaders

# Priority one: More students in transformative classrooms

## Meaningfully change the life trajectory for students we serve

Corps members will...

- be inspired by a vision for student success and be on a mission to change the life prospects for their students
- operate with a strong sense of personal responsibility for their students' success

## Strengthen our support of corps members

Our program team will...

- improve one-on-one coaching of corps members to help them achieve their visions
- enhance content- and grade-level-specific planning and instructional tools
- understand the “pathways to opportunities” for our students and push corps members to ensure students are on these paths

## Evaluate and measure student progress effectively

- Provide corps members with access to strong assessments
- Use proven benchmarks showing the growth of students over time in our corps members' classrooms

## 2015 GOALS

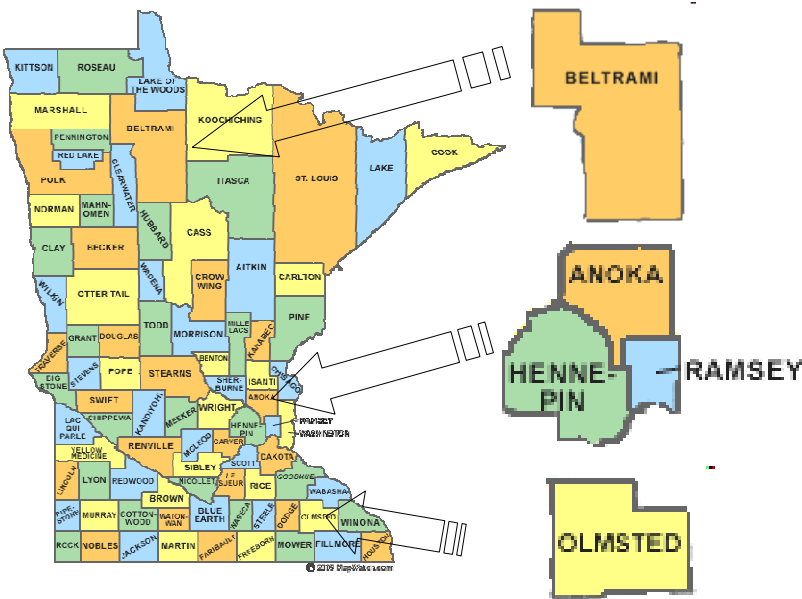
- By 2015, the average growth of the students in our corps members' classrooms will match the average growth of students in classrooms at the 75th percentile of all classrooms”
- 30% of corps members are people of color
- 30% of corps members come from low socio-economic backgrounds



# Priority one: More students in transformative classrooms

In order to meet the needs of students growing up in poverty, and to develop a robust leadership pipeline of alumni working to effect lasting change, we look to expand our presence to 355 teachers impacting the lives of 35,000 students over the next 5 years.

		2011	2012	2013	2014	2015
Corps Size	Incoming Corps	50	60	60	85	100
	Total Corps	95	105	115	140	180
	Students Impacted	5,500	5,750	6,500	7,500	10,000



- Reach more Native American students through our Native Achievement Initiative.
- Place corps members in pre-k and early childhood classroom settings.
- Increase placements in the metro area.
- Explore partnerships with outstate communities such as Rochester and Duluth.

## Priority one: More students in transformative classrooms

In order to support our work in this region, we must create a diverse, sustainable funding base while being recognized as a cost-effective education reform effort producing transformational change.

		2011	2012	2013*	2014	2015
Corps Size	Incoming Corps	50	60	60	85	100
	Total Corps	95	105	115	140	180
	Students Impacted	5,500	5,750	6,500	7,500	10,000

Budget	Est. Regional Budget	\$2,300,000	\$2,700,000	\$1,700,000*	\$3,800,000	\$4,800,000
	Local Fundraising Goal	\$2,272,000	\$2,850,000	\$2,125,000	\$4,250,000	\$5,250,000

Funding Sources	Foundations	\$800,000	\$1,100,000	\$700,000	\$1,387,500	\$1,537,500
	Corporations	\$822,000	\$915,000	\$685,000	\$1,500,000	\$2,000,000
	Individual Giving	\$450,000	\$615,000	\$500,000	\$1,000,000	\$1,250,000
	Public Funding	\$200,000	\$220,000	\$240,000	\$362,500	\$462,500

## Priority two: Stronger community partnerships

We cannot solve this problem alone: in order to gain a deeper understanding of the problem we seek to solve and contribute to its solutions, we must be better partners by leveraging the strengths and perspectives of others engaged in this work.

### Philanthropic Champions

- Attract, cultivate, and steward financial supporters to become deeply invested in our organization and mission.

### Families and Students

- Corps members develop deep and lasting relationships with families and students grounded in helping students achieve their highest potential

### Non-Profit and Ed Orgs

- Other non-profit and education orgs view us as valued and critical partners to reach community-wide goals. We are in this fight together.

### Schools and School Districts

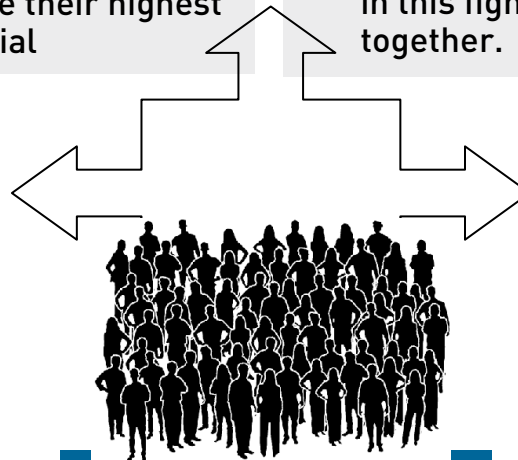
- Work closely with partners to align support and meet the needs of students: we must ensure principals are highly satisfied.

### Legislative and Political Advocates

- Strengthen our broad coalition of bi-partisan supporters across the political spectrum to ensure legislation that reflects what's best for kids.

### Community Leaders

- Build strong relationships in the Black, Latino, Hmong, East- and West- African, and Native American communities.



Teach For America's  
Staff, Alumni,  
and Corps Members

# Priority three: Leadership of our corps members and alumni

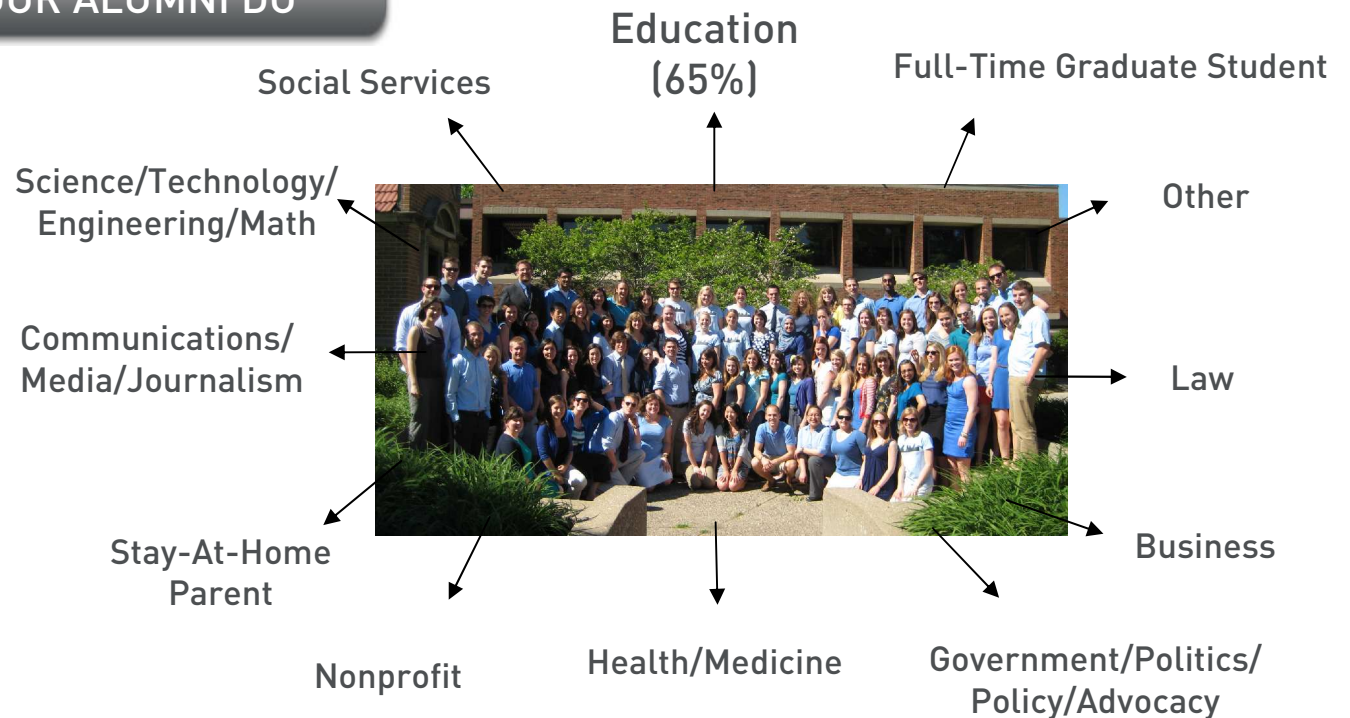
Our more than 700 alumni must be diverse in every way and embedded in positions of true leadership and influence. Teach For America's alumni will serve as the talent pipeline for organizations, institutions, and initiatives working to advance the broader good for all children.

## WHAT OUR ALUMNI DO



## 2015 GOALS

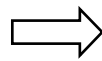
- 10 school leaders
- 250 alumni teaching
- 3 policy or advocacy leaders who hold an elected position
- 2 community-organizing leaders



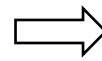
# Priority four: A community unwilling to fail our kids



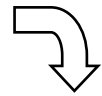
Our corps and alumni are the “foot soldiers” of a reform movement



as former and current teachers and educators



and civic and community leaders and activists



can demonstrate that all kids can achieve

We seek to build an education reform movement that leads to a community that is unwilling to fail another generation of low-income, minority students.

Our corps members and alumni can lead with the conviction and moral authority that comes from having had experiences of leading students to significant academic achievement.

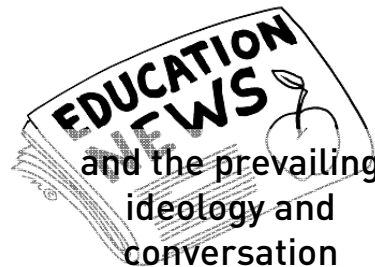
Through our work, we can demonstrate the impact of high expectations and accountability, providing proof points about what’s possible for our students.



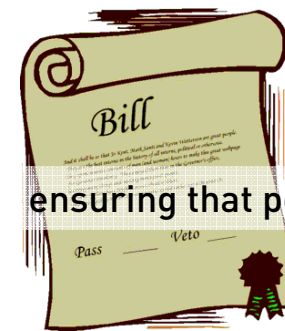
leading to a new mandate for elected officials



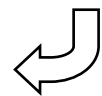
are in the interest of what’s best for kids



and the prevailing ideology and conversation



ensuring that policy



## Our belief and call to action

Evidence across the country has armed us with an unwavering belief that it is possible to eliminate educational inequality in classrooms, in schools, and in whole systems of schools.

By 2015, we aim to build a truly unstoppable movement in Minnesota responsible for making educational opportunity attainable for all.

Thank you for helping us reach this vision.



To learn more visit: <http://www.teachforamerica.org/about-us/regions/twin-cities/>

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