




**TEACHFORAMERICA**

| D.C. Region

# ANNUAL IMPACT REPORT 2022



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

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# FROM OUR EXECUTIVE DIRECTOR

To our champions for children in the D.C. Region,

On behalf of Teach For America: Thank you. Thank you for caring so deeply about the children of the District of Columbia, Prince George's County, and Northern Virginia. If you are receiving this report, it is because you had an outsized impact on our sustainability and in helping our organization meet ambitious goals. Once again, thank you.



The contents of this Impact Report fill me with pride. This past year, we helped to recruit a diverse teacher corps to help fill critically short-staffed schools. We supported teachers who achieved over a year's worth of growth in their classrooms. We celebrated alumni who won major awards, including 2022 Virginia Teacher of the Year Daphne Fulson. And we laid the groundwork to expand our impact even further by 2030.

In the D.C. Region, we set ambitious goals. One that will be a guiding star is to **double the amount of students in DC Wards 7 & 8 meeting benchmarks for 3rd grade literacy by 2030 as compared to the spring of 2019**. To get there, we are **increasing our corps size by 30% and concentrating placements and effort in these wards**; we are continuing our **in-region pre-service**, including **supporting in-person tutoring for students during the summer**; we are **launching a fellowship of high-impact tutors** that will work with students during the school year in under-resourced schools to address unfinished learning caused by COVID-19; we are building a coalition of like-minded organizations to lead a **School Leader Professional Learning Community** that develops local principals; and we are **innovating our coaching model** to support corps members “from acceptance letter to alumni induction.”

The data and the stories included in this report truly speak for themselves, but let me leave you with an inspirational moment I recently had during a school visit. I was visiting corps members' classrooms in a DC Charter School led by a TFA alumnus. In one classroom, students were working on a math activity that even had my brain thinking! But they were resilient and problem-solving, cooperating in teams while their teacher periodically offered support around the room.

I knelt down with a student and asked a question I've used since my principal days to get a candid response from kids, “What can you tell me about your teacher?” His face lit up. He went on to tell me all the ways she had helped them, how fun she is, and how she loves them. Nearby students, not wanting to be left out, offered their own excited additions. I couldn't hold back my smile. Without Teach For America, that classroom may have been staffed by a long-term substitute, or those students may have been doubled-up in an already bursting classroom. But thanks to champions like you – **it is led by a change maker**.

It is my honor to lead in the region I have called my home for over a decade. I hope you will join me and continue to support and celebrate with us for years to come.

In partnership,

Ryan Tauriainen, Executive Director, Teach For America D.C. Region

# BY THE NUMBERS

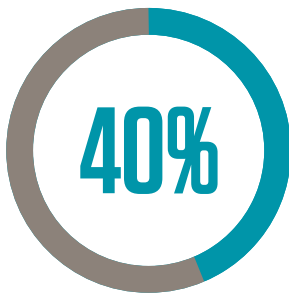
## THE NETWORK

Teach For America D.C. Region is a force of over 3,300 individuals committed to changing outcomes for kids through leading and influencing systems

**64,000**  
**STUDENTS**  
**IMPACTED**

**3,600**  
**ALUMNI &**  
**TEACHERS**

## THE CORPS

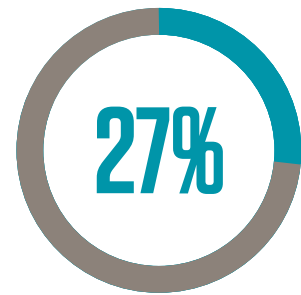


Black, Indigenous, or People of Color

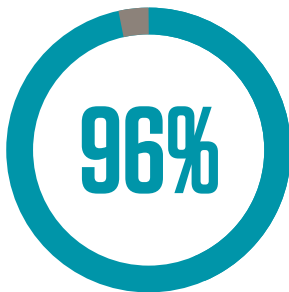
Corps members served in

**54**

schools across the DMV



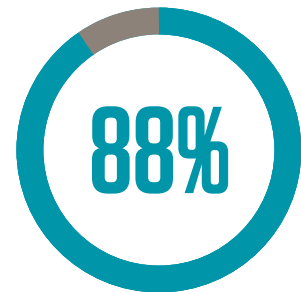
First in their family to attend college



Feel they are growing the capabilities they need to play a valuable role in education



Feel valued by the students and teachers at their schools



Are proud to be a part of Teach For America

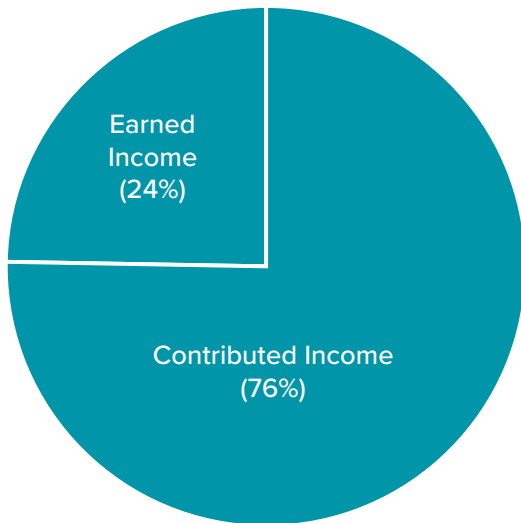
# FINANCES

**\$3,051,104**

Total Budget

**85%**

of budget dedicated directly  
to programming



**\$2,304,604**

Contributed Income  
(76%)

**\$746,500**

Earned Income  
(24%)

*TFA DCR's fiscal year runs  
June 1, 2021 - May 31, 2022*





# DISTRICT OF COLUMBIA

With Corps Members in both District of Columbia Public and Charter Schools, the District represents our most strategic area of impact. We have dedicated the majority of our corps, or 62% of teachers (and 80% next school year), to make leadership, change, and educational excellence a priority across 30 schools in the District. Our corps members teach at all levels from elementary to high school education and in a wide variety of subjects including math, science, and special education.



# DC CORPS MEMBERS HELP STUDENTS GROW

Every year, DC Public Schools and DC Charter School students participate in a variety of assessments that are designed to measure student academic growth and achievement. Across the nation, we saw test scores fall this year in major benchmark assessments, prompting concern for both teachers and students.

Here in DC, however, our TFA Corps Members actually saw marked improvement amongst their students in contrast to the national trends.

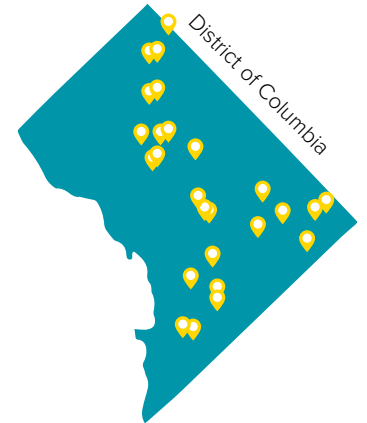
D.C. I-Ready student test result highlights for SY21-22

- An average of 6.39% of students tested on level or above at beginning of year. By end of year on average, more than twice as many students tested on grade level or above
- By the end of the year, more than 13% of students who tested 3 or more years behind grade levels made remarkable improvement toward being on grade level

Dynamic Indicators of Basic Early Literacy results highlights for SY21-22

- The average percent of students at below and well-below benchmark at end of year dropped by **6.57%**
- The percent of students at well-below benchmark **decreased by 17.29%**
- The percent of students above benchmark levels **increased by 15.53%**

## THE AREA



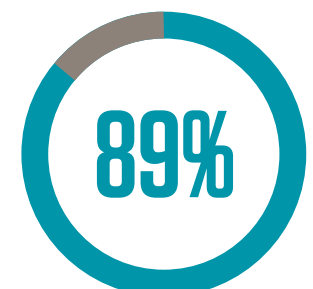
**52 Corps Members**



**30 Schools**



CMs rated at least "Proficient" by school leaders



Of CMs led their classroom to 1-1.5 years of growth compared to a typical classroom of just under a year



### FROM OUR PARTNERS:

This is our strongest group of CM as of yet. We love having our group of CMs. All four have shown amazing growth and we're honored that they've started their teaching career here at Paul.

Trina Tran, Assistant Director of Talent, Paul Public Charter School



# ALEXANDRIA CITY PUBLIC SCHOOLS

Alexandria City Public Schools (ACPS) and Northern Virginia represent our fastest growing opportunity for the expansion of the Teach For America D.C. Region (TFA DCR). With a growing number of corps members (CMs) in the region, 88% of our CMs taught in a critical subject area. School leaders recognized TFA corps members for outstanding achievement, ranking 27% of them as “exemplary” - the highest rating possible.





# FOCUSING ON TEACHER RETENTION IN VIRGINIA

Teacher retention challenges across the nation are positioning TFA to recruit exceptional talent for hard-to-fill positions where students need the best teachers. In Virginia, staffing shortages disrupted everyday school operations and learning. According to data from the Virginia Department of Education, these shortages were significantly more prevalent in schools with a larger proportion of Black students, recent immigrants, and students experiencing poverty. For Teach For America:

- Halfway through the 2022-2023 school year, TFA DCR has a teacher retention rate of 100% in ACPS.
- At the end of the 2021-2022 school year, TFA DCR achieved a 100% retention rate of our first- and second-year CMs in ACPS.
- In SY2021-22, 88% of our CMs were placed and taught in a critical subject area in ACPS as defined by the Virginia Department of Education

## TEACHER PROFILE

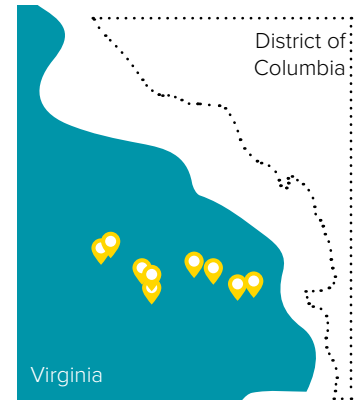
### Isabella Albert '22



I teach in an International Academy, so all of my students are recent migrants, and they are the most inspiring people I have ever met. The biggest thing my first year of teaching has taught me is how resilient humans are. I watch students come to school everyday, ready to learn, or at least be present in a learning environment, after facing extreme trauma. I see teachers come to school everyday and give their all to their students, giving advice to students who are adjusting to the United States or staying after hours to call home and make sure students are doing okay.

After spending almost a year in the classroom, it has become clear that the world would not be able to function without teachers. When we, teachers, invest in our students, work to build relationships and their confidence, it is incredibly gratifying to see them grow into well-rounded members of society.

## THE AREA



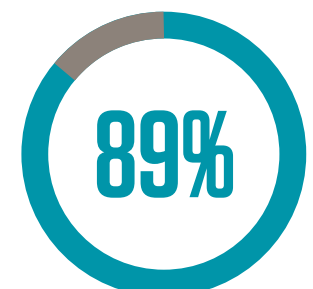
17 Corps Members



9 Schools



CMs rated at least "Proficient" by school leaders



Of CMs led their classroom to 1-1.5 years of growth compared to a typical classroom of just under a year



# PRINCE GEORGE'S COUNTY

Our work in Prince George's County focuses on placing teachers in critical subjects. With 70% of our corps members placed in such areas as STEM, we support the state's vision of students being college and career-ready contributors and innovators for the knowledge-based economy of the future.

## TEACHER PROFILE: BRIAN PALMER '21

“ An exciting professional development opportunity, this school year I was tapped to coordinate the first-grade transition team. I was responsible for preparing important grade level transition sheets with skills that incoming first graders should have mastered. I also had the chance to share this information with kindergartners' families.

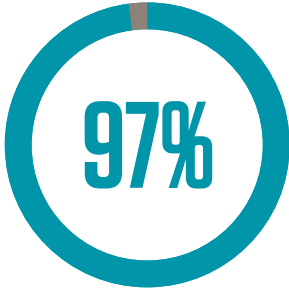
This opportunity was significant to me because I had the chance to work with families in a meaningful way and also prepare future students for academic success. I have seen the devastating effects of the 'summer slide,' so I am optimistic about the impact this additional support will have.



12 Corps Members



8 Schools



CMs rated at least "Proficient" by school leaders



CMs placed in critical subjects



# CENTRAL VIRGINIA

In Central Virginia, TFA DCR works to develop the individual and collective leadership of the alumni living and working in the Greater Richmond area, with a particular focus on alumni leading from the classroom, school, and school systems level.

## SUCCESS STORY: CARE COUNTS

A 25.9% chronic absenteeism rate poses a critical problem in Richmond Public Schools (RPS). TFA DCR, in collaboration with Whirlpool, partnered to place a free commercial washer and dryer in two under-resourced elementary schools in RPS in an effort to address some of the root causes of absenteeism. Whirlpool's Care Counts Laundry Program aims to ensure students and their families have access to clean clothes every day, so that chronic absenteeism is drastically reduced.

At least 20 students in each school, kindergarten through second grade, are utilizing the washer and dryer. Additionally, both participating elementary school principals are creating a family resource room where the washer and dryer are located for targeted family supports through a \$10,000 unrestricted grant provided by Whirlpool. One of the school-based RPS employees recently shared that, prior to this Whirlpool partnership, efforts to focus on the personal hygiene of students at their school had been limited, and noted the tremendous impact this program is positioned to have on their school community.



**270**  
Alumni



TFA provides alumni matching and career development support



Alumni serve in numerous district leadership positions



Regular networking events build a sense of purpose among alumni

# BRIGHT SPOTS





## OUR CMs ESTABLISHED STUDENT-CENTERED GOALS RELEVANT TO A POST-PANDEMIC WORLD

Students will experience higher levels of peer-to-peer engagement and student/station centered learning. They will also experience an increase in connections between me and their families.

- Gabrielle Corrao

## OUR COACHES PROVIDED MEANINGFUL AND INDIVIDUAL SUPPORT TO CORPS MEMBERS

Melanney is such a kind and genuine coach. She's been making me feel incredibly supported in such a challenging space [this year].

-Janette Levin

My coach provides support within the classroom and beyond the classroom as I transition out of TFA as a second-year member. I appreciate that!

-Maria Ferrando

## TFA DCR IS LEADING BY EXAMPLE

91%

Of corps members say they are working in partnership with families and communities

88%

Of corps members reported knowing the role they want to play in our movement

## STUDENTS EXPERIENCED COLLABORATIVE AND HANDS-ON EDUCATION

I am co-designing an environmental justice mini unit with the math, reading, and social studies teachers that will allow students to directly effect change in a co-curricular way.

-Paula Ariel Martinez

# SUPPORTERS

## **\$100,000 or more**

Anonymous  
D.C. Office of the State Superintendent  
of Education  
Johns Hopkins University  
Virginia Department of Education  
The Walton Family Foundation  
J. Willard & Alice S. Marriott Foundation

## **\$50,000 - \$99,999**

U.S. Department of Education  
Serve DC Americorps  
State of Maryland  
Kevin McAnaney  
Morris & Gwendolyn Cafritz Foundation

## **\$25,000 - \$49,999**

Dharini & Reggie Aggarwal  
Anne & Todd Barnes  
Kristin Ehrgood & Vadim Mikitine  
Rebecca and Mark Ferrer  
Tibby & David Ford  
CityBridge Foundation  
Olga & Scott Jaeckel  
Mark C. Lowham & Joseph Ruzzo  
Heidi & RJ Narang  
The James M. Johnston Trust  
for Charitable and Educational Purposes  
Bethany Ritchey  
Joey and Stan Slotter, SJS Family Foundation  
Christie-Anne and Jeff Weiss  
Whirlpool Foundation  
William H. Donner Foundation  
Kwamina Thomas Williford & Jason Williford

## **\$10,000 - \$24,999**

Sanju K. Bansal  
Sherrie Beckstead  
Rustin Brown & Vonetta Young  
The Honorable John Delaney  
& Mrs. April McClain-Delaney  
Alifia & Moiz Doriwala  
Damien Dwin

Erin & Ali Fardshisheh  
Herb Block Foundation  
Henry E. Niles Foundation  
Share Fund  
Karen & Chuck Ghoorah  
Kimberly & William Hall  
The Hanley Foundation of Washington, DC  
Gail & John Hanson  
SAIC National Headquarters  
Citrix Systems, Inc. HQ  
Shubha Iyengar & Lalit Vadlamani  
Ann & Knight Kiplinger  
Carol and Eugene A. Ludwig  
Catherine Merrill  
The Nussdorf Family Foundation  
Venture Philanthropy Partners  
Ritzert Weiss Partners  
Barbara & The Honorable Charles O. Rossotti  
Horizon Therapeutics  
Monica Moore Thompson & John Thompson, III  
Venable LLP  
Karen & Joe Wawrzaszek  
Allyson & Anthony Woods

## **\$5,000 - \$9,999**

Anonymous  
Dr. Lisa DeMarco and Dr. Leonard Goldman  
Dimick Foundation  
Franey Family Foundation  
Howard Insurance  
Isabel & Jerry Jasinowski  
Stephanie Amann Kapsis & Jim Kapsis  
Kay Kendall & Jack Davies  
Alka Kesavan  
Sapna & Vivek Kundra  
Barbara J. Krumsiek and Bart M. Leonard  
Keith Martin  
Christine P. Rales  
Christopher Ritzert  
Antonio Sierra  
Barry Dixon & Will Thomas  
Nina Vellayan  
Amita Vyas

*\*This list represents gifts received during Teach For America D.C. Region's fiscal year June 1, 2021 - May 31, 2022. If your name appears inaccurately or you'd like to be recognized differently, please email Sean Byrne at [sean.byrne@teachforamerica.org](mailto:sean.byrne@teachforamerica.org). Thank you for your support!*

# TFA D.C. REGION ADVISORY BOARD

for the 2021-2022 School Year

Mark C. Lowham, *Chair*

David Ford, *Vice Chair*

Todd Barnes

Diana Leon Brown

Rustin Brown

Alifia Doriwala

Mark J. Ferrer

Nichole Francis Reynolds

Kimberly Hall

Scott Jaeckel

Debbi Jarvis

Stephanie Kapsis

Greg O'Brien

Bethany Ritchey

Joey Sloter

Monica Moore Thompson

Karen Wawrzaszek

Christie-Anne Weiss

Kwamina Thomas Williford

## OUR PARTNERS

for the 2021-2022 School Year

Alexandria City Public Schools

District of Columbia Public Schools

Maryland State Department of Education

Prince George's County Public Schools

Serve DC – The Mayor's Office on Volunteerism & Partnerships

The Corporation for National and Community Service

The Maryland Governor's Office of Service and Volunteerism

Virginia Department of Education

Cesar Chavez Charter School

DC Prep

DC Scholars Public Charter School

Friendship Public Charter School

KIPP DC Schools

Meridian Public Charter School

Paul Public Charter School

Rocketship Public Schools





## OUR 2030 GOAL

By 2030, at least twice as many 3rd graders in DC Wards 7 & 8 will test proficient on standardized literacy tests compared to spring 2019. Specifically, this means at least 43.5% of 3rd graders in Ward 7 and 34.5% of 3rd graders in Ward 8 will be rated proficient in reading by 2030.