First cohort, 1990

65,166 alumni*

3,534 teachers** currently in classrooms for their initial 2-year commitment

IMPACT IN CLASSROOMS

1.3 months
of progress in reading in pre-kindergarten through second grade classrooms

2.6 months
or more additional progress in math



MORE THAN

68,000

TEACHERS PLACED IN MORE THAN 50 URBAN AND RURAL COMMUNITIES ACROSS THE UNITED STATES



Each of the eight cities featured in a third-party study of communities which have defied the odds in improving outcomes for children are places where Teach For America alumni are teaching in hundreds of classrooms, leading a substantial portion of the schools as principals, and serving in numerous positions of district, nonprofit, school board, and policy leadership

Teach For America

Generating leadership for progress in communities nationwide

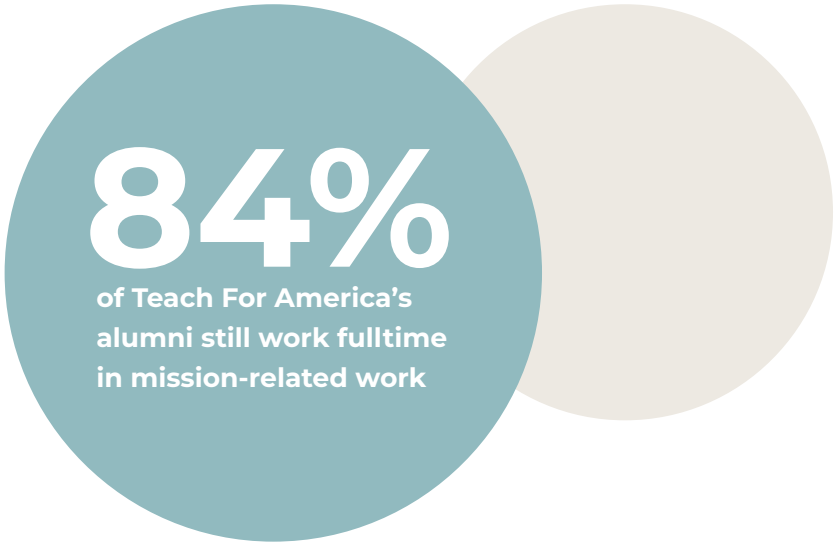
Since 1990, **Teach For America** has placed more than 68,000 teachers in over 50 urban and rural communities across the United States.

Studies show that its teachers have a positive impact on students' academic achievement. A 2017 peer-reviewed meta-analysis of 12 different studies demonstrates that students of Teach For America teachers, on average, tend to excel more academically compared to students of teachers from traditional training programs.1 In a 2015 evaluation, corps members produced an additional 1.3 months of progress in reading in pre-kindergarten through second grade classrooms, when compared to other teachers.2 A 2015 study found that corps members' students achieve 2.6 months or more additional progress in math in a given year than those taught by other teachers at the same school.[3]

Moreover, studies have also shown that the experience of teaching in Teach For America increases corps members' belief in the potential of students by decreasing their racial bias, builds their understanding of educational inequity as a systemic problem,[4] and increases the likelihood that they will work in the social sector and run for elected office.[5]

84% of Teach For America's alumni still work fulltime in mission-related work, with 65% in education and the rest in policy, child services, public health, law, and other sectors that enable them to work towards the systemic progress that's necessary. Alumni have assumed significant leadership roles, serving as state commissioners of education, district superintendents, and school board members, and approximately 4,700 alumni are currently serving as school principals, assistant principals, directors and deans. Thousands of alumni continue to lead classrooms as veteran teachers including more than 250 district, state, and national teachers of the year. They've founded and led hundreds of social enterprises to take on the gaps in the public system.

Nationally, graduation rates and proficiency levels of Black and Latinx students have increased over the three decades since Teach For America began



APPROXIMATELY 4,700 ALUMNI are currently serving as school principals, assistant principals, directors and deans

working, primarily, with this student population. Though this growth has been more incremental than we would hope in some communities, others have made dramatic progress. For example, each of the eight cities featured in a third-party study of communities which have defied the odds in improving outcomes for children are places where Teach For America alumni are teaching in hundreds of classrooms, leading a substantial portion of the schools as principals, and serving in numerous positions of district, non-profit, school board, and policy leadership.[6]

In Camden and Newark, for example, the superintendents who pursued the reforms that generated the system-wide progress were alumni, as were many of their staff members. 25% of Camden's schools are led by Teach For America alumni. In Newark, alumni lead 75% of the 40 "transformational" schools. And hundreds of alumni continue to teach in each city.

In Chicago and New York City, Teach For America alumni lead about 10% of the schools, including many of the highest-performing and most transformational which have played a significant role in demonstrating the kind of progress that's



possible. Alumni serve as the head of the Chicago Public Education Fund, which fosters collective action to strengthen the system, as well as senior leaders in each district and in NGOs that support the change in each city. During the decade that saw the fastest progress in New York, 80 alumni worked in the city's education department, including as the deputy chancellor and the heads of many departments.

In Washington, D.C., during the decade of greatest progress, alumni led the school system as chancellors, deputy mayors of education, and superintendents of education. Alumni have made up 15-20% of D.C.'s principals over the last decade, have been selected as six of the past seven teachers of the year, and include the founders of several influential NGOs that have contributed significantly to the district's progress.

In Denver and Oakland, hundreds of alumni continue to teach, and they also lead approximately 20% of the schools. The majority of senior leaders in both school systems are alumni. In Denver, Teach For America alumni authored the majority of the significant education legislation that enabled progress over a decade and Teach For America alumnus Mike Johnston was elected as the city's mayor in 2023. In Oakland, the mayor's head of education is an alumnus, as are the leaders of numerous nonprofit organizations.

In New Orleans, alumni served as 30% of teachers and 40% of principals for a decade. The state commissioner was an



alumnus, as were a third of the staff in the state department of education. Alumni led or founded many social enterprises and NGOs that have supported the city's progress, including New Schools for New Orleans which catalyzes the improvement of the system's schools, Teach NOLA which recruits high-performing individuals into teaching, Leading Educators which fosters the leadership of teachers, and numerous technology supports for school leaders.

1 Whitford et al. (2018), "Traditional vs. Alternative Teacher Preparation Programs: A Meta-Analysis", *Journal of Child and Family Studies* volume 27, pp. 671–685

2 Backes and Hansen (2015), *Teach For America Impact Estimates on Nontested Student Outcomes*, National Center For Analysis Of Longitudinal Data In Education Research

3 Clark et al (2015)., Impacts of the *Teach For America Investing in Innovation Scale-Up*, Mathematica Policy Research

4 Mo and Conn (2018), "When Do the Advantaged See the Disadvantages of Others? A Quasi-Experimental Study of National Service", *American Political Science Review*, vol. 112/4, pp. 721-741

5 Mo et al. (2019), "Youth national service and women's political ambition: the case of Teach For America", *Politics, Groups and Identities*, vol. 7/4, pp. 864-877

6 Bellwether Education Partners (2018), *Eight Cities*, eightcities.org