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WWC QUICK Review

“The Effectiveness of Secondary Math Teachers from Teach for America and the Teaching Fellows Program”

What is this study about?

The study examined the impact of Teach for America (TFA) and The New Teacher Project’s Teaching Fellows (TF) programs on the mathematics achievement of students in grades 6–12. TFA and TF provide alternative routes to teacher certification and aim to provide high-quality teachers to schools in low-income areas. TFA and TF were studied separately, using students in eight states during the 2009–10 and 2010–11 school years. For each analysis, students were randomly assigned to either an intervention (TFA or TF) or a comparison teacher who taught the same mathematics subject. The TFA analysis included more than 5,700 students, and the TF analysis included more than 6,800 students. End-of-year state mathematics achievement tests were administered to middle school students. End-of-course mathematics assessments, developed by the Northwest Evaluation Association, were administered to high school students.

What did the study report?

The study reported that students in the TFA group had statistically significant higher scores on end-of-year mathematics achievement tests than those in the comparison group. However, no differences in mathematics achievement were detected between students in the TF and comparison groups.

How does the WWC rate this study?

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Handy Definitions

- ▼ *quick review*
- ▼ *study rating*
- ▼ *meets WWC evidence standards without reservations*
- ▼ *meets WWC evidence standards with reservations*
- ▼ *does not meet WWC evidence standards*

See the *full glossary* ►

Additional information related to sample attrition is needed from the authors to determine whether this randomized controlled trial *Meets WWC Standards Without Reservations*. Because the study authors established baseline equivalence for each of the analytic samples, the study *Meets WWC Standards With Reservations*. A more thorough review (forthcoming) will determine the final study rating.

Citation

Clark, M. A., Chiang, H. S., Silva, T., McConnell, S., Sonnenfeld, K., Erbe, A., & Puma, M. (2013). *The effectiveness of secondary math teachers from Teach for America and the Teaching Fellows programs* (NCEE 2013-4015). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Absence of conflict of interest: This study was conducted by staff from Mathematica Policy Research. Because Mathematica is the lead contractor for the WWC, this study was reviewed by staff from subcontractor organizations.

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