

**Request for Qualification
College and Career Readiness and Planning**

COVER SHEET

Organization Information:Organization name: Talent Development SecondaryOrganization address: 2701 N. Charles Street Suite 300, Baltimore, MD 21218

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship:

State of Maryland Non-Profit Organization

Application Components and Checklist (submit in this order)

- ✓ Cover Sheet
- ✓ Key People
- ✓ Previous Experience
- ✓ Tracking to Success
- ✓ Women and Minority Inclusion; Non-discrimination

Contact Information:Contact person: Charles Hiteshew
(please print clearly)Title: Chief Executive Officer of Talent Development SecondaryMailing address: 2701 N. Charles Street Suite 300, Baltimore, MD 21218Day/Work phone: 410-516-7321 Email address: chiteshew@jhu.eduSignature: Date: 2/13/2012Additional information is provided in Attachment 3.

Key People

Robert Balfanz is co-director of Talent Development Secondary, a senior research scientist at Johns Hopkins University, co-director of the Everyone Graduates Center at Hopkins University and co-operator of Baltimore Talent Development High School. He has published widely on secondary school reform, high school dropouts, early warning systems and instructional interventions in high-poverty schools, and is a frequent speaker on dropout prevention and early warning indicators, and is the first recipient of the Alliance For Excellent Education's Everyone a Graduate Award. He holds a B.A. from Johns Hopkins University and a PhD in education from the University of Chicago.

Charles Hiteshew is chief executive officer of Talent Development Secondary. He has held leadership positions with several non-profits, including America's Promise Alliance, the Public Education Partnership Fund in Washington, DC, and the national office of Communities In Schools. His experience includes work as a street counselor and school-based prevention coordinator in Boston, as the headmaster of a rural secondary school in Kenya, in school-to-career services and career academy management in the Boston Public Schools. Hiteshew received his B.A. from Amherst College, and Masters in management of human services from the Heller School at Brandeis University.

Van Robinson is the regional director for Talent Development Secondary (TDS) sites in the Northwestern quadrant of the United States. She oversees implementation of the TDS model in schools from Michigan to Washington state. She began her 17-year career in education teaching middle and high school English, has held leadership positions at TDS partner schools, and has worked as a TDS instructional coach, facilitator, curriculum writer, and field manager. She served on the design team for Chicago Talent Development Charter High School. She holds a B.S. from Hampton University, an M.Ed. from Arcadia University, and certification in administration and supervision from Johns Hopkins University.

Katrina Hunt is the school transformation facilitator with TDS at Aki Kurose Middle School in Seattle. Ms. Hunt began her career with the WorkFirst program and moved to the Department of Social and Health Services, where she became a social services supervisor. She now facilitates and supports implementation of the Diplomas Now model, providing coordination among three organizations (TDS, City Year and Communities In Schools) and the school. Ms. Hunt holds a B.A. from the University of Washington and an M.B.A. from the University of Phoenix.

Erdeen Britt is a TDS school & student support services facilitator providing technical assistance to principals and staff on implementation of the TDS model. Before joining the staff of TDS, Ms. Britt was a program associate in public education with the Philadelphia Education Fund in Philadelphia, PA. She holds a B.S. from Drexel University and an M.Ed. from Cheyney University of Pennsylvania.

Dr. Theodora Wieland is a senior mathematics instructional facilitator. She began her career as a junior high mathematics teacher, and has also taught high school and college. Dr. Wieland has written mathematics curriculum and served as a coach and facilitator, working with teachers and district coaches to improve implementation of the TDS model and use of best practices. Dr. Wieland holds an A.A. from New York City Community College, a B.S. and M.S. in Mathematics Secondary Education from Richmond College, and an Ed.D. from Nova Southeastern University.

Veronika Hayes is a TDS English language arts instructional facilitator. She has written curriculum and served as a coach and facilitator, working with teachers and district coaches to improve implementation of the model and best practices. Ms. Hayes began her career as an English instructor at Baltimore Talent Development High School, serving in various leadership positions and sponsoring multiple student activities. Ms. Hayes has earned a B.A. from the University of Illinois at Urbana-Champaign and is pursuing an M.A.T. at Johns Hopkins University.

Previous Experience

Talent Development Secondary has been a partner for change in hundreds of schools in cities, suburbs, and rural areas across the country. During the 2011-2012 school year, Talent Development is working with 57 schools in 19 states, the District of Columbia, and Guam. It is the lead partner in school improvement grant efforts in schools in New York City, Buffalo, Boston, Norfolk, Milwaukee, Chicago, and Baltimore. TDS primarily serves schools with large percentages of economically disadvantaged, at-risk students.

Since 1994, the Talent Development programs have been developed and housed at the Center for Social Organization of Schools (CSOS) at the Johns Hopkins University. CSOS became part of the Johns Hopkins School of Education in October 2011. CSOS' full-time staff serves high-poverty, low-performing schools and the students most at risk of failure in America's education system. The Everyone Graduates Center (www.every1graduates.org), also a part of CSOS, brings together a considerable research base, data, tools, models, and capacity potential to redesign and restructure schools so that all students will graduate ready for college and/or career education, addressing the problems that vex many of America's schools, particularly those in high-poverty neighborhoods.

The goal of the Talent Development model is to meet all students where they are and take them where they need to be to graduate from high school ready to succeed in college, career and civic life. Talent Development Secondary (TDS) achieves this through helping schools reorganize in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision-making, and increased capacity for continual improvement.

TDS offers schools research-based strategies developed at Johns Hopkins University as well as intense technical assistance provided by organizational and instructional facilitators. Schools that implement these organizational and instructional reforms see increases in student attendance, reductions in suspensions and improved student discipline and school climate, improved course passing and graduation rates, and increased scores on student achievement tests.

Below is a small sampling of successful TDS projects.

Denny International Middle School, Seattle, WA

Jeff Clark, Principal, 206-252-9000 jclark@seattleschools.org

Since 2010, Talent Development has worked with Denny International School, where approximately 65 percent of students are economically disadvantaged and almost 70 percent are minorities. During the 2010-2011 school year, 100 percent of 6th grade

students failing math in the first quarter passed at the end of the year, and 85 percent of those initially failing English Language Arts passed. Sixty-seven percent of 6th-graders with poor behavior improved over by the end of the year. The 7th and 8th grades showed similar improvements. In 7th grade, 42 percent of students who had a least one off-track Early Warning Indicators (behavior, course passing, attendance) at the beginning of the year had no off-track indicators by the end of the year. In 8th grade, 21 percent of students with off-track attendance in the first quarter and 29 percent of those with poor behavior improved by the end of the year.

Aki Kurose Middle School, Seattle, WA

Mia Williams, Principal, 206-252-7700 mparker@seattleschools.org

Eighty-two percent of Aki's students are economically disadvantaged and almost 96 percent are minorities. In 2010, attendance improved by 3.7 percent and Aki was named a winner of the Get Schooled Fall Attendance Challenge, a national competition involving over 70 schools and 80,000 students. Aki also made great strides in reading and math achievement in 2010-2011 with over 95% of all students passing these core subjects.

Chicago Talent Development Charter High School, Chicago, IL

Kirby Callam, Chief Executive Officer, Union Park High Schools - Chicago Talent Development Charter School, 773-345-8768, kgcallam@ctdhs.net

The Chicago Talent Development Charter High School (CTDHS) opened in September 2009 as part of the Chicago Public Schools' Renaissance 2010. Using the TDS model, CTDHS offers students the opportunity to achieve academically in a college preparatory program. CTDHS has a significant concentration of at-risk students; for the 2009-2010 school year, however, CTDHS's average daily attendance was 96 percent, the eighth highest in the district, and 14 points higher than the district average. Its one-year dropout rate was less than one-third of the system average, and more than 93 percent of 9th-graders passed all of their first-semester courses.

Baltimore Talent Development High School, Baltimore, MD

Laura Schulz, Principal (443) 984-2744

Talent Development Secondary has successfully operated the Baltimore Talent Development High School (BTDHS) for the past eight years in one of Baltimore's most disadvantaged neighborhoods as part of the school district's Innovation High School effort. Of the approximately 500 students in grades 9-12, 98 percent are African-American, with 76 percent eligible for free or reduced-price lunch and 12.5 percent qualifying for special education services. Using the TDS model, BTDHS offers a college preparatory program to all students, posting attendance, graduation, and achievement rates substantially higher on average than demographically similar non-selective high schools in the city, on par with student performance across the state. Since 2009, chronic absenteeism has decreased by more than 13 percent, and in 2010 the one-year dropout rate reached an all-time low of 2.3 percent, about half the citywide average.

Talent Development's efforts have been supported by government grants and private foundations, including the U.S. Department of Education and the Bill & Melinda Gates Foundation. Diplomas Now, the program that combines Talent Development whole-school reform with enhanced student support and early warning systems, won a \$30 million federal Investing in Innovation (i3) award (with a \$6 million matching grant from

the PepsiCo Foundation) to expand the model to 60 more middle and high schools in at least 10 districts over the next five years. It was one of 49 winners out of about 1,700 applicants and the only national secondary turnaround group to win a major award.

Below is contact information for TDS partners in Seattle and relevant funding sources.

Doug Elmer, Diplomas Now Executive Director, 816-437-9163, delmer@jhu.edu

Sheila Drummond, DN Deputy Director, 703-518-8833, drummonds@cisnet.org

Shira Rosen, Communities in Schools Executive Director, 206-252-0008, serosen@seattleschools.org

Simon Amiel, City Year Seattle Executive Director, 206-219-5000, samiel@cityyear.org

Claire Lyons, Manager for Global Grant Portfolios for PepsiCo Foundation, 914-253, 2015, claire.lyons@pepsi.com

Folake Reed, Investing in Innovation (i3), US. Department of Education, 202-453-6372, Folake.Reed@ed.gov

The student populations served by TDS include high numbers of young people with specific and pressing needs such as health care, good nutrition, and homelessness. Talent Development and its Diplomas Now partners bring targeted interventions to address the issues that impact these students' attendance and school performance.

Talent Development Secondary helps schools redesign an organizational framework based on small learning communities and interdisciplinary teacher teams, enabling teachers to build strong relationships with students and their families, while building the staff's capacity to engage in distributed leadership and collective decision-making.

The TDS Early Warning Indicators' (EWI) system is based on groundbreaking research by CSOS and the Philadelphia Education Fund. This research shows that as early as 6th grade, students indicate that they are disengaging from school and are likely to drop out before graduating. A teacher-friendly early warning system alerts teachers as soon as students begin to demonstrate these behaviors. The EWI system is linked to a tiered response system of proven prevention and intervention strategies, steadily increasing the intensity of support until the behavior (attendance, conduct, effort, or course performance) is mitigated.

In addition to organizational reforms, Talent Development Secondary provides curricular and instructional support to close the achievement gap and accelerate learning. TDS curricula for math and language arts in grades 6-12, as well as science and social studies support for the middle grades, is focused, challenging, and standards-based, using cooperative learning and high-impact instructional strategies to maximize student interest and learning potential. All students take college preparatory classes aligned to Common Core Standards, and those above grade level take accelerated courses in math, science, and foreign languages. Students in 10th through 12th grades enroll in Career Academies with emphases selected by student, parent, community, and staff interests.

Tracking to Success

Talent Development Secondary assists schools in developing Early Warning Indicator (EWI) systems that allow schools to collect, analyze, and disseminate student outcome data across multiple domains (attendance, behavior, and course performance) on an ongoing basis. Early Warning Indicators:

- inform teachers and support personnel as soon as students begin to demonstrate off-track behaviors
- are research-based and lead to validated interventions of increasing intensity
- support constant evaluation of the effectiveness of whole school, extra, and intensive support

In addition to these indicators, instructional data (e.g., report card grades; benchmark scores) is used to identify students needing extra academic help and those who are ready to succeed in rigorous college-prep courses. Teacher teams analyze data weekly to identify appropriate small group and whole-class academic interventions.

Most importantly, the EWI system allows school staff to promptly identify students who begin to exhibit warning signs and provide appropriate interventions as quickly as possible, starting with a teacher team review of student profiles before the year begins. The system also helps to identify the intensity of services needed and to monitor impact.

Talent Development provides its schools with quarterly data reports, including an end of year summary tracking Early Warning Indicators (attendance, behavior, course performance). See attached sample End-of-Year Report for Denny International Middle School in Seattle, Wash.

Women and Minority Inclusion: Non-discrimination

Talent Development Secondary is a program of the School of Education at Johns Hopkins University, which is formally committed to equal opportunity for faculty, staff, and students, and does not discriminate on the basis of gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status or other legally protected characteristic. The university's equal opportunity policy applies to all employment decisions, including those affecting hiring, promotion, and recruitment, and includes affirmative action programs for minorities, women, persons with disabilities and veterans. The Johns Hopkins University Office of Institutional Equity (OIE) provides leadership for university efforts to promote institutional equity; assures that programs and procedures comply with federal, state and local laws and regulations as related to affirmative action and equal opportunity with special attention to disability issues; and develops and coordinates the implementation of the University's Institutional Equity Programs and procedures.

If selected by the school district, TDS expects to hire a school transformation facilitator for each of the schools it serves. These new employees will be recruited and selected in a manner that is fully compliant with the University's non-discrimination policy and with all applicable requirements under local, state and federal law. In addition, Talent Development will actively solicit small businesses, including women- and minority-owned businesses, for any subcontracting needs that arise, including but not limited to travel services, trade books for instruction, and technology services.

Denny International Middle School

Seattle, WA

2010-2011 Final Progress Report



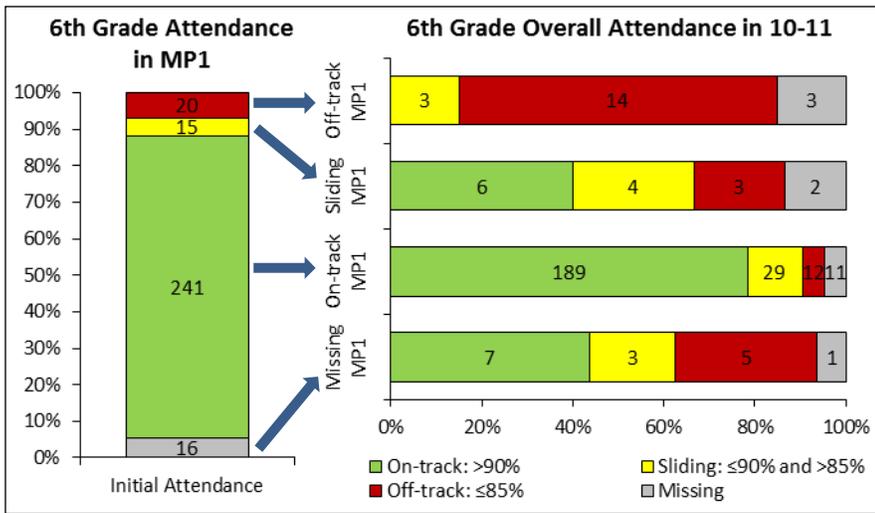
As part Talent Development Secondary's complete turnaround model, we track the each student's progress throughout the year in four areas: attendance, behavior and coursework in English language arts and math. Together, these four areas compromise what we call Early Warning Indicators (EWI'S) which we use to measure whether a student is on-track for graduation. Student achievement in each of these areas can be categorized as "on-track" or "off-track". Our research shows students, as early as sixth grade, who are "off-track" in one or more EWI areas are likely to drop out before graduating from high school. In attendance, students with daily attendance above 90 percent are on-track; attendance above 85 and up to 90 percent is sliding; and off-track if attendance is 85 percent or below. In behavior, students are considered on-track if they have no suspensions and off-track with any suspensions. For their ELA and math coursework, off-track is marked by a failing grade in that subject. In addition to tracking student progress in each of these four areas, we also track how many total EWIs (out of a maximum of four) to better gauge a student's track to graduation.

Overall, Denny International School showed considerable improvement in the performance of students identified as off-track in the first quarter during the 2010-2011 school year. In the 6th grade, there was a 100 percent decrease in number of students failing math initially from the first quarter to the end of the year, as well as an 85 percent decrease in number of students initially failing English Language Arts (ELA). In addition, 67 percent of 6th graders with poor behavior in the first quarter had improved their behavior by the end of the year, while 13 percent of those with poor attendance in the first quarter brought their attendance up. Also, of the students who had at least one EWI indicator in the first marking period, 26 percent improved to have zero indicators by the end of the year.

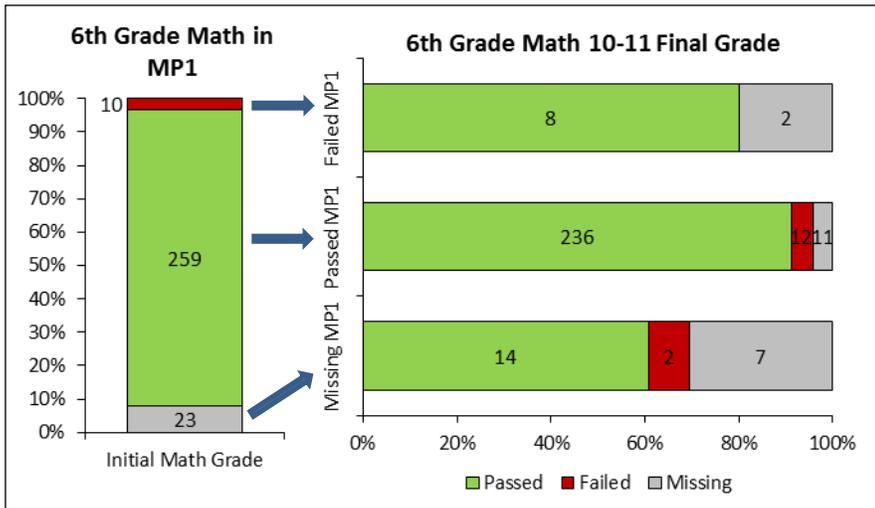
Similarly the 7th grade at Denny showed improvements. Ninety-three percent of students failing math in the the first marking period passed math at the end of the year and 76 percent of students failing ELA in the first quarter ultimately passed. The improvements in students with poor attendance and behavior initially in the first marking period were less drastic, with 27 percent of those with off-track attendance and 40 percent of those with poor behavior improving, but this progress was nonetheless still significant. Lastly, of the students who had at least one EWI indicator in the first marking period, 42 percent improved to have zero indicators by the end of the year.

The 8th grade had general improvements throughout the year. The most improvement was seen in math grades, as 93 percent of students failing math in the first marking period passed at the end of the year. In addition, 30 percent of students failing ELA ultimately passed. Only 21 percent of students with off-track attendance in the first quarter improved and only 29 percent of students with poor behavior improved by the end of the year. Of the students who had 1 or more EWI markers in the first marking period, only 20 percent of those students improved to have 0 markers. In general though, 8th grade students with early warning indicators in the first marking period showed progress in each category.

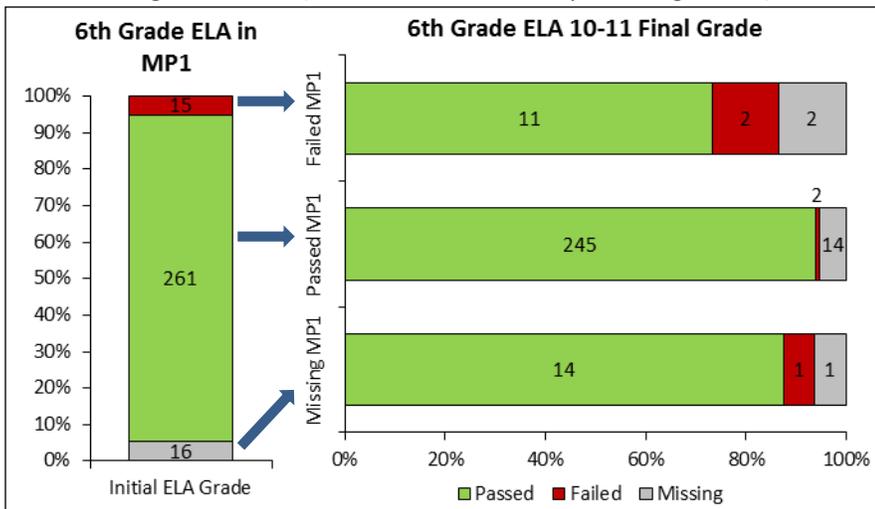
6th Grade Attendance (Percent of Days Attended)



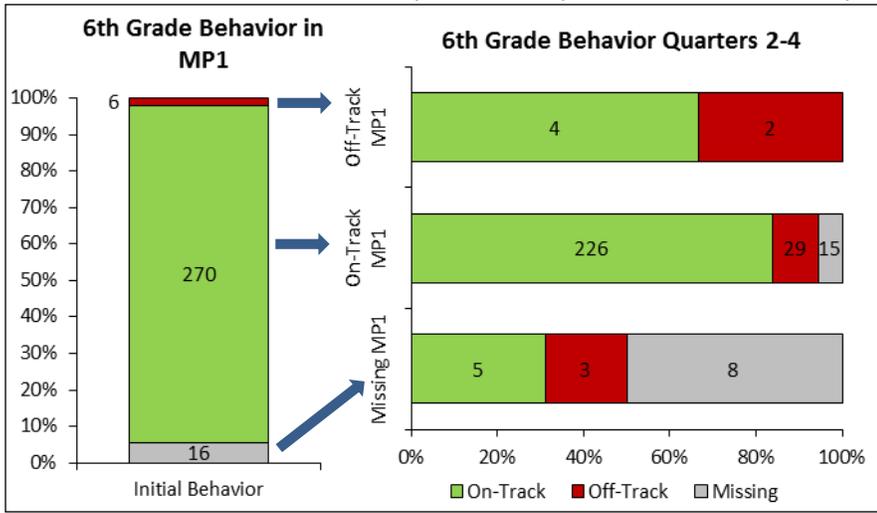
6th Grade Math Grades (Off-Track Measured by a Failing Grade)



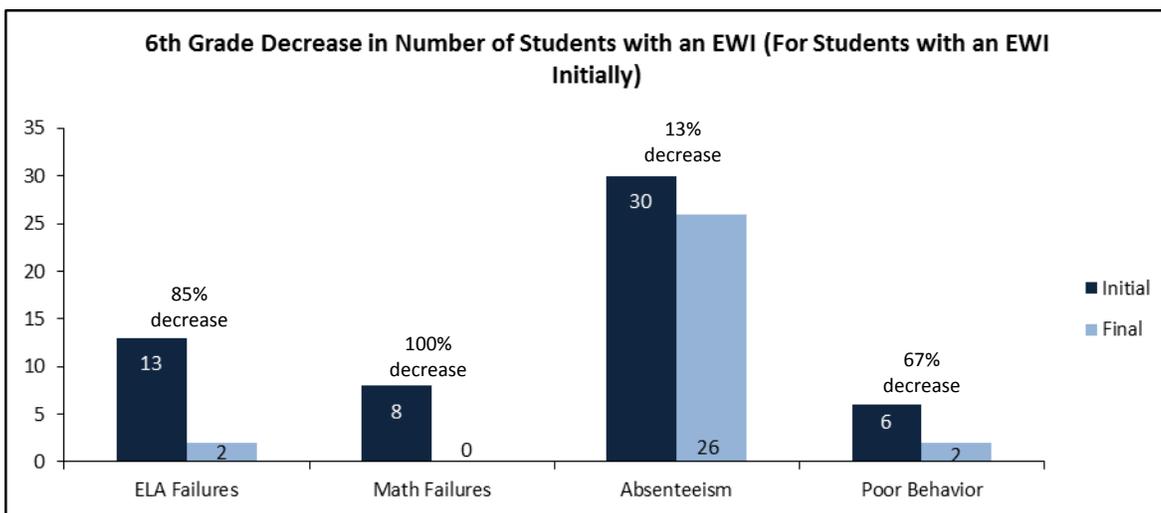
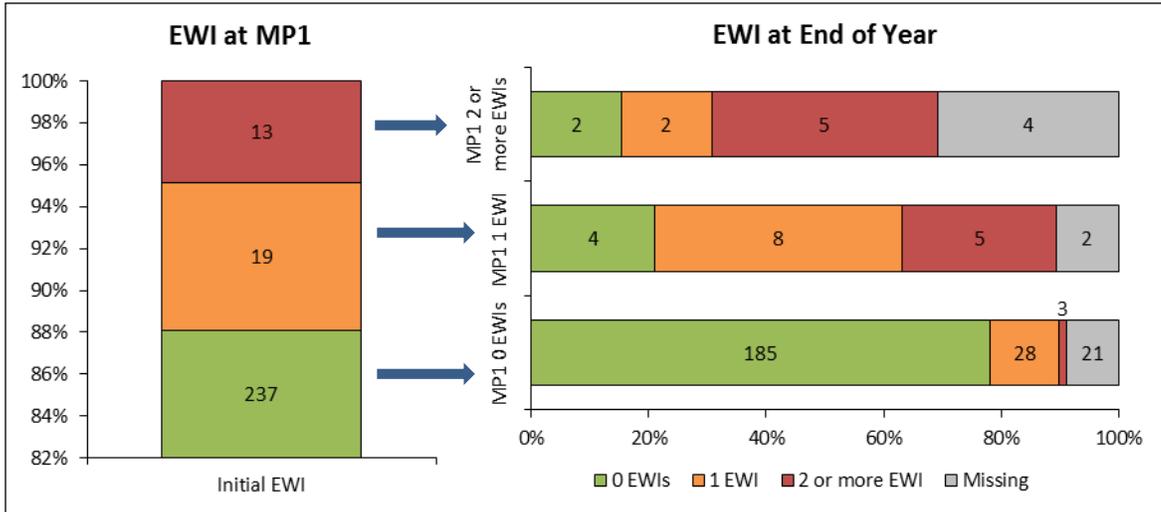
6th Grade English Grades (Off-Track Measured by a Failing Grade)



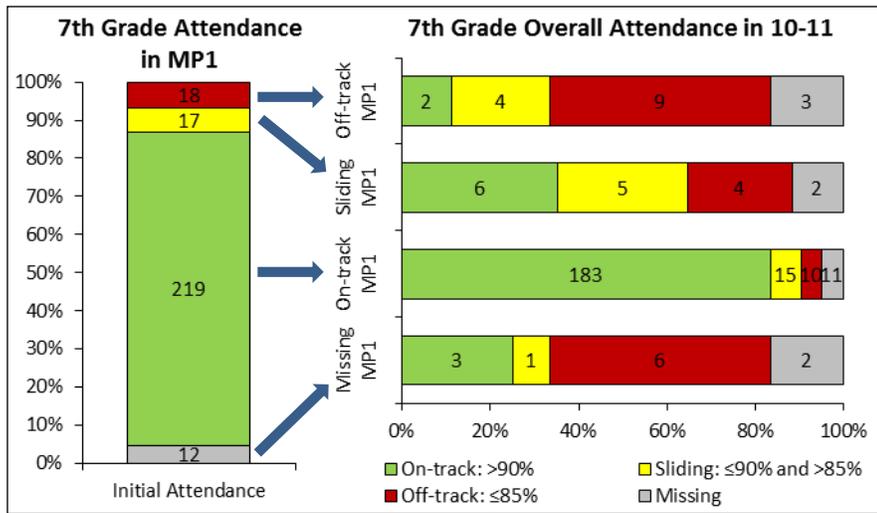
6th Grade Behavior (Number of Suspensions, Expulsions, and Total Disciplinary Actions)



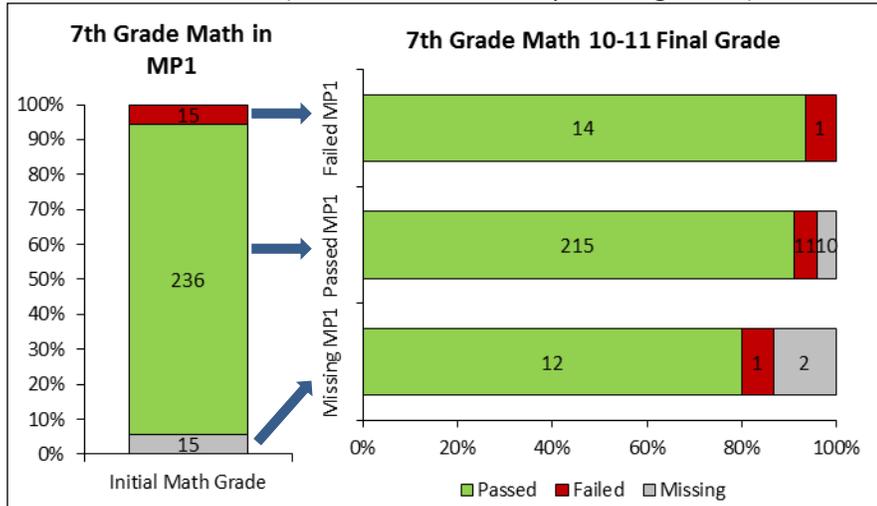
Distribution of Total 6th Grade EWIs at MP1 and End of Year



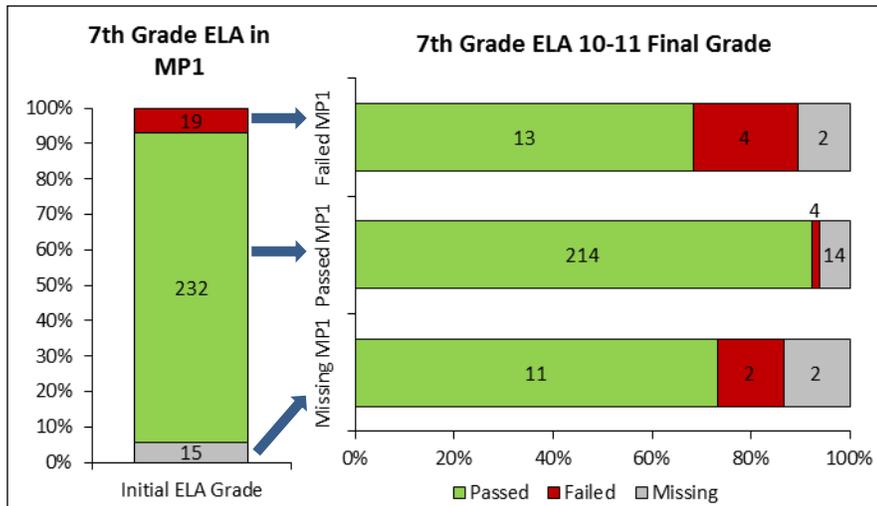
7th Grade Attendance (Percent of Days Attended)



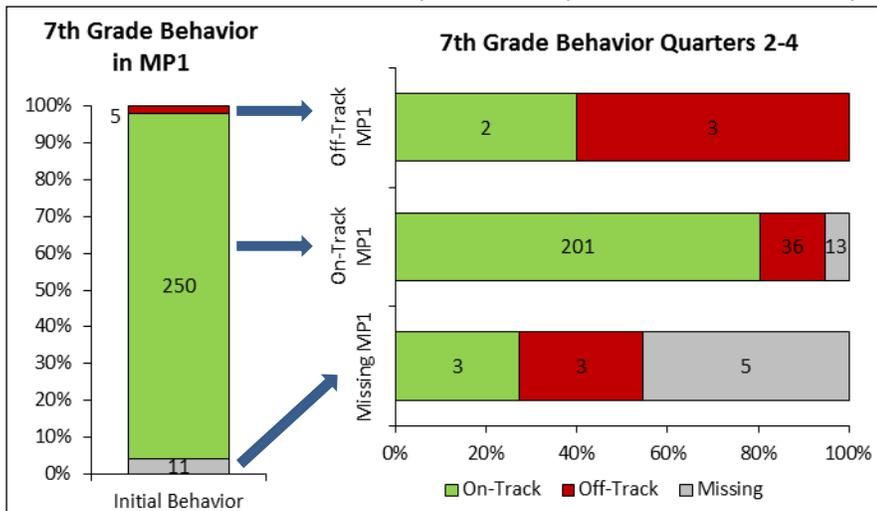
7th Grade Math Grades (Off-Track Measured by a Failing Grade)



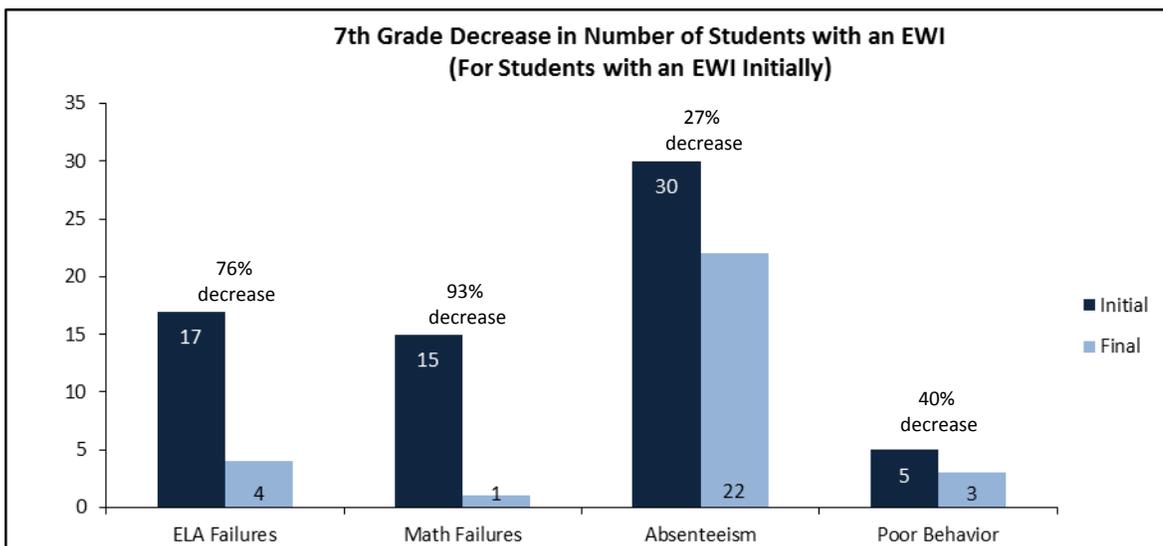
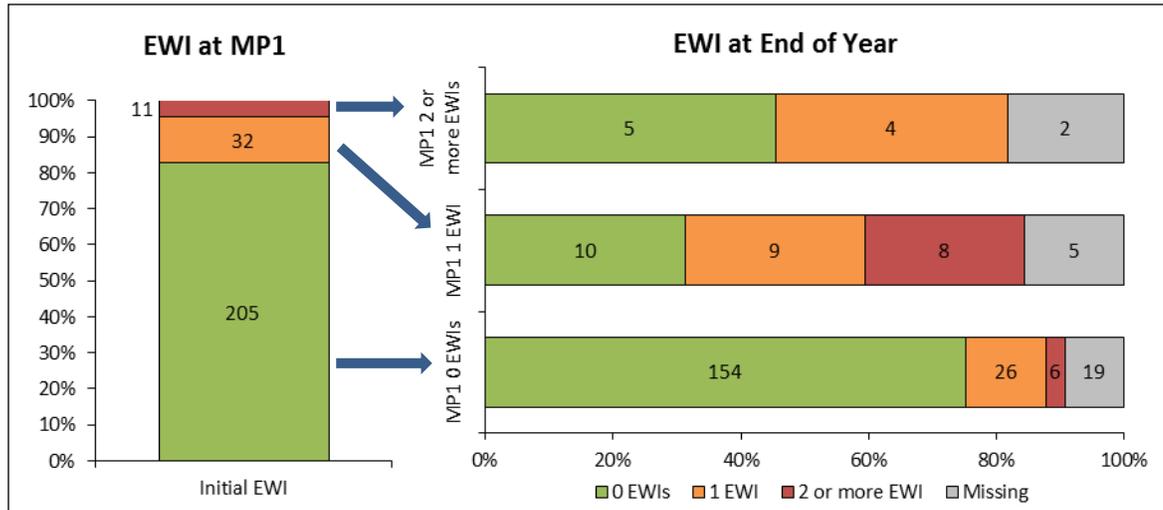
7th Grade English Grades (Off-Track Measured by a Failing Grade)



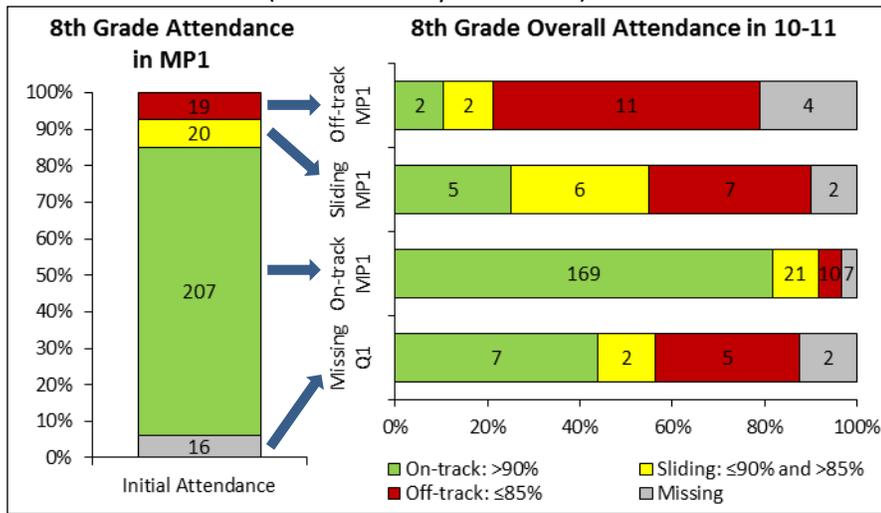
7th Grade Behavior (Number of Suspensions, Expulsions, and Total Disciplinary Actions)



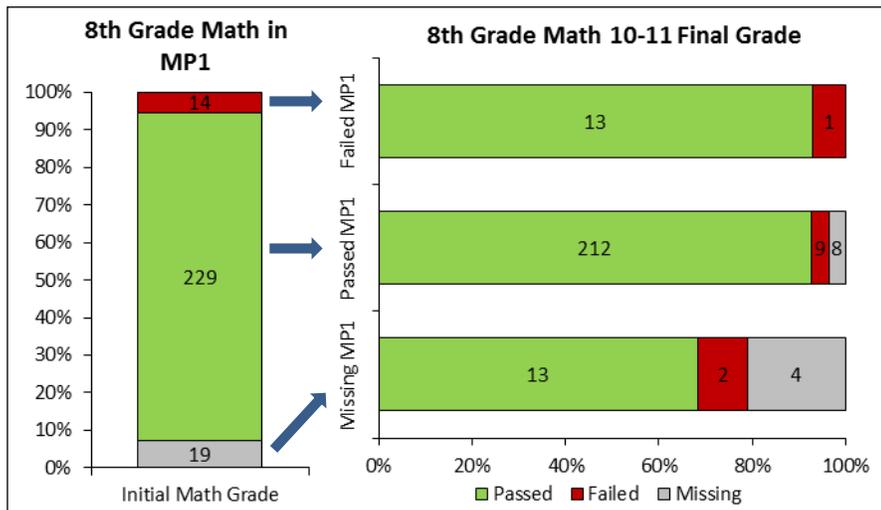
Distribution of Total 7th Grade EWIs at MP1 and End of Year



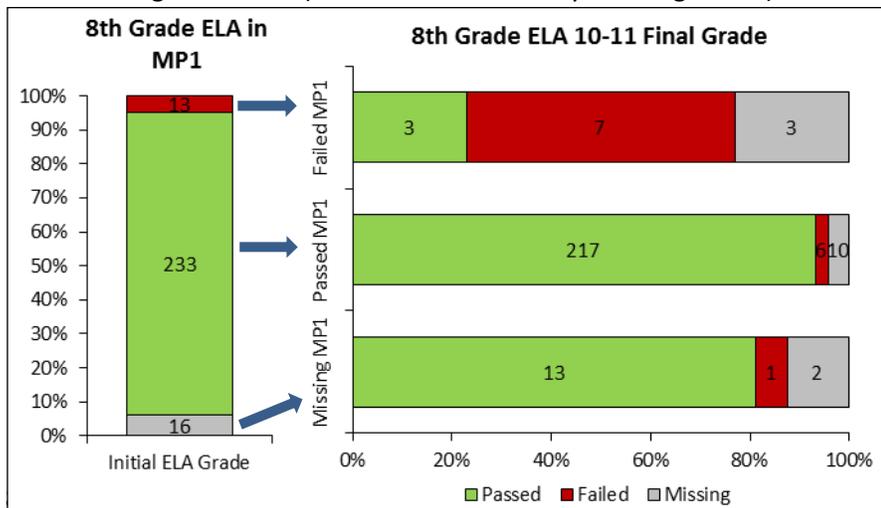
8th Grade Attendance (Percent of Days Attended)



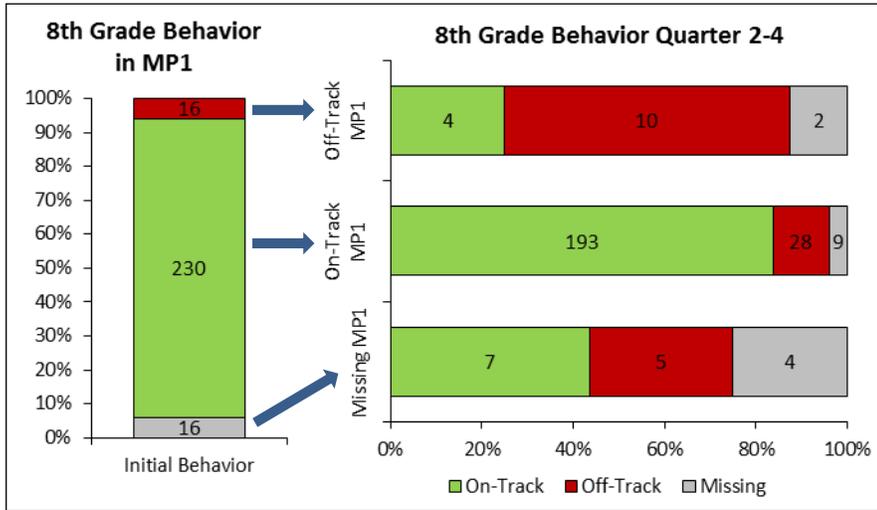
8th Grade Math Grades (Off-Track Measured by a Failing Grade)



8th Grade English Grades (Off-Track Measured by a Failing Grade)



Grade Behavior (Number of Suspensions, Expulsions, and Total Disciplinary Actions)



Distribution of Total 8th Grade EWIs at MP1 and End of Year

