

**Johns Hopkins University**  
**Talent Development Secondary**  
**Lead Turnaround Partner Proposal**  
**for the**  
**Commonwealth of Virginia**  
**Department of Education**  
**RFP # DOE 2010-03**

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# Commonwealth of Virginia: Lead Turnaround Partner Proposal

## COMMONWEALTH OF VIRGINIA DEPARTMENT OF EDUCATION REQUEST FOR PROPOSAL (RFP)

Issue Date: October 29, 2009 RFP# DOE 2010-03  
Title: Low Achieving Schools Turnaround Partners  
Commodity Code: 92471 - School Operation and Management Services  
Issuing Agency: Commonwealth of Virginia  
Department of Education  
101 North 14<sup>th</sup> Street, 21<sup>st</sup> Floor  
Richmond, Virginia 23219  
Initial Period of Contract: Date of Award through June 30, 2013 (Renewable)

Sealed proposals will be received until 2:00 PM, December 11, 2009, for furnishing the services as described herein. No proposal shall be accepted after this deadline unless the due date has been previously changed by an Addendum.

All inquiries, questions, and requests for information should be directed via e-mail to [wiley.rowsey@doe.virginia.gov](mailto:wiley.rowsey@doe.virginia.gov) or [martin.fields@doe.virginia.gov](mailto:martin.fields@doe.virginia.gov) or by phone at 804-225-3576.

**Note:** This public body does not discriminate against faith-based organizations in accordance with the *Code of Virginia*, § 2.2-4343.1 or against an Offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.

IF PROPOSALS ARE MAILED, SEND DIRECTLY TO ISSUING AGENCY SHOWN ABOVE. IF PROPOSALS ARE HAND DELIVERED, THEN DELIVER TO: Martin Fields, Associate Director for Procurement, Department of Education, 101 North 14<sup>th</sup> Street, 21<sup>st</sup> Floor, Richmond, Virginia, 23219.

In Compliance With This Request For Proposal And To All The Conditions Imposed Therein And Hereby Incorporated By Reference, The Undersigned Offers And Agrees To Furnish The Services In Accordance With The Attached Signed Proposal Or As Mutually Agreed Upon By Subsequent Negotiation.

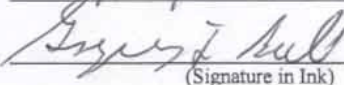
### OFFEROR Information:

Johns Hopkins University  
3400 N. Charles Street  
Baltimore,  
Maryland Zip Code 21218

FEL/FIN NO. 52-0595110

E-mail: [kra@resource.ca.jhu.edu](mailto:kra@resource.ca.jhu.edu)

Date: 12/09/09

By:   
(Signature in Ink)

Name: Gregory F. Ball  
(Please Print)

Title: Dean of Research

Phone: (410) 51608841

Fax: (410) 516-5063

**PREPROPOSAL CONFERENCE:** An optional pre-proposal conference will be held at **10 AM on November 13, 2009** (Reference: Page 3, Section I, last paragraph herein).

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- X. **PRICING SCHEDULE AND SERVICE REGION(S):** The proposed base unit price must not include any costs related to rental of real estate or office space, student transportation, student meals or student housing. The proposed base unit price shall include only those costs related to instruction and be uniform regardless of the Region(s) selected to provide services. The proposed base unit price must be all inclusive (overhead, profit, travel, teacher, administrator, instructional support, etc.), except for the exclusions indicated above. The offeror should consider the average Full time Equivalent (FTE) annual salary for teachers as \$51,902, principals as \$92,174, assistant principals as \$76,770 and instructional aides as \$18,877.

\$ \_\_\_\_\_ BASE UNIT PRICE PER STUDENT PER SCHOOL YEAR FOR UP TO 20 STUDENTS

\$ 404.31 BASE UNIT PRICE PER STUDENT PER SCHOOL YEAR FOR 21 OR MORE STUDENTS

The offeror may attach a list of known additional unit pricing for items and services not included in the above base unit price, such as for additional support, additional instructional time, costs of curriculum and instructional materials, etc. It is also recognized that additional costs not proposed for purposes of the contract may be incurred by the contractor based on demands of the ordering entity in carrying out the services contemplated herein; therefore, the contractor and ordering entity may negotiate additional charges to be imposed and may negotiate changes to the original order during performance. The base unit price and any additional unit prices submitted with the proposal shall not be subject to change except as authorized by the VDOE in accordance with the terms and conditions contained herein.

**Place initials by one or more of the below listed 8 regions (research listed hyperlinks for locations) where the offeror agrees to provide onsite services if and when requested:**

JSB Region 1: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=1>

JSB Region 2: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=2>

JSB Region 3: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=3>

\_\_\_\_\_ Region 4: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=4>

JSB Region 5: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=5>

\_\_\_\_\_ Region 6: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=6>

\_\_\_\_\_ Region 7: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=7>

\_\_\_\_\_ Region 8: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=8>

Offeror's Company Name: Johns Hopkins University

Offeror's Signature: 

Note: Sign and attach this page to the cover page when submitting your proposal.

**B2 a. Talent Development Secondary's experience  
in providing the same or similar services as those contemplated herein.**

Talent Development Middle Grades and High Schools programs are comprehensive research-based reform models with track records of transforming low-performing schools. These transformations create learning communities that hold all students to high standards while giving them the help they need to reach these standards. The programs' comprehensive approaches remove many of the obstacles that keep vulnerable young people from realizing their highest academic and human potential.

Begun in 1994 in Baltimore, Talent Development is well into its second decade. Hundreds of schools in dozens of districts across the country have partnered with Talent Development to improve their school climate, instruction and, ultimately, the achievement of their students. In the 2009-2010 school year, Talent Development programs are working with more than 125 schools in 15 states and the District of Columbia.

Third-party evaluations, as well as Talent Development's own research, have shown the effectiveness of these models – in turning around low-performing schools and in helping students achieve at high levels and graduate high school ready for college and career. Talent Development is widely acknowledged as one of the few turn-around models that creates demonstrable results in low-performing schools.

In *The Talent Development Middle School Model* and a follow-up publication with later findings, MDRC, an independent social research firm, looked at the middle grades program, particularly eighth grade, which marks the culmination of students' middle school experiences. Among the key findings from the 2004 and 2005 reports are:

- Talent Development had a positive impact on math achievement for eighth-graders, a finding that emerged in the third year of implementation and then strengthened during the next two years in the schools for which data are available.
- Talent Development schools exhibited modest impacts on eighth-grade attendance rates.

In *Making Progress Toward Graduation*, MDRC also reported findings from a rigorous study comparing schools implementing Talent Development reforms with similar high schools. The longitudinal study found that Talent Development produced substantial and pervasive educational gains for students in low-performing schools in Philadelphia. Talent Development increased school attendance by nine days per year for each student, and increased students' passing rates in Algebra I an average of 25 percentage points. For a high school with 500 first-time ninth-graders, the program helped an additional 125 students pass algebra and an extra 40 students get promoted to tenth grade. Findings also indicated that positive effects extended to eleventh-grade math test scores and to graduation rates (Kemple, Herlihy, and Smith, 2005).

In another report, The American Youth Policy Forum identified Talent Development High Schools as one of 23 effective programs in *Success at Every Step: How 23 Programs Support Youth on the Path to College and Beyond*. This 2009 publication identifies programs that have been proven to help young people successfully complete high school and be prepared for success in postsecondary education and careers, based on the results of recent, high-quality evaluations.

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## **B2 a. Experience in providing the same or similar services as those contemplated herein**

Also, the What Works Clearinghouse at the U. S. Department of Education rated Talent Development High Schools as an effective research-based plan for reducing dropouts. The clearinghouse recognizes only programs that are shown to be effective according to its strict standards of research. Its evaluation can be found at [www.whatworks.ed.gov](http://www.whatworks.ed.gov).

## **B2 b. Names, qualification and experience of key staff that would be assigned to a project, including an explanation of how additional resources, if needed, would be identified and retained.**

The names, qualifications and experience of key staff for our work as a lead partner in Virginia's low-performing schools follow.

In addition to these project leaders, Talent Development has a staff of organizational and content facilitators who can be assigned to schools and districts as needed. Because of Talent Development's commitment to the Southeast, a cadre of staff is assigned to that region, and several staff members live in the region. As part of the Center for Social Organization of Schools at Johns Hopkins University, Talent Development programs have researchers, curriculum developers, writers and other support personnel who can supply materials and services as needed by schools and districts around the country.

The key staff:

### ***Rosemary Outlaw-Jennings***

Rosemary Outlaw-Jennings is the Southeast Regional Manager for Talent Development High Schools. Before joining TDHS in 2007, she worked as a curriculum coach in Guilford County (NC) Schools. She taught English Language Arts for more than 20 years in North Carolina's Guilford and Davidson County schools. She also developed curriculum for those school systems and worked with the technology standards development team in Davidson. She was an Assistance Team member for the North Carolina Department of Public Instruction working in low-performing schools to increase student achievement.

Ms. Outlaw-Jennings is certified by the National Board for Professional Teaching Standards in Early Adolescent English and has specialized training in International Baccalaureate, performance-based assessment, gifted education, standards development and personnel and resource managements. She holds a BA in English from the University of North Carolina-Wilmington and a certification in Education from North Carolina A&T University

### ***Kathy O. Nelson***

Kathy Nelson is the Talent Development Middle Grades Director of Implementation, directing its outreach and implementation efforts. She was previously program director at UCLA's School Management Program, providing executive management training to K-12 practitioners and administrators in the Los Angeles Unified School District implementing whole-school change. Ms. Nelson has been a consultant to districts developing K-12 content and performance standards – including K-16 alignment for Columbus (OH) Public Schools, and a district-wide assessment system for Flint (MI) Public Schools.

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## **B2 b. Names, qualifications, and experience of key staff**

Ms Nelson has considerable experience in curriculum design for social studies programs for secondary students and K-12 practitioners throughout the U.S., Eastern Europe, and Pacific Island nations. She has taught middle and high school social studies and English in California, Utah, Switzerland, and Maryland.

She is a candidate for a masters' degree in Curriculum and Instruction from Johns Hopkins University, and holds a B.S. in secondary education from Brigham Young University.

### ***Maxine Johnson Wood***

Maxine Johnson Wood is the Chief Operating Officer for Site Development and Operations of Talent Development High Schools. Her responsibilities include providing technical assistance to superintendents and school leaders in understanding the comprehensive high school reform model and its ability to address the critical needs of urban high schools. She was an educator in the Baltimore City Public Schools for over 20 years as a classroom teacher in middle and high schools, proposal developer/grant writer, coordinator for specially funded programs, and elementary school principal.

Ms. Wood became executive assistant to the superintendent of the Alexandria (VA) City Public Schools in July 1988. Later, she was promoted to assistant superintendent and executive assistant superintendent, and served as the acting superintendent of the Alexandria City Public Schools for the 1994-95 school year. She joined Talent Development High Schools in 2001. She is also a member of the Board of School Commissioners for Baltimore City Public Schools.

Ms. Wood holds a B.A. from the College of Notre Dame of Maryland, a master of education from Towson (MD) University, and a doctorate in urban education from Temple University, Philadelphia, PA.

### ***Leslie G. Jones***

Leslie Jones is Director of Reading and English Language Arts for the Talent Development Middle Grades Program, where she has worked for the past 16 years. Ms. Jones developed *Student Team Literature* and the *Partner Discussion Guides* that are used in that curriculum component, and she is co-developer of *Talent Development Writing*. She is responsible for the on-going development of the middle grades reading and English language arts program and supervises the writing of English language arts curriculum. She writes manuals for teachers, instructional facilitators, and school-based curriculum coaches, and conducts professional development activities for secondary teachers.

For 10 years Ms. Jones taught middle and high school English, journalism, and drama in the Baltimore City Public Schools. She conducted professional development activities for the State of Maryland and the Baltimore City Public Schools in conjunction with her teaching. She holds a B.A. and teaching certification in English from Bowie State University (MD).

### ***Linda Muskauski***

Linda Muskauski is the Mathematics Division Manager and a member of the Leadership Team for Talent Development High Schools. She is responsible for guiding the curricular resources, professional development, and technical assistance for high school mathematics at partner schools.

Prior to her work at Talent Development High Schools, she taught mathematics at various levels from pre-K to high school. She worked for the School District of Philadelphia as coordinator of mathematics,

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## **B2 b. Names, qualifications, and experience of key staff**

science resource leader, mathematics resource leader and classroom teacher. Ms. Muskauski holds adjunct professor status at several colleges as a mathematics educator for pre-service teachers.

Ms. Muskauski holds a B.S. from Gwynedd-Mercy College, master of education (with a concentration in mathematics) from Arcadia University and secondary administrators' certification from Cheyney University of Pennsylvania.

### ***Teresa Roe***

Teresa Roe is the English Language Arts Division Manager for Talent Development High Schools, with responsibility for developing and monitoring pilot programs in adolescent literacy, developing and facilitating professional development, and serving as a content consultant for researchers. She is co-author of *Strategic Reading*, the ninth-grade intervention course, and primary developer of the ninth-grade literacy lab *Accelerating Literacy For Adolescents (ALFA)*. Before joining Talent Development, she worked as associate director for curriculum and instruction at CRESPAR/Capstone Institute at Howard University in Washington D.C., with responsibility for developing and managing a before- and after-school academic support program.

Ms. Roe worked for Anne Arundel County (MD) Public Schools for 20 years as classroom teacher, curriculum developer, and central office resource teacher. She was also a member of the Maryland Assessment Consortium for six years, helping groups of teachers as they developed assessment tasks and co-developed performance tasks for school systems throughout Maryland.

Ms. Roe earned a B.S. degree in education from Hampton (VA) University, and a Masters Equivalent in special education from Bowie (MD) State University; she holds an Advanced Professional Teaching Certificate for Special Education/K-12 from the Maryland State Department of Education.

### ***Catherine Sweeney***

Dr. Sweeney is Talent Development Middle Grades' Senior Math Facilitator. Her role includes coordinating Talent Development curricular recommendations in mathematics, providing professional development, assisting in the creation of CATAMA labs for extra help in math, and advising on scheduling and administration in the Talent Development model. She is also an adjunct instructor at several universities for courses she has developed on *The Middle School*, *The Skillful Teacher*, and *Middle School Math Praxis*, as well as one on *Students with Special Needs*. Prior to her work with Talent Development, she served the Philadelphia School District as a math curriculum coach, gifted support teacher, and adjunct principal at two elementary schools. Dr. Sweeney also taught upper elementary and middle grades students for more than 30 years in the Philadelphia area.

Dr. Sweeney earned a B.S. in elementary education from St. Joseph's University, an M.Ed. in Reading from West Chester University, and an Ed.D. in Administration from Widener University, all in Pennsylvania. She holds certifications in middle school mathematics, elementary and secondary principalship, and reading instruction.

## **B2 c. Verifiable data that demonstrates the offeror's past effectiveness in increasing student academic achievement:**

Following are four success stories from Talent Development partner schools with verifiable data and contact information.

### **Ronald E. McNair Middle School**

11930 Dragon Lane  
San Antonio, TX 78252  
210-622-4480

After just one year of partial implementation of the Talent Development Middle Grades program in 2005-06, McNair School saw its achievement scores rise enough to meet its Adequate Yearly Progress (AYP) goals. Students earned an 86 percent passing rate on the reading portion of the Texas Assessment of Knowledge and Skills, a gain of 11 percent. Mathematics scores also rose, increasing from 56 to 62 percent.

In the second year of its affiliation with Talent Development, McNair again saw its scores improve – another 7 percent on the state assessment in both mathematics and reading. “I attribute these wonderful gains a lot to Johns Hopkins coming in and doing targeted professional development,” said principal Rosalind Hidalgo. In addition to professional development, TDMG established an extra-help reading lab.

### **Feltonville Arts and Sciences Middle School**

210 Courtland Avenue  
Philadelphia, PA 19120  
215-456-5603/5306.

This Philadelphia public middle school has more than 700 students in grades 6 to 8. More than 56 percent of the students are Hispanic, about 30 percent African American, 7.7 percent Asian and nearly 4 percent white. Nearly 85 percent of the students are eligible for free or reduced-price lunch and more than 10 percent are English Language Learners.

In 2008-09 Feltonville became a pilot for the Diplomas Now collaboration, a partnership of three proven school improvement organizations, Talent Development, City Year and Communities in Schools. The model includes organizational and management changes to establish a positive school climate; curricular and instructional innovations to prepare all students for high-level courses in math and English; parent and community involvement to encourage college awareness, and professional development to support the recommended reforms.

Each partner is responsible for different aspects of the transformation model. Talent Development restructured the school day and works on staff development with teachers. City Year provides tutoring both in the classroom and after school. Communities in Schools provides case management for students who need one-on-one attention and services that decrease student behavior that may lead to dropping out. Feltonville showed dramatic results during the pilot year, reducing suspensions by 85 percent in the

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## **B2 c. Verifiable data that demonstrates the offeror's past effectiveness at improving student achievement**

first two grading periods, compared to the previous year and reducing the number of suspension days by 82 percent during the same period. Likewise, significant strides were made in improving attendance and behavior and in the number of students passing mathematics and English.

### **Baltimore Talent Development High School**

1500 Harlem Avenue  
Baltimore MD 21217  
443-984-2744

Baltimore Talent Development High School (BTDHS) is a public, non-selective school in one of Baltimore's most disadvantaged neighborhoods, operated in partnership with Talent Development High Schools at Johns Hopkins University. It opened in 2004 with about 100 ninth-graders, and added a grade a year. In the 2008-2009, BTDHS enrolled 507 students in grades 9-12. Ninety-eight percent of the student body is African-American, with 76 percent eligible for free or reduced price lunch and 12.5 percent qualifying for special education services.

In 2008 BTDHS had its first graduating class with a remarkable graduation rate of more than 88 percent, significantly above the Baltimore City average of 63 percent and the Maryland average of 85 percent. The Class of 2009 had an almost identical graduation rate, again well above both the city and state averages. The dropout rate was about 5 percent, below the city average of 6.2 percent, but above the state average of 2.8 percent.

BTDHS students pass the Maryland State High School Assessments (HSA) at higher rates than students in an average Baltimore high school. Since 2006, the school's English proficiency levels have increased remarkably. The percentage of students scoring in the advanced range increased from 1.8 percent in 2006 to 33 percent in 2009; the percentage of students scoring in the proficient range increased from 26.1 percent in 2006 to 50.5 percent in 2009, and the percentage of students scoring at the basic level decreased from 72.1 percent to 16.5 percent. HSA Algebra proficiency levels have also increased, with most of the increase from the basic range to the proficient range, while the percentage of students scoring in the advanced range remained under 2 percent. BTDHS achieved Adequate Yearly Progress (AYP) in both 2008 and 2009.

### **George Westinghouse Career and Technical High School**

105 Johnson Street  
Brooklyn, N.Y. 11201  
718-625-6130

In 2003, Westinghouse High School had an average attendance rate of 75 percent and a graduation rate of 43 percent. Four years later, attendance was at 84 percent and the graduation rate was up to 65 percent. In 2007-08 Westinghouse made Adequate Yearly Progress (AYP) on its English and mathematics proficiency and its graduation rate. Beginning in September 2006, Westinghouse instituted a number of curricular and organizational changes, including a ninth-grade academy with two teams of teachers dedicated to the same students. The next year, the school moved into upper-grade career academies. In

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## **B2 c. Verifiable data that demonstrates the offeror's past effectiveness at improving student achievement**

the spring of 2008, Westinghouse was cited in a "Schools That Work" report from the Center for an Urban Future, for its "dramatic" academic improvements and "unambiguous" results in improved attendance and graduation rates. In the report, Westinghouse's principal acknowledged Talent Development's role in reorganizing the schools into small learning communities and improving course-passing and promotion as a key to the school's turnaround.

<http://schools.nyc.gov/SchoolPortals/13/K605/default.htm>

### **David Starr Jordan High School**

2265 E. 103<sup>rd</sup> Street  
Los Angeles, CA 90002  
323-568-4100

David Starr Jordan High School in the Watts neighborhood of Los Angeles moved into "corrective action" in 2004-05 because of its falling Academic Performance Index (API) on state measures and its high number of suspensions. With 1,800 students, Jordan has a largely Hispanic student body, with 81 percent eligible for free and reduced-price lunch.

With the help of a grant from the Bill & Melinda Gates Foundation, Jordan became a Talent Development High School in 2005-06. Among the reforms Jordan instituted in fall 2006 were a ninth-grade academy, a 4x4 block schedule and double-doses of English and mathematics for ninth- and tenth-grade students who were not working at grade level. As a result of these and other changes, Jordan has seen great progress. The school gained 43 points on the California API (an index based largely on improvements in test scores), increasing from 483 in 2006 to 526 in 2007 and far exceeding its own growth target of 16 points.

More than 87 percent of ninth-graders passed English, more than 84 percent passed Algebra I and more than 80 percent had enough credits to be promoted to 10<sup>th</sup> grade. These rates stand out among low-performing high schools in the Los Angeles Unified School District, where barely 50 percent of the students are reported to pass Algebra I. At the same time, suspensions at Jordan dropped from 742 in 2004-05 to 327 in 2006-07 and 304 in 2007-08. Average daily attendance rose from nearly 85 percent to 90 percent over the same period.

## **B3 Talent Development: a Successful Turnaround Partner**

Research and experience show that rapid changes, the kind that turn around schools, are possible when the conditions are right, when a school has strategic **staffing**, supportive **scheduling**, on-target **professional development** for teachers and administrators, engaging **curriculum** that holds all students to high standards, **student supports** at the right scale and intensity and a **strong partner** who can help create these conditions.

With practical experience, results, and a research base, Talent Development will be a strong partner, ready to help states, districts and schools get the rapid results they need by combining:

- The knowledge and resources for whole-school redesign – organizational, instructional, professional development and leadership structures that enable all students to succeed in the most challenged secondary schools
- Early warning and intervention systems to provide the right support to the right student at the right time.
- The ability to work with feeder patterns of highly challenged, low-performing high schools and the middle schools that send them students.

All this adds up to TD Turnaround – a strategy for states, districts and schools to ensure that all students graduate prepared for college and career.

### **a. What Talent Development Secondary believes it takes to be successful in a turnaround environment**

Talent Development Secondary recognizes that poor academic performance, high dropout rates, poor attendance and a myriad of other factors cause schools to be prime candidates for turnaround initiatives. These characteristics may appear similar among failing high schools. However, each school is different and identifying specific responses to a school's specific needs with the expectation of success requires an aligned analysis and a prescriptive plan.

To adequately identify the needs within a turnaround school and position its services and support to effectively address those needs, Talent Development will conduct a *School Performance/ Educational Challenges Audit* that will provide a comprehensive profile of the school. Areas to be examined include summative standardized test data for the current and previous years, state school report card, staff roster, student attendance and discipline data, school accomplishments and products, leadership profiles, and parent organizations and community resources. Talent Development facilitators will conduct separate focus groups with staff, students, and parents and community partners. Finally, in articulation with district and school leadership, TD facilitators will elaborate a customized Turnaround Framework with goals, action steps, and a timeline adapted to address the specific needs identified through the audit process and focus groups.

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## **B3 a. What Talent Development believes it takes to be successful in a turnaround environment**

Dedicated attention given to the “turnaround” environment of a school will result in the development of a Talent Development / School collaboration that reflects the collective goals of the district and the school for improving student performance, within a positive, motivating framework, that builds on past successes while eliminating those elements that have proven to be barriers to student progress and accomplishment.

### **b. Why Talent Development should be selected to perform this service in Virginia schools**

For the past 15 years, Talent Development has helped schools across the nation 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. As the student outcome data included as part of this proposal indicates, schools that implement the Talent Development organizational and instructional reforms see increases in student attendance, reductions in suspensions and other data related to student discipline and school climate, improved course passing and graduation rates, and increased scores on student achievement tests. Talent Development helps schools obtain outcomes like these by offering research-based strategies developed at Johns Hopkins University that are paired with intense technical assistance provided by master educators who serve as Talent Development organizational and instructional facilitators.

Talent Development helps schools redesign instructional programs around small learning communities and interdisciplinary teacher teams. These smaller organizational units help teachers build strong relationships with students and decrease student anonymity within the school. Talent Development provides frameworks for teams that build the staff’s capacity to engage in distributed leadership and collective decision-making. Additionally, Talent Development assists schools in developing Early Warning Indicator (EWI) systems that allow school stakeholders to collect, analyze, and disseminate student outcome data on an ongoing basis. Teacher teams receive significant professional development as well as ongoing support from an on-site Talent Development facilitator to use this EWI data to ensure that the right students receive the right academic and social-emotional interventions at the right time. Talent Development also works with schools to create schedules that extend learning time in core academic areas while still allowing students to explore electives and enrichment activities.

In addition to these organizational reforms, Talent Development provides significant curricular and instructional support designed to close the achievement gap and accelerate learning for struggling students. Talent Development has designed curriculum supports for math and language arts in grades 6-12, as well as science and social studies support for the middle grades. Schools pair these curricular reforms with a focus on implementing high-impact instructional strategies in all courses. Specifically, Talent Development engages in extensive professional development with instructional coaches who ensure that teachers provide differentiated instruction through teacher modeling, cooperative learning groups, hands-on learning activities, and instruction scaffolding that maximizes the impact of every class period.

Talent Development also focuses on building the capability of all stakeholders to institutionalize these reforms and increasing a school and district’s internal capacity to engage in ongoing professional

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## **B3 b. Why Talent Development should be chosen to perform this service in Virginia schools**

development and improvement while decreasing the dependence on external technical assistance from Johns Hopkins University. These goals are met by creating a system of distributed leadership that empowers teachers, team leaders, and administrators to work together to make decisions that impact teaching and learning. In addition to this organizational structure, Talent Development provides ongoing support and coaching for stakeholders that provides frameworks for data analysis, problem solving, and collective decision-making. Talent Development also focuses on engaging teachers in professional development strategies that emphasize peer coaching and mentoring into ensure continued implementation of instructional reforms.

Talent Development is a program developed and managed by the Center for the Social Organization of Schools (CSOS) at Johns Hopkins University. CSOS has operated since 1966, and is staffed by a team of highly trained educators, sociologists, and psychologists. With several decades of experience in managing implementation of school reform programs in a variety of settings, including starting new schools, CSOS has the management capacity to ensure that the goals outlined by the Commonwealth of Virginia Department of Education (DOE) will be met. At the same time, Johns Hopkins University provides CSOS with legal, fiscal, and managerial oversight that ensures that CSOS and Talent Development will meet all of the requirements and guidelines set forth by the DOE for the duration of the project.

## c. Our approach to meeting the 25 approaches listed in the Statement of Needs

### The Talent Development Model

#### Outline

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## B3 c. Talent Development's approach to addressing the Statement of Needs

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## B3 c. Talent Development's approach to addressing the Statement of Needs

### The Talent Development Model

#### I. Organizational Strategies

**2. Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.**

Talent Development consists of two separate but interrelated programs, the Talent Development Middle Grades (TDMG) program and the Talent Development High Schools (TDHS) program. TDMG serve grades 6 through 8, and TDHS serves grades 9-12.

Both TDMG and TDHS create a school culture that values all students' talents and ability to learn, promotes academic achievement, and fosters strong relationships among students, faculty, and staff. The Talent Development programs use several organizational structures that help schools create this desired school culture and maintain a climate that promotes academic achievement. While the specific approaches vary at the middle school and high school levels, both Talent Development programs focus on small learning communities, teacher teams, extended periods, early warning indicators, and specific climate and curriculum initiatives designed to build and maintain a positive school culture and climate.

#### ***Small Learning Communities***

**6. Promote student motivation for learning.**

To promote the strong teacher-student relationships that form the foundation of a safe, productive learning environment, schools must use organizational structures that promote the formation of these bonds.

**17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.**

TDMG and TDHS both employ smaller learning communities as organizational structures that support strong relationships between students and teachers. These small learning communities create smaller units within large schools, increase the opportunities for students to get to know their teachers and one another, and foster lasting connections between individual students and their school. While there are some differences between the strategies and structures employed by TDMG and TDHS, both strive to create learning environments that promote these lasting bonds.

#### ***Middle School***

The Talent Development Middle Grades program establishes separate learning communities of 200 to 300 students. These small learning communities are traditionally organized into vertical houses of two to three classes each, with up to 25 students per class; teaching teams (two or three teachers) are thus responsible for fewer than 100 students. TDMG develops small, stable learning communities that encourage students, teachers, and families to establish strong bonds and close, caring relationships. Depending on the circumstances of the school, this is done through various means;

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## B3 c. Talent Development's approach to addressing the Statement of Needs

**2. Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.**

semi-departmentalization and looping are among the most effective strategies.

Many middle schools inadvertently foster low achievement by sorting some students into high-quality instruction while relegating others to lower-quality education. TDMG has demonstrated that all children are capable of succeeding in demanding courses when given appropriate support. Heterogeneous grouping for core academic classes helps TDMG schools reach high levels of academic performance. The TDMG program provides extra help for struggling students and training and ongoing support for teachers to ensure success for everyone in the heterogeneous classroom. Also, each student will have a single teacher as adviser-mentor during his/her time in the middle grades. The teacher adviser-mentor works with each student's instructional team to be alert for early warning signs and to address any problems of attendance, discipline, or learning.

### *High School*

Each Talent Development High School is organized as a learning community to support stronger teacher-student bonds and address adolescents' needs for affiliation with opportunities for increasing autonomy.

The Talent Development High School model creates two types of small learning communities within the high school. Because ninth grade is such a critical transition year for students, TDHS implements a Ninth Grade Success Academy that serves all ninth-graders within the high school. The Ninth Grade Success Academy has its own principal, a full-time staff that teaches only within the Ninth Grade Academy, and a self-contained physical space within the high school building. These critical elements of a Ninth Grade Success Academy allow a TDHS school to intentionally create a climate and culture that teaches new high school students the academic, social, and interpersonal skills that are necessary for success in grades 9-12 and beyond. With a 4x4 block schedule and interdisciplinary teacher teams, the organizational structure of the Ninth Grade Success Academy helps support lower student-teacher ratios and the formation of strong relationships between students and teachers.

**17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.**

In grades 10-12, students in a TDHS school enroll in a Career Academy. Like the Ninth Grade Success Academy, Career Academies each have a self-contained physical space within the building and an academy leader and staff members. Students elect to follow one of several "career pathways" within a Career Academy for their sophomore through senior years. All Career Academies employ identical, college preparatory academic courses that meet all Virginia Standards of Learning. In addition to these core

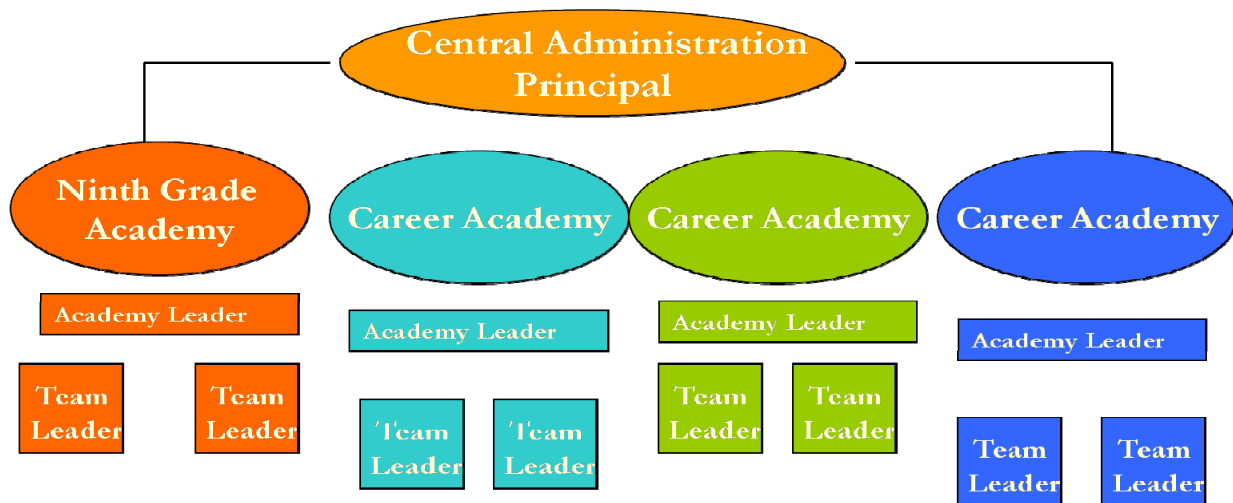
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17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.

academic courses, students enroll in one or more career electives each year. These career courses help students develop new skill sets, make connections between skills learned in academic courses and the requirements of the workplace, and engage in coursework that prepares students for post-secondary success. In the Career Academies, both academic and career teachers share students within a specific career pathway, and continue to work with the same students from grade 10 through graduation.

## The Organization of a Talent Development School



Note: This organizational structure would service a school with up to 450 9<sup>th</sup> graders and up to 900 students in grades 10-12. The number of teams in the 9<sup>th</sup>-grade academy, as well as the number of Career Academies, would be based on school size.

### Teacher Teams

11. Develop constructive relationships with existing school personnel.

25. Integrate all academic and support services.

Both the middle and high school models focus on the use of interdisciplinary teacher teams, that is, core academic teachers who share the same sections of students, as the organizational unit of the small learning communities in a Talent Development school. By creating a team of teachers who share students, planning time, and a common vision about the school culture and climate they want to create in their school, the Talent Development model empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. Academy leaders, team leaders, and team teachers meet students at the door of the school every day to welcome students into the academy and create a sense of caring and belonging.

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## B3 c. Talent Development's approach to addressing the Statement of Needs

### 25. Integrate all academic and support services.

Common planning time is one of the most critical components of the Talent Development approach to improving student outcomes and building the collective capacity of a school's staff. Talent Development helps schools incorporate common planning time in team schedules, and provides technical assistance and capacity building activities designed to prepare teachers to engage in focused work targeting improved student outcomes, such as:

- Analyzing Early Warning Indicators and students' achievement data
- Developing individual student intervention plans based on student data
- Designing, implementing, and adjusting an academy-level set of policies regarding student expectations with regard to academic procedures for classwork and homework
- Looking at student work, sharing best practices, and engaging in other interdisciplinary professional development activities
- Planning for team-wide incentives, celebrations, or interventions to promote a positive school and team culture and identity
- Meeting with parents and engaging in outreach and communication with other critical stakeholders

The TDHS organizational facilitator provides team leaders and teaching staff professional development, and resources, and engages in modeling and team building activities that focuses on increasing their internal capacity to engage in high-intensity work as a team with minimal technical assistance after the first several years of implementation.

#### ***Extended Periods***

Both the TDMG and TDHS models use extended periods to increase the amount of instructional time in core academic subjects. Extended periods also provide teachers with the time necessary for engaging and innovative instructional strategies that differentiate instruction across the learning spectrum, and afford students the time and flexibility in the classroom to engage in guided and independent practice that builds their core skills.

The TDMG instructional model uses extended periods in 75- to 90-minute class periods. The TDHS model implements a 4x4 block schedule, which means students enroll in four 90-minute courses that meet every day for one semester. During the second semester, students enroll in four new 90-minute courses. This approach to scheduling allows high schools to offer 8 courses per school year versus only 7 courses on a traditional high school schedule. Over four years, this means that a TDHS student has the opportunity to earn 32 credits as opposed to 28 on a traditional schedule.

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## B3 c. Talent Development's approach to addressing the Statement of Needs

These extra credits can be used for courses that provide additional instruction in math and/or language arts. Additionally, the block schedule allows schools to provide intensive support to students during the critical ninth grade. This intensive focus on accelerating student learning in math and reading allows struggling students to “catch up” to their peers, and even engage in advanced core classes or electives during the last two years of high school. This acceleration occurs in large part due to the innovative instructional practices teachers can implement in the 90-minute period: skill modeling, cooperative learning, project-based learning, and individual learning centers.

**13. Require commitment from parents to allow for additional time for instruction (such as after school support).**

In addition to its academic benefits, the 4x4 block schedule also improves school culture and climate in several ways. First, it supports the development of strong teacher-student relationships by reducing the number of students a teacher works with daily. The 4x4 block schedule assigns teachers just three sections of students each semester, in contrast to five or six sections typical in many scheduling models. If a school has an average class size of 25 students, each teacher works with 50 fewer students, and has more time and opportunities to get to know students and communicate with their families. The block schedule also cuts down on the amount of time students travel from class to class and increases the amount of time focused on teaching and learning. Finally, the block schedule enables students to receive the academic supports they need for success without modifying the existing school calendar or the length of the school day.

**12. Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.**

**14. Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development.**

The Talent Development model is structured to run on a traditional school calendar of at least 170 instructional days. Each instructional day must include a minimum of 360 minutes of instructional time. In addition, Talent Development schools have at least five days of professional development before the start of the school year, and at least eight professional development days during the school year.

**2. Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.**

### ***Early Warning Indicator Systems***

Even the best instructional program will have limited impact if students do not attend school, behave, and try hard to succeed. Traditional schools are organized to provide extra help and support to a limited number of students. Secondary schools that serve high concentrations of low-income students, however, must be organized to provide supports to the majority of students. Our research indicates that in a high-poverty environment, in the sixth grade alone there can be 25 students with severe attendance problems, 25 additional students with behavioral challenges, 25 students

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## B3 c. Talent Development's approach to addressing the Statement of Needs

**2. Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.**

failing math, and a different 25 failing English. Each of these outcomes (absent sustained intervention) results in only 1 in 4 of the students graduating from high school.

**25. Integrate all academic and support services.**

The question is, "How can secondary schools be organized to provide supports across multiple domains (attendance, behavior, and course performance) to this many students?" The solution is a teacher-friendly early warning system that alerts teachers as soon as students begin to demonstrate behaviors which, if not addressed, will begin to push them off the path to graduation. This early warning system in turn needs to be linked to a tiered response system that uses proven prevention and intervention strategies and steadily increases the intensity of supports until the behavior (attendance, conduct, effort, and course performance) is mitigated.

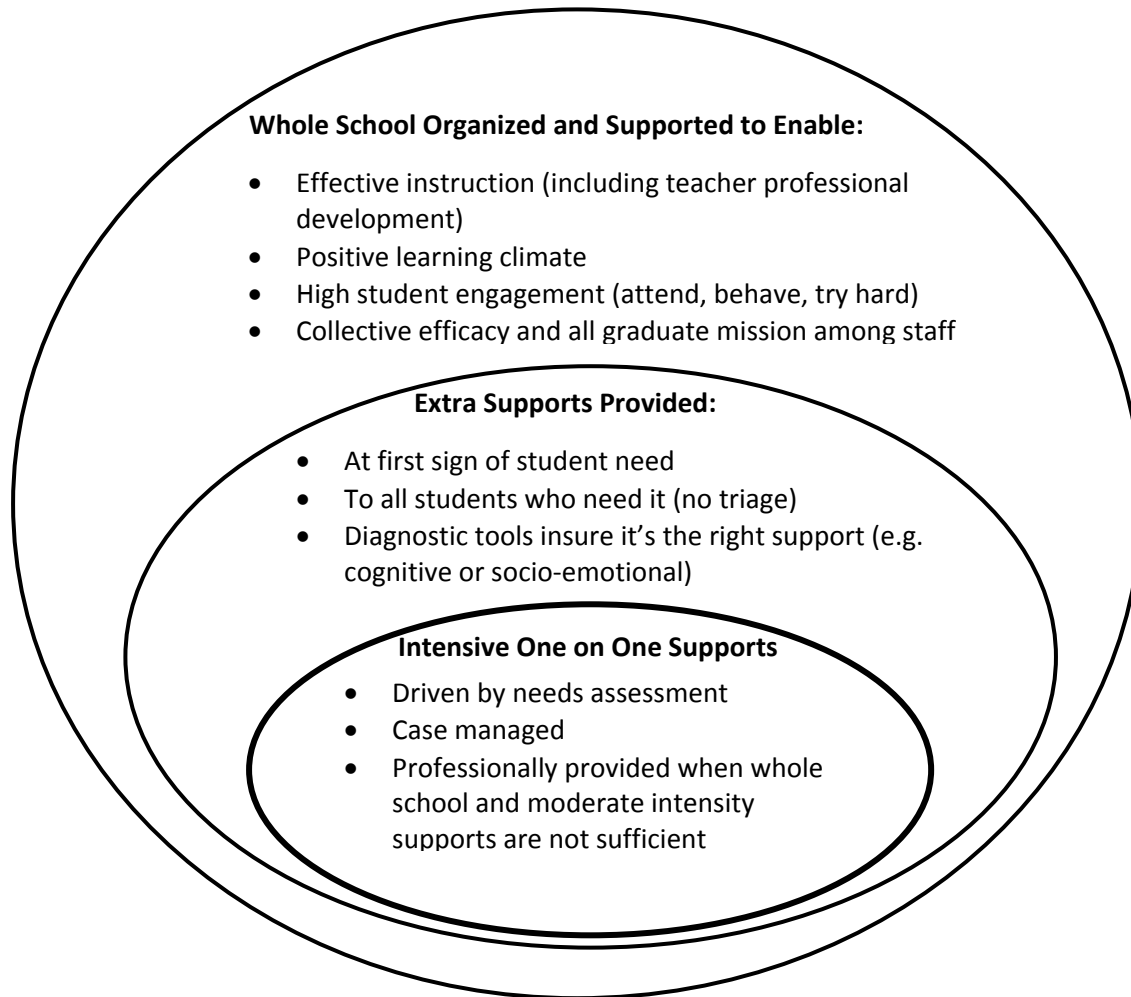
**19. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.**

An Early Warning Data on Demand system is in use in five cities in the Talent Development network. At the classroom level it shows teachers the students' prior year and prior quarter attendance, behavior, and course grades, as well as the most recently available information on their reading and math levels. Most importantly, it is designed to highlight students who are beginning to fall off track (e.g. have had their second unexcused absence in a month, their second "pink slip" for poor classroom behavior, or have received a D or F in the most recent marking period or seen their grades dip).

In addition, we have identified the academic indicators (types of books students can comprehend, levels and types of writing they can produce, mathematical, scientific and historical reasoning they can apply) that demonstrate students' readiness to succeed in rigorous college-prep courses. Further, teacher teams back-map from these outcomes to establish quarterly mileposts that tell students, teachers, and parents that the student is on-track to college readiness.

*On page 19: a diagram of the concentric circles of support offered based on identification of Early Warning Indicators.*

## B3 c. Talent Development's approach to addressing the Statement of Needs



**25. Integrate all academic and support services.**

**9. Work with the school division to expand community support to garner human resources needed for reform.**

**20. Identify and recommend supporting partners to address social, emotional and behavioral issues (e.g., over-age students).**

**22. Identify and recommend outside resources needed in the reform effort.**

To ensure that teacher teams implement short-term student interventions in a timely manner, they review student attendance data weekly, and use quarterly interim progress reports every five weeks to look for students struggling with attendance or academic issues. Regular disciplinary action reports also allow teacher teams to design behavior interventions for students who frequently disrupt the instructional process. Talent Development will work with schools and districts to identify resources within the community that can provide additional adult support to help meet students' needs. These might include mentoring programs, community youth organizations, sports, recreational, or arts programs, and faith-based groups at the community level.

## B3 c. Talent Development's approach to addressing the Statement of Needs

### *Talent Development Climate Initiatives*

#### Whole School Strategies

**6. Promote student motivation for learning.**

**19. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.**

**25. Integrate all academic and support services.**

Talent Development Climate helps middle and high schools create atmospheres that are safe, nurturing and positive by providing positive responses to appropriate behaviors, consistent consequences for inappropriate behaviors, and supports for students who have difficulty managing their behavior even with consistent rewards and consequences.

To create a successful learning environment, teachers must set high expectations for their students, teach students about these expectations and the behaviors and habits that will help students meet them, and help students modify behaviors that create an obstacle to success. The Talent Development model focuses on creating this framework toward expectations and student discipline through the teacher teams. First, Talent Development facilitates conversations with both the whole school faculty and individual teacher teams to build staff consensus around common expectations for students. Talent Development facilitators then engage staff in work sessions where staff members create lessons and activities that will model expected behaviors for students, allow students the chance to practice these behaviors, and engage students in reflective discussions about why expected behaviors are an important contribution to success.

During the opening weeks of the school year, each team teaches these lessons and activities around expected behaviors. Specific activities may include role playing, having students create a T-Chart that explains what a specific expectation "looks like" and "sounds like," practicing specific procedures with students, and clearly explaining a system of incentives and consequences related to student behaviors. After this intense focus on expected behaviors during student orientation, teachers follow up with lessons regarding expected student behaviors and social skills throughout the school year.

Talent Development also provides professional development to school staff that assists them in developing a system of consequences for student behavior, focusing on minimizing disruptions to the learning process. During this professional development, teachers learn how to work with their team members to develop incentives that promote positive student behavior and to create progressive, consistent systems of consequences. These consequences focus on having students reflect upon inappropriate behaviors, while communications with students and parents focus on modifying, rather than simply punishing, behaviors that prevent a student from being successful in the classroom.

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## B3 c. Talent Development's approach to addressing the Statement of Needs

**19. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.**

**6. Promote student motivation for learning.**

### *Freshman Seminar*

Freshman Seminar (FS) is a course offered during the first semester of ninth grade. In-depth lessons use a variety of both innovative and traditional teaching techniques including long-range projects, cooperative learning activities, and reflective journal writing. Students practice the note-taking, time management, study, social and human relations skills they need every day in their academic and elective subjects and in their lives outside of school. They learn more about themselves and their futures in the worlds of postsecondary education and careers as they prepare to choose a Career Academy.

### *The High Five As and Bs*

One of the main premises of TD climate is that students will behave properly when appropriate behavior is well known and gets more attention from school personnel than inappropriate behavior. The hallmark of TD Climate is the *High Five As and Bs Behavior Standards* that are used to continually and explicitly teach appropriate behavior in the classroom and other school settings.

The Talent Development *High Five As and Bs Climate Program* is school-wide, comprehensive, and based on the principles of positive behavior supports. The program has been used successfully in middle school, high school, and alternative school settings. Positive behavior support systems enhance students' motivation to attend school, follow school rules, and put forth effort to perform academically. All students seek a positive, physically and emotionally safe, pleasant environment, but for those students whose home lives or neighborhoods are marked by strife, neglect, or some type of struggle, the joys of a well-organized, consistent, and positive school climate are even more important.

As these behavior standards are consistently reinforced, students begin to replace existing inappropriate behaviors with more acceptable ones. The High Five As and Bs are: *attendance*, be on time and present every day; *achievement*, be ready and prepared to learn; *attitude*, be respectful; *accountability*, be responsible; and *awareness*, be safe. Lesson plans are used to explicitly teach these behavior standards so students know what is expected of them throughout the school building and especially in the classroom. These behavior standards are reviewed with students as often as necessary.

The Talent Development Climate Program highlights celebratory assemblies or activities that give students occasions to look forward to or something

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## B3 c. Talent Development's approach to addressing the Statement of Needs

### **6. Promote student motivation for learning.**

exciting happening on a regular basis. Talent Development school-wide interventions include quarterly Report Card Conferences, staff appreciation activities at least twice a year, and a school-wide bully prevention program. Monthly and quarterly celebrations and "Dinner with the Principal" events reward students who demonstrate positive behaviors, including honor roll students, students of the month, those with perfect attendance, those "most improved," and students who are "caught doing something good."

#### Extra supports for students with Early Warning Indicators

### **19. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.**

Most students will respond well to environments that are positive and nurturing, where behavior expectations are clear and explicit, and where awards for following the rules are consistent and enjoyable. Still, some students will need extra support to comply with school rules. This support seeks to make students feel cared for even when there is a need for discipline. One strategy included in the Talent Development Climate Program is a Reflection Room where students can go to calm down and talk problems out with an adult who reminds them of school expectations. They may be given an opportunity to apologize or make it right with the person they are at odds with. Another way to help students with their behavior is to have them monitor themselves with daily progress reports based on the High Five As and Bs.

TD Climate programs provide rewards, consequences, and additional support for troubled behaviors, listed below. TD and the administration customize the approach to determine which of these components are used. A member of the school staff runs each program with support from a TD climate facilitator. These programs include:

- Classroom rewards (token economy)
- Anger management
- Late Room
- Reflection Room
- Success Suite (in-school suspension)
- Behavior Intervention Team and Behavior Intervention Plans

## B3 c. Talent Development's approach to addressing the Statement of Needs

**20. Identify and recommend supporting partners to address social, emotional and behavioral issues (e.g., over-age students).**

### *Intensive One-on-One Support*

The Early Warning Indicator System also enables schools to identify quickly those students in need of intensive, case managed support to address serious social, behavioral, emotional, or academic needs. Talent Development will work with schools and districts to identify community-based professional services and resources to address these concerns.

**22. Identify and recommend outside resources needed in the reform effort.**

### *Special Programs*

#### *Twilight School*

The model includes opportunities outside the typical school day for students who are not succeeding in traditional classrooms or for those with special scheduling needs, such as over-age students, teen parents, students who work, and students returning from suspension and incarceration. Flex-school, Saturday school, and Twilight School are alternative programs operating within the comprehensive high school. The programs take different forms: some meet for three or four hours after school; others meet during the school day, but on a schedule separate from the rest of the school and in a dedicated space. The primary goals are credit completion and recovery for struggling and non-traditional students; the programs often incorporate counseling and social services as well.

#### *Special Education, English Language Learners, and Students in At-Risk Situations*

The core philosophy of the Talent Development model revolves around the belief that all students can be successful given the appropriate type and level of supports. Special education students and English Language Learner (ELL) students are enrolled in the same small learning communities as their peers, participate in team building activities, incentive programs, and celebrations with their team- and academy-mates, and have the opportunity to enroll in the same courses as their peers. Talent Development supports the instruction of special education students in the least restrictive environment by:

- including special education teachers in the planning and professional development related to implementation of the Talent Development program
- providing professional development, coaching, and facilitated planning and reflection related to co-teaching and collaboration between subject area and special education teachers

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## B3 c. Talent Development's approach to addressing the Statement of Needs

### 25. Integrate all academic and support services.

- assisting with the development of appropriate modifications and accommodations to Talent Development curricula and instructional strategies
- creating master schedules that allow for special education students to receive support in an inclusive, least restrictive environment

To help ensure the success of ELL students, Talent Development provides professional development and coaching around the Talent Development curricula and instructional strategies. During this professional development, TD facilitators work with coaches and teachers to develop units and lessons that blend successful academic instruction with the additional scaffolds necessary to support ELL students.

### 20. Identify and recommend supporting partners to address social, emotional and behavioral issues (e.g., over-age students).

The Talent Development model provides an integrated model of support and nurturing for students in at-risk situations as outlined above. Additionally, Talent Development's EWI data system ensures that at-risk students who are demonstrating off-track behaviors are assigned interventions that support learning during the school day, and if necessary, seek out social support services that attempt to remedy external situations that are negatively impacting a student's ability to learn. Talent Development will work with the partnering district and school to ensure that the school has access to services designed to assist homeless students, including connecting students to state, local, and community-based social support. Talent Development will work with the school to ensure that teachers and other staff regularly communicate with parents of homeless students to ensure that families are aware of all social services and are invited to take part in school activities.

#### ***Implementation and Staffing***

Talent Development engages in a comprehensive, multi-part needs assessment at both the school and district level before entering into a partnership. This needs assessment includes:

1. *Initial analysis of school need.* Talent Development analyzes student outcome data at the school level, examining attendance, course passing rates, dropout information, assessment scores, behavior data such as school suspensions, and any other available indicators that provide evidence of the school's current status.
2. *Initial awareness discussion with district and school leadership.* Members of the Talent Development management team meet with district and school leadership to present the core elements of the Talent Development model, review the district and school data, evaluate the alignment between elements of the Talent Development program and

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## B3 c. Talent Development's approach to addressing the Statement of Needs

- the school's improvement priorities, assess the costs associated with implementing the model, and create an initial planning and implementation timeline for the site.
- 11. Develop constructive relationships with existing school personnel.**
- 25. Integrate all academic and support services.**
- 7. Secure parental commitment and involvement through school choice.**
- 8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.**
- 3. Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.**
- 4. Recommend necessary restructuring of teacher and leader contracts.**
3. *Awareness activities with school staff.* Talent Development facilitators host events where staff members can learn about the Talent Development organizational structure and curriculum, ask questions concerning implementation, analyze the alignment of existing school programs and curricula with the Talent Development model, and share both quantitative data and contextual information important to implementation of the model. School leadership has an opportunity to gauge staff support for moving forward with implementation.
4. *Refinement of budget, planning timeline, and implementation plan.* In parallel with the awareness activities for school staff, members of the Talent Development team work with school and district staff to develop a planning timeline, plan for implementation of the model's components, develop benchmarks and metrics for measuring the model's impact on student outcomes, and formulate a budget to successfully implement the model.
5. *Awareness for families and community members.* Talent Development meets with families and school and district community members to outline the components of the model, explain how they benefit students and their families, discuss opportunities for families and the community to become involved with the school's implementation efforts, and answer questions and concerns regarding implementation of the Talent Development model. Although Talent Development is committed to providing turnaround with a school's existing population, where district regulations permit, parents may exercise school choice as they become aware of school improvement goals and plans.

### *Staffing Requirements*

To ensure that Talent Development schools are able to recruit, place, and retain a high-quality staff, Talent Development works closely with the school and district leadership to create a staffing plan that will meet the needs of the school's population. In general, Talent Development does not require or recommend restructuring of teacher and school leader contracts. A few general guidelines can be provided to give some idea of staffing needs:

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## B3 c. Talent Development's approach to addressing the Statement of Needs

**3. Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.**

### *Middle Grades*

Typically, in a Talent Development middle grades program, classes of 25 students each are organized into small learning communities of two to three classes, with a team of two or three teachers per small learning community. (Frequently, one teacher in each team provides instruction in English language arts and social studies, while the other teacher provides math and science instruction.) Thus, a school would have four middle grades teachers for every 100 students. In addition, special education teachers and ELL staff are needed in proportion to the number of students requiring these services. In addition, staffing needs include elective teachers (such as physical education, music, or art). Schools are encouraged to designate time for one highly effective teacher each in math and RELA to serve as on-site coach/facilitators in their respective areas, and to reduce their teaching loads accordingly.

### *High School*

1. A TDHS high school will have one ninth- grade academy, and one Career Academy for every 300 students in grades 10-12. This means that the high school will need one principal, one academy principal for ninth grade, and one academy principal for every 300 students in grades 10-12.
2. For every 150 students in the ninth grade, a team of eight teachers will be created. This does not include special education or ELL teachers.
3. Schools should staff each academy with its own guidance counselor. The school should staff at least one social worker unless ongoing access to district social workers is available.
4. Each Career Academy will have two teacher teams of eight teachers per team. This does not include special education or ELL teachers
5. Every TDHS will need three positions: language arts coach, mathematics coach, and Freshman Seminar coach.
6. Special Education and ELL staffing needs can only be determined after examining school data and working with school and district staffs.
7. In addition to the staff on teacher teams, schools will need to hire additional staff for certain electives and to offer reduced teaching schedules to team leaders.

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## B3 c. Talent Development's approach to addressing the Statement of Needs

### II. Leadership

Talent Development will work with the school district in the hiring, retention, review, oversight and evaluation of school leadership and staff.

#### ***School leader evaluation***

**3. Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.**

**10. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.**

Talent Development supports evaluative criteria for school leaders that directly relates to agreed-upon, acknowledged goals for effective, successful implementation of its model. Researchers and practitioners believe such evaluative criteria should relate to/include an analysis of progress accomplishing predetermined, agreed upon objectives. These objectives are based on identification of rubrics for:

- best practices
- performance assessment
- performance improvement

Suggested broad indicators to be addressed (and assessed) in the evaluation include:

- Instructional and curriculum knowledge and management skills
- Talent Development program understanding and competence
- Management and operations capabilities (staff, students, facilities, fiscal)
- Student and staff performance
- Staff support, assistance and evaluation
- Student and staff relationships
- Parent, family and community engagement
- Instructional technology and telecommunication skills
- Analysis, interpretation and use of data to support improved student performance and effective program implementation

Talent Development school leaders must assume prime responsibility and oversight for effective program implementation through efficient organization of time, students, staff and resources that ultimately leads to improved student achievement. Organization of time and staff to accommodate improved student achievement requires the leader to demonstrate, and where necessary, develop strong management and leadership abilities.

Strategies for assessing the effectiveness of the leader will be finalized following a review and consideration of evaluation procedures specific to the school/district. Such reviews will be used to align the TD school leader evaluation process with agreed-upon elements of the model used by the school. Ultimately, the goal will be to produce an evaluation instrument that

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## B3 c. Talent Development's approach to addressing the Statement of Needs

### 10. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.

meets the defined requirements of TDHS leader evaluation and is compliant with the expectations of the school/district.

Valid and definitive measures will be consistently applied to determine the adequacy of current school leaders to successfully lead the school improvement effort, using the Talent Development model. The parameters for this process include:

#### Standard Requirements

- Endorsement, certification, validation as a secondary school administrator, based on Commonwealth of Virginia Department of Education standards (or eligibility for same)
- Verification of non-traditional secondary school administrative endorsement, approval, acceptance, per Virginia state requirements
- Confirmed, verified evaluations\* of satisfactory, or above, service in a secondary school administrative position or a position acknowledged as comparable (\*a minimum of two evaluations, completed within the three-year time frame)

#### Comments on the Talent Development School Leader Evaluation Process

1. An annual, formal evaluation, including a written document and a conference (dialogue, discussion), will be completed.
2. A preliminary conference will be held annually (before the start of the school year) to articulate program, school, and professional goals which will form the basis of the evaluation. A schedule will be developed to support a formative process during which goals will be assessed intermittently. This will allow opportunities for timely and direct response to identified needs, as well as acknowledgement and recognition of successes and achievements. **Note: The TDHS "Implementation Review" will be compatible with this process.**
3. The recommended timeline for the formative process: once each quarter of the school year, with the annual evaluation after the 4<sup>th</sup> quarter of the school year.
4. Any identified/ confirmed need will be addressed by a "**Leader Assistance/Growth Plan.**" Such a plan will focus on areas of need, interest and/or deficiency related to:
  - a. professional skills (related to listed expectations of the position)
  - b. effective leadership
  - c. management, administration, and/or operations
  - d. professional enrichmentAppropriate action plans will be developed to support implementation.

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## B3 c. Talent Development's approach to addressing the Statement of Needs

**10. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.**

5. The ***“Leader Evaluation instrument”*** will include protocols for intermittent assessment of its appropriateness, validity, and adequacy. Opportunities to solicit feedback and comments from school leaders, as well as other potential stakeholders (district staff, teachers, researchers, etc.), will be included in the overall assessment of the leader evaluation instrument and activities and procedures related to its use.

**3. Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.**

### ***Staff Evaluation***

Talent Development can support school and district leadership in their staff evaluation process by providing both student and school outcome data and frameworks and criteria for evaluation of staff performance. As part of its ongoing system of data collection and analysis, Talent Development provides school-, team-, and teacher- level data in the following areas:

- Course performance (passing rates and grade distribution)
- Student attendance
- Behavior indicators (suspensions, office referrals, and student infractions)
- Student achievement (standardized assessments, course and unit assessments)

Talent Development will work with the district to offer teacher team and academy based recognitions for success in achieving the school's mission and significant improvements in student achievement, performance indicators, and growth.

## **III. Instruction**

**6. Promote student motivation for learning.**

**15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.**

**17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development**

Both the Talent Development Middle Grades and Talent Development High Schools programs focus on creating a course of study that supports and challenges all learners and delivering instruction using strategies that engage students with diverse backgrounds, learning styles, and interests. The Talent Development model meets these diverse needs in several ways. First, reading selections in both the middle and high school language arts curricula reflect authors and themes from a variety of backgrounds. In reading these texts, teachers engage students in various activities that build up their knowledge of cultures and viewpoints that differ from their own.

In addition to cultural diversity, Talent Development instructional activities focus on engaging students with a variety of learning styles. Talent Development provides teachers with training and resources that allow them to assess both students' learning styles and skill levels. Talent Development curricula provide units and lessons that employ a variety of visual, text-based, kinesthetic, and auditory activities at the individual, small group, and

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## B3 c. Talent Development's approach to addressing the Statement of Needs

**6. Promote student motivation for learning.**

**15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.**

**17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.**

**25. Integrate all academic and support services.**

class level. Many courses also build individual learning centers into the extended period to allow teachers to incorporate activities that allow students to focus on building and reinforcing skills that are necessary for each individual student to succeed in that content area. Talent Development's distinctive blend of whole-class instruction, cooperative learning in student teams, and individual practice provides students with strong motivation for learning while enabling them to build the cognitive as well as social skills necessary for ongoing success.

In addition to providing research-based, effective curricula, Talent Development facilitators spend a significant amount of time training both teachers and instructional coaches on strategies and activities that can be used in various courses and content areas. Talent Development also works with high schools to create schedules that allow students to engage in either prerequisite or advanced coursework based on their skill levels, while still guaranteeing that all students take a common core of college preparatory academics (4 English, 3 Math, 3 Science, 3 Social Studies).

### ***Middle School Curriculum and Instruction***

The existing middle school curriculum is often fragmented and repetitive. Talent Development Middle Grades program makes it possible for schools to engage all students in a standards-based curriculum that is coherent, focused, and challenging. Professional development offered in each of the major subjects combined with follow-up curriculum coaching and implementation support enable teachers to become skilled in instructional approaches that focus on teaching for understanding, peer-assisted learning, providing students with background knowledge, developing meta-cognitive strategies, and engaging students with questions that provoke higher order thinking. The Talent Development Middle Grades program provides the curriculum, professional development, coaching, implementation support, capacity building, and structural and organizational reforms needed to spread excellence in teaching to every class in every major subject at every grade level.

The curriculum and technical assistance provided by the program is designed to assist schools to successfully offer high-level classes to all students, provide all teachers with the support and professional development they need to develop deep content knowledge, and achieve good teaching that engages students as active and reflective learners in heterogeneous groups that are continually asked to apply their learning to problems of everyday life. Talent Development Middle Grades' emphasis on cooperative learning in heterogeneous teams of two to four students builds

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## B3 c. Talent Development's approach to addressing the Statement of Needs

**6. Promote student motivation for learning.**

**18. Organize programming to engage students' sense of adventure, camaraderie, and competition.**

**15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.**

**17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.**

on young adolescents' social nature and fosters a sense of camaraderie and friendly competition that maximizes student interest and learning potential.

Because students do not naturally know how to work cooperatively, however, Talent Development provides professional development in explicitly teaching cooperative social skills, both basic (such as active listening and staying on task) and complex (such as clarifying ideas and negotiating). Instruction is reinforced by teacher and student modeling and role-playing, use of the skills during team activities, and teacher monitoring during partner, team, and class activities.

In addition, to prepare students for the challenging instructional texts they encounter in content areas, TDMG offers "All Hands on Deck" professional development for teachers in all content areas to help them improve students' literacy skills as applied to reading in content areas. "All Hands on Deck" includes training in literacy strategies, a simulation that allows teachers to experience the infusion of literacy strategies into content-area instruction, and subject-specific breakouts for teachers to process and apply the principles to their particular areas of instruction.

Talent Development Middle Grades sites:

1. adopt a "no-excuses" credo: a belief that all students can succeed with a standards-based curriculum and that it is the collective responsibility of the adults and students in the school to overcome obstacles to this success
2. implement an evidence-based, standards-based instructional program in each major subject
3. provide extra help in reading and mathematics to struggling students during regular school hours

The curriculum includes:

- **Student Team Literature**, a thoroughly tested and highly effective cooperative learning approach to teaching and learning in Reading, English, and Language Arts (RELA), using Talent Development Discussion Guides with high-quality, high-interest, culturally relevant trade books selected by the school's RELA faculty. *Student Team Literature* helps students progress beyond elementary literacy and develop proficient reading, writing, communication, and language skills by teaching effective reading strategies, extending comprehension skills, and developing fluency in reading and writing.
- **A research- and standards-based mathematics curriculum**, built around materials developed by the University of Chicago School Mathematics Project, blends skill building with problem solving and is designed to enable all students to succeed in algebra in eighth grade. It combines coherent

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## B3 c. Talent Development's approach to addressing the Statement of Needs

**6. Promote student motivation for learning.**

**15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.**

**17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.**

**18. Organize programming to engage students' sense of adventure, camaraderie, and competition.**

research-based instructional materials from National Science Foundation-supported courses of study, such as Everyday Math, Transition Math, Connected Mathematics, Mathematics in Context, Mathscape, and MathThematics, with a multi-tiered teacher support system of sustained professional development and in-class coaching to facilitate strong implementation of current curriculum or guide schools in adopting new curriculum.

- **A hands-on inquiry-oriented science curriculum** linked to the national standards and benchmarks. Curricula supported by the program include the Full Option Science System (FOSS) and the Science Education for Public Understanding Program (SEPUP), both developed at the University of California at Berkeley; Science and Technology for Children (STC), developed by the National Science Resources Center; and Insights, developed by the Education Development Center, Inc. These curricula use individual modules each addressing one topic under the categories of life science, earth and space science, physical science, or the nature of science. The modular approach enables schools to place modules in different grades to conform to the state and local science standards. Modules are built around hands-on activities following a logical progression to teach the topic, with a focus not only on doing activities but also planning them and interpreting the results.

- **A U.S. history course** built around Joy Hakim's award winning multicultural narrative *A History of US* series. Teaching guides that include lessons, student materials, and strategies and activities for interactive teaching and for facilitating student team learning are provided for each book in the ten-volume series. Goals are to develop students' ability to read and understand history texts, build sound historical reasoning, develop thinking and expository writing skills, and lead students to reflect on lessons for today to be learned from studying the past.

- **Electives.** Students make independent judgments regarding their level of engagement and effort in school, which ultimately drives attendance, behavior, and effort, in the early secondary grades (6-7). One core strategy to achieving a high level of student engagement will be a different approach to electives. These will be designed to engender the sense of camaraderie and group adventure that are hallmarks of early adolescence, and to provide multiple opportunities for short-term success. This is essential in schools where most students enter with below grade level skills, because moving toward academic success will take time and young adolescents need to experience success often. Programs like debate, chorus, drama, art, computer animation, and robotics as well as community service projects will be experienced by all students. They will be designed so that at least every

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## B3 c. Talent Development's approach to addressing the Statement of Needs

**6. Promote student motivation for learning.**

six weeks they lead to public performances or exhibitions that allow inclusive student participation and infuse elective activities with a sense of responsibility.

*Extra Help in Reading for Understanding and in Mathematics to Students During Regular School Hours*

**15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.**

The Talent Development Middle Grades program includes extra-help labs for students who need additional tailored instruction and practice in reading or in mathematics. Each lab is an elective course (at approximately half the normal class size) for 10 or 20 weeks to provide students a substantial "extra dose" of intensive personalized instruction in addition to their regular academic classes.

**17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.**

*The Savvy Readers (SR) Lab*

The Savvy Readers Lab helps struggling students become independent readers who assume responsibility for their own learning and understand and enjoy higher-level books. It provides explicit instruction and practice in applying a variety of reading strategies to various types of reading material.

The four major components of the SR lab are: (1) instruction in strategic reading, (2) practice of reading strategies, (3) rotation of learning centers and, (4) coaching and in-class support for the SR lab teacher.

*Computer-and Team-Assisted Mathematics Acceleration (CATAMA) Lab*

The CATAMA lab is taught by a full-time, certified, experienced mathematics teacher who is both highly effective and familiar with the NSF-supported math curriculum taught at the school. The CATAMA teacher receives intensive initial training and regular follow-up visits from a Talent Development CATAMA facilitator. The lab can accelerate the math learning of a large number of students because it accommodates five classes a day of 16-20 students per class with new students taught each grading period. The goal is to raise lower-performing students to average math performance and provide enrichment that helps prepare higher-performing students for selective high school programs.

Notable instructional features of the CATAMA include the instructional power and flexibility of a strong mathematics curriculum, individualized extra-help capabilities of computer-based instruction, motivating and cognitive advantages of peer-assisted learning, and small group and individual tutoring.

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## B3 c. Talent Development's approach to addressing the Statement of Needs

### *High School Curriculum and Instruction*

#### **Coherence of Instructional Programs**

**15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.**

**16. Recommend which existing programs are to be continued and which programs are to be eliminated.**

**17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.**

During the school's planning process, a Curriculum and Instruction Committee consisting of instructional staff and leadership from the school work with Talent Development to review all existing and proposed instructional reforms and professional development activities within the school. By analyzing data at the school and student levels, evaluating the proposed outcomes of each instructional and professional development program, and exploring the resources required to implement each program, the committee will recommend a new instructional and professional development plan to the school's principal. This plan will outline each program's alignment to the school's goals and recommend whether the school should eliminate, consolidate, or continue each program after implementation of the Talent Development model. Once the principal and the committee reach consensus on the plan, it will be enacted upon implementation of the model.

Teachers also engage in collaborative decision-making with the administration regarding curriculum development and course scheduling. As part of the scheduling process, the small learning academies and teacher teams work with administrators to determine what career and general electives to offer at the school, what teachers are best suited to teach certain courses, and how to engage students in making decisions about their own schedules and graduation plans. Teachers in the 10-12 "Career Academies" develop recruitment and marketing plans to assist ninth-graders in making an informed decision when choosing their Career Academy for grades 10-12.

#### **Double Dose Curriculum in Reading and Mathematics**

TDHS provides teachers with a research-based, structured curriculum for reading and math double dose courses for students who need additional support in the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades. Students enrolled in double dose courses focus on filling conceptual and skills gaps before taking a required core academic course and engage in guided and independent practice that will build core academic skills. All students enrolled in a TDHS double dose course in 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grades take all required academic courses, such as English I and Algebra I, with the same highly qualified content area teacher who taught the TDHS course.

**21. Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments.**

Before ninth grade, all students will be required to take the Gates-MacGinitie Reading Test (GMRT) and the math portion of the

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## B3 c. Talent Development's approach to addressing the Statement of Needs

**21. Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments.**

**15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.**

**17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.**

**6. Promote student motivation for learning.**

Comprehensive Test of Basic Skills (CTBS). TDHS uses these test scores, along with secondary indicators such as prior assessments, to determine the level of support each student needs in math and reading. Students testing at seventh grade or lower in math and/or reading will be enrolled in TDHS double dose courses in math and/or reading during the first semester of ninth grade. These students will take the GMRT and/or CTBS again at the mid-point and end of the school year to gauge their progress and determine future supports. Those who demonstrate a skills gap of two years in math and/or reading at the end of 9<sup>th</sup> and 10<sup>th</sup> grades will be enrolled in TDHS double dose courses during the 10<sup>th</sup> and 11<sup>th</sup> grades, respectively, and will be tested again at both the mid-point and end of those years.

### *Literacy Courses*

Specifically targeted toward students who enter ninth grade without proper preparation in literacy, *Strategic Reading* offers a non-traditional approach to accelerating students' ability to read fluently and comprehend well. The design of the course and reading selections engage the interests and motivation of adolescents. The tenth-grade double dose course, *Reading and Writing in Your Career*, provides a double dose of instructional time in the first semester to build the literacy skills needed to tackle the challenging texts required in 10<sup>th</sup> grade. Students interact with peers in discussion groups around texts organized under unit themes such as *Who Am I? Where Am I Going? How Will I Get There?* In the eleventh grade, *College Prep Reading and Writing* provides support in necessary skills for college and post-high school careers, prepares students to meet the challenges of state assessments and begin planning for post-secondary options. Standards-based, required English curriculum in the second semester across all grades is further supported through *Student Team Literature* and *Talent Development Writing*. Instructional practices implemented in the first semester double dose courses will continue to be used in the second semester standards-based core courses.

Talent Development High Schools can also implement the ALFA (Accelerated Literacy for All) lab, an intensive triple dose course designed for ninth-grade readers functioning four or more years below grade expectancy, facilitated by a teacher and a lab assistant with a maximum of 20 students per class. The teacher is primarily responsible for conducting the guided reading station while the lab assistant monitors and provides ongoing feedback to the remaining teams. The teacher assigns each student to a team of peers with similar strengths and weaknesses in reading. During the 90-minute block, teams rotate through all the stations. These include the Main Station (guided reading sessions with teacher modeling); Wordology (vocabulary)

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## B3 c. Talent Development's approach to addressing the Statement of Needs

station; Comprehension Connection; and Media Madness (computer-based inquiry and writing practice).

### *Mathematics Courses*

**15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.**

**17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.**

*Transition Mathematics*, the first-semester ninth-grade course, with Algebra 1, offers students a year-long double dose of mathematics instruction. It encourages understanding of key mathematics concepts that underlie high school mathematics and sharpens overall basic mathematical skills, while encouraging them to make connections between mathematics and the real world. Units include rational numbers, integers, measurement, patterns and functions, and introduction to algebra. *Geometry Foundations*, the 10<sup>th</sup>-grade course, reviews basic algebraic skills and fills in missing mathematics components in preparation for geometry. In the 11<sup>th</sup> grade, *Algebra II Foundations* is designed to help students build the "habits of mind" needed for success in Algebra II; it emphasizes the connections between numeric representation, graphic representation and algebraic notation, and challenges students to think through and make sense of what they are doing. Key units include systems of equations, non-linear functions, probability, linear functions and one-variable equations.

In addition, Talent Development High Schools feature *Career Academy Blended Mathematics*, a series of exciting projects that supplement existing Talent Development and general curricula. Lessons present mathematics in an engaging manner while corresponding with state and district mathematics standards. The multi-class projects provide real-world applications embedded with career themes that equip students with the critical thinking abilities needed to prosper beyond high school. Projects align with geometric, algebraic, and trigonometric topics found in every high school mathematics class.

**6. Promote student motivation for learning.**

### **College Readiness and Transition**

**25. Integrate all academic and support services.**

TDHS begins to both prepare students for college and support them in selecting the right post-secondary pathway from the first days of high school, when they begin to explore their strengths and interests and use this information to research career fields and relevant post-secondary pathways in Freshman Seminar. This phase of research includes college exposure activities such as career and college fairs, mock interviews, and visits to college campuses. After this research, students begin to develop a plan that helps them select a Career Academy in grades 10-12, as well as specific courses relevant to their aspirations and interests.

Throughout the sophomore and junior years, students receive academic support that prepares them to be successful post-secondary students. All

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## B3 c. Talent Development’s approach to addressing the Statement of Needs

**15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.**

students are enrolled in a college preparatory course of study for academic content areas, while double dose accelerated elective courses prepare those who need additional support to succeed in college prep classes.

**17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.**

Career electives challenge students to apply academic skills in workplace settings and develop skills that will benefit them after high school.

**8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.**

This support in the classroom is coupled with ongoing college exposure and research activities: additional college visits, meeting with representatives from career and college fields, and off-site career exploration such as job shadows and internships. Career Academies also provide opportunities for families to learn more about the college research, selection, and admissions processes.

During the final year of high school, many TDHS schools offer the Senior Seminar course. This course provides an opportunity for students to learn and practice research, writing, and study skills necessary for success at the post-secondary level; learn more about time management and social skills demonstrated by effective post-secondary students, and continue to prepare for application, admission, and transition into the post-secondary environment. TDHS schools pair this support for students with ongoing support for families regarding college admissions, with a particular emphasis on the financial aid process.

### **Arts and Enrichment Programs**

**6. Promote student motivation for learning.**

One option for providing additional enrichment activities for students in Talent Development schools is an extra period of 45 minutes, devoted to Arts and Expression (A&E) courses three days a week with advisory sessions the other two days. For A&E, professional artists – musicians, dancers, photographers, potters – from the community teach students in eight-week electives. There are three A&E sessions throughout the year; productions cap each session with parents and the public invited to see and appreciate the students’ accomplishments.

**18. Organize programming to engage students’ sense of adventure, camaraderie, and competition.**

The A & E period offers students an opportunity to choose a course that fits their interests, a chance to perform or exhibit their work, and have contact with other caring adults. It also gives students another reason to come to school.

In addition to A&E periods, students in grades 10-12 use the block schedule to engage in career elective courses and enrichment electives that expose them to skills, knowledge, and activities that extend beyond the core academic curriculum. The typical student in a school using a TDHS model will take at least six career and enrichment electives in grades 10-12.

## B3 c. Talent Development's approach to addressing the Statement of Needs

### IV. Professional Development

**5. Develop and engage teachers and the leader in professional development aligned to programmatic goals.**

**14. Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development.**

To make it possible for all students to succeed in this demanding core curriculum, teachers must update and upgrade their instructional strategies and content knowledge. In the Talent Development model, intensive pre-service professional development is supplemented by ongoing monthly professional development provided by instructional facilitators and coaches as well as peer mentoring through teacher teams and common planning times. In most cases, this will not require additional teacher time beyond that included in existing contracts. However, where necessary Talent Development will work with the school division to obtain teacher commitment for professional development and instructional activities.

The professional development offered in each of the major subjects combined with follow-up curriculum coaching and implementation support makes it possible for teachers to become skilled in instructional approaches that focus on teaching for understanding, peer-assisted learning, explicit mechanisms for providing students with essential background knowledge, developing meta-cognitive strategies, and strategies and materials that engage students in an active way with questions that provoke higher order thinking. In addition to curriculum, the Talent Development Middle Grades program provides the professional development, coaching, implementation support, capacity building, and structural and organizational reforms needed to spread excellence in teaching to every class in every major subject at every grade level.

#### ***Teacher Placement, Induction, and Mentoring***

**3. Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.**

Talent Development implements several strategies designed to place and retain high-quality staff. First, during the planning of small learning communities and teacher teams, Talent Development assists school leadership to ensure that each SLC and team has an equitable distribution of both master and early career teachers. With this distribution, teachers with more experience can serve as mentors and professional resources for new teachers, particularly during team meetings and other professional opportunities during common planning time. Additionally, Talent Development engages in intensive pre-service professional development with all staff members. This training is especially beneficial for new and early career teachers, who are often still developing frameworks for effective instruction and are in need of strategies for developing strong relationships with students.

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## B3 c. Talent Development's approach to addressing the Statement of Needs

### **5. Develop and engage teachers and the leader in professional development aligned to programmatic goals.**

The Talent Development focus on coaching as the primary means of job-embedded professional development also provides an ongoing means of mentoring new and early career teachers. Specifically, the opportunities for newer teachers to watch coaches modeling lessons, as well as engage in reflective dialogue with them, can have a profound impact on newer teachers' ability to successfully build relationships with their students and deliver instruction. As research on successful teacher retention has indicated, this focus on increasing teacher capacity while providing ongoing support encompasses two of the critical elements of successful induction programs.

The professional development plan at each Talent Development school is developed in three stages. First, Talent Development works with the school leadership team to schedule standard professional development modules required in all new Talent Development schools. The second stage occurs through surveying the school's staff to gather information regarding their professional development needs. Finally, student outcome data are analyzed on an ongoing basis to determine the need for further professional development in specific areas.

### ***Talent Development Middle Grades Professional Development***

Professional development for the Talent Development Middle Grades program typically begins in the summer months before the first year of implementation. Instructional staff attend a two- to three-day workshop initiating them in the workings of the TDMG model. Professional development provided to teachers in all content areas includes such topics as

- Characteristics of early adolescence
- Cooperative learning strategies
- The TDMG School Climate program
- Teaching in the extended (75- to 90-minute) period
- Literacy in the content areas
- Other topics as identified through needs assessment

Subject-specific professional development in the use of TDMG curricula is also provided to content area teachers. A team of curriculum coaches in math, reading/English language arts (RELA), science, and history is assigned to each school. Each curriculum coach assists the school in implementing curricular offerings in the subject area of his or her expertise to construct a coherent, standards-based instructional program. Each coach then provides high-quality monthly grade-specific professional development sessions to model upcoming activities from the curriculum, develop teachers' content

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## B3 c. Talent Development's approach to addressing the Statement of Needs

### **5. Develop and engage teachers and the leader in professional development aligned to programmatic goals.**

knowledge, demonstrate effective instructional approaches, and/or provide an opportunity for teachers to engage in collaborative reflective practice. The coaches also provide ongoing in-classroom assistance to teachers, including peer coaching, team teaching, trouble-shooting, and offering advice and encouragement, to ensure strong implementation of the TDMG instructional program.

#### ***Talent Development High Schools Professional Development***

The TDHS professional development system revolves around job-embedded professional development provided by instructional coaches. These coaches are members of the faculty, not the management, who focus on modeling, co-teaching, and engaging in guided reflection with their content area colleagues. Instructional coaches receive significant amounts of professional development from TDHS on developing trusting relationships with their colleagues, developing co-constructed professional development plans with teachers, and engaging in reflective practices that empower teachers to have a voice in their own professional growth. TDHS instructional coaches are mentors, not evaluators; they maintain confidential relationships with their teaching colleagues and do not provide information to administrators about the performance of the teachers the coaches work with in their content areas.

The Talent Development model provides ongoing, job-embedded professional development in a variety of ways. First, Talent Development engages staff members in intensive, pre-service training that allows teachers to learn about the Talent Development curriculum and organizational structures, practice teaching lessons using the Talent Development instructional components, and engage in collaborative decision making and planning for the upcoming school year. This pre-service training is conducted by a team of Talent Development facilitators charged with ensuring that school staff receive the information and skills necessary to implement the model.

Once the school year begins, the Talent Development model uses instructional coaches to provide job-embedded professional development on an ongoing basis. Talent Development builds the capacity of these instructional coaches by providing an annual Coaches Institute each summer and by providing ongoing job-embedded professional development for coaches through regular visits to school sites by instructional facilitators.

While instructional coaches provide job-embedded professional development focused on teaching and learning, the Talent Development High School organizational facilitator provides job-embedded professional

# Commonwealth of Virginia: Lead Turnaround Partner Proposal

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## B3 c. Talent Development's approach to addressing the Statement of Needs

### **5. Develop and engage teachers and the leader in professional development aligned to programmatic goals.**

development that is focused on the school's organization, culture, and climate. During the planning phase, the organizational facilitator organizes the staff into various planning committees and facilitates their collective decision-making, planning, and work, assists the school's leadership team in the reorganization of the school, and provides technical assistance on issues related to scheduling, staffing, and strategic and tactical planning for implementation. After implementation, the organizational facilitator focuses on providing ongoing job-embedded development and technical assistance to the administrators, team leaders, teacher teams, counselors, and support staff. These professional development activities focus on increasing the school's capacity to build a positive school climate, build and sustain a system of distributive leadership, and engage in ongoing collective decision-making and actions that support student success.

In addition to the job-embedded professional development provided by instructional coaches and the organizational facilitator, instructional staff members also work with one another to increase their collective instructional capacity. During their common planning period, teacher teams examine student work, engage in interdisciplinary planning, and share best practices in an effort to improve instruction. Further, academy leaders, instructional coaches, and other instructional support staff help organize and facilitate peer observations, visits to other classrooms and school sites, and other job-embedded professional development activities.

## **V. School/ Family/ Community Partnership**

### **8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.**

School-family-community partnerships are essential because each component is a powerful sphere of influence on a student's development. Together, these components can combine forces to direct students in positive directions. In addition, the college and career emphasis of the Talent Development models needs to draw on family and community resources to play a major role in these areas. Families need to work with schools throughout the college awareness, selection and application process that extends across the middle and high school years. Family and community resources are also critical in creating learning experiences tied to a student's career interests. Research has regularly shown that strong school-family partnerships will enhance the learning outcomes of students and are possible even at the middle and high school grades with the proper programmatic approaches. Similarly, community influences can be marshaled in support of school programs that make a significant impact on their effectiveness.

# Commonwealth of Virginia: Lead Turnaround Partner Proposal

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## B3 c. Talent Development's approach to addressing the Statement of Needs

### 8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.

Talent Development schools participate in the National Network of Partnership Schools, a program developed and extensively tested by Dr. Joyce Epstein at Johns Hopkins University. The network brings together schools, districts, and states that are committed to developing and maintaining comprehensive programs of school-family-community partnerships. As part of the network, Talent Development schools establish action teams that plan, carry out, and evaluate school, parent, and community partnership activities that support students' learning and school success. At the school level, an action team of school, family and community members is created and trained. It uses a framework of six types of involvement to plan and implement a collaborative effort, which each year targets, helps develop, and supports a specific area of the school improvement plan.

Each type of involvement includes many different practices of partnership. Each type has particular challenges that must be met in order to involve all families, and each type requires redefinitions of some basic principles of involvement. Finally, each type leads to different results for students, families, and teachers. The school will choose practices that will help achieve important goals and meet the needs of its students and families. In the middle schools, activities will focus on the college goal for every student and their awareness of broad career alternatives.

The six types of involvement of this framework are:

**Type 1--Parenting:** Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

**Type 2--Communicating:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

**Type 3--Volunteering:** Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

**Type 4—Learning at home:** Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

**Type 5—Decision making:** Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.

# Commonwealth of Virginia: Lead Turnaround Partner Proposal

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## B3 c. Talent Development’s approach to addressing the Statement of Needs

**8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.**

**Type 6—Collaborating with the community:** Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

In addition to using the NNPS model, Talent Development High Schools also engage community members in a variety of ways. First, we ask community members to take part in our planning process for implementation. During the planning process, community members provide valuable support determining the focus of Talent Development Career Academies, help the school make connections with external community agencies that can support student success in a variety of ways, and provide input to determine an effective communication plan that reaches a variety of stakeholders.

**9. Work with the school division to expand community support to garner human resources needed for reform.**

Once the school implements the Talent Development model, community partners remain engaged in the school’s education program in important ways. Community members have the opportunity to meet and connect with students during events such as the Freshman Seminar mock job interviews, school career fairs, and the school’s quarterly Report Card Conferences. Additionally, Career Academies in grades 10-12 rely on partnerships with business and community organizations to engage students with guest speakers and instructors, develop job shadowing opportunities for students, internships, provide extended professional development opportunities for teachers, and mentor students interested in particular career pathways.

**22. Identify and recommend outside resources needed in the reform effort.**

Where outside funding is needed to support the reform effort, NNPS offers professional development workshops (basic and advanced) for district leaders and for schools’ Action Teams for Partnerships to help them identify community partners. In addition, Talent Development staff can write letters of support when TD schools apply for state, federal, or private grants in support of specific reform efforts. Community partners can often be tapped to provide in-kind support, such as food or decorations for celebrations and prizes and other incentives for student achievement.

**24. Work with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.**

## VI. Reporting on Program Effectiveness

**1. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.**

Talent Development will provide school and district leadership with frameworks for evaluation of the model. These frameworks include rubrics for evaluation of various elements of program implementation, guidelines and organizers for school and classroom walkthroughs, and criteria to evaluate school initiatives aimed at climate, culture, and distributed leadership.

# Commonwealth of Virginia: Lead Turnaround Partner Proposal

## B3 c. Talent Development’s approach to addressing the Statement of Needs

**1. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.**

Talent Development will use a variety of metrics to determine if the school is meeting short, mid-range, and long-term metrics that align with the model’s mission and education plan. Short-term metrics will be available for analysis during the first year of implementation, and include average daily attendance, percent of students on-track for promotion and graduation, and reductions in negative behavior incidents in the school. Mid-range indicators will be available for analysis during the second and third years of implementation, and include improvements on achievement test scores, changes in course taking patterns, and exposure to career exploration activities. Long-term indicators will be available after the fourth year of implementation, and include graduation rates and percentage of graduates enrolled in post-secondary education and/or career pathways. The following table outlines these metrics and benchmarks. The first percentage indicated under each year of the grant is the realistic benchmark, while the second percentage listed is the aggressive benchmark. **(Note:** Table continues over two pages.)

Indicator	Availability	FY 10 (Planning Year)	FY11	FY12	FY13	FY14
Average Daily Attendance	Short-Term	Baseline	90%/95%	90%/95%	90%/95%	90%/95%
% of freshman on track to graduate	Short-Term	Baseline	90%/95%	90%/95%	90%/95%	90%/95%
% of students promoted to next grade	Short-Term	Baseline	90%/95%	90%/95%	90%/95%	90%/95%
% of students passing all courses	Short-Term	Baseline	85%/90%	85%/90%	85/90%	85/90%
% of students performing below grade level in math and/or reading demonstrating 1.5 years or more growth on standardized assessments (GMRT/CTBS)	Short-Term	Baseline	75%/90%	75%/90%	75%/90%	75/90%
% decrease in students with off-track behaviors (office referrals or similar tracking data)	Short-Term	Baseline	66%/75%	66%/75%	66%/75%	66%/75%

# Commonwealth of Virginia: Lead Turnaround Partner Proposal

## B3 c. Talent Development's approach to addressing the Statement of Needs

% of students reporting a safe school environment on TDHS climate survey	Short-Term	Baseline	90%/95%	90%/95%	90%/95%	90%/95%
% of students reporting strong, positive relationships with teachers and other adults on TDHS climate survey	Short-Term	Baseline	90%/95%	90%/95%	90%/95%	90%/95%
% of students performing below grade level demonstrating composite score increases of 2 points or more on EPAS tests (Fall to Fall)	Mid-Term	Baseline	66%/75%	66%/75%	66%/75%	66%/75%
% Meeting or Exceeding State Standards on all sections of the ISAT/PSAE (whole school and all subgroups)	Mid-Term	Baseline	n/a	85%/85% (ISAT Only)	92.5%/92.5%	100%/100%
% of students participating in at least one off-site career activity (shadowing, mentoring, internship, etc.)	Mid-Term	Baseline	n/a	20%/33%	66%/75%	100%/100%
% of students enrolled in AP, or advanced level coursework	Mid-Term	Baseline	n/a	n/a	33%/40%	50%/60%
Graduation Rate	Long-Term	Baseline	n/a	n/a	90%/95%	90%/95%
% of graduates enrolled in post-secondary education or career training	Long-Term	Baseline	n/a	n/a	50%/75%	75%/90%

Talent Development organizational facilitators provide training and ongoing job-embedded support during team meetings to build the capacity of local stakeholders to compile, organize, and analyze data on short-term student outcome indicators as part of the Early Warning Indicator (EWI) system.

# Commonwealth of Virginia: Lead Turnaround Partner Proposal

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## B3 c. Talent Development's approach to addressing the Statement of Needs

### **21. Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments.**

This EWI data is used to make decisions regarding interventions for individual students, while trend analysis of the aggregate data at the team and school levels provides information for decisions impacting professional development and support, scheduling and staff assignments, and strategic planning for sustained improvement.

Talent Development employs several assessments to determine students' academic progress. Students in the 9<sup>th</sup> and 10<sup>th</sup> grades take the EXPLORE and PLAN tests during the first six weeks of the school year. These assessments, designed by ACT Inc., provide critical information regarding ACT and PSAT readiness, provide teachers with item analysis information that allows them to target specific skill deficiencies in core academic areas, and gauge progress on ACT readiness from the 9<sup>th</sup> to 10<sup>th</sup> grades.

In addition to the PLAN and EXPLORE assessments, all incoming students take the Gates-MacGinitie Reading Test (GMRT) and mathematics section of the Comprehensive Test of Basic Skills (CTBS). Teachers use these tests, along with elementary school records, to identify students performing below grade level. These students are enrolled in double dose reading and/or math courses and take follow-up GMRT and CTBS assessments at the mid-point and end of ninth grade. These tests are used to determine increases in academic skills during ninth grade, as well as to identify students still performing below grade level at the end of their ninth-grade year. TDHS also uses the assessment process outlined above for students performing below grade level in 10<sup>th</sup> and 11<sup>th</sup> grades.

In addition to the professional development provided to instructional staff, Talent Development will also work with school and district staff members to develop a system for compiling, documenting, and reporting student outcomes and other data critical to implementation of the Talent Development program. This technical assistance will include a review of existing student information systems, development of supplementary data collection systems, and professional development around data collection and analysis for school and district leadership, IT staff, and other stakeholders charged with supporting the data system.

Administrators, academy and team leaders, and other members of the school leadership team will work with TDHS facilitators to conduct a quarterly data review. These reviews will examine all available data related to the metrics indicated above, as well as additional formative and summative data regarding implementation of the Talent Development program. These data reviews will drive adjustments to the instructional, climate, and professional development plans, and to adjust school

# Commonwealth of Virginia: Lead Turnaround Partner Proposal

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## B3 c. Talent Development's approach to addressing the Statement of Needs

improvement goals and the strategies used to meet these goals. Data will also be shared with each of the teacher teams so they can design interventions for individual students struggling with academics, attendance, or behavior. All teachers will receive professional development to better understand how to analyze student- and school- level data and how to design student interventions based on student data.

### VII. Budget recommendations

**23. Develop and recommend a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone.**

**1. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.**

**Base price.** The following budget recommendations are made based on the assumption of 900 students in the school.

**Personnel: \$234,000** -These funds will be used to hire three instructional coaches and one organizational facilitator. Fringe benefits will be paid only for the organizational facilitator.

#### **JHU Research and Evaluation/ Partnership Fee \$10,000**

These funds support research that tracks implementation and outcomes of the TD program in the partner schools. Research consists of administration and analysis of annual student and faculty climate surveys, facilitator reports, and attendance, achievement, and promotion data. TD provides a report to the school each year based on these analyses identifying areas of success and recommendations for improvement.

It also includes customization and localization of TD curriculum, and linkage to district and state standards/tests.

**Technical Assistance: \$1750/day** (includes travel, per diem, planning, and follow-up reports)

Subject-Specific Professional Development and Curriculum Coaching- Instructional Facilitators from Johns Hopkins University will provide in-classroom support which includes modeling, troubleshooting, peer coaching, meeting with small groups of teachers to go over upcoming lessons, and making sure that teachers have the supplies and materials necessary to implement the program. Professional development services include initial planning meetings, and follow-up on-site training. Sessions held during school year are coordinated with the available school professional development calendar. Actual PD dates and frequency of facilitator visits are customized in initial planning with school administration.

Only the personnel (coaches and instructional facilitator), partnership fee and the 60 days of technical assistance are included in the per student fee.

# Commonwealth of Virginia: Lead Turnaround Partner Proposal

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## B3 c. Talent Development's approach to addressing the Statement of Needs

23. Develop and recommend a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone.

**Administrative fee: \$14,880** – An administrative fee of 8% is being charged on the salary and fringe benefits of the Organizational Facilitator and the technical assistance. Only training costs are being charged this fee.

Total budget per student (calculated on 900 students): \$404.31 per student

### Other costs

#### **Materials: \$75,000**

In each subject area, Talent Development uses research- and standards-based materials that are commercially available, as well as materials produced by Talent Development.

**Second shift of adults: \$150,000** - will include personnel such as site-based social worker, and manager and staff from national community service organizations to provide mentoring, tutoring, attendance outreach, homework support, and after-school activities at the required scale.

**Teaming: \$50,000** – Incentives/rewards for academies or small learning communities implementing positive behavior initiatives.

### Virginia Department of Education Proposal #2010-03 Budget Recommendations

#### Base Costs

Instructional Coach (3)	153,000
Organizational Facilitator (1)	60,000
Fringe Benefits	21,000
Total salary and fringe	234,000
60 days of technical assistance	105,000
Partnership fee	10,000
Administrative fee	14,880
<b>Total base costs</b>	<b>363,880</b>

#### Additional

Materials	75,000
Shift of adults	150,000
Team building	50,000
<b>Total additional costs</b>	<b>275,000</b>

**Grand total of both budgets** **638,880**

**Cost per student** (base costs only) **\$404.31**

# Commonwealth of Virginia: Lead Turnaround Partner Proposal

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## B3 c. Talent Development's approach to addressing the Statement of Needs

### Appendix: The Virginia Turnaround Statement of Needs

1. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.
2. Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.
3. Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.
4. Recommend necessary restructuring of teacher and leader contracts.
5. Develop and engage teachers and the leader in professional development aligned to programmatic goals.
6. Promote student motivation for learning.
7. Secure parental commitment and involvement through school choice.
8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.
9. Work with the school division to expand community support to garner human resources needed for reform.
10. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.
11. Develop constructive relationships with existing school personnel.
12. Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.
13. Require commitment from parents to allow for additional time for instruction (such as after school support).
14. Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development.
15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.
16. Recommend which existing programs are to be continued and which programs are to be eliminated.
17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.
18. Organize programming to engage students' sense of adventure, camaraderie, and competition.
19. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.
20. Identify and recommend supporting partners to address social, emotional and behavioral issues (e.g., over-age students).
21. Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments).
22. Identify and recommend outside resources needed in the reform effort.
23. Develop and recommend a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone.
24. Work with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.
25. Integrate all academic and support services.

**B 4. References for which the same or similar services were provided, to include contact name, address and phone number.**

**School Systems**

**Peoria, IL**

Peoria School District 150  
Dr. Herschel Hannah  
Associate Superintendent  
3202 N. Wisconsin Avenue  
Peoria, IL 61603  
(309) 672-6580

**Southwest Independent School District (San Antonio, TX)**

Rosie Hidalgo  
Director of Secondary Instruction  
11914 Dragon Lane, Building 500  
San Antonio, TX 78252  
210-622-4335 ext. 16

**Ware County School System (Ware County, GA)**

Dr. Joseph Barrow Jr., Superintendent  
1301 Bailey St.  
Waycross, GA. 31501  
912-283-8656

**Schools**

**Feltonville School of Arts and Sciences (middle school; Philadelphia, PA)**

Nelson Reyes, Principal  
Philadelphia Public Schools  
210 Courtland Avenue  
Philadelphia, PA 19120  
Phone: 215-456-5603/5306

**Baltimore Talent Development High School (Baltimore, MD)**

Jeffrey Robinson, Principal  
1500 Harlem Avenue  
Baltimore, Maryland 21217  
443-984-2744

**B 5. Base per student price and regions where we will offer service**

Please see attached pricing schedule (following page).

# Commonwealth of Virginia: Lead Turnaround Partner Proposal

- X. **PRICING SCHEDULE AND SERVICE REGION(S):** The proposed base unit price must not include any costs related to rental of real estate or office space, student transportation, student meals or student housing. The proposed base unit price shall include only those costs related to instruction and be uniform regardless of the Region(s) selected to provide services. The proposed base unit price must be all inclusive (overhead, profit, travel, teacher, administrator, instructional support, etc.), except for the exclusions indicated above. The offeror should consider the average Full time Equivalent (FTE) annual salary for teachers as \$51,902, principals as \$92,174, assistant principals as \$76,770 and instructional aides as \$18,877.

\$ \_\_\_\_\_ BASE UNIT PRICE PER STUDENT PER SCHOOL YEAR FOR UP TO 20 STUDENTS

\$ 404.31 BASE UNIT PRICE PER STUDENT PER SCHOOL YEAR FOR 21 OR MORE STUDENTS

The offeror may attach a list of known additional unit pricing for items and services not included in the above base unit price, such as for additional support, additional instructional time, costs of curriculum and instructional materials, etc. It is also recognized that additional costs not proposed for purposes of the contract may be incurred by the contractor based on demands of the ordering entity in carrying out the services contemplated herein; therefore, the contractor and ordering entity may negotiate additional charges to be imposed and may negotiate changes to the original order during performance. The base unit price and any additional unit prices submitted with the proposal shall not be subject to change except as authorized by the VDOE in accordance with the terms and conditions contained herein.

**Place initials by one or more of the below listed 8 regions (research listed hyperlinks for locations) where the offeror agrees to provide onsite services if and when requested:**

JH Region 1: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=1>

JH Region 2: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=2>

JH Region 3: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=3>

\_\_\_\_\_ Region 4: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=4>

JH Region 5: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=5>

\_\_\_\_\_ Region 6: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=6>

\_\_\_\_\_ Region 7: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=7>

\_\_\_\_\_ Region 8: <https://p1pe.doe.virginia.gov/edudirectory/divisionList.do?region=8>

Offeror's Company Name: Johns Hopkins University

Offeror's Signature: *Gary I. Paul*

Note: Sign and attach this page to the cover page when submitting your proposal.