

Cover Page

Organization Name: Talent Development Secondary Schools at the Tides Center

Continuation submission

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Organizational Category:

Management Partner

Preferred Geographical Region(s): TDS is willing to provide support in any region to any district. We'd prefer the Metro Denver area or Front Range.

Narrative Response from Talent Development Secondary Schools

II. a. Our organization has been working to increase our internal capacity to support teachers with instruction and pedagogy aligned to the most recent findings in the field of neuroscience and brain-based teaching. We have developed and piloted some professional learning modules and plan to continue that work this year. TDS has continued to partner with the Louisiana Department of Education to support that state's High School Redesign and Behavioral Intervention initiatives. TDS is supporting 29 of the high schools who are engaged in redesign this year after a year of learning and planning. TDS continues to work as a supporting partner with the Everyone Graduate Center's Cross State High School Collaborative which is working with seven states that are working to implement ESSA with their state.

TDS has engaged in a partnership with EGC and the Anne E. Casey Foundation to pilot some ideas that will more effectively align JAG (Jobs for America's Future) and an Early Warning System (EWS) within a subset of the Redesign High Cohort in Louisiana.

TDS intends to continue its partnership with the state of New Mexico by sustaining and adding new partners to the ECHO cohort focused on implementing and developing capacity for Early Warning Systems across the state.

b. TDS is working in partnership with District 11 to support the planning and implementation of an Early Warning System (MTSS) in three schools. TDS is providing direct support to schools as well as a team within their district office to build capacity and systems that would allow for EWS implementation across all schools within the district over time. The professional learning and technical assistance have been well received by each of the three schools and complimenting district staff. TDS is also providing some consultation to the district on its development and refinement of a student information system tool that will allow for a user-friendly way for teams of teachers to view real time student ABC data based on the indicator

thresholds customized for this district. This tool will also allow for a space and place to identify and track student interventions.

III. TDS does have the capacity to serve more schools in Colorado. Due to the varies ways we can partner with schools and districts its challenging to set a number, yet we feel we could support an additional 10 to 20 schools depending on the level of support requested from TDS. We prefer to work at the district and school level simultaneously for several reasons that help us build the local capacity while allowing for a high level of customization of the TDS model and its components. TDS would have the most capacity and impact working within multiple schools within one district or versus several single schools spread across the state.

IV. Evidence of Track Record and Improved Student and School Outcomes:

- a. In both Colorado and Louisiana, the current cycle of our engagement with partners is not at a stage where we can attribute student improvement directly to any specific support from TDS. In District 11, all three schools had been working to plan and implement various school improvement measures when we began our engagement with them in February 2019. In the past few months we conducted a needs assessment visit to learn more about each of the three schools and the district efforts to date to improve student outcomes. Many of the systems and structures that the schools were implementing or planning to implement are aligned to the TD model yet where already in plan or process when we entered our partnership. We do believe the partnership with TDS has strengthened the EWS pilot with the district and built the capacity of several district staff to replicate the steps to build an Early Warning System. We do anticipate that Attendance, Behavior and Course Performance indicators will improve over the past years during the implementation of EWS at these three schools. We would be comfortable attributing potential gains in the ABC's (Attendance, Behavior, Course Performance) to TD support in the future.
- b. TDS has met the criteria for strong and moderate evidence in studies with the past 10 to 20 years. The i3 study on the impact of the Diplomas Now model as well as some studies conducted by MDRC on the TD model or some of its components met the criteria for strong or moderate evidence. We have also submitted for an EIR grant that, if awarded, would allow for continued refinement and expended development of brain based teaching and social emotional learning components of the TDS model. TDS is currently collecting data for the Anne E. Casey Foundation project and aligning our support for teachers and staff to improve student ABC outcomes.