Independent study shows TDHS produces ‘consistently positive’ results

Talent Development got a hearty pat on the back this summer when an independent evaluator released its final report on the reform model. Words such as “positive” and “promising” dot the evaluation, which also carries a healthy dose of caution that there is still far to go in improving America’s high schools.

“The pattern of results in this report stands out from other research on high school reforms because the impacts are consistently positive across several outcomes; they emerged in the first year of implementation; they are sustained for successive cohorts of students, and they were found across five high schools,” according to Making Progress Toward Graduation, Evidence from the Talent Development High School Model by MDRC, a non-profit, non-partisan education research organization based in New York and Oakland, Calif.

Among the impacts cited in the report:

- Talent Development (TD) produced substantial gains in attendance, academic course credits earned and promotion rates in the first year of high school. Across all the groups studied, TD improved attendance rates by an average of 5 percentage points, meaning students attended about two weeks more of school each year.
- TD increased the number of credits earned by first-time ninth-graders. On average, students earned about two-thirds of a credit more than students in control schools—enough to give more students the credits needed to be promoted to 10th grade.
- Students showed the largest gains in algebra credits; TD schools nearly doubled the percentage of students earning credits in Algebra 1. For a typical ninth grade with 500 students, this increase means that 125 more students each year reach this “critical milestone.”

The ninth-grade results are the first of three main points in the MDRC report. The second is also positive, showing greater improvements as TD students advance toward graduation than in control groups. For instance, the percentage of students promoted to 11th grade rose by 6 percentage points in TD schools, while this percentage fell by 0.5 percentage point in the comparison schools.

Also:

- TD improved 11th-grade math and reading test scores for groups of students in the two schools that implemented the model first, and thus, have used it the longest. Likewise, more students in these two schools graduated. The impact on graduation rates—8 percent in one year—translated into 40 more of the initial 500 ninth-graders in each school earning a diploma each year.

The third impact focuses on the challenge of working with students who are repeating ninth grade. MDRC found “mixed results” among these repeaters: “Talent Development

(continued on p. 6)
Closing skill gaps the Talent Development way: strong motivation and focused needs

The Talent Development approach to closing students’ skill gaps in literacy and mathematics uses extra time and extra help aimed at motivating students and meeting focused needs.

Motivation

High school students who are poorly prepared in reading, writing or mathematics usually lack motivation in additional courses in these subjects. Weak readers will struggle with textbooks written densely and at a level that will frustrate their efforts; they quickly get tired and often give up trying to read and understand these texts. Poor writers often are unable to show what they have learned on written tests or to do well on assignments that require well-organized and lively writing. Students poorly prepared in mathematics may have lost all confidence that they can handle math problems, and feel that the language and tools of mathematics are as foreign to them as a distant tongue. Talent Development looks for classroom approaches in these core subjects that will grab the attention of poorly prepared students and turn them on to learning activities that will narrow their skill gaps and build their personal confidence.

In reading, Talent Development schools use what we call “high-interest and low-frustration” books to teach the sophisticated comprehension strategies students really need and to encourage them to read various texts that build fluency. The selected books are “high-interest” because they cover topics or stories that touch the lives and concerns of teen-agers, and the students are asked to think about the issues or ideas raised. Talent Development English teachers help motivate readers by providing background on how the author or story connects to students’ own experiences or questions, and by providing thought-provoking questions from the readings for student discussions. The selected books are “low-frustration” because their reading level is close to students’ current skills, but still encourages growth through learning new vocabulary and practicing comprehension strategies.

In mathematics, TDHS students are motivated to practice reasoning and problem-solving skills by various hands-on activities and mental math puzzles suited to their abilities and geared to their interests. Students still need to practice the rudiments of arithmetic and apply formal math tools from graphs, tables and formulas, but they work up to these skills through interesting activities that challenge their minds and common sense.

National conference planned for July

Make plans now to attend the Talent Development High Schools (TDHS) Biennial National Conference July 13–14, 2006, in Baltimore.

More than 250 educators attended the 2004 conference at the Sheraton Inner Harbor, where they participated in workshops related to the essential components of the TDHS model. In addition, attendees saw Talent Development in action in Living Classrooms, and heard firsthand the experiences of Talent Development practitioners in Voices from the Field. The 2006 conference will include these features, as well as sessions on reorganization of the American high school, profiles of at-risk students, the latest research on the challenges high school educators face, reform leadership, and innovations in curriculum and instruction.

Attendees in 2004 also visited Baltimore’s Inner Harbor with nearby attractions such as the National Aquarium, the Maryland Science Center, Little Italy, Fells Point and the Babe Ruth Birthplace and Museum.

Early-bird registration forms will be available this fall with requests for proposals for Living Classrooms and Voices from the Field.

The annual Talent Development Coaches’ Conference is expected to be held during the third week in June 2006. Watch Momentum for more details.
Focus on People

A new school year and new schools in the Talent Development High Schools network mean new people. Meet these newcomers: Freshman Seminar instructional facilitators Tony Gerdes (above) and Sharlimar Douglas are working with new TDHS schools. Tony isn’t new to all TDHS folks. He taught at Patterson High School for eight years with Laura Schultz, Matt Wemsdorfer, Maria Waltemeyer and others. Tony taught special education classes and later developed and wrote the curriculum for the theater classes in Baltimore City high schools. He lives in rural Pennsylvania and will be working in schools in Delaware, the Carolinas and elsewhere. Tony and his wife just had their sixth child, a girl. . . . Sharlimar has been teaching eighth-grade history at St. Paul’s School for Girls in Baltimore County for the last five years. She has taught reading at Highlandtown Middle School and also teaches a variety of fitness classes at Lynne Brick gyms.

“Reading is my passion,” says Sharlimar—especially history and historical fiction.  ■ New instructional facilitators for English: Kelley Kelly, Melissa Loftus and Janice Ritz. Kelley is a former reading teacher and Reading Team leader in the Baltimore County Public Schools; she helped develop middle school reading curricula for Baltimore County and taught online courses in fluency to county teachers. . . . Melissa taught ninth grade for two years with Teach for America in New Orleans, where she used the Strategic Reading curriculum, and middle school in rural Pennsylvania. She recently moved to Durham, N.C. . . . Janice grew up and went to college in the Philadelphia area and has been working in Collier County (Fla.) Public Schools since 1996—as a classroom aide, an administrative assistant and then as classroom teacher—always in Title I schools with large minority and ESL student bodies. ■ New instructional facilitators for math: Dawne Spangler, Jennifer Prescott and Dorothy Barry. . . . Dawne comes to TDHS after teaching six years in high school and 10 in middle school math classrooms; she has also taught college-level math and teacher preparation courses. Dawne lives in Prescott, Ariz., a small community in the central mountains, with her husband and a dog named Madeline, which she describes as part coyote, part cat and part lizard. . . . Jennifer was one of the first teachers to pilot TD’s Geometry Foundations course at Strawberry Mansion High School in Philadelphia; she has been a TD math coach for three years in Philadelphia and now, as an instructional facilitator, “I have an opportunity to continue doing something that I believe to be very valuable to our kids and teachers.” . . . Dot is a graduate of Temple University in Philadelphia, where she taught in public schools for 10 years. She piloted Geometry Foundations and Algebra II Foundations at Strawberry Mansion and taught Algebra I and test prep in the Junior Twilight program and Saturday School there. Last year, she was TD math coach at Germantown and Gratz high schools; this year she is assigned as facilitator at Strawberry Mansion and the Chicago Achievement Academies. She is also working on revisions to Transitions to Advanced Math with Maria Waltemeyer.

■ New at home base is Phyllis Cunningham, senior management facilitator for the TDHS Adolescent Literacy Project. Phyllis comes from Howard University in Washington, D.C., where she was associate director of the elementary operations at the Center for Research on the Education of Students Placed at Risk (CRESPAR), a joint venture of Howard and the Center for Social Organization of Schools at Hopkins. She was also associate director for operations at Howard’s Capstone Institute. . . . Also new in the Hopkins office is Sean Krus, materials manager. Sean graduated from Towson University with a degree in psychology and worked at the Advanced Academic Programs in the School of Arts and Sciences at Hopkins for three years before coming to CSOS last summer. In his free time, he plays alto sax and guitar and has performed with several Baltimore bands. "I also frequently injure myself playing soccer," Sean says. ■ Michele Jones is a familiar face to those who have frequented TDHS in Philadelphia. Now, Michele joins CSOS as the senior organizational facilitator at Strawberry Mansion and Edison high schools there. She worked for TDHS for six years through the Philadelphia Education Fund (PEF) as language arts curriculum coach and organizational facilitator at Benjamin Franklin High School. From 1977 to 1999, she was a Small Learning Community coordinator for the Motivation Arts and Sciences Program and a "senior career teacher" at Strawberry Mansion and was significantly involved in the TDHS planning year there. . . . Working with Michele are two new part-time English curriculum coaches, Rachel Wooten at Edison and Loretta Williams at Mansion. Rachel joins the Hopkins staff as a literacy coach, a position she held for three years in Talent Development schools through the Philadelphia Education Fund; before that she taught at Coastal Carolina Community College in Jacksonville, N.C., and Iowa State University at Ames, where she received her master’s degree. . . . Loretta retired from the School District of Philadelphia in 2001 and says she is enjoying working in a school where she taught previously. "I frequently see a former student who is employed in the building as part of the climate control staff. What makes it so pleasant is that he and many others whom I’ve encountered recognize me after many years."
TD staff safe after Katrina

Talent Development is feeling the effects of Hurricane Katrina.

Staff members Tara Madden, Guy Lucas and Rosa Dokes evacuated before the storm, and have relocated safely.

The future of the 11 New Orleans Talent Development schools is uncertain.

Madden is living in Atlanta, Ga., where she is a neighbor of TD organizational facilitator Erdeen Britt, and working in California with the schools in the Los Angeles area. Lucas is back in Baltimore; he will be working in California and with five Little Rock, Ark., schools, which are introducing the TD math curriculum. He also reported that TD coaches are all safe, living across the South.

Dokes and her family have settled in Houston, where her children are enjoying their new school. She will be working with California TD schools, as well. During a recent All Teams Meeting in Baltimore, Dokes thanked her colleagues for their help and encouragement since the hurricane. “I have lost everything,” she told the group, “except my spirit.”

Talent Development High Schools management team and other staff members are wrapping up a strategic planning process that stretched through spring and summer; the outcomes of this process will set the course for the reform model’s next five years with the emphasis on what distinguishes Talent Development as a model and how best to organize and expand it and manage its growth. Stay tuned for more details. . . . The spotlight is shining again on James Campbell High School in Ewa Beach, Hawaii, this time designating Campbell as one of nine Breakthrough High Schools chosen by the National Association of Secondary School Principals. Campbell and the other eight Breakthrough schools were featured in the June 2005 special edition of Principal Leadership. “Five years ago, Campbell ranked at the bottom of Hawaii’s 46 high schools in nearly every accountability indicator. . . . By most measures, Campbell is now on the cutting edge of school renewal among public high schools in Hawaii. Annual and four-year cohort graduation rates are significantly above national averages. The majority of the Campbell graduates continue on to postsecondary education,” the story says. Talent Development is one of two reforms used at Campbell, and TD gets considerable credit for the successes. A sidebar to the Campbell story also describes the fundamentals of TDHS model. . . . The TDHS Adolescent Literacy Study is expanding this year—to 17 schools in four new locations: Atlanta, Ga., Chesterfield and Hampton, Va., and Winston-Salem, N.C. Last year’s portion of the study focused on several Guilford County, N.C., schools. Some of them have joined TDHS as full-implementation and curriculum-only schools.

Coaches’ conference

Welcomed with top hats, stars galore, balloons and a proclamation establishing “Curriculum Coaches’ Week” in Baltimore, Talent Development coaches got the idea that they are Very Important People as they gathered with other staff members for the Sixth Annual Coaches’ Conference. For four days in June, those 90 VIPs from across the country did some very important work—learning or enhancing their knowledge of specific Talent Development courses and the teaching approaches that accompany them.

The conference celebrated the work of the coaches, offered them opportunities to deepen their knowledge and skills, and also to meet other coaches. Its concurrent sessions focused on mathematics, English Language Arts and Freshman Seminar. The sessions addressed the varying needs of the coaches, some of whom were new to that position and others who were veterans of as many as five years of Talent Development.

TDHS staff members trained coaches in the content, as well as in teaching and coaching strategies they use to help teachers be effective. “We’ve got to be sure the new coaches understand the content,” said Howard Gradet, director of the Freshman Seminar and one of the conference organizers. “We spend several sessions just learning the content.” For veteran coaches, there were sessions that focused more on their new needs and challenges.

In addition to the sessions, the conference provided opportunities for coaches to share their experiences and get to know their fellow coaches. “It allows for networking among people who are geographically dispersed but are philosophically and intellectually together. So many [coaches] feel like they are alone,” he added. The conference changes that impression. “They go home with names, phone numbers and emails, and the communication can continue.”

The coaches’ conference continues to grow—from a small gathering on the Johns Hopkins University campus in 2000 to this year’s largest-ever gathering. And next summer promises a new, larger site to accommodate the growing number of Very Important Talent Development People.
Bridgeton High School is jumping into Talent Development—feet first.
In its first full year with Talent Development, the New Jersey school has a ninth-grade academy for about 400 students, three upper-grade academies and an alternative program. Over the summer, every classroom was moved to accommodate the separate academies, and each academy was marked by a different-colored stripe on its walls.

To kick off the school year, Bridgeton held a ribbon-cutting in late August for faculty, staff and community leaders. “We thought that was the best way for us to let our staff know that things were going to be different... that something new is in the air,” said Karen Horwitz, the Talent Development facilitator.

The staff had three days of training just before school opened. “The teams got together that first day; it was wonderful,” said Horwitz. “I had a number of people come up to me and say, ‘I arrived here cranky [on the first day of training], but I left feeling much better.’ I’m so proud of the staff.”

The upper-class academies for 600 to 700 students focus on arts and humanities; business and industrial technology; and math, science, and medical arts. The alternative program called ECHOES—Everyone Creates His/Her Opportunities, Experiences and Successes—is for last year’s ninth-graders who were not promoted to 10th and for students with disciplinary problems. It is a full-day program that begins and ends one block of time later than the regular school and has its own staff.

Bridgeton has been plagued by low test scores, high dropout rates and discipline problems for a number of years. “We have been in this predicament for some time,” said Horwitz, who taught art at the high school for seven years. “We have been through different reforms; nothing has done the trick yet.”

But just a few days into the school year, Horwitz said she was feeling very positive. “Everything is new for us. We have more opportunities for drastic change.”

And for living up to the school motto: “Making a Difference.”

Where is Talent Development now? 19 states and the District of Columbia.
Innovation high school focuses on attendance

The Baltimore Talent Development High School (BTDHS) is Talent Development's Innovation High School, a site for developing, field testing and evaluating new approaches and additions to the Talent Development model. The school opened in September 2004, serving 140 ninth-graders during its first school year. This year it has 300 students in the ninth and 10th grades, and will continue to add a grade a year for a total enrollment of 600. BTDHS has a Ninth-Grade Success Academy with two teams, and two upper-grade Career Academies—Arts and Public Service and Science and Public Service. The school serves a high-poverty population and the majority of students enter several years below grade level in mathematics and reading.

One of the main focuses of the first year was to establish and maintain strong attendance habits in its students. Both research and experience have shown that when students attend school at least 90 percent of the time, they typically have about a 90 percent chance of being promoted to 10th grade on time. Students who attend less regularly face much longer odds. They also slow down instruction for everyone, as teachers must continually review to bring chronic absences up to speed.

Thus, the school began to examine how it could encourage all students to come to school regularly. In addition to the standard techniques used in Talent Development High Schools (TDHS)—student outreach from teacher teams, incentives and recognition for good attendance, close data monitoring of attendance trends, welcoming and engaging school climate, and effective instruction—the Baltimore school added several elements to its attendance plan:

1) Immediate outreach to absent students. Every student who was more than 30 minutes late received a phone call to inquire about his or her whereabouts. School started at 9 a.m., phone calls were made at 9:30. This set the expectation that, excused or not, the school wanted to know where the student was. Teachers with first-period planning time volunteered 10 minutes to make phone calls, so the duty would be manageable for everyone.

2) Arts and Expression enrichment period. Class periods were shortened from 90 to 80 minutes to create a flexible 45-minute period at the end of the day. On Mondays this period is used for advisory, and this year on Fridays it will be used for clubs. During the middle of the week, local artists provided instruction in theater, chorus, instrumental music, drawing, photography, spoken word and circus arts. These arts courses were offered in three eight-to-10-week cycles with each cycle culminating in a public performance. The Arts and Expression period was expected to have a positive impact on student attendance in three ways.

First, it provided students a means to experience short-term success. At the end of eight weeks they would produce or participate in a work of art that was ready to be publicly displayed.

Second, A and E period was held at the end of the day so students needed to come and stay in school to participate.

Third, students interacted with another adult who cared about their success.

3) Intensified Data Analysis of Attendance Trends. Attendance data were analyzed on an ongoing basis by the teacher teams, school administration and JHU support team to help determine which students needed tutors, mentors and social service supports.

The outcome was positive. The school achieved its first-year goal of a 90 percent attendance rate. The best news was that 66 percent of the students attended school more often in ninth grade than they had in eighth grade. Overall, 20 percent of the students had five or fewer absences and 20 percent had 20 or more. This means the majority of students attended between 90 and 95 percent of the time. This year's goal is to have the majority of students attending at least 95 percent of the time.

The school staff is also paying more attention to the problems discovered to be the causes of much of the chronic absenteeism.

The first-year findings from BTDHS are encouraging because they indicate that intensified and systematic attendance efforts can result in more students attending school regularly.

—Robert Balfanz

(TDHS positive results...continued from page 1) may have the largest impact on repeating ninth-grade students by reducing their numbers—that is, by reducing the percentage of first-time ninth-grade students who are retained in grade.” TD schools have not eliminated their repeaters, however, and when TD students do repeat the ninth grade they have lower attendance, fewer credits earned and lower graduation rates than first-time ninth-graders who move on schedule toward graduation, according to the study.

“Even with the gains described in this report, in a high school of 500 first-time ninth-graders 150 students will not be promoted to the 10th grade on time,” it continued.

The report concludes on a more hopeful note—saying that with sustained investment in people and programs that have expertise educating poorly prepared students in weak schools and with consistent implementation, “it is reasonable to expect that some real progress can be made in some of the lowest performing high schools in the country.”

—Mary Maushard

Teachers Talk
about Talent Development's transition courses, block scheduling

Rowena Pilapil-Murphy, ESL teacher, Campbell High School, Ewa Beach, Hawaii, loves teaching and loves her English as Second Language students, who come from Vietnam, Korea, the Philippines, Micronesia and Venezuela, among other places. Here are some of her comments about Strategic Reading.

My ESL students really like Reading Showcase. Nobody has ever read to them. It’s just something they don’t do. Reading to them helps them understand better if stories are difficult. It makes it clearer for them. They are very good in their listening skills.

Our students are basically Asians. After Strategic Reading, the reading scores go up. Also, the kids tend to read more. They appreciate reading more. They learn different strategies. Now, they like to read. I ask them to turn in one book report a month. One boy asked me if he could turn in more than one report.

I use Strategic Reading with every English class, with variations. I really believe that it works.

Kristen Will is a third-year teacher who has taught both Strategic Reading and Reading and Writing in Your Career. This is her second year as a 10th-grade teacher at Tilden High School Achievement Academy, Chicago.

Last year, the 10th-graders were ready for The Crucible (in English 1). They really did well with it; much better than I expected. It takes a lot of preparation.

By way of that preparation Will worked with a social studies teacher who showed the students a movie on the Salem Witch Trials and assigned articles for her students to read about The Crucible before reading the play itself.

I think the reason I’ve been successful in the Chicago Public Schools is that I’ve taught in the Talent Development program. The smaller atmosphere is helpful. Having the kids moving together as a group [in different classes] helps a lot. Also, the Talent Development curriculum fits our kids really well. It makes the material easier for them.

Darryl Johnson has been teaching Transitions to Advanced Mathematics (TAM) for six years at Edison High School in Philadelphia, where he is pursuing his second career as a teacher. He is also a ninth-grade team leader.

Each year you have a different group of students. I have yet to teach everything prescribed in the lessons.

The volume of instruction has increased under Talent Development. I think our students should be double-dosed because of their deficiencies. The majority are three-to-four grades below where they are supposed to be. After TAM, most of them are able to get into Algebra 1. There are some students who flourish during Algebra 1; some fail because of their attendance.

The kids really like it here because of the safety of the school. Block scheduling cuts down on the traffic in the hallways. It takes awhile to get your students adjusted to the 87-minute class. You get to know your students.

Johnson says he tries to address the individual needs of his students but differentiated instruction is not as widespread in high school as it is in elementary school.

What I like about Talent Development is they [curriculum developers] are receptive to our requests. The first unit was on rational numbers and fractions. We could never seem to get out of that unit. We asked them to make it more interesting. Now, it’s on statistics and probability—a very good introductory level unit. They do listen to us.

Jennifer Wolf has been teaching for seven years at Edison High in Philadelphia. She has taught Strategic Reading for three of those years. Here are some of her strategies that work.

Out of all the material we have, I use “America Street” and I introduce the course with “Taste of Poetry.” I find that works for me. The poetry unit is effective because the short selections get them reading. At last for the girls, the poetry has more interest than anything else. The boys are interested in biographies.

I feel like I can take my time with Strategic Reading. In English 1, I feel like I have to shove it all in. I still try the same techniques as with Strategic Reading, but it is a quicker pace. There’s less focus on how to read.

Without Talent Development, I think I would be overwhelmed. I like the block schedule. I make sure there’s enough time for silent reading. To have the Johns Hopkins materials, it’s just a blessing.

—Mary Maushard
Focused needs

Too often, remedial work in high school is very boring and misses the students’ true needs because it repeats elementary lessons on skills that most students already have, rather than addressing the more advanced skills they are ready for but lack. Talent Development English teachers take a balanced approach that addresses basic vocabulary and grammar when needed, while focusing on important comprehension strategies, such as thinking along with the author and checking one’s own understanding. Talent Development mathematics teachers also balance their instruction both to strengthen the mechanical skills for calculation and estimation, and to develop the reasoning processes so a student is not stuck when he forgets a formula but can use various mental tools to get started on an advanced math problem.

By focusing on comprehension in reading, organization and sense of audience in writing, and reasoning and problem solving in mathematics, Talent Development teachers not only address major needs of poorly prepared students that are minimized in other remedial approaches, but also motivate students. High school students do not want to be treated as little kids with elementary school drills and topics. They want to be seen as persons with good minds and worthy opinions who are given learning tasks that challenge their thinking and require their mature understanding and interpretations. When TDHS offers such learning opportunities, the model is both focusing on the major skills and motivating students.

Extra time and extra help

Other articles in this newsletter will further describe how Talent Development instruction does not replace district requirements and courses, but uses extra time and extra help so that all students can meet the high standards set for them. Talent Development uses a “double dose” approach that offers a new first-term extended period “acceleration course” to narrow skill gaps, followed by a second-term course that meets the district requirement with TDHS supplemental materials that build upon first-term approaches.

In both the first-term acceleration courses and the second-term required courses, the classroom experiences are designed to emphasize student motivation and focused reeds for thinking and understanding. — James McPartland

Frequently asked questions about ninth-grade academies

Question: Doesn’t a separate ninth-grade academy add another “transition” point for students and cause additional adjustment problems associated with transitions?

Answer: No additional transition problems should come with a Ninth-Grade Success Academy as a separate unit within the high school, especially when the ninth-grade program prepares students to select their upper-grade Career Academy and includes opportunities to participate in schoolwide teams, clubs and activities. The quality of implementation is key, of course, for both the ninth-grade academy and the upper-grade academies so that students are known and supported all the way to graduation. The ninth-to-10th-grade transition process is also important. In a TD school, ninth-graders complete the year with a ceremony that welcomes them into their career academies. The whole point of the Ninth-Grade Success Academy is to ease the transition between middle and high school. This is supported by a recent strong evaluation that shows the promotion rates to 10th grade and eventual graduation rates are better in high schools with a separate ninth-grade academy.

Q: Do all students take the “double dose” courses in English and math including the first-term acceleration courses (Strategic Reading and Transition to Advanced Math), even those students who enter high school on grade level or above in these subjects?

A: Talent Development High Schools can use either of two approaches to challenge ninth-grade students who enter with high-level skills. Some schools will schedule all students in the first-term acceleration courses for the strong emphases on reading comprehension and math reasoning, but use more advanced books and materials for some students within those classes (often called “differentiated instruction”). Other schools will have at least one homeroom on a team that follows a different “double dose” schedule. These advanced students do not take the same first-term courses, but move directly into the required Algebra 1 and English 1 classes, and use the other half of the “double dose” for an advanced or elective course in these or other subjects. In general, the Talent Development instructional approach focuses on developing students’ minds and understanding in core subjects but leaves room for dealing with student diversity so all students are supported and challenged. — James McPartland

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