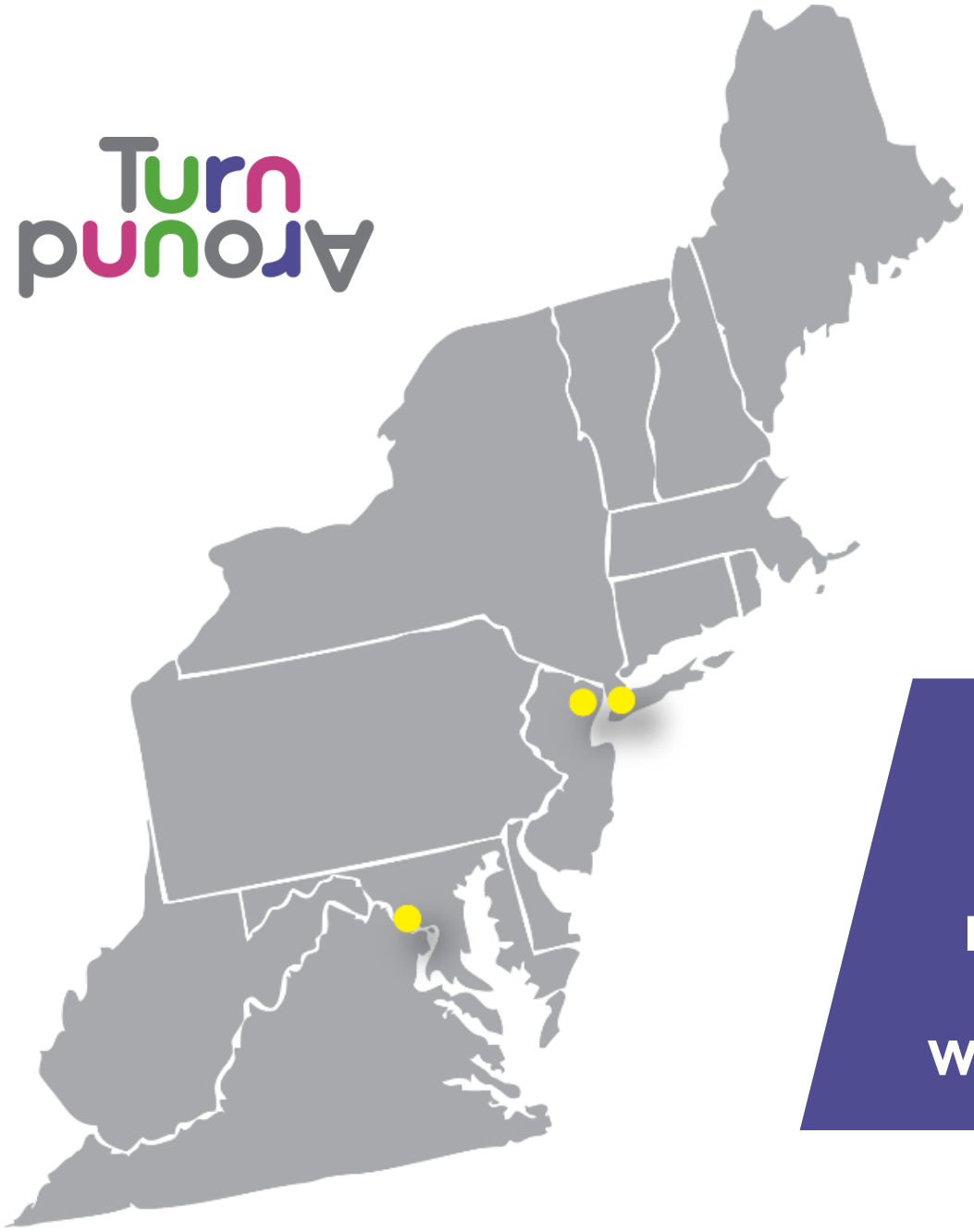
Turn Around

PARTNERS IN SCHOOL TRANSFORMATION™

THE WALKER-JONES EDUCATION CAMPUS

Turn Around



**SCHOOL PARTNERS TO DATE: 87**

**SCHOOL YEAR 15-16 PARTNERS: 11**

| | |
|---|---|
| NEW YORK CITY | 8 |
| NEWARK, N.J. | 2 |
| WASHINGTON, D.C. | 2 |

# TURNAROUND'S IMPACT:

## STUDENT SUPPORT

2014-15

**98%**

REFERRED STUDENTS WITH INTERVENTION PLAN IN PLACE

## SCHOOL LEADERSHIP

2011-14*

SUSPENSIONS

**↓ 49%**

SEVERE INCIDENTS

**↓ 42%**

* for all of Turnaround's 2012 partners (including those that have since "graduated") from 2011-2014.

## TEACHER PRACTICE

2014-15

**23%↑**

TEACHERS HIGHLY RATED IN CLIMATE, PRODUCTIVITY AND ENGAGEMENT

## STUDENT DEVELOPMENT

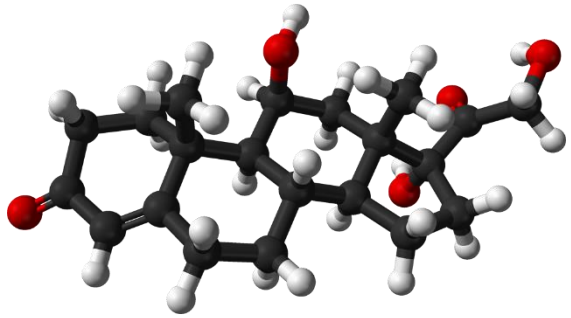
2014-15

**85%**

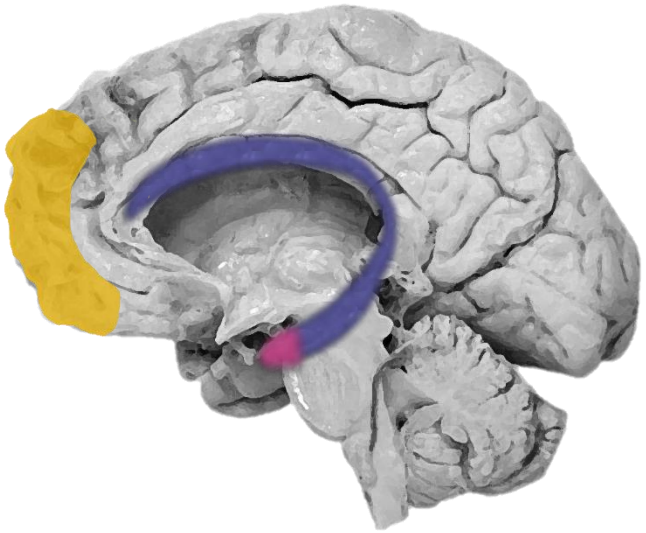
PARTNER SCHOOLS SHOWING IMPROVEMENT IN STUDENTS' INTERPERSONAL SELF-REGULATION

EXIT
Stairwell
4
2nd floor

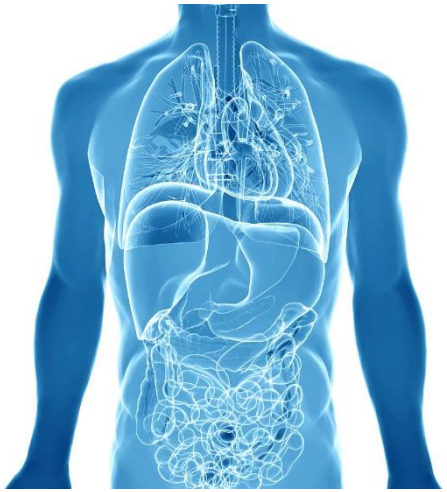
# CORTISOL



**LIMBIC SYSTEM**



**IMMUNE SYSTEM**

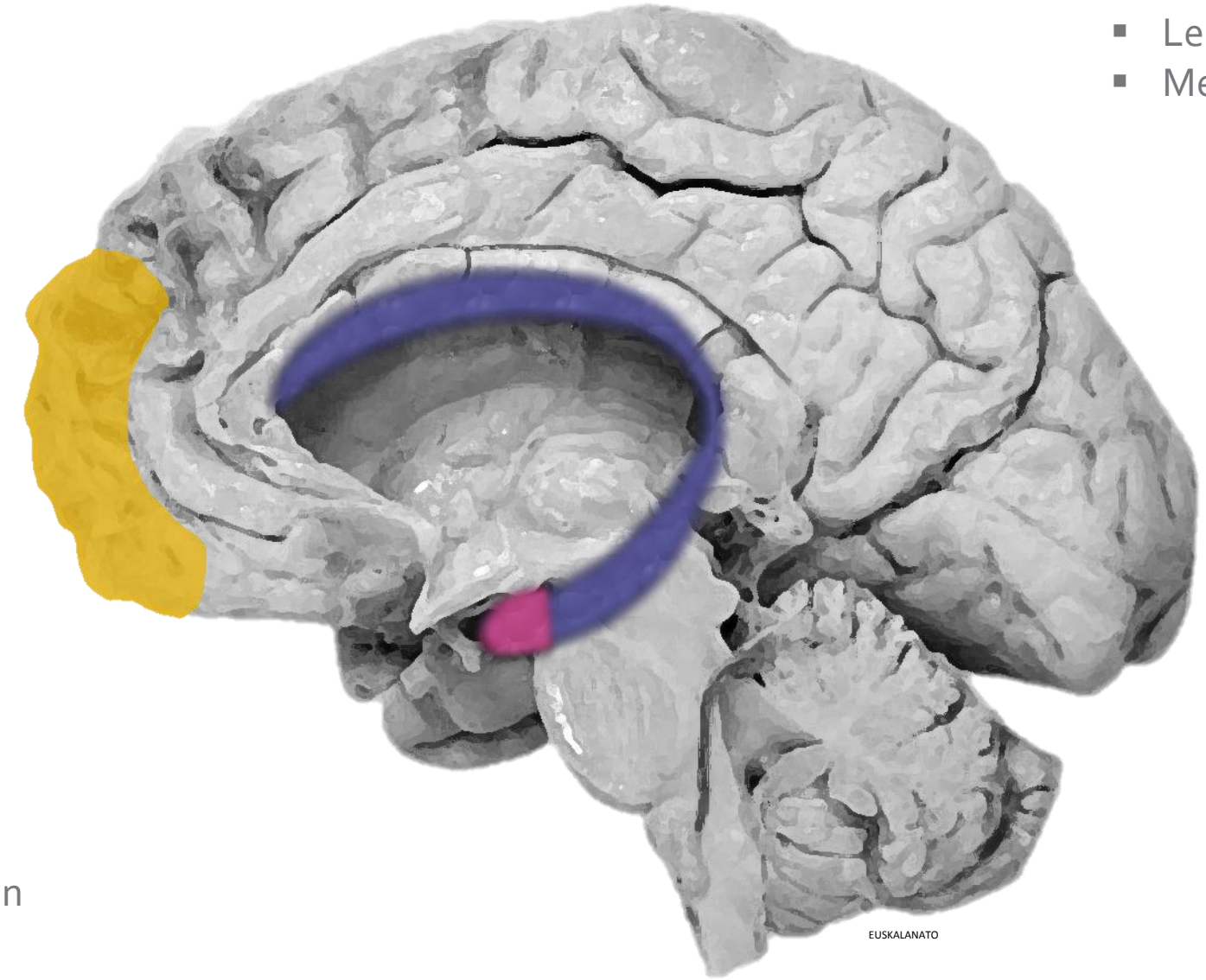


## PREFRONTAL CORTEX

- Executive Function
- Self-regulation
- Attention

## HIPPOCAMPUS

- Learning
- Memory




## AMYGDALA

- Emotional regulation
- Reactivity

# LIMBIC SYSTEM

ADVERSE
CHILDHOOD
EXPERIENCES

# CHILDREN WHO EXPERIENCE 4 OR MORE ACE's:

**32x**

more likely to have **LEARNING** and **BEHAVIORAL PROBLEMS**

**2-3x**

greater risk of developing **HEART DISEASE** and **CANCER**

**10-12x**

greater risk for **INTRAVENOUS DRUG USE** and **ATTEMPTED SUICIDE**

**8** out of **10** **LEADING CAUSES OF DEATH** in the U.S. correlate with exposure to 4 or more ACE's

4430
ACCESSIBLE ENTRANCE
ACCESSIBLE ENTRANCE

# HOW TURNAROUND'S MODEL WORKS IN SCHOOLS:

## STUDENT SUPPORT

**Build a student support system** that works in cooperation with schools and families to provide individualized services for the highest-need students, either in school or in partnership with a community mental health partner.

## TEACHER PRACTICE

**Provide professional development for teachers and school staff** in classroom management and instructional strategies that create safe, engaged and productive classrooms.

## SCHOOL LEADERSHIP

**Develop and enhance essential schoolwide systems** that put positive disciplinary practices in place and foster a culture of high expectations for student achievement.

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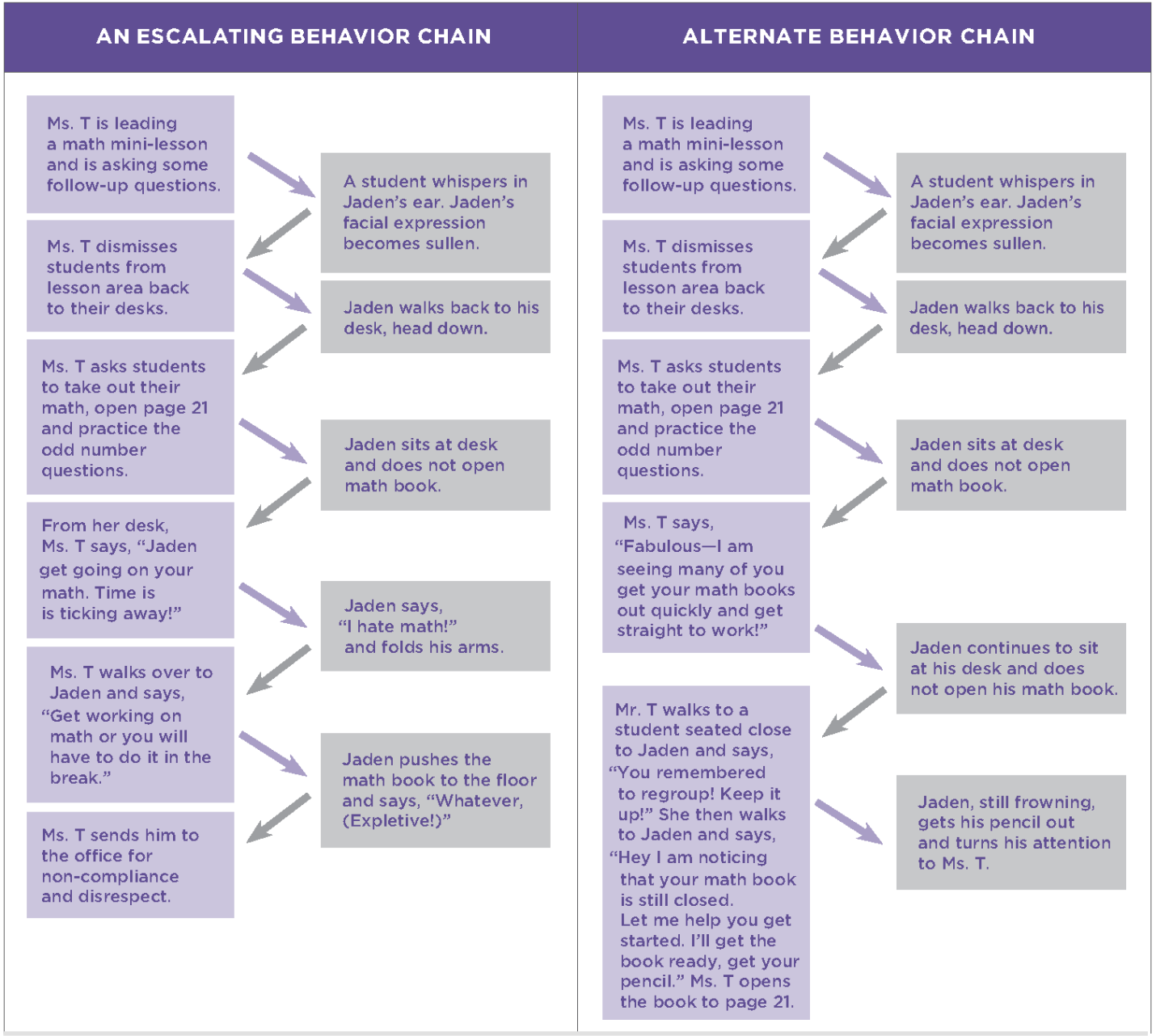
# DUAL INTERACTION PATHWAY MODEL: MS. T & JADEN

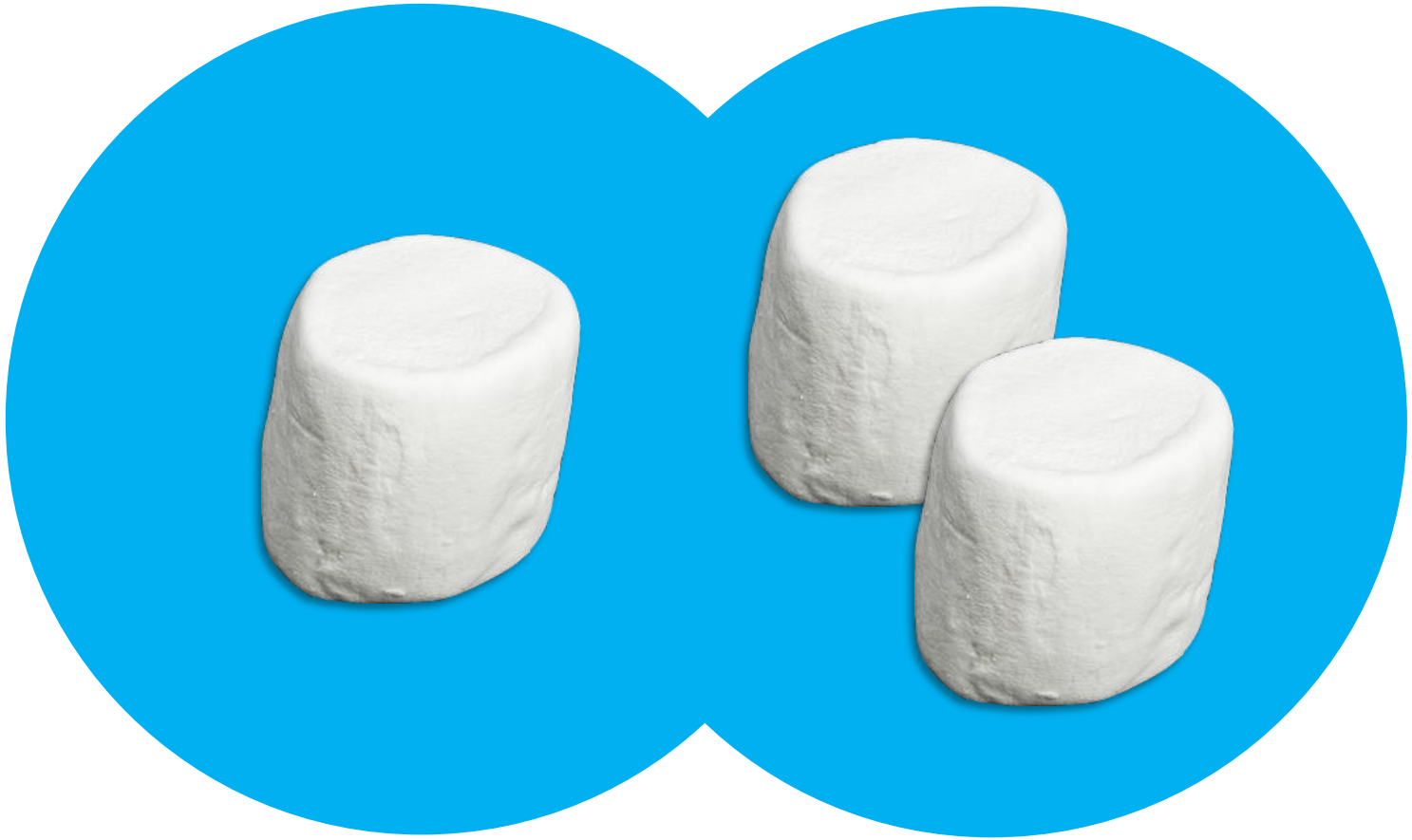


Sheriff: Student in South Carolina Violent Arrest Video 'Bears Some Responsibility'
CAUGHT ON TAPE
COLUMBIA, SOUTH CAROLINA
DEPUTY WRESTLES STUDENT FROM HER DESK
LOCAL 12
@Local12
"defiant"
"disrupted"
New York
6:56 PM ET
"...she resisted, pulled away and hit him in the chest with a closed fist..."
NEW TONIGHT
REPORTS: OFFICER VIOLENTLY PULLS STUDENT FROM DESK
"disrespectful"
"...the student refused..."
BREAKING NEWS
SHOCKING VIDEO
CNN
7:00 PM PT
CNN TONIGHT
NYDN

"...she ain't got nobody..."
LOCAL
CAUGHT ON TAPE
COLUMBIA, SOUTH CAROLINA
DEPUTY WRESTLES STUDENT FROM HER DESK
New York
6:56 PM ET
"...lost her mother recently..."
REPORTS: OFFICER VIOLENTLY PULLS STUDENT FROM DESK
"...bouncing around foster homes..."
"...she really hadn't done anything wrong..."
"...I don't know you..."
BREAKING NEWS
SHOCKING VIDEO
CNN
7:00 PM PT
CNN TONIGHT
NYDN

Harsha K R

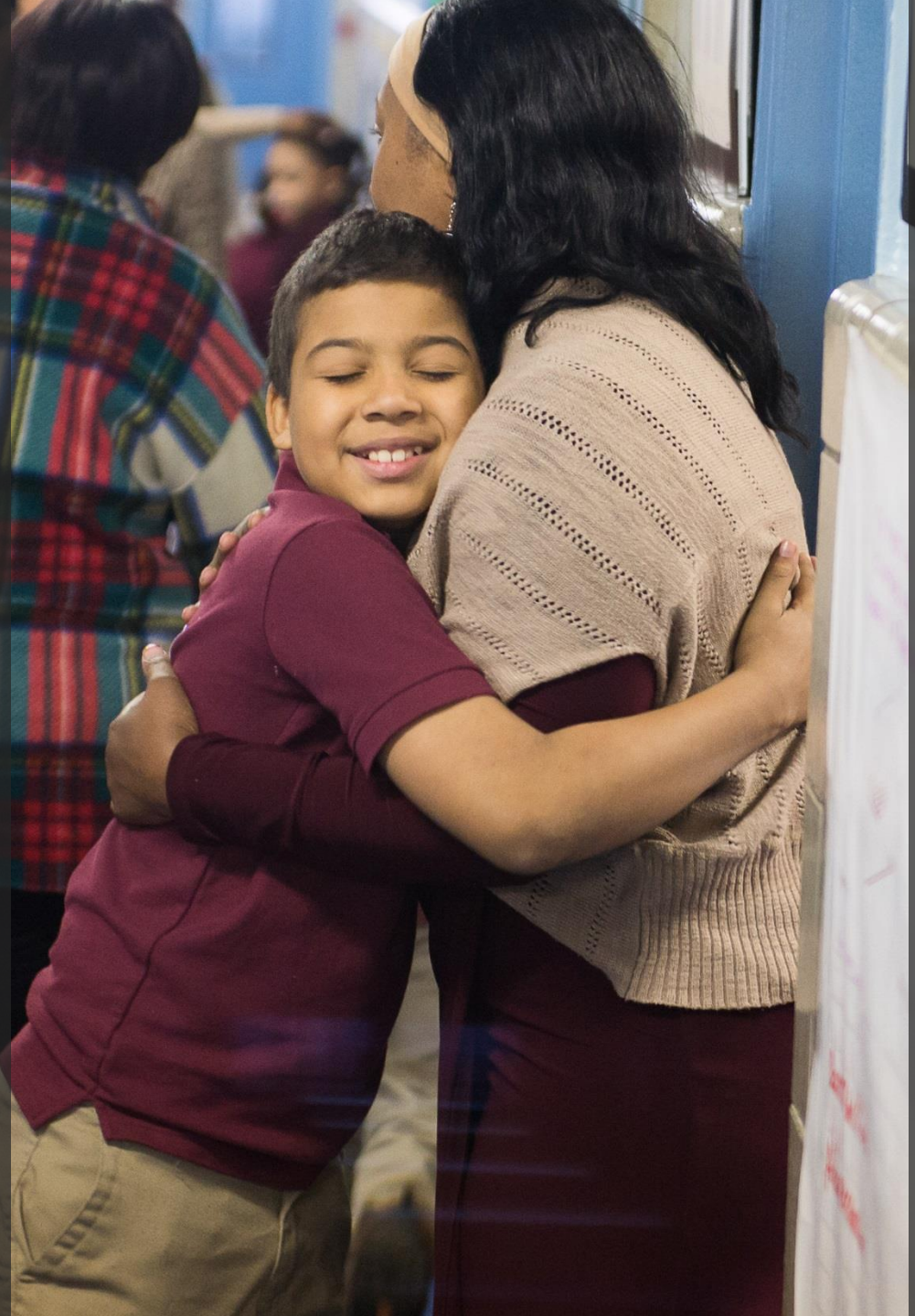
# THE MARSHMALLOW TEST



## NEUROTRANSMITTERS

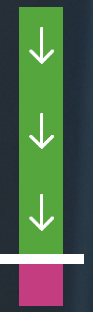
SEROTONIN

DOPAMINE



## OXYTOCIN

## CORTISOL



What I heard you say is.....

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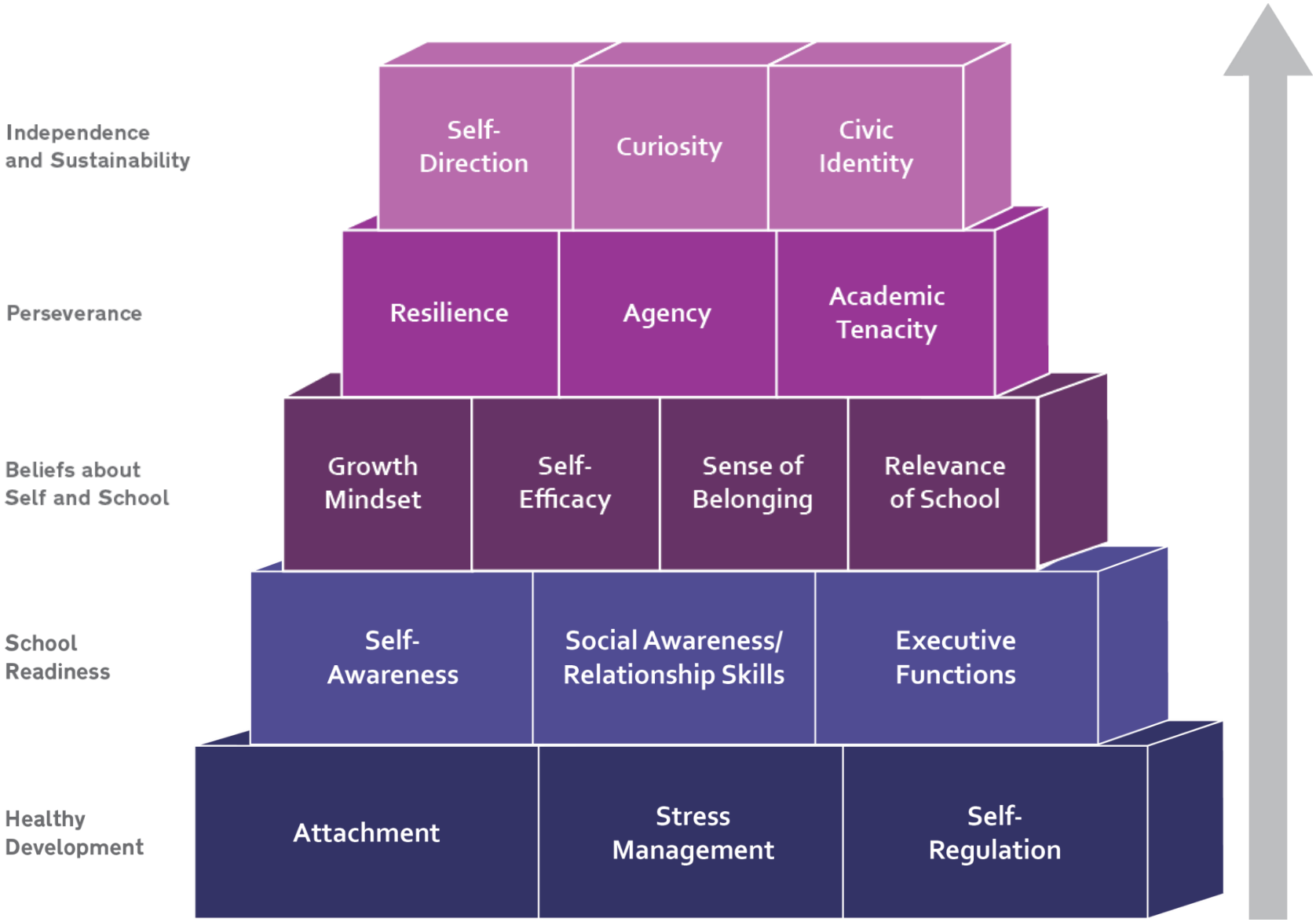
# BUILDING BLOCKS FOR LEARNING



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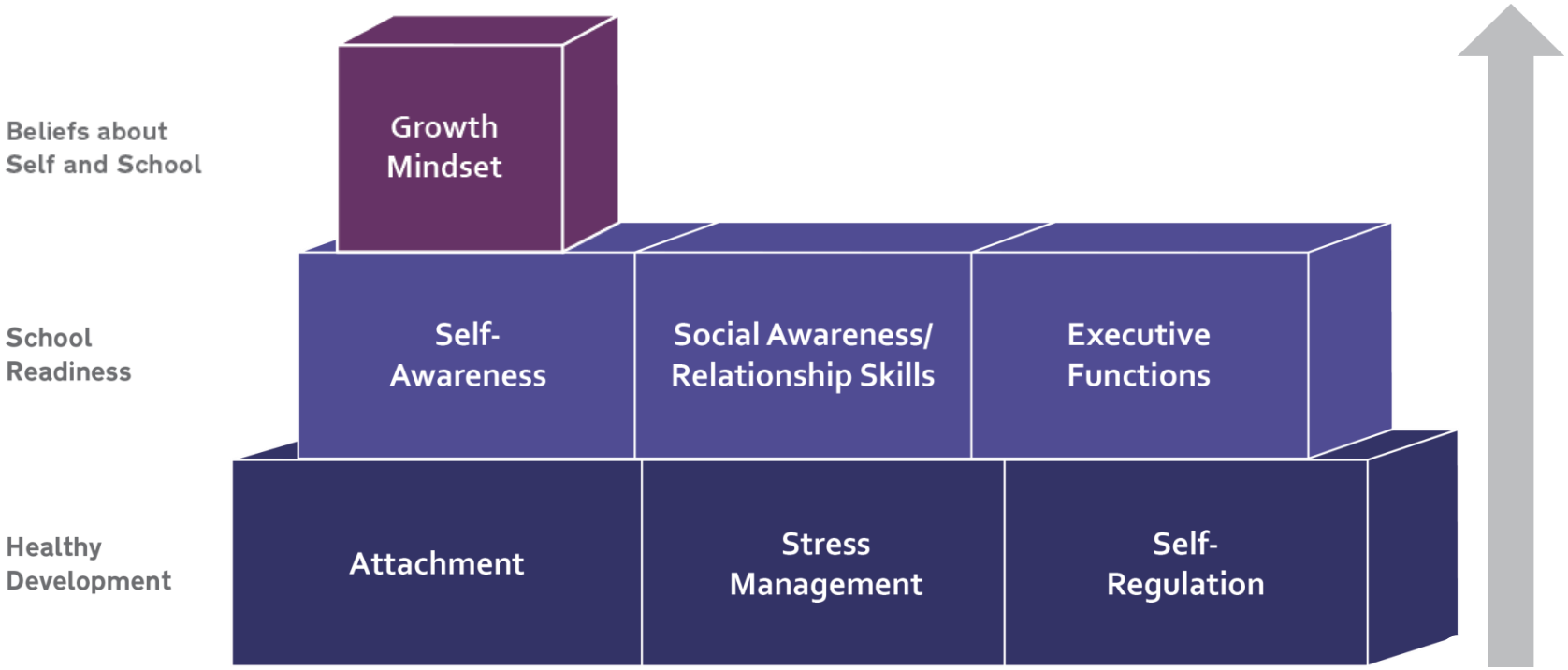

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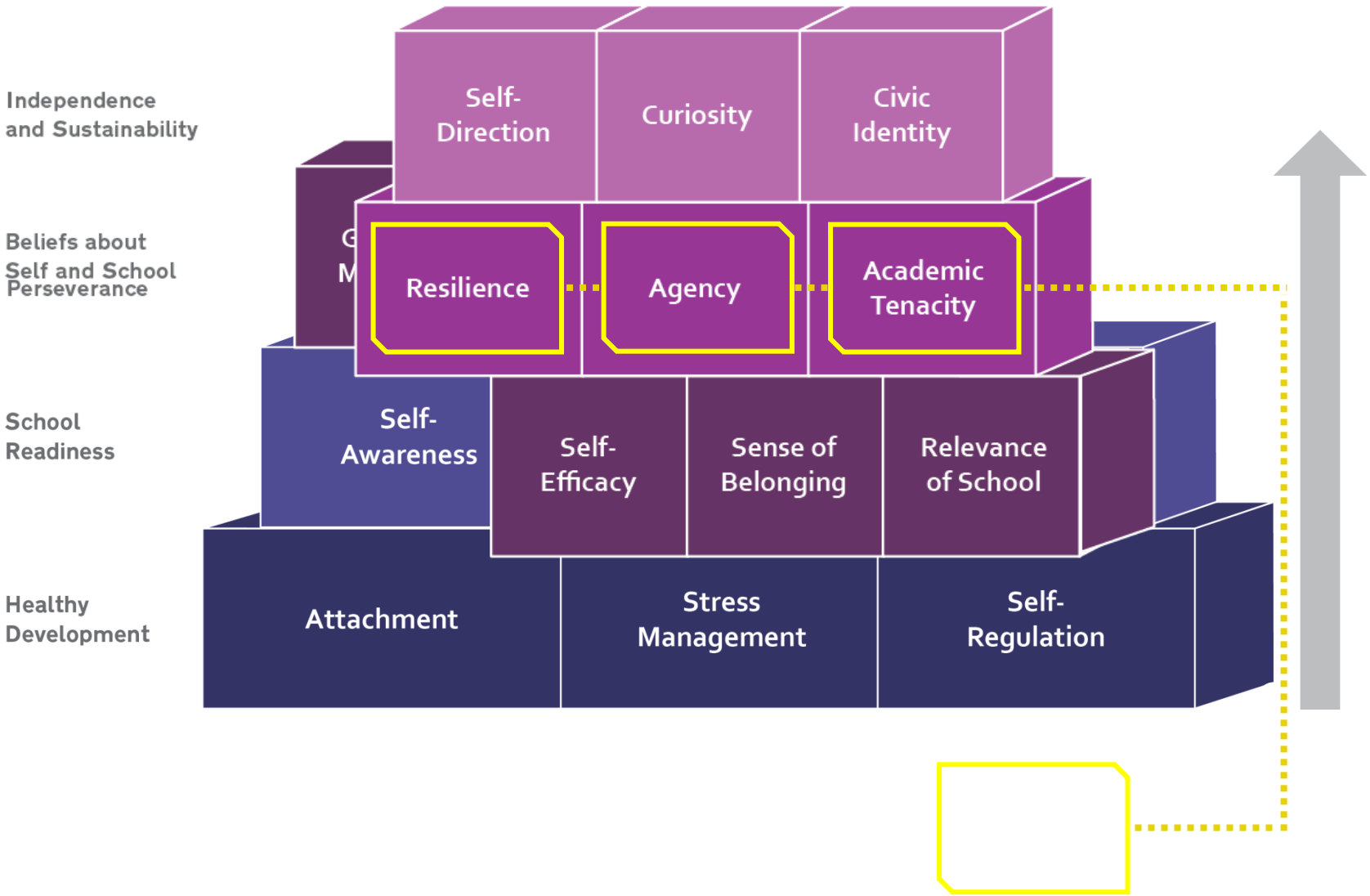

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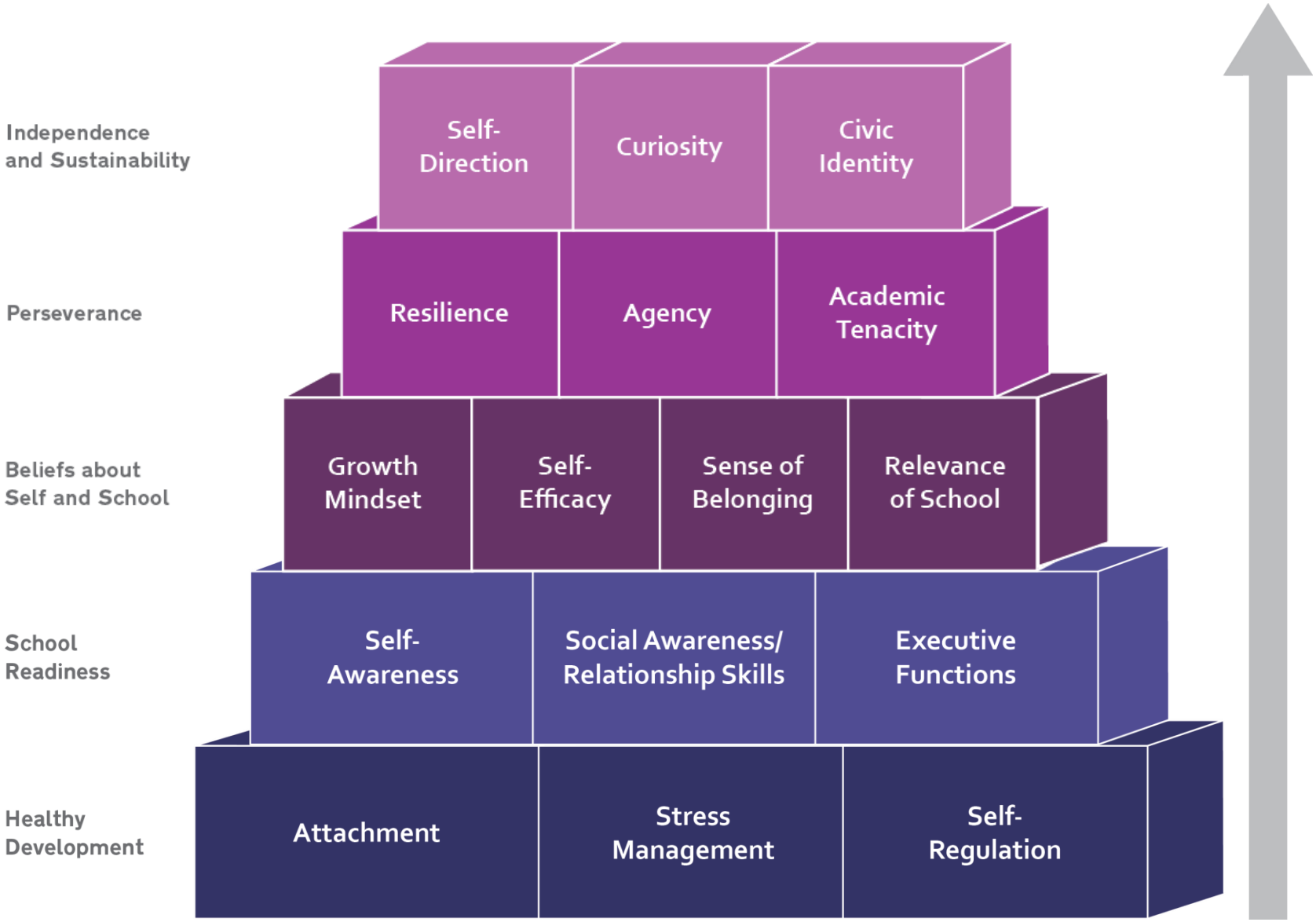

Composition Book
Brianna
Crayola
My Name Is:
Brooklyn College
Dry Erase

# WHAT SCHOOLS CAN DO:

- Create effective **STUDENT SUPPORT TEAMS** that identify high-need students, track progress of interventions, and integrate strategies into instruction
- Create effective **PARTNERSHIPS WITH COMMUNITY AND MENTAL HEALTH PROVIDERS** that are integrated into student support team
- Prioritize **PD ON TEACHERS' BIGGEST PAIN POINTS** — defusing disruptive behavior, student engagement, and brain science behind school transformation
- Align proactive **SCHOOLWIDE BEHAVIOR MANAGEMENT PLANS** to create consistent student experiences across classrooms
- Collect and **USE DATA IN DRAMATICALLY DIFFERENT WAYS** — if you're just looking at attendance, suspensions and referrals, the problems have already happened!

# WHAT DISTRICT LEADERS CAN DO:

- Rethink **ACCOUNTABILITY AND DATA SYSTEMS** to track earliest stages of school improvement
- Get multiple with **MULTIPLE MEASURES!** (ED really supports more than achievement — I promise!)
- Encourage struggling schools to use **FORMULA AND COMPETITIVE GRANTS** to prioritize learning environments and assess effectiveness with a “quantitative mindset”
- Prioritize **BRAIN SCIENCE PD FOR STAFF AND LEADERS** of struggling schools

| | ELEMENT | METRIC | TARGET |
|---|---|---|---|
| SCHOOLWIDE | Physical and emotional safety for students and staff | High-need students receiving services | 80% min |
| | | Severe behavioral incidents | 5% max |
| | | Student and staff surveys: Sense of Physical Security (CSCI) | 3.5 mean |
| | | Student and staff surveys: Sense of Social-emotional Security (CSCI) | 3.5 mean |
| | Strong relational trust, adult-to-adult | Staff surveys: Leadership (CSCI) | 3.5 mean |
| | | Staff surveys: Professional Relationships (CSCI) | 3.5 mean |
| | | % staff attendance at professional development | 80% |
| | Belief in success and sense of belonging for adults and students | Severe chronic absenteeism | 5% max |
| | | District surveys: School culture | -- |
| | Family and community engagement* | No metric(s) at this time; qualitative measures possible | -- |
| | Academic capacity* | No metric(s) at this time; qualitative measures possible | -- |
| CLASSROOMS | Calm, orderly, and predictable environment | CLASS ratings of climate and productivity | 5.0 mean |
| | Highly-engaged students | CLASS ratings of engagement | 5.0 mean |
| | | CLASS ratings of instructional support | 5.0 mean |
| | | Student surveys: Emotional and behavioral engagement | 3.0 mean |
| | | Student surveys: Emotional and behavioral disaffection | 3.0 mean |
| | Strong relational trust, adult-to-student | Student and staff surveys: Social Supports - Adults (CSCI) | 3.5 mean |
| | | CLASS ratings of emotional support | 5.0 mean |
| STUDENTS | Student progress in self-regulation | Student surveys: Self-regulation, Schoolwork, Impulsivity (DSIS-C index) | 3.5 mean |
| | Student progress in academic mindsets | District Survey: Student motivation [DC only] | ** |
| | Student progress in social efficacy | Student surveys: Social efficacy with peers and adults | 3.5 mean |
| | Strong relational trust, student-to-student | Student and staff surveys: Social Supports - Students (CSCI) | 3.5 mean |
| | Academic recovery | Student math/reading growth percentile | 50 mean |
| | | Average gains in reading grade levels during year | 50% |

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