SCHOOL PARTNERS TO DATE: 87

SCHOOL YEAR 15-16 PARTNERS: 11

NEW YORK CITY

NEWARK, N.J.

WASHINGTON, D.C.
TURNAROUND’S IMPACT:

**STUDENT SUPPORT**
- 98% of referred students with intervention plan in place in 2014-15.

**SCHOOL LEADERSHIP**
- SUSPENSIONS DOWN 49% from 2011-14.
- SEVERE INCIDENTS DOWN 42% from 2011-14.

**TEACHER PRACTICE**
- 23% teachers highly rated in climate, productivity, and engagement.

**STUDENT DEVELOPMENT**
- 85% partner schools showing improvement in students’ interpersonal self-regulation.

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

LIMBIC SYSTEM

IMMUNE SYSTEM
PREFRONTAL CORTEX
- Executive Function
- Self-regulation
- Attention

AMYGDALA
- Emotional regulation
- Reactivity

HIPPOCAMPUS
- Learning
- Memory

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.
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.*
### AN ESCALATING BEHAVIOR CHAIN

| Ms. T is leading a math mini-lesson and is asking some follow-up questions. | A student whispers in Jaden’s ear. Jaden’s facial expression becomes sullen. |
| Ms. T dismisses students from lesson area back to their desks. | Jaden walks back to his desk, head down. |
| Ms. T asks students to take out their math, open page 21 and practice the odd number questions. | Jaden sits at desk and does not open math book. |
| From her desk, Ms. T says, “Jaden, get going on your math. Time is ticking away!” | Jaden says, “I hate math!” and folds his arms. |
| Ms. T walks over to Jaden and says, “Get working on math or you will have to do it in the break.” | Jaden pushes the math book to the floor and says, “Whatever, (Expletive!)” |
| Ms. T sends him to the office for non-compliance and disrespect. | Ms. T is leading a math mini-lesson and is asking some follow-up questions. |

### ALTERNATE BEHAVIOR CHAIN

| Ms. T dismisses students from lesson area back to their desks. | A student whispers in Jaden’s ear. Jaden’s facial expression becomes sullen. |
| Ms. T asks students to take out their math, open page 21 and practice the odd number questions. | Jaden sits at desk and does not open math book. |
| Ms. T says, “Fabulous—I am seeing many of you get your math books out quickly and get straight to work!” | Jaden continues to sit at his desk and does not open his math book. |
| Mr. T walks to a student seated close to Jaden and says, “You remembered to regroup! Keep it up!” She then walks to Jaden and says, “Hey I am noticing that your math book is still closed. Let me help you get started. I’ll get the book ready, get your pencil.” Ms. T opens the book to page 21. | Jaden, still frowning, gets his pencil out and turns his attention to Ms. T. |
Sheriff: Student in South Carolina Violent Arrest Video ‘Bears Some Responsibility’

“...she resisted, pulled away and hit him in the chest with a closed fist...”

“defiant”

“disrupted”

“disrespectful”

“...the student refused...”
“...she ain't got nobody...”

“...lost her mother recently...”

“...bouncing around foster homes...”

“...she really hadn’t done anything wrong...”

“...I don’t know you...”
THE MARSHMALLOW TEST
NEUROTRANSMITTERS

SEROTONIN

DOPAMINE

OXYTOCIN

CORTISOL
BUILDING BLOCKS FOR LEARNING

Independence and Sustainability

Perseverance

Beliefs about Self and School

School Readiness

Healthy Development

Self-Awareness

Social Awareness/Relationship Skills

Executive Functions

Attachment

Stress Management

Self-Regulation

Growth Mindset

Self-Efficacy

Sense of Belonging

Relevance of School

Resilience

Agency

Academic Tenacity

Self-Direction

Curiosity

Civic Identity
BUILDING BLOCKS FOR LEARNING

Independence and Sustainability
- Self-DIRECTION
- Curiosity
- Civic Identity

Perseverance
- Resilience
- Agency
- Academic Tenacity

Beliefs about Self and School
- Growth Mindset
- Self-Efficacy
- Sense of Belonging
- Relevance of School

School Readiness
- Self-Awareness
- Social Awareness/Relationship Skills
- Executive Functions

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