



Transforming Schools for Excellence: Governor's Public Health Conference

Presented by Dr. Tiffany Anderson, Superintendent of Topeka Public Schools



Demographics and Zip Codes Should not Determine Destiny



Jennings Demographics

100% Free Lunch

98% African American

Montgomery County Demographics

35% Free Lunch

20% Racial Diversity

Topeka Demographics

77% Free Lunch

19% African American, 27% Hispanic, 44 White





Students First: Working as a Team for Continuous Improvement

Topeka Demographics

Enrollment - Approximately 13,800 students

Graduation Rate - 77% (Kansas 87%)

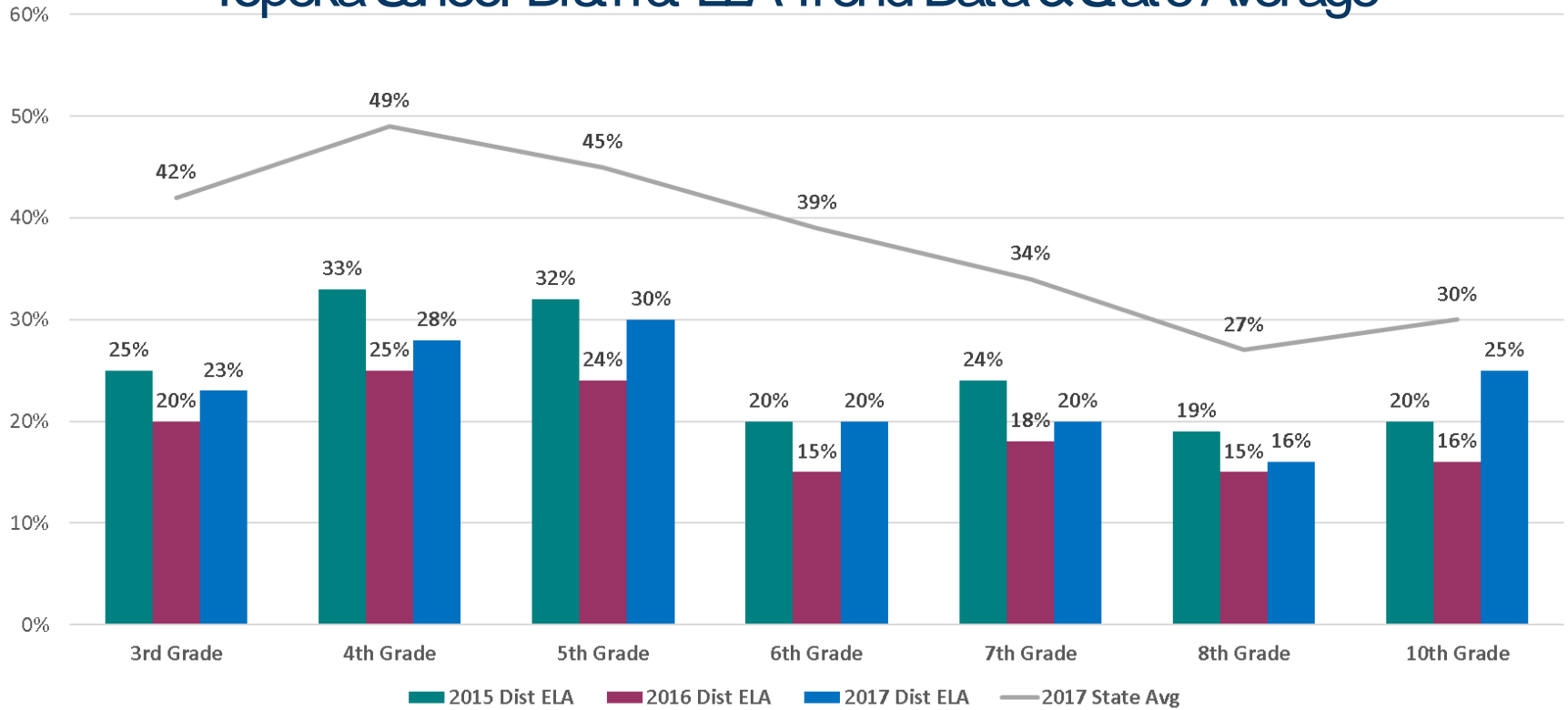
ACT Average - 20 (Kansas 22)

Poverty (Free Lunch Students) - 73%





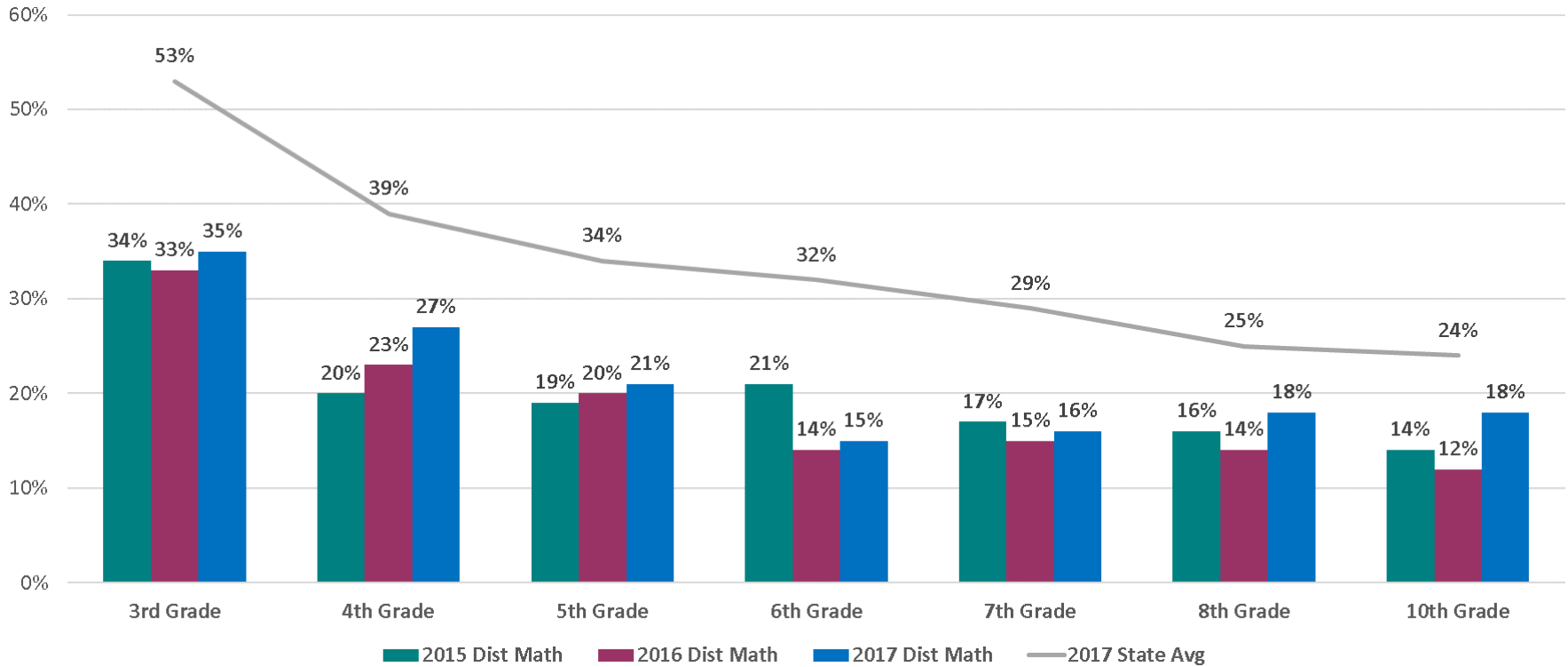
Topeka School District ELA Trend Data & State Average



Students First: Working as a Team for Continuous Improvement



Topeka School District Math Trend Data & State Average



Students First: Working as a Team for Continuous Improvement

5 Pillars of the Topeka Strategic Plan



1. College and Career Readiness

2. Student Learning

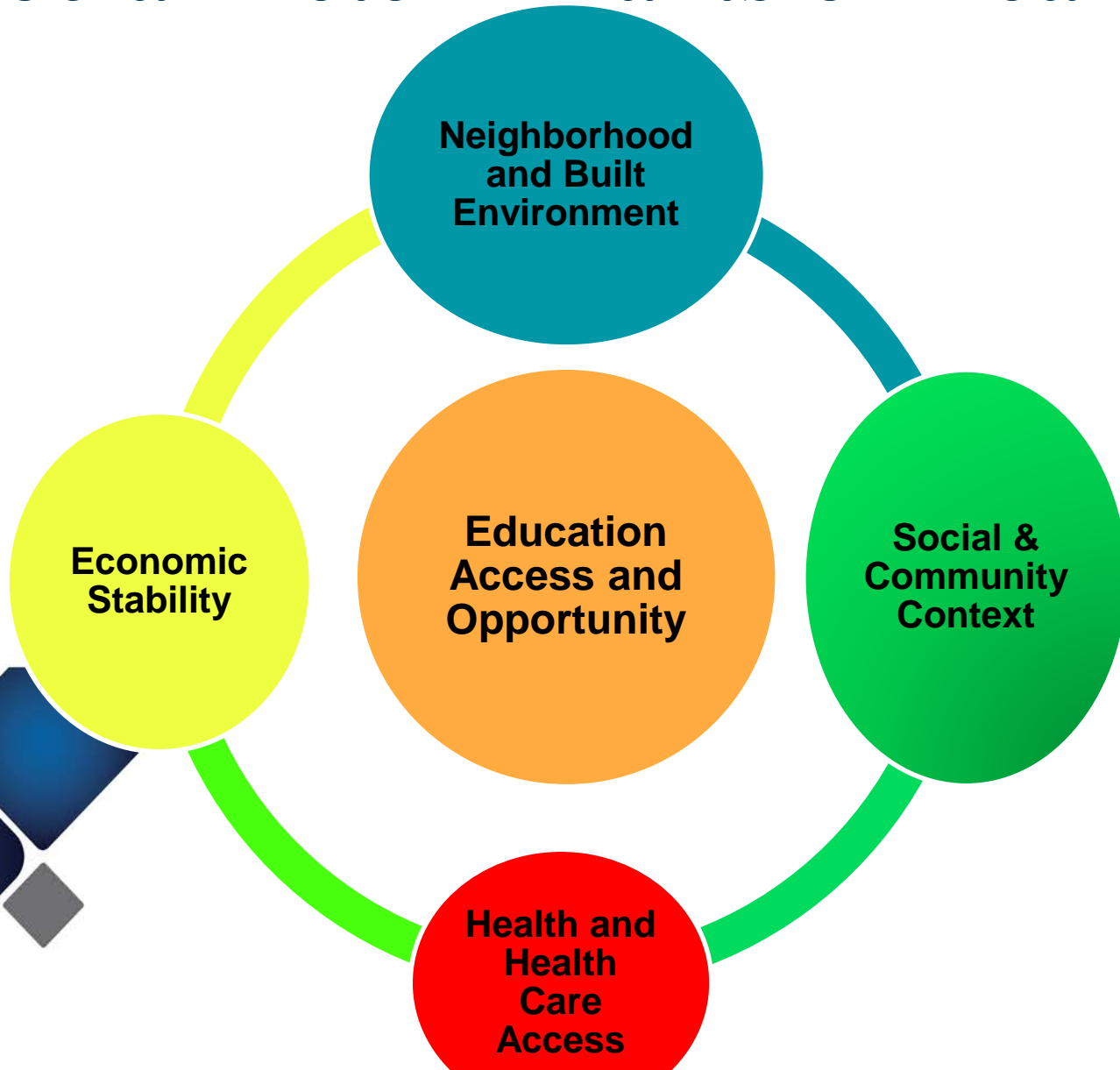
3. Highly Effective Staff

4. School Climate & Equity

5. Finance



Social Determinants of Health



Undercover High

Episode Shots Fired...



How our system take care of the most vulnerable says a lot about who we are.

Rochey McAlister 1999-2001



Cries Unanswered, Dogs Maul Boy

Public safety: North St. Louis neighbors knew of the roaming pack of animals. They'd complained. Still, nothing was done to stop a 10-year-old's death.

[March 09, 2001](#) | STEPHANIE SIMON | TIMES STAFF WRITER

ST. LOUIS — They heard suffering.

They couldn't tell exactly what it was or where it came from. It sounded awful. That was all they knew. Questioned later, they told police only that they had heard "something suffering out there."

How right--how horribly right--they were.

The noise that residents of an urban neighborhood heard just after supper Monday was the sound of a boy being eaten alive by a pack of dogs.

Ten-year-old Rodney McAllister, a chatterbox of a fourth-grader, was mauled to death on the concrete basketball court at the park across the street from his family's apartment. A passerby found Rodney's body the next morning.



Students First: Working as a Team for Continuous Improvement

Effective Schools Research: What we already know

Ron Edmonds, L. Lezotte
and Ron Ferguson

Effective School Correlates and the Harvard Based Tripod Research:

1. **Relationships : TRUST**
2. **Pedagogy: SYSTEMS OF SUPPORT**
3. **Rigorous Standards Based Curriculum:
HIGH EXPECTATIONS**



What We Can Do

Dr. Nadine Burke-Harris

Start Early!

Identify kids exposed to ACEs through routine screenings and establish prevention programs in healthcare, schools and youth-serving organizations

Focus on early childhood and early adolescence

Critical developmental stages

Invest in programs that heal

Don't spend money on programs that don't support the health and development of our kids – punitive school discipline/juvenile justice

Relationships Matter (Trust Matters) Hope Matters (Expecting a Positive Future)



Facts:

The majority of children (51%) in public schools are in poverty.

Poverty and homelessness have increased. 48 Million Americans lived in food insecure homes



Students First: Working as a Team for Continuous Improvement

HOPE HOUSE: IDEA- October 2015 OPENED- November 2015





ACEs Criteria

from Dr. Nadine Burke-Harris

1. Recurrent physical abuse
2. Recurrent emotional abuse
3. Contact sexual abuse
4. An alcohol or drug abuser in the household
5. An incarcerated household member
6. Someone who was chronically depressed, institutionalized, or suicidal
7. Mother treated violently
8. One or no parents, or parents divorced.
9. Emotional or physical neglect



Undercover High

Episode Two



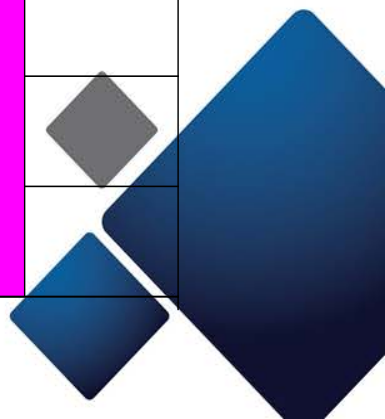
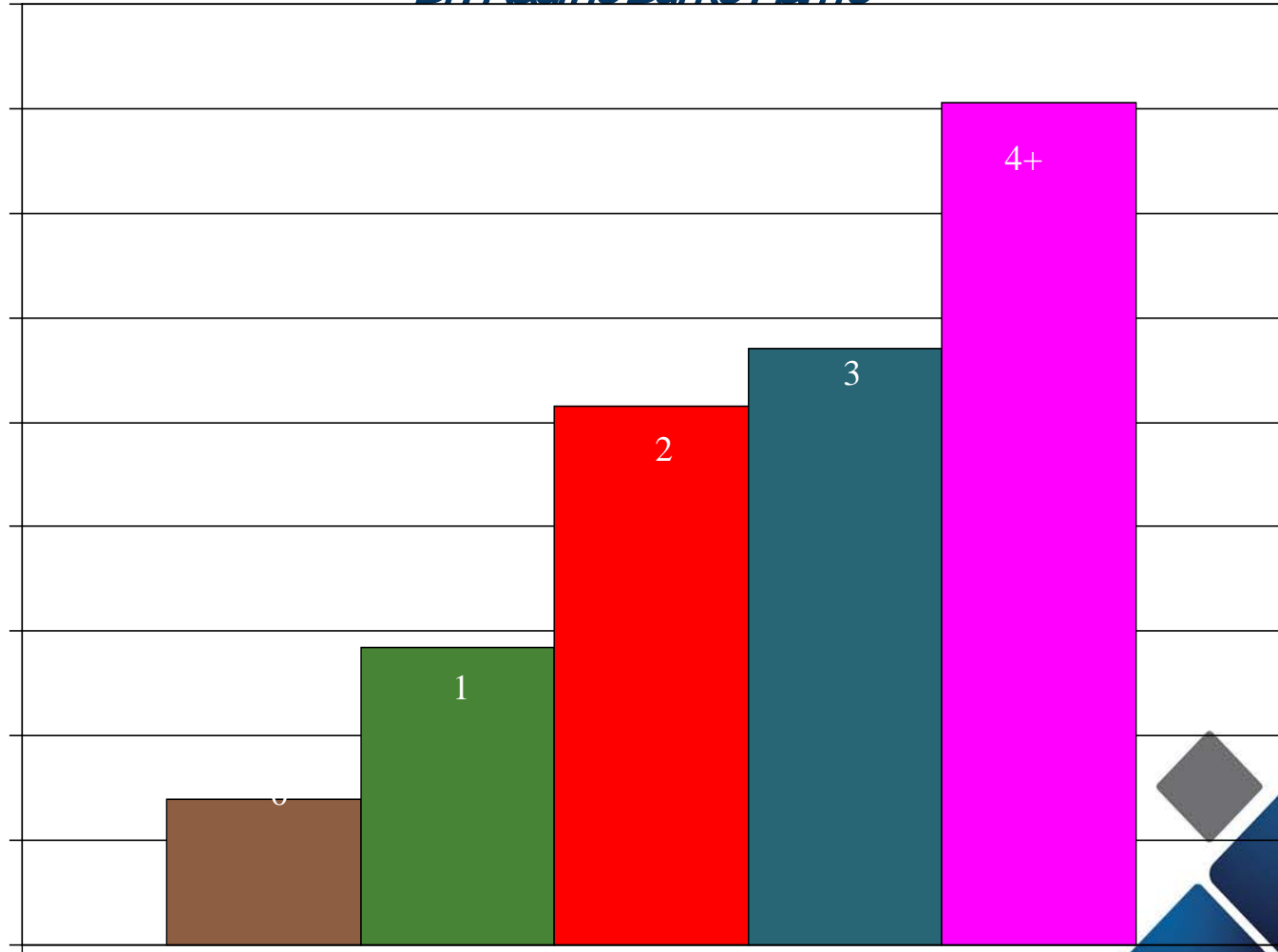
Relative Risk of disease for ACEs ≥ 4


Hepatitis	240%
STD	250%
COPD	260%
Depression	460%
Suicidality	1,220%




Childhood Experiences vs. Adult Alcoholism

Dr. Nadine Burke Harris



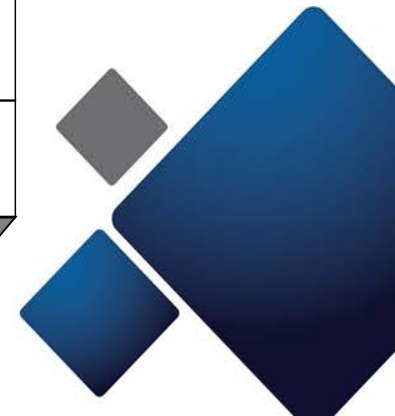
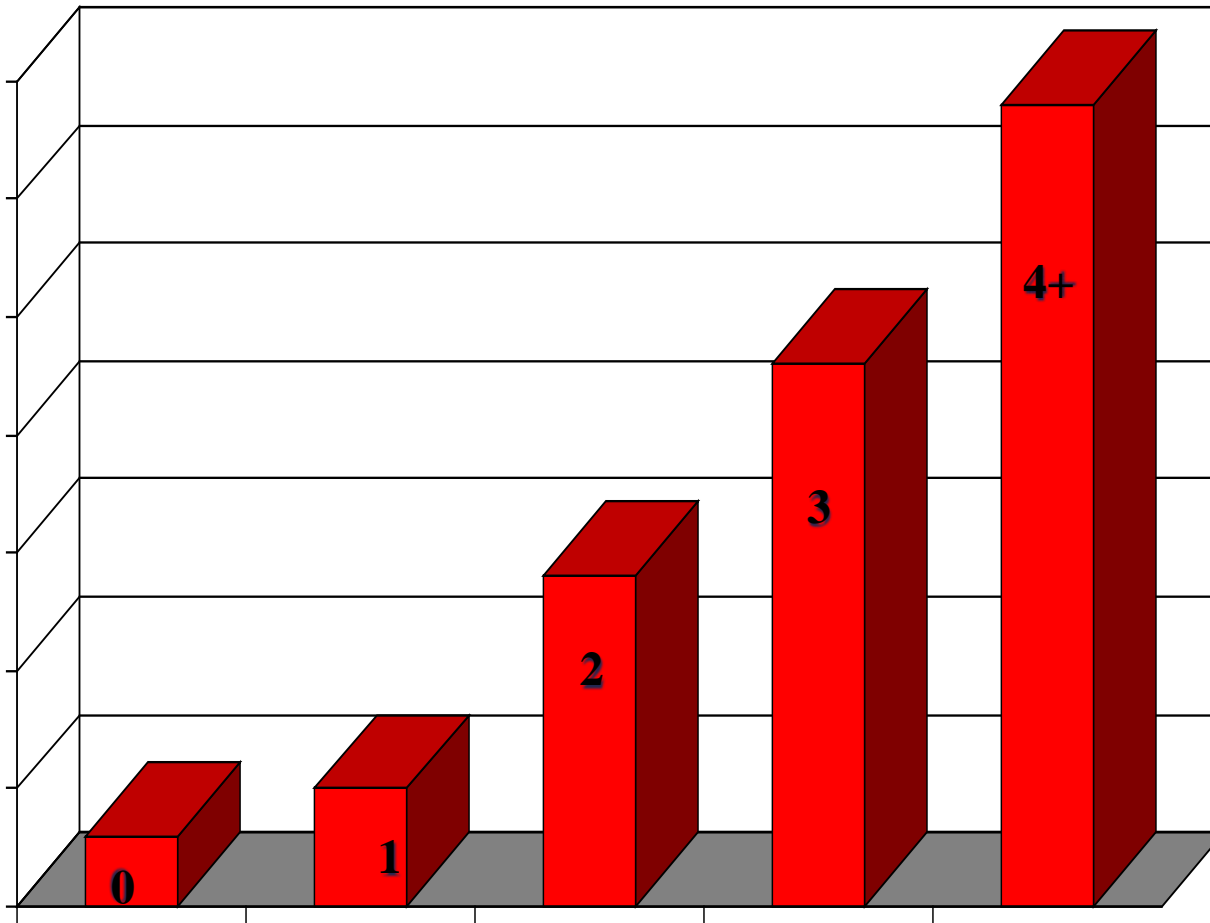


Share one of the Top 3
Leading Causes of Death for
Youth in the U.S.?



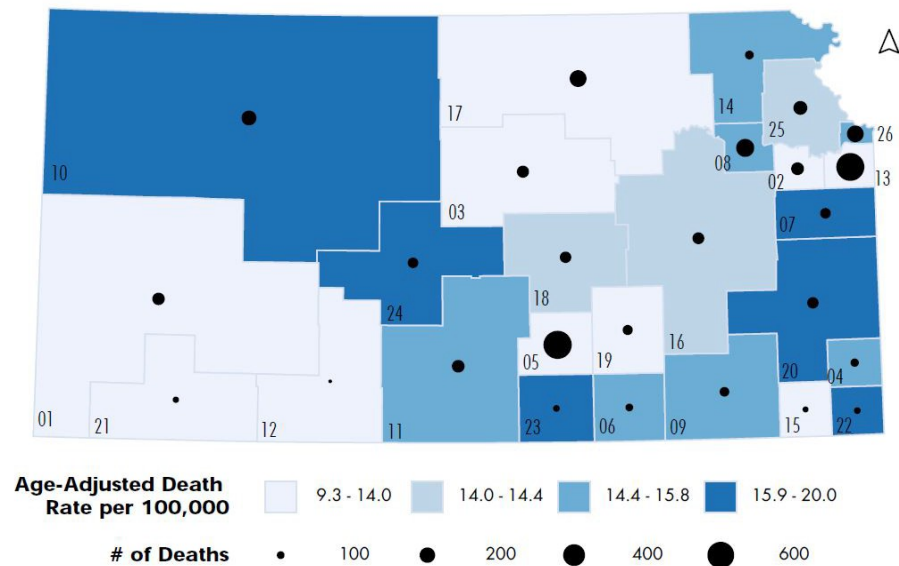
Suicide Attempts

From: Dr. Nadine Burke -Harris



Suicide Deaths 2004 - 2013

by Kansas Mental Health Center Catchment Area



The Jason Flatt Act SB323 Effective May 13, 2016

1. At least one hour of training each calendar year based on programs approved by the state board of education. Such training may be satisfied through independent self-review of suicide prevention training materials; and
2. A building crisis plan developed for each school building. Such plan shall include:
 - o Steps for recognizing suicide ideation;
 - o Appropriate methods of intervention; and
 - o A crisis recovery plan

KDHE. (2016). *Annual summary of vital statistics*. Kansas Department of Health and Environment. Retrieved from www.kdheks.gov/phi/as/2016/Annual_Summary_2016.pdf

Montgomery, R., Williams, M., Ryan, K. (Dec 2017). Teen suicides are reaching record highs, forcing schools to 'break the silence'. *The Kansas City Star*. Retrieved from <http://www.kansascity.com/news/local/article188868759.html>

United States:

Suicide is the third leading cause of death for young people from the ages of 10 to 24, according to the CDC. (Montgomery, Williams, & Ryan, 2017).

KS Statistics by Age Group (KDHE, 2016):

5-14: 3rd cause of death

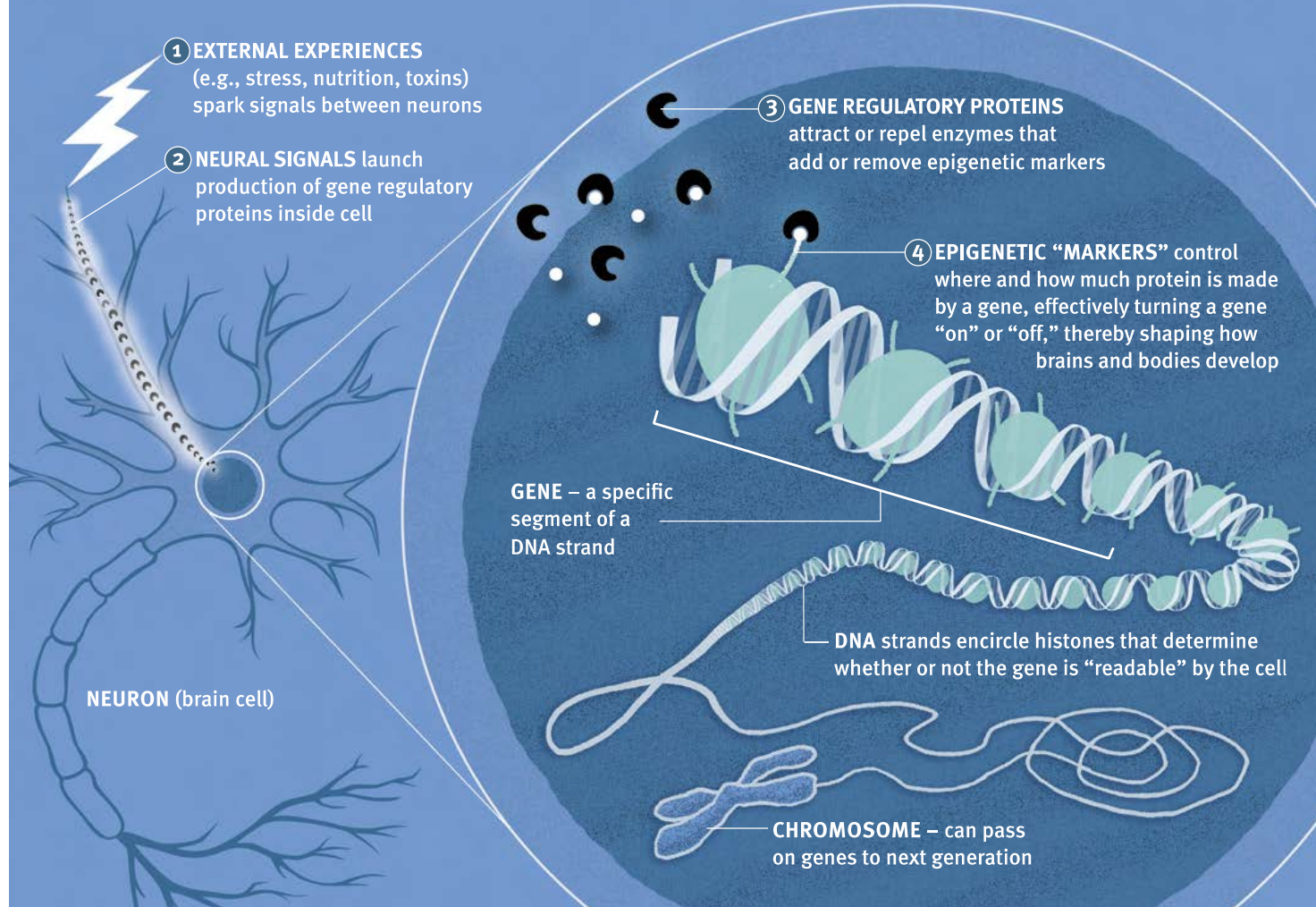
15-24: 2nd cause of death

25-44: 2nd cause of death

Shawnee County (KDHE, 2016):

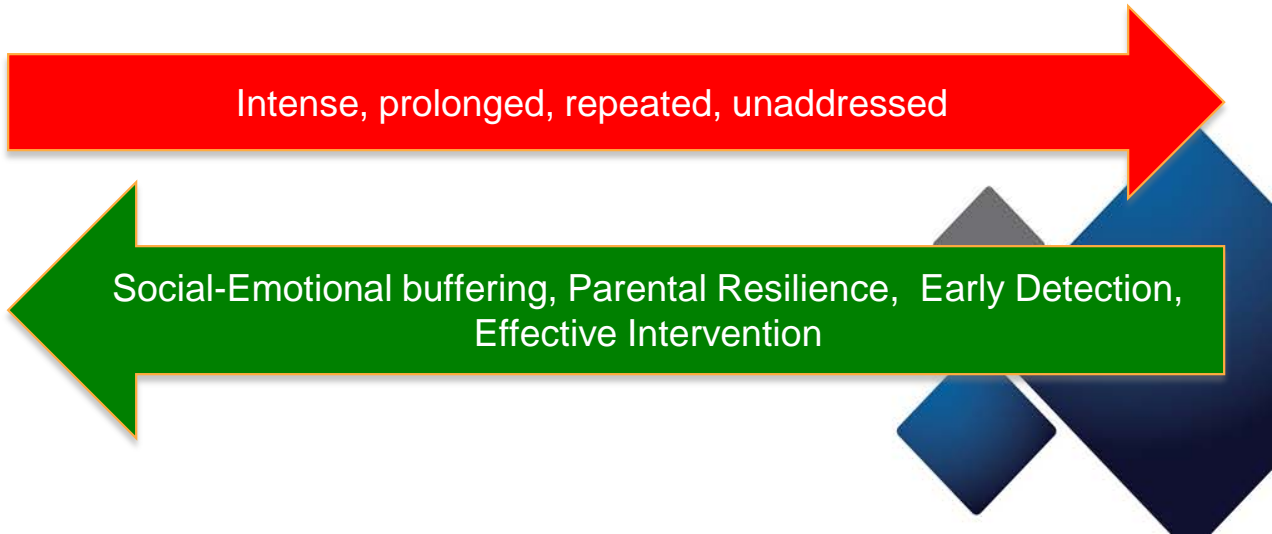
2nd highest cause of death (41 suicides in 2016 vs. 28 motor vehicle deaths).

How Early Experiences Alter Gene Expression and Shape Development



**National Scientific Council on the Developing Child
Working Paper 10: Early Experiences Can Alter the Gene Expression and Affect Long-Term Development**

Positive Stress	Tolerable Stress	Toxic Stress
<ul style="list-style-type: none"> ▪ Normal and essential part of healthy development ▪ Brief increases in heart rate and blood pressure ▪ Mild elevations in hormonal levels ▪ <i>Example:</i> Tough test at school. Playoff game. 	<ul style="list-style-type: none"> ▪ Body's alert systems activated to a greater degree ▪ Activation is time-limited and buffered by caring adult relationships. ▪ Brain and organs recover ▪ <i>Example:</i> Death of a loved one, divorce, natural disaster 	<ul style="list-style-type: none"> ▪ Occurs with strong, frequent or prolonged adversity ▪ Disrupts brain architecture and other organ systems ▪ Increased risk of stress-related disease and cognitive impairment ▪ <i>Example:</i> abuse, neglect, caregiver substance dependence or mental illness





Students First: Working as a Team for Continuous Improvement

Poverty, Toxic Stress and the Impact

Chronic stress without a human buffer impacts the limbic system (the learning center), and the immune system (the health system). **Multiple Adverse Childhood Experiences (ACES) impact development.** If Chronic stress impacts the prefrontal cortex (organization), hippocampus (memory) and the amygdala (emotions). The amygdala remembers stress and grows at the expense of other structures. **However, children's brains are malleable into early adulthood.**

Relationships and trust happens at the neurobiological level. Children don't come to school with these skills already fully built.



The Washington Post

Education

This superintendent has figured out how to make school work for poor kids



JENNINGS, Mo. — School districts don't usually operate homeless shelters for their students. Nor do they often run food banks or have a system in place to provide whatever clothes kids need. Few offer regular access to pediatricians and mental health counselors, or make washers and dryers available to families desperate to get clean.



***Programs come and go
but SYSTEMS remain.***

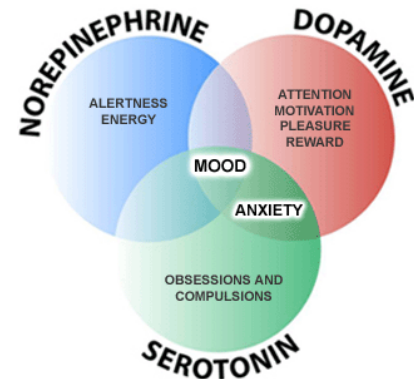




Poverty and homelessness can be disrupted

Children whose brains are flooded with cortisol may have a hair-trigger temper and fly off the handle inappropriately. **Because they are always coping with stress, their developing brains have fewer opportunities to reinforce connections in the cerebral cortex, which is where thoughtful planning occurs.**

Over time, **underdeveloped executive function skills may lead to school difficulties, trouble with relationships,** behavior problems.



EDUCATION WEEK



Five Steps for Trauma-Informed Ed. Leadership

A district leader shares strategies for trauma support

By Tiffany Anderson

December 13, 2016

Build teacher and parent capacity for understanding the effects of trauma.

Understanding the stories of trauma behind student behavior empowers educators and school leaders to brainstorm solutions. One step is to ensure teachers and leaders make positive parent contact. For example, teachers in Topeka deliver difficult-to-access school resources to students' homes, and staff members make home visits for lengthy student absences. Educators across the district, including me, are in a yearlong mental-health training for the neurosequential model in education, or NME. ... *(Read more in EdWeek..)*

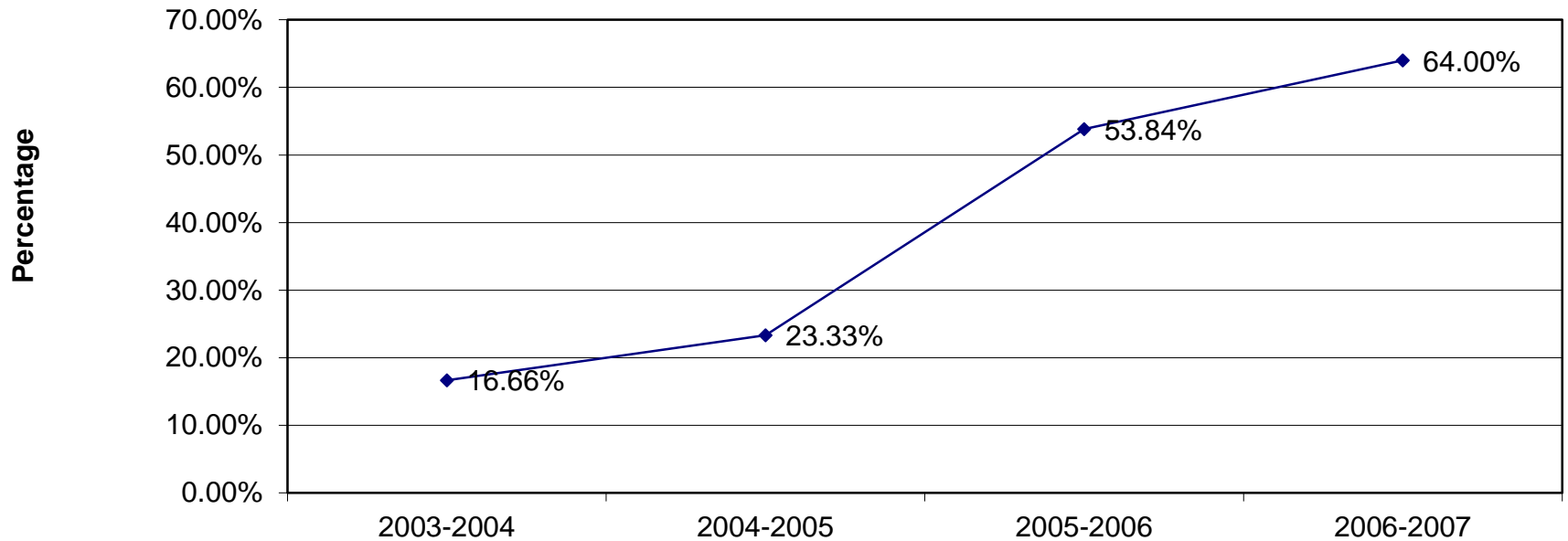


Provide Immediate Simple Data Access

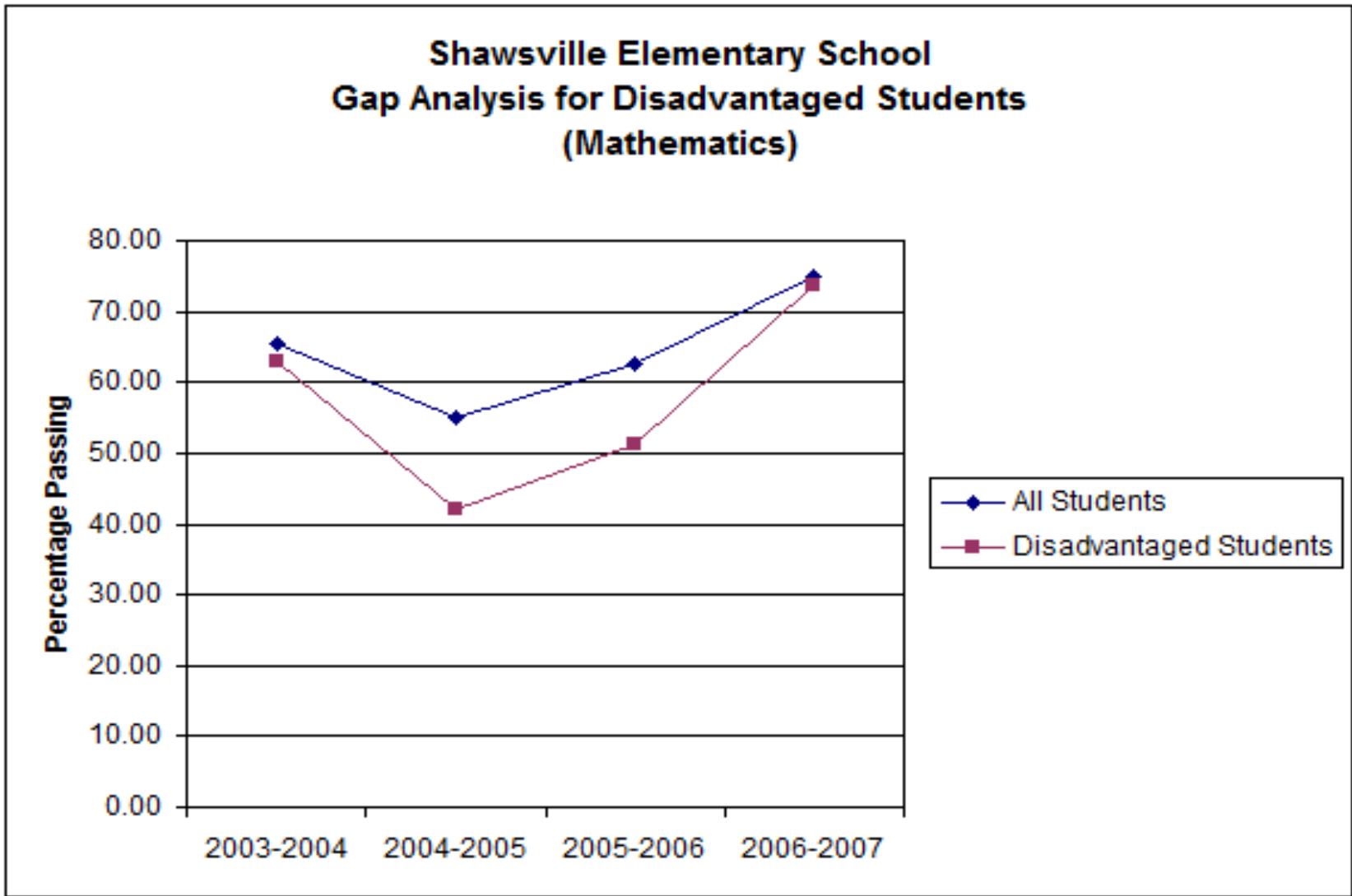
School	ID	Student	Days to 90% & Days Remaining	Days Absent	Daily Absent %	Total Absent %	Percent Present	Marks / Minutes	Tardies	Lates	Attendance Target	Grade
Pulse HS	2521576441	Abraham Adrian	17 21	17.0	11.16%	11.16%	88.84%	25d: 2370m	10		On Track	09
Pulse HS	9791616531	Abraham Connor	69 21	11.0	18.84%	18.84%	81.16%	34d: 3121m	36		Approaching	10
Pulse HS	2619254213	Abraham Kylie		13.0	8.55%	8.55%	91.45%	40d: 1880m	10		On Target	09
Pulse HS	2503879667	Abraham Liam		2.0	1.18%	1.18%	98.82%	5d: 392m	1		On Target	09
Pulse HS	1968494103	Abraham Nicholas		14.0	9.86%	9.86%	90.14%	49d: 4595m	34		On Target	09
Pulse HS	1390313638	Abraham Sean		5.0	8.96%	8.96%	91.04%	3d: 275m	3		On Target	11
Pulse HS	5407567938	Allan Donna		4.0	7.24%	7.24%	92.76%	9d: 707m	36	1	On Target	10
Pulse HS	3158001101	Allan Nicholas		5.0	3.32%	3.32%	96.68%	1d: 20m	52		On Target	10
Pulse HS	4875942672	Alsop Chloe		1.5	1.03%	1.03%	98.97%	5d: 404m	33		On Target	12
Pulse HS	8185631816	Alsop Dylan		0.0	0.00%	0.00%	100.00%		9		On Target	10
Pulse HS	8584872647	Alsop Hannah	70 21	22.0	14.85%	14.85%	85.15%	56d: 5072m	81	2	On Track	10
Pulse HS	3864897343	Alsop Joanne		5.0	3.57%	3.57%	96.43%	11d: 1030m	11		On Target	09
Pulse HS	1957030933	Alsop Leonard		1.0	1.76%	1.76%	98.24%	5d: 423m	29	1	On Target	10
Pulse HS	7204225058	Alsop Sean	125 21	13.0	20.99%	20.99%	79.01%	38d: 3257m		4	Floor	12
Pulse HS	9754366349	Arnold Christian	See Help	24.0	21.48%	21.48%	78.52%	49d: 4370m	37	1	Floor	10
Pulse HS	2720383562	Arnold Claire		0.0	0.00%	0.00%	100.00%		11		On Target	10
Pulse HS	7682506822	Arnold Gabrielle		1.0	4.24%	4.24%	95.76%	4d: 326m	46	3	On Target	12
Pulse HS	7902812269	Arnold Richard		11.0	7.06%	7.06%	92.94%	3d: 280m	16		On Target	09

Montgomery County Blacksburg Middle School Closes Achievement Gaps for African American Students

Blacksburg Middle School
African American Longitudinal Data
(English)

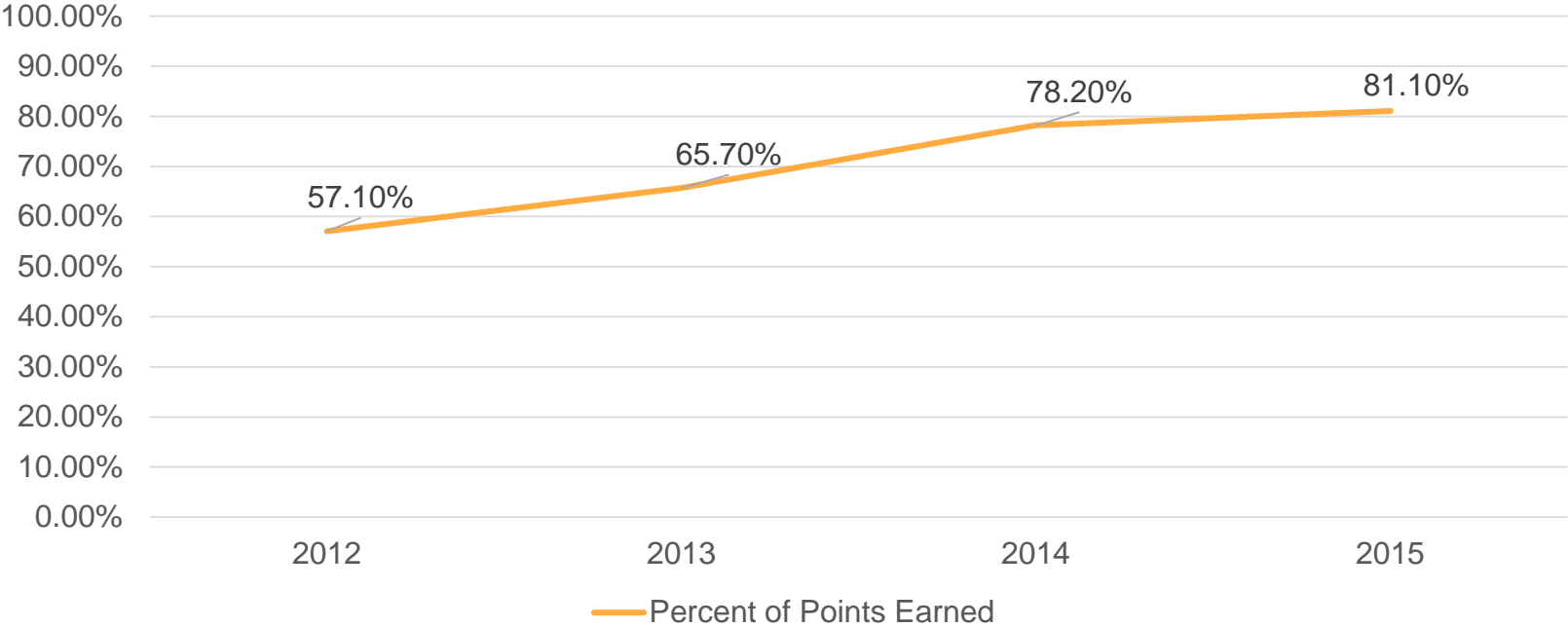


Improvements in High Poverty Schools Can Occur Montgomery County: English Achievement Gap Analysis



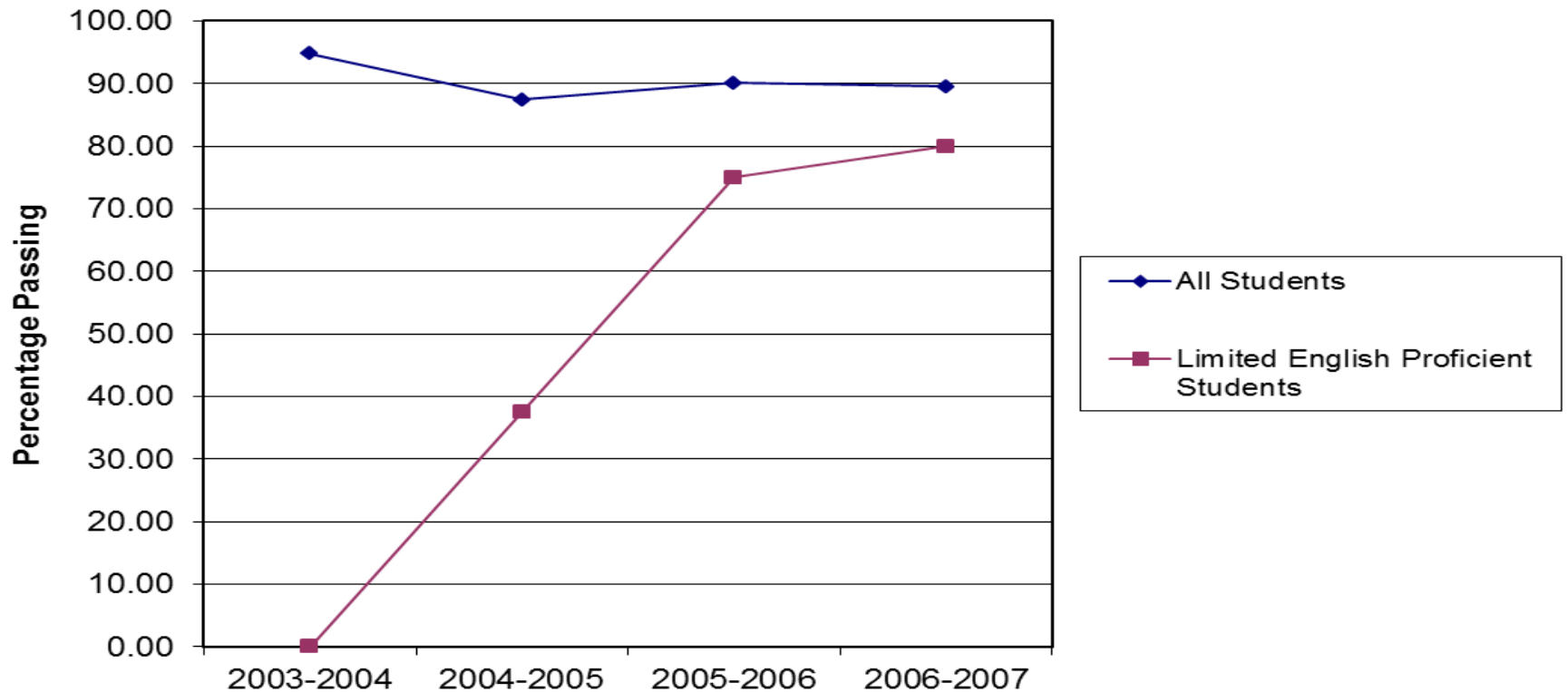
100% Free Lunch :Jennings School District: Full Accreditation Standards Met

(Previously lost over a decade ago prior to 2014 and regained in 2014)



Montgomery County: ELL Reading Gap Analysis Data

**Blacksburg High School
Gap Analysis for Limited English Proficient Students
(Reading)**



EDUCATION / Administration / General

Practical, Proven Leadership Strategies to Achieve School Reform

"It's easier to build strong children than to repair broken men." These powerful words from Frederick Douglas are at the heart of Dr. Tiffany Anderson's pragmatic, practical, compassionate mission to reform our educational system. In *Transforming Schools for Excellence*, Dr. Anderson gives aspiring and current leaders tools and strategies to eliminate the achievement gap and improve both schools and the communities they serve. Dr. Anderson includes personal stories, , and researched best practices – but more importantly, these are strategies she has proven repeatedly, making her a recognized and award-winning leader in education reform. No matter how long you have been in the field of education, this book will inspire you to challenge the status quo, and empower you to take action to improve your school, with Dr. Anderson's insights providing a blueprint for improvement.



Dr. Tiffany Anderson has served as a public school administrator for 14 years in traditional and public schools. After leading several school districts in eliminating achievement gaps, Dr. Anderson was awarded the 2012 Association for Schools Curriculum and Development (ASCD) Honoree Outstanding Young Leaders award. She is a national presenter on accountability in schools, eliminating the achievement gap, transforming schools, implementing the common core standards in the curriculum, recruiting talent for school districts, and a variety of other topics. Dr. Anderson also serves as an adjunct professor at various universities in Kansas and Missouri.

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TRANSFORMING SCHOOLS FOR EXCELLENCE: CLOSING THE ACHIEVEMENT GAP

DR. TIFFANY ANDERSON

Dr. Tiffany Anderson

Transforming Schools for Excellence: Closing the Achievement Gap

Increasing Accountability
in Charter
and Traditional
Public Schools



V1.0

6" x 9"

Dr. Anderson's 2012 Book: Transforming Schools for Excellence can be purchased through Amazon, Barnes and Noble or through Outskirts Press. Dr. Anderson can be contacted for consulting by contacting ASCD or through her email at tcanderson814@gmail.com.



Ron Edmonds once said, “We can, whenever we choose, teach all children whose schooling is of importance to us. We already know all we need to. Whether or not it occurs depends on how you feel about the fact it has not happened so far.”



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“Usefulness of the transcendental meditation program in the treatment of patients with coronary artery disease.” Zamarra et al, Am J Card 1996 Apr 15;77(10):867-70

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