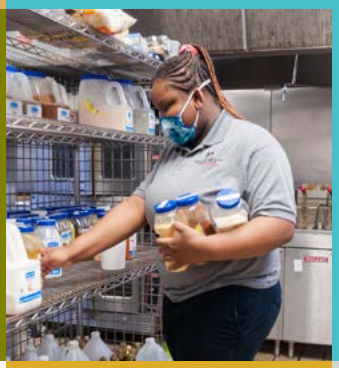
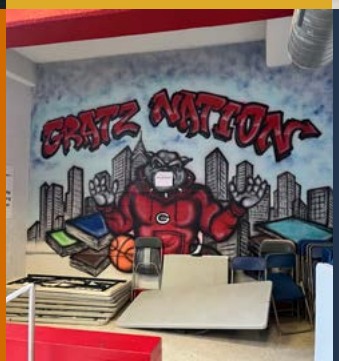






Marshall Street

Anchoring Emotions

A COLLECTION OF RESEARCH-TO-IMPACT PRACTICES DEVELOPED WITH THE NETWORKED IMPROVEMENT COMMUNITY FOR STUDENTS WITH DISABILITIES

Table of Contents

Preface.....iii

Acknowledgments iv

Collection Overview.....1.0

CHAPTER 1

Building Student Leaders: Peer-to-Peer Mentorship for Secondary Students.....2.0

CHAPTER 2

Providing Timely Behavioral Feedback Across Classrooms.....3.0

CASE STUDY

Maximizing Student Progress through Data-Informed Systems.....4.0

CASE STUDY

Refining Program Implementation via Quarterly Collaborative Evaluation at Mastery Schools.....5.0

Conclusion.....6.0

Preface

In *Anchoring Emotions: One school's skill-based practices for supporting students with emotional-based disabilities*, we share a set of best practices for improving learning outcomes in secondary students — particularly Black and Latinx students with disabilities experiencing poverty — through an emotional support program for students in special education with emotional or behavioral disabilities or other health impairments integrated within neighborhood schools. The Networked Improvement Community for Students with Disabilities (NIC), a group of 10 public charter school networks serving more than 75,000 students nationwide, identified the best practices through their work between 2019 and 2023.

Led by **Marshall Street** at Summit Public Schools, in partnership with technical assistance providers NIRN, RTI International, SRI International, and SWIFT Education Center, the purpose of the three-year NIC was to systematically improve the way our education system serves Black and Latinx students with disabilities experiencing poverty and share these solutions with school systems everywhere. This report is funded by the Bill & Melinda Gates Foundation. The findings and conclusions contained within are those of the authors and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation.

The NIC used continuous improvement to translate existing research for improving learning outcomes into best practices and to iterate the practices to ensure they worked in a variety of school contexts.

In ***Anchoring Emotions: One school's skill-based practices for supporting students with emotional-based disabilities,*** we share the results of this vital work:

- Two **best practices** that Mastery Schools used as part of their supplemental behavioral support model while in the NIC to successfully improve outcomes for students who need emotional support. Each best practice includes:
  - Case studies highlighting how Mastery's Simon Gratz High School implemented the practices while in the NIC
  - Step-by-step implementation guidance
  - Key prerequisites and accelerants for successful implementation in any context
- Two **case studies** that explain how Mastery Schools uses data to make decisions for each level of their network: central office, schools, Anchor programs, and students.

We share these best practices so that any school in the country can leverage the learning from the NIC to accelerate dramatic gains in learning outcomes for their students with disabilities. We hope that administrators and educators across the country can use the stories within this guide to build their school cultures of continuous improvement as well.

Acknowledgments

About Marshall Street

Marshall Street is a division of Summit Public Schools based in Redwood City, California. Marshall draws from more than 15 years of institutional knowledge and extensive experience in school improvement. Through our programs, we increase the capacity of our school partners to carry their work forward in the ways most meaningful to their communities.

Continuous Improvement is a set of principles and practices to help educators "get better at getting better." Marshall's Continuous Improvement team uses these tools to tackle intricate, systems-level problems in K–12 education. From 2019 to 2023, Marshall led a multi-year Networked Improvement Community (NIC) to make dramatic gains in the learning experiences, environments, and outcomes for Black and Latinx students with disabilities experiencing poverty.

About the Anchor Emotional Support Program at Mastery Schools

The Anchor program at Mastery Schools — a comprehensive therapeutic support program for students receiving supplemental emotional support — is a unique, one-of-a-kind program that was developed to disrupt national and local outcome disparities related to students with emotional disabilities. By joining the NIC, the Anchor team set out to explore how they could create school-wide programmatic supports to significantly increase student attendance rates and decrease suspension rates for students with emotional and behavioral disabilities, ensuring this group of students had equitable access to their education. This project engaged a diverse array of leaders, educators, and practitioners at Mastery Schools and Simon Gratz High School who were instrumental to its success.

Anchor Project Leadership

Elizabeth Farruggia, Deputy Chief of Specialized Services

Ann McKetta, Director of Specialized Services

Anchor Practitioners

Festus Aigbokhai, Evangeline Berube, Elizabeth Farruggia, Tom Hausch, Veronica Koff, Angela McBride, Ann McKetta, Leon Michael, Virnetta Newman

Contributors to this Collection

This collection was collaboratively developed by educators at Mastery Schools, members of the Marshall improvement team, NIC technical assistance providers, and collaborating content experts.

Lead Author

Sivan Tuchman, Datability Education Consulting

Authors & Contributing Editors

Evangeline Berube, Mastery Schools

Mira Browne, Marshall Street

Sam Eiseman, Blue Engine

Elizabeth Farruggia, Mastery Schools

Veronica Koff, Mastery Schools

Stephanie Lassalle, Marshall Street

Ann McKetta, Mastery Schools

Virnetta Newman, Mastery Schools

Megan Ohllsen, AntiAblest Ed

Kelley Prosser, Solas Partners LLC

Amy Sandoz, Amy Sandoz LLC

Giovanna Santimauro, Marshall Street

The Networked Improvement Community

NIC PARTICIPANTS

Redwood City, CA
- Summit Public Schools

Oakland, CA
- KIPP Northern California

Los Angeles, CA
- Ednovate
- Green Dot Public Schools
- STEM Preparatory Schools

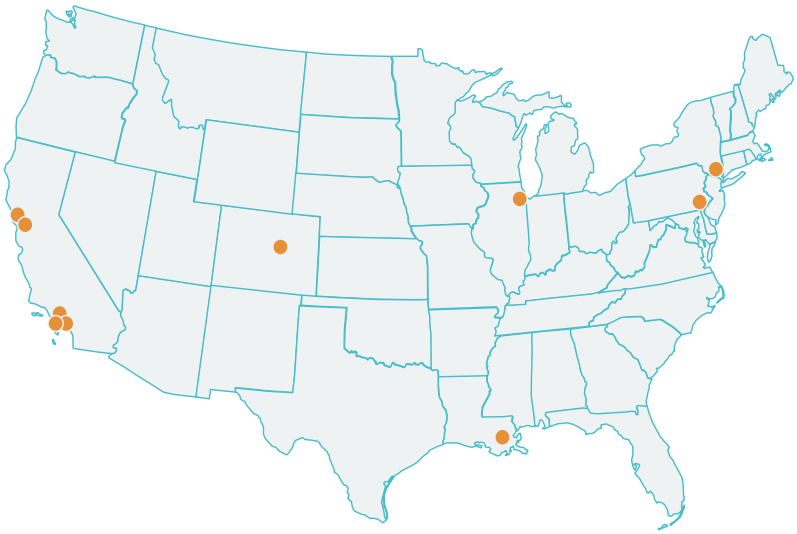
Denver, CO
- STRIVE Prep

Chicago, IL
- Noble Schools

New Orleans, LA
- Collegiate Academies

Philadelphia, PA
- Mastery Schools

New York City, NY
- Uncommon Schoolps



MARSHALL IMPROVEMENT TEAM

Nykeisha Bryer, Improvement Advisor

Timothy Burke, Improvement Advisor

Adam Carter, Executive Director (2018–2023)

Marco Castenada, Improvement Advisor

Paula Espinoza-Wells, Improvement Advisor

Stephanie Lassalle, Director of Improvement Programs

Kyle Moyer, Director of Continuous Improvement

Greg Ponikvar, Executive Director (2023–Present)

Mark Rizkallah, Improvement Advisor

Giovanna Santimauro, Improvement Advisor

CONTENT EXPERTS

Meg Lembo, Blue Engine

Genevieve Thomas, Catalyst:Ed and Spark Educational Consulting

Tova Davis, Amy McCart, and Laura Miltenberger, SWIFT Education Center

TECHNICAL ASSISTANCE PROVIDERS

National Implementation Research Network (NIRN): Caryn Ward, Ximena Franco-Jenkins, Taunya Nesin

RTI International: Jay Feldman, Jon Boyette, Ben Dalton, Elizabeth Hensley, Jennifer Laird

SRI International: Jared Boyce, Deepa Patel, Debbie Shaver, Daniela Torre-Gibney, Katie Woodworth

SWIFT Education Center: Amy McCart, Melinda Mitchner, Andre Mitchell

Datability Education: Sivan Tuchman

AntiAbleist Ed: Megan Ohlssen

COLLABORATORS

Marshall Street: Megha Kansra, Yumi Lifer, Heather Piccotto, Ginger Wu, Daria Zhao

RTI: Rebecca McMillan

SRI: Ryan Grimm, Terry Scott

SWIFT Education Center: Dennis Carpenter, Angie Caster, Michelle Dunn, Cokethea Hill, Amy Jablonski, Andrea Mayfield, Dawn Miller, Karmen Mills, Hollie Pettersson

Purposeful Impact: Sarah Chandler

Blue Engine: Jessi Brunken, Megan Carey, Tiffany Galloway, Meg Hutchinson

Catalyst:Ed: Rachel Klein

Mathematica: Virginia Knechtel, Alex Resch

Adam Black LLC: Adam Black

Dot Grid Creative: Allison Wachtel

This work was made possible through funding from the Bill & Melinda Gates Foundation. Views expressed here do not necessarily reflect positions or policies of the foundation.