

TURNAROUND EXTENDS ITS REACH TO SCHOOLS IN D.C. AND NEW JERSEY

Building on successful partnerships with over 55 New York City public schools, Turnaround launched its first program in the nation's capital and Orange, New Jersey this year. Turnaround is partnering with three public charter schools at the forefront of education reform in Washington, D.C.—Friendship Tech Prep, Arts and Technology Academy, and the Parkside Campus of Cesar Chavez Charter School. Turnaround's Orange, New Jersey launch represents its first partnership with an entire school district.

"WE HEAR OVER AND OVER AGAIN FROM OUR PRINCIPALS, 'THIS IS JUST WHAT WE'VE ALWAYS NEEDED, AND NO ONE HAS BEEN ABLE TO BRING IT TO US BEFORE!'"

-Greg Greicius, Turnaround's Senior Vice President for Educational Initiatives

TURNAROUND PRESENTS SCREENING OF HIGHLY-ANTICIPATED DOCUMENTARY

Publicist Peggy Siegal worked with Turnaround to put together an advance screening of Davis Guggenheim's award-winning documentary about education in America, *Waiting for 'Superman.'* The film, which won the Audience Award for Best U.S. Documentary at the Sundance Film Festival, will be in wide release this fall. In *Waiting for 'Superman,'* Guggenheim, who won an Oscar for his direction of *An Inconvenient Truth*, investigates why America's public schools fall short in educating millions of children by following a handful of students in the public school system. The film explores how new approaches by education reformers promise to transform this system. Turnaround was happy to share with viewers how its model represents one of these proven and innovative approaches.

FOUNDER AND CEO PAMELA CANTOR ONE OF FIVE PRESENTERS AT ASPEN INSTITUTE

"WE BELIEVE THE PRESENTATION CAPTURES WHO WE ARE, THE CRITICAL AND UNIQUE IMPORTANCE OF OUR PLACE IN EDUCATION REFORM AND, PERHAPS MOST IMPORTANTLY, OUR DEEP UNDERSTANDING OF WHAT EVERY HIGH-POVERTY SCHOOL SHOULD BE."

-Dr. Cantor

The Aspen Institute selected Pamela Cantor, MD, Turnaround Founder, President, and CEO as one of five national presenters at its annual Congressional Education Program held last month in Whistler, British Columbia. A total of 50 experts and scholars in the field of education reform as well as Members of Congress from across the country attended this year's meeting. The Institute assigned Dr. Cantor the topic "Innovative Designs for High Poverty Failing Schools: Implications for Policy" in recognition of the proven effectiveness of the Turnaround model in high-poverty schools.

TURNAROUND HOSTS INAUGURAL BENEFIT

Turnaround's Inaugural Benefit this past April achieved remarkable success. More than 450 friends of Turnaround filled the Grand Ballroom at the Plaza Hotel, and the event brought in over \$1.1 million to support Turnaround's partnerships with public schools. Chelsea Rafferty, Rosie Lynn Marasigan, and Clinton Ortiz, students from Turnaround schools, presented Turnaround Impact Awards to Chancellor Merryl H. Tisch, Chancellor Joel I. Klein, and journalist Perri Peltz, the evening's three honorees. Surprise guest Mayor Michael Bloomberg affirmed the need to improve public school education: "It's not the kids that are failing in our schools," Bloomberg stated, "it's the schools that are failing our kids." Other highlights of the night included director Alexandra Shiva's film profiling Turnaround, a live auction, and a performance from Tony Award-winning singer, Kelli O'Hara.



Clinton Ortiz, Rosie Lynn Marasigan and Chelsea Rafferty at the Benefit.



SAVE THE DATE
TURNAROUND'S
SECOND ANNUAL
BENEFIT WILL BE
HELD THURSDAY,
APRIL 28, 2011
AT THE
PLAZA HOTEL.

TURNAROUND HEADLINES

> **THE NEW YORK TIMES** profiled one of Turnaround's partner schools, M.S. 391 in the Bronx, and its principal Pedro Santana, in a feature titled "The Principal's Office." The article described the positive changes in the school under Santana's leadership, including the school earning an "A" on its 2008-2009 yearly report card. The Times called Turnaround "crucial to the school's transformation."

> **Beth Fertig, education columnist for WNYC**, interviewed Turnaround's Chief Operating Officer, Lawson Shadburn, in "Eleven Troubled NYC Schools to be 'Transformed,'" an article about several persistently low-performing city schools selected to receive intensive interventions this school year. Mr. Shadburn praised the program: "Ultimately it's a great thing if you can help the people already in the schools to succeed instead of having to close the school down and go through all the disruption of what that means for staff and the students," he said. "Sometimes you can't find out who's a bad teacher or a good teacher until you turn a school around and then teachers who before were not succeeding can become very, very successful."

Q&A WITH MELANIE MULLAN, TURNAROUND'S NEW VP FOR FIELD OPERATIONS

What brings you to Turnaround?

The mission, the method, the people! Turnaround's approach struck me as the critical element missing from the national discourse on closing the achievement gap. The education reform movement has placed such a huge emphasis on high standards for *all* children, regardless of socio-economic status, which is a good thing. Turnaround goes one important step further, recognizing that many children lack the most basic social and emotional supports they need before they can unlock their intellectual potential. Fundamentally, I'm an operations person so, if Turnaround's thinking were merely academic theory, I wouldn't be here. What's terribly exciting is the chance to work with unbelievably bright and skilled people to broaden the discourse of education reform, and to have such real and measurable impact on the lives of our neediest children, in a real and replicable way.



What are some of the highlights from this past school year?

I had a chance to visit a number of our school sites as part of my onboarding process, and something significant stayed with me as a result of that tour: I have a two-year-old daughter, and I can say with conviction that I would send her to a Turnaround partner school.

What are some of your goals for this school year?

We have some very exciting goals for this year, many of which fall under the header "capacity building." A foremost priority is to clarify and strengthen our school intervention model. The goal is to ensure that our practices—from the systems and skills we instill in the schools to the linkages we build between the schools and the community-based service providers—can be shared and scaled efficiently, and have the lasting impact we expect. Central to the work is improving our organizational capacity to collect, analyze, and leverage the right data in a timely way to drive program improvements and results. Our Research & Metrics Department is partnering with field staff on all these fronts.

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