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To date, all school improvement policy discussions have marginalized the essential need to focus on transforming how schools address barriers to learning and teaching and re-engaging disconnected students. As discussion of ESEA proceeds, it is imperative to focus on the need to fundamentally move school improvement policy from a two- to a three-component framework. (The current emphasis is mainly on instructional and management concerns; the third component that needs to be developed is a unified, comprehensive, and equitable system to enable schools to address the full range of factors interfering with student performance and achievement.)

The enclosed information about the 2015 National Initiative for Transforming Student and Learning Supports clarifies the need. The initiative also points to trailblazing work underway across the country (e.g., the state education agency in Alabama has adopted a three component approach to school improvement and is well underway in guiding 40 of its districts in developing a unified and comprehensive system of learning supports).

We would be pleased to elaborate on this. Feel free to contact us at adelman@psych.ucla.edu or Ltaylor@ucla.edu.

Sincerely,

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