

To: District and State Collaborative Network for Developing Comprehensive Systems for Learning Support

From: Howard Adelman & Linda Taylor

10/21/11

Re: Impact data relevant to a comprehensive system of learning supports

Network participant Mike Hickman has underscored the need for the collaborative network to focus on “empirical data related to the impacts (cognitive, social/emotional, physical/mental health, economic) of a comprehensive system of learning supports on the children being served.”

As he states: “From our board of directors and agency leaders, though the staff members at our Student Support Center, we firmly believe the work is an ethical and moral imperative. After all, our mission statement is: ‘The purpose of Educational Service District 113 is to ensure excellent and equitable education for all students through service and collaboration.’

Skeptics in schools, communities, and state/federal legislatures, however, demand data. We seem to have mountains of data regarding the negative impacts of adverse childhood experiences, poverty, chronic health conditions, ... the list is nearly endless.

We should be able to point out compelling evidence of the effectiveness of a comprehensive system of learning support in mitigating these barriers to learning and improving a wide array of outcomes for children. We look forward to collaborating with others who have already accumulated such evidence, and to contributing the data we collect as we support children, families, schools, and communities in our region.”

Clearly, this will be a constant focus for the collaborative network.

Over the years, the Center has made the case for legislatures, school boards, superintendents and their cabinets, and other stakeholders using multiple types of data that are discussed in a set of brief documents (see below). We will be updating these in the coming months.

>Why Address What's Missing in School Improvement Planning?

<http://smhp.psych.ucla.edu/summit2002/Q&ASchoolImprove.pdf>

>What will it Cost? - No New Dollars!

<http://smhp.psych.ucla.edu/summit2002/whatwillitcost.pdf>

>What's the Research-base for Moving Toward a Comprehensive System of Learning Supports?

<http://smhp.psych.ucla.edu/summit2002/WhatstheEvidenceBase.pdf>

>Data Related to Iowa's Work on Developing a Comprehensive System of Learning Supports

<http://smhp.psych.ucla.edu/summit2002/iaaireval.pdf>

>Data Related to the Need for New Directions for School Improvement

<http://smhp.psych.ucla.edu/summit2002/data.pdf>

>Data on the Plateau or Leveling Off Effect of Achievement Test Scores

<http://smhp.psych.ucla.edu/summit2002/plateau.pdf>

Also note:

>A statewide example comes from California where data indicate a significant relationship across secondary schools between the state's *Academic Performance Index* (API) scores and

three-quarters of the survey indicators on the *Healthy Kids Survey* – http://www.wested.org/cs/we/view/rs_press/22

>And Gainesville Superintendent Merrienne Dyer recently reported: “We are seeing the results of the three year work toward implementing the CSLS [Comprehensive System of Learning Supports]. Our graduation rate has moved from 73.3 three years ago to 87.2 this year. We had more students score in the Exceeding Expectations on state testing than we ever had – at every school. Our disciplinary tribunals decreased by 27%. This progress took place despite rising poverty rates and the economic challenges that all school districts are facing now.”

Finally, we continue to stress the need for an expanded accountability framework to ensure that essential data are gathered and reported. (see newsletter article *Expanding the Framework for School Accountability* – <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/spring00.pdf> and the policy brief *About Short-term Outcome Indicators for School Use and the Need for an Expanded Policy Framework* – <http://smhp.psych.ucla.edu/pdfdocs/outind.pdf>).

If you have relevant data or other thoughts about all this, please let us hear from you, so we can share more with the collaborative network and others.

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Note: We have created a section on our website for the collaborative network. See: <http://smhp.psych.ucla.edu/network/network.html>

There you will find the information we sent previously and a daily updating of participants. Today we will add the above information. And we will build this resource based on network activity.

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