

Students & Schools: Moving Forward*

February, 2019 (Vol. 23 #5) – 33 Years & Counting

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Quick Links to Resources from Across the Country

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Comments, requests, information, questions from the field

and more

****Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? about equity of opportunity? about whole child development? about school climate? All that and more is our focus.***



We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact: Ltaylor@ucla.edu



For more on resources from our national Center, see

<http://smhp.psych.ucla.edu>



Quick Links to Resources from Across the Country

A few relevant special reports and journal publications

- > *Learning with others: A study exploring the relationship between collaboration, personalization, and equity*
https://hechingerreport.org/wp-content/uploads/2018/09/Learning-with-Others_Executive-Summary_-August-9-2018_Updated.pdf
- > *Migration, displacement, and education: Building bridges not walls* <https://en.unesco.org/gem-report/report/2019/migration>
- > *Burned out to drop out: Exploring the relationship between school burnout and school dropout*
<https://link.springer.com/article/10.1007%2Fs10212-012-0126-5>
- > *The status of school discipline in state policy*
<https://www.ecs.org/the-status-of-school-discipline-in-state-policy/>
- > Pathways to parental engagement: contributions of parents, teachers, and schools in cultural context (2018). K. Rattenborg, D. MacPhee, A. Walker, et al. *Early Education and Development* <https://www.tandfonline.com/doi/full/10.1080/10409289.2018.1526577>
- > Promoting positive youth development through teenagers-as-teachers programs (2019). S. Worker, A. Iaccopucci, M. Bird, & M. Horowitz. *Journal of Adolescent Research*, 34, 30–54
<https://journals.sagepub.com/doi/pdf/10.1177/0743558418764089>
- > Adolescents' daily worries and risky behaviors: The buffering role of support seeking (2018) R. Arbel, L. Perrone & G. Margolin. *Journal of Clinical Child & Adolescent Psychology*, 47, 900-911. <https://www.tandfonline.com/doi/full/10.1080/15374416.2016.1169536>

>For more resources, see our website

<http://smhp.psych.ucla.edu>

>For info on upcoming conferences, initiatives, workshops

<http://smhp.psych.ucla.edu/upconf.htm>

>For info on webinars

<http://smhp.psych.ucla.edu/webcast.htm>

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*I haven't got the slightest idea how to change people,
but still I keep a long list of prospective candidates
just in case I should ever figure it out. – David Sedaris*

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A special focus on

Increasing Graduation Rates

Most late high school dropouts (83%) listed a school-related (versus a family or employment related) reason for leaving. These reasons included missing too many school days, thinking it would be easier to get a GED, getting poor grades, and not liking school.

National Center for Education Statistics, Late High Schools Dropouts

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009307>

Reacting to help students who are at risk. At this critical juncture in the school year, time is running out for catching students up. Teachers and student/learning support staff need to intensify efforts to help students who need special assistance (e.g., homework help, tutoring, social-emotional support) to catch-up on missing work and generally turn things around.

A greater emphasis is called for with respect to personalized interactions and shared problem solving. This usually requires an immediate in-depth conference with the student and family and then a series of follow-ups focused on (re)engaging students in classroom instruction.

In essence, the content focus is on clarifying specifics related to problems and formulating flexible steps to solve them; the process focus is on establishing and continuously enhancing a positive working relationship and monitoring the intervention steps closely to make immediate changes as necessary to insure success. Special attention is given to addressing any underlying factors interfering with school learning and performance.

For more in-depth discussion, see

>Addressing Barriers to Learning: In the Classroom and Schoolwide

http://smhp.psych.ucla.edu/improving_school_improvement.html

For more resources, see the Center's Online Clearinghouse Quick Finds on:

>Dropout Prevention – <http://smhp.psych.ucla.edu/qf/dropout.html>

>Barriers to Learning – <http://smhp.psych.ucla.edu/qf/barriers.htm>

>Accommodations – <http://smhp.psych.ucla.edu/qf/idea.htm>

Developing a proactive prevention agenda. The trend has been to wait for students to get into trouble and then react. Here are some proactive steps:

- *Focus on classroom and schoolwide approaches that address barriers to learning and teaching.*

>Enhance engaged, personalized learning and

>Provide students with the learning supports they need to succeed.

For prevention to be effective, schools must engage all students in learning. Doing this involves practices based on understanding intrinsic motivation and that use

classroom assessments (e.g., response to intervention) that inform personalized intervention and special assistance that is provided as soon as a problem arises. Special attention must be given to re-engaging those who appear to be disengaging from classroom learning.

- *With respect to professional development, focus on teachers and student/learning support staff.* Ensure teachers have the knowledge and skills to ensure a wider range of students meet standards. Ensure that support staff know how to team with teachers in the classroom to rethink engagement, personalized intervention, and special assistance.
- *Provide out-of-school opportunities.* Efforts using out-of-school opportunities to retain middle and high school students begin early. They include tutoring, mentoring, service learning, career advising, and more. When older students work with younger ones, both can improve their literacy skills. And service learning integrates community service into the academic curriculum.
Investigators have found that when rigorous study in academic disciplines is linked to serious work on real needs, students' motivation to learn increases. When teachers are rigorous about partnering with young people to design and carry out service-learning projects that are tied to curricular objectives and standards, there are academic, intellectual, civic, ethical, social, and personal benefits.
- *Offer multiple pathways.* Students need alternative career and vocational pathways that reflect high standards. The concept of multiple pathways focuses on ensuring choice among a variety of high school programs that prepare all students for both college and careers. The emphasis is on providing both academic and career foundations for advanced learning, training, and effective and responsible participation in society. Available choices reflect student interests and community strengths and opportunities. They include programs that provide real world training in areas where graduates can apply for living-wage jobs.
- *Introduce non-traditional approaches.* Educational alternative programs provide a nontraditional approach to curriculum by utilizing alternative teaching strategies. Programs focus upon the needs and interests of students by offering positive school experiences, which are geared for achievement, enhancement of positive self-concept, motivation, reduction of truancy, and reduction of disruptive behavior.

For more details, see *Improving School Improvement*

http://smhp.psych.ucla.edu/improving_school_improvement.html

**Two General Topics discussed in
January's School Practitioner Community of Practice**

<http://smhp.psych.ucla.edu/practitioner.htm>

>The popularization of mental illness

>Following Martin Luther King Day: Launch a Semester of Service

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... educational testing can be a cruel gate-keeper, benefitting those students whose background allowed them to gain high levels of academically-relevant knowledge early-on in their development, while stifling the learning potential of those students who, for a whole variety of reasons including emotional trauma, cognitive differences, or poverty, have fallen behind.

Denis Dumas & Daniel McNeish

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About Transforming Student and Learning Supports in 2019



2019 – Over the previous years, our analyses of prevailing school improvement legislation, planning, and literature have delineated fundamental deficiencies, especially with respect to enhancing equity of opportunity and closing the achievement gap.

As ESSA is implemented, there are opportunities to move forward in making essential changes.

With this in mind, a major facet of our work in 2019 is to focus school improvement policy and planning on:

- (1) moving school improvement from a two- to a three-component policy and practice framework (That is, expanding from a primary focus on instruction and management/government concerns to fully integrate a third primary component directly concerned with improving how schools address barriers to learning and teaching.)
- (2) integrating a deep understanding of motivation – especially intrinsic motivation and personalized teaching
- (3) reframing of remediation and special education emphasizing personalized special assistance that is applied in and out of classrooms and practiced in a sequential and hierarchical manner.
- (4) transforming student and learning supports into a unified, comprehensive, and equitable system designed to address barriers to learning and teaching and re-engage disconnected students and families.
- (5) reworking the leadership structure for whole school improvement
- (6) enhancing school-community collaboration by establishing a collaborative operational infrastructure that enables weaving together resources to address shared concerns
- (7) expanding the framework for school accountability
- (8) providing guidance for substantive, scalable, and sustainable systemic changes

For more, see

Improving School Improvement

http://smhp.psych.ucla.edu/improving_school_improvement.html

Addressing Barriers to Learning: In the Classroom and Schoolwide

http://smhp.psych.ucla.edu/improving_school_improvement.html

*Information is online about the

National Initiative for Transforming Student and Learning Supports

<http://smhp.psych.ucla.edu/newinitiative.html>

Over the first few months in 2019, our Center is contacting legislators in every state about reframing school improvement policy to move from a two to a three component framework.

Let Us Know about:

(1) Any presentations made on this topic

(2) What you see happening to transform student and learning supports

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student supports, *we can help*. Send all info to ltaylor@ucla.edu

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I could have ended up in state prison. Instead I ended up as state superintendent of public instruction. That is why it is so important to break the school to prison pipeline.

Tony Thurmond, CA state superintendent of public instruction

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>Calls for grant proposals & presentations
<http://smhp.psych.ucla.edu/upcall.htm>

> job and training opportunities
<http://smhp.psych.ucla.edu/job.htm>

News from around the country related to addressing barriers

More than a quarter of schools could be flagged as in need of improvement under ESSA. States are beginning to release their lists of schools that need extra help and there's a particular group of schools that experts are watching closely: *Additional Targeted Schools*. It could end up describing anywhere from 30 to 70 percent of schools. <http://blogs.edweek.org/edweek/campaign-k-12/2018/12/essa-schools-improvement-target-additional-subgroups.html>

Miscounting poor students. The number of poor students enrolled in a particular school or living in a certain school district is one of the most important education data points that exists, and the stakes are high for getting the count right. The figures are used to direct billions of dollars in federal and state aid, and they're a pillar of K-12 accountability systems that ensure disadvantaged students are keeping up with their wealthier peers. But the method that's traditionally used to track them – how many students qualify for free and reduced-priced lunch – is no longer a reliable proxy for poverty as eligibility for the school lunch program has expanded in recent years. In 2010, Congress adopted two important policy changes aimed at expanding eligibility, which in turn muddied the count. First, it expanded what's known as "direct certification," which assumes students qualify for free and reduced-price lunch if they already receive other types of government support, like participation in the Supplemental Nutritional Assistance Program, commonly known as food stamps. Second, and most importantly, Congress expanded what's known as the "community eligibility provision," which allows schools to provide free lunch to all students, including to those who otherwise wouldn't qualify, if 40 percent or more of enrolled students are eligible. Approximately 1 in every 5 schools eligible to offer free lunches to all of their students under the provision does so, research shows. And the result is startling: The share of students receiving a subsidized lunch increased from less than 35 percent in 1990 to more than 50 percent today, even though the share of children who grow up in low-income families has not changed over the same time period.

<https://www.usnews.com/news/education-news/articles/2019-01-07/why-its-getting-harder-to-count-poor-children-in-the-nations-schools>

School district has a plan to keep teachers around. Leaders of the Fairfield County School District (SC) agreed to give all full-time employees a bonus in December, if they stick around or come work for the district in August. The district's decision to give bonuses will put \$5,000 in the pockets of full-time teachers, guidance counselors and other certified employees. Other staff members (bus drivers, cafeteria workers, clerical and janitorial staff) will receive a \$3,000 bonus. South Carolina struggles with too few college students entering teaching, loses too many new teachers and faces an increasing number of retiring baby-boomer teachers.

<https://www.thestate.com/news/local/education/article224673070.html>

Growing up through the cracks. The U.S. child poverty rate is 20 percent, and Allegheny County's is 17 percent. But there are seven Allegheny County municipalities in which half of the kids live in poverty. They've got more than their fair share of kids and human needs. They're short on stable, educated residents and starved for the funds needed to keep kids safe and healthy. Neighboring counties have very different communities with the same root problem: A majority of those under 18 are poor. The Pittsburgh Post-Gazette, today and throughout this year, will explore the data tying childhood deprivation to a host of other problems, and delve into a dozen communities in which half of the kids live in poverty. Reporters and photographers will visit with families doing their best in difficult surroundings, explore the causes and effects, and search for solutions.

<https://newsinteractive.post-gazette.com/childhood-poverty-allegheny-county-mapping-inequality/growing-up-through-the-cracks>

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From the above news story:

"Poverty is a sledgehammer. It hits at so many different places in people's lives, from disrupting and challenging family situations, to larger-scale stressful experiences in your community, to maybe not having all of the economic resources, and these things then interact."

Jamie L. Hanson, University of Pittsburgh's Department of Psychology

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Comments and sharing from the field

From an education policy expert and former legislator who currently is a President of the Board of Education in an urban district:

... without fundamental change to collective bargaining, which is based on adversarial Management/labor relations, the teacher/management collaborative relationship needed for a focus on student achievement will not happen. I would encourage an evaluation of this aspect. Not in an anti union framework, but in a new paradigm framework. Union negotiations based on a 1960 assembly line, manufacturing model does not work for education and a professional workforce. As a force for education reform, please raise this issue and focus on this critical issue. I challenge all of us to take a hard look at collective bargaining and develop a system that supports "workers" in this case highly educated workforce, and our children. Children are not cars or other assembly type objects.

THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? Recently renamed the Center for MH in Schools and Student/Learning Supports, our national Center was established in 1995 under the auspices of the *School Mental Health Project* (which was established in 1986). We are part of the Department of Psychology at UCLA. The Center is co-directed by Howard Adelman and Linda Taylor.

For more information about the Center and its many resources, go to the website at <http://smhp.psych.ucla.edu> or email Ltaylor@ucla.edu or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to Ltaylor@ucla.edu