

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

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

The best way to approach the topic of evidence related to a Comprehensive System of Learning Supports is to stress two matters:

- (1) data showing the need for such systemic changes related to school improvement efforts and
- (2) data on the value of moving toward a Comprehensive System of Learning Supports.

(1) Data pointing to the shortcomings of current school improvement efforts

- high student dropout rates,
- high teacher dropout rates,
- the continuing achievement gap,
- the plateau effect related to efforts to improve achievement test performance
- the growing list of schools designated as low performing,
- the degree to which high stakes testing is taking a toll on students

Related to this is the evidence that current school improvement planning does not adequately focus on the need for schools to play a significant role in addressing barriers to learning and teaching. See:

>>"*School Improvement Planning: What's Missing?*"

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

>>"*Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component*"

<http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf>

The above all indicate the need for new directions in how schools address barriers to learning and teaching and moving school improvement policy from a two- to a three-component framework.

(2) Moreover, the combined data from a variety of efforts that have been undertaken provide an extensive and growing body of research indicating the value of moving toward a Comprehensive System of Learning Supports. *The various studies show improvements in school attendance, reduced behavior problems, improved interpersonal skills, enhanced achievement, and increased bonding at school and at home.*

See, for example:

>>"*Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research- Base*" online at

<http://smhp.psych.ucla.edu/pdfdocs/briefs/BarriersBrief.pdf>

>>Lists of Empirically Supported/evidence Based Interventions for School-aged Children and Adolescents annotated at

<http://smhp.psych.ucla.edu/pdfdocs/aboutmh/annotatedlist.pdf>

>>CASEL – http://www.casel.org/downloads/SEL_and_Natl_Policy_Final.pdf

>>Statewide example of data indicating a significant relationship across secondary schools between California's *Academic Performance Index* (API) scores and three-quarters of the survey indicators on the *Healthy Kids Survey* —

<http://www.wested.org/chks/pdf/factsheet.pdf>

>>Excerpts from the Executive Summary of an American Institutes for Research (AIR) evaluation that gathered data related to Iowa's first implementation steps.

<http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/airiowa.pdf>