Integrated Student Supports

A promising approach to ensuring the academic and developmental success of every student

House Education Committee
December 3, 2018

Office of Superintendent of Public Instruction
Chris Reykdal, State Superintendent
CISL’s Mission

To connect people to the research and information they need to eliminate educational opportunity gaps and improve learning and teaching in Washington State.
Washington Integrated Student Supports Protocol (WISSP)

• Created by the State Legislature in 4SHB 1541 (2016)

• Based on recommendations of the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

• Informed by the 2014 Child Trends “Making the Grade” report
Partnership with Child Trends

• Assisted with protocol development
• Updated report released December 2017
  • 10 more ISS models (total = 19)
  • Interviews with Washington principals

• Integrated student supports webinar
  https://youtu.be/aCm7aJ1sBCs
What are Integrated Student Supports

“Integrated Student Supports (ISS) are a school-based approach to promoting students’ academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement.”

- Child Trends, 2014
Why Focus on Integrated Student Support?
Development of the WISSP

Pre-development
- March 2016: 4SHB 1541 Passed the Legislature
- August 2016: ISS workgroup formed
- September 2016: CISL staff hired

Development
- October 2016: Executed Contract with Child Trends
- Preliminary Report to the Legislature
- October - May 2017: Semi-structured interviews, surveys, document review and scoping review
- May - August 2017: Draft Protocol
- September 2017: WISSP draft sent to reviewers for vetting and consensus
- October 2017: Submit final legislative report

Initial Implementation
- November 2017 - present: Begin WISSP dissemination, create website for resources, and CONTINUE LEARNING about the field of ISS

Center for the Improvement of Student Learning
Office of Superintendent of Public Instruction

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WISSP Contents

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www.k12.wa.us/cisl/iss
Integration of Supports
The school and district leadership and staff must develop close relations with providers of academic and non-academic supports to enhance effectiveness of the protocol.

RCW 28A.300.139

Brief overview ...

1) Student supports, offered by both the school and community organizations, are coordinated to facilitate seamless service delivery for students and families.

2) Academic and non-academic supports provided by community organizations/members are fully integrated into the everyday functioning of the school, as opposed to merely co-location or add-ons.

3) Community providers who work in school but aren’t school staff are given adequate space and access to relevant student information, and their roles and responsibilities are clearly understood by staff, students, and families.

4) All staff are involved in supporting students and linking them to supports through identified channels.

5) Staff are trained to deliver and monitor supports in the setting that is least disruptive to the student’s normal daily routine.

6) Strong communication channels between community providers, schools, and home allow for sharing of information to ensure new skills are generalizing in home and school environments and newly acquired supports are meeting the student’s needs.
Examples and Outcomes
State Policy: Integrated Student Support

WA
- Law passed 2015
- Office of ISS
- ISS protocols

IN
- ISS in budget
- Grants issued

MI
- Legislation 2018

MA
- ISS in budget
- ISS framework
- ISS LEA Institute

NV
- Law passed 2017
- ISS framework
- LEA Support

PA
- Legislation 2018
In the U.S., approximately 1 in 5 children under the age of 18 live in poverty,shouldering more than they should have to. Communities In Schools works directly inside schools, building relationships that empower students to succeed inside and outside the classroom.
BARR — Building Assets, Reducing Risks — is a strength-based model designed by an educator that provides schools with a comprehensive approach to meeting the academic, social, and emotional needs of all students. Schools within the BARR Network harness the power of relationships and data to become more equitable, ensure that no student is invisible, and remove both academic and non-academic barriers to learning.

The BARR Story: https://youtu.be/JVn_fj6dlwA
# BARR i3 Validation Study

## Student Academic Outcomes

<table>
<thead>
<tr>
<th></th>
<th>BARR</th>
<th>Control</th>
<th>Diff.</th>
<th>p value</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing all core courses</td>
<td>70.3</td>
<td>57.7</td>
<td>12.6</td>
<td>p&lt;.001</td>
<td>0.25</td>
</tr>
<tr>
<td>N students: T=981 C=1,191</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>85.2</td>
<td>79.5</td>
<td>5.7</td>
<td>p&lt;.05</td>
<td>0.14</td>
</tr>
<tr>
<td>Male</td>
<td>68.4</td>
<td>52.0</td>
<td>16.3</td>
<td>p&lt;.001</td>
<td>0.33</td>
</tr>
<tr>
<td>Students of color</td>
<td>64.4</td>
<td>47.2</td>
<td>17.2</td>
<td>p&lt;.001</td>
<td>0.34</td>
</tr>
<tr>
<td>White</td>
<td>71.0</td>
<td>69.8</td>
<td>1.1</td>
<td>n.s.</td>
<td>0.02</td>
</tr>
<tr>
<td>Free/ reduced price lunch</td>
<td>69.5</td>
<td>53.4</td>
<td>16.0</td>
<td>p&lt;.001</td>
<td>0.32</td>
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<tr>
<td>Non-FRPL</td>
<td>37.8</td>
<td>36.8</td>
<td>1.1</td>
<td>n.s.</td>
<td>0.02</td>
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## Teacher Outcomes

<table>
<thead>
<tr>
<th></th>
<th>p value</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher collaboration with, and view of, colleagues</td>
<td>p&lt;.001</td>
<td>0.11</td>
</tr>
<tr>
<td>Teacher use of data</td>
<td>p&lt;.001</td>
<td>0.10</td>
</tr>
<tr>
<td>Teacher self-efficacy</td>
<td>p&lt;.05</td>
<td>0.05</td>
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<tr>
<td>View of students’ actual behavior</td>
<td>p&lt;.05</td>
<td>0.05</td>
</tr>
</tbody>
</table>

## Student NWEA Outcomes

<table>
<thead>
<tr>
<th></th>
<th>BARR</th>
<th>Control</th>
<th>Diff.</th>
<th>p value</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading NWEA RIT score</td>
<td>222.81</td>
<td>221.69</td>
<td>1.13</td>
<td>p&lt;.05</td>
<td>0.08</td>
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<td>Mathematics NWEA RIT score</td>
<td>231.21</td>
<td>229.74</td>
<td>1.47</td>
<td>p&lt;.01</td>
<td>0.08</td>
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## Student SEL Outcomes

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>p value</th>
<th>Students of Color (Effect Size)</th>
<th>FRPL (Effect Size)</th>
<th>Males (Effect Size)</th>
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</thead>
<tbody>
<tr>
<td>Supportive relationships</td>
<td>0.34</td>
<td>p&lt;.001</td>
<td>0.43</td>
<td>0.35</td>
<td>0.36</td>
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<tr>
<td>Expectations and rigor</td>
<td>0.23</td>
<td>p&lt;.001</td>
<td>0.31</td>
<td>0.26</td>
<td>0.28</td>
</tr>
<tr>
<td>Student engagement</td>
<td>0.12</td>
<td>p&lt;.05</td>
<td>0.16</td>
<td>0.12</td>
<td>0.11</td>
</tr>
</tbody>
</table>

## School sample (6 total within school RCTs)
- California (3); Maine (2); Minnesota (1); Rural (2); Suburban (3); urban (1)

## Student sample (4,168)
- BARR = 981
- Control = 1,191
- 71% Student of color
- 70% Free/ Reduced-Price Lunch
- 21% English Learners
- 8% Special Education Status

## Teacher Sample (65)
- 30 BARR, 35 Comparison
City Connects core practice
Every student, every teacher, every year
Findings converge across methods
Improved academic performance: Reading

![Graph showing improved reading performance over grades for City Connects students compared to comparison students. The graph indicates that City Connects students show an increase in average reading item scale scores over time, with a peak at 2 years in CCNX, followed by a slight decline. Comparison students show a more gradual increase over the same period.](image-url)
Significantly less likely to drop out of high school

Comparison students: 16.7%
City Connects: 9.2%
Principles of effective practice

- Customized: individualized, universal
- Coordinated: intentional, organized
- Comprehensive: whole child, multi-tiered
- Continuous: systemic, accountable
Integrated Student Supports

What we do

Multi-tiered System of Supports

How we do it
The Fruit Valley Elementary School Family
Vancouver Public Schools