

## RESEARCH BRIEF

# THE IMPACT OF INTEGRATED STUDENT SUPPORT ON OUTCOMES

## BOSTON COLLEGE CENTER FOR THRIVING CHILDREN

INTEGRATED STUDENT SUPPORTS 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.”<sup>1</sup> EMERGING EVIDENCE DEMONSTRATES POSITIVE ASSOCIATIONS BETWEEN SELECT APPROACHES TO INTEGRATED STUDENT SUPPORT AND BENEFICIAL STUDENT OUTCOMES.<sup>2</sup>

### HIGHER ACADEMIC ACHIEVEMENT

- Students who received effective integrated student support during elementary school demonstrate improved academic achievement, measured by report card grades and standardized test scores.<sup>3,4</sup>
- Students experiencing effective integrated student support in elementary school demonstrate long term benefits. By the 8th grade students closed half of the achievement gap in English and two-thirds of the achievement gap in Math relative to the Massachusetts state average, an internationally competitive standard. Ninth grade students in a comprehensive, strength-based, individualized intervention approach demonstrated significantly higher reading and math skills, compared to students in the control group.<sup>5</sup>
- First generation immigrant students and students learning English experiencing effective integrated student support performed better in both English and Math relative to their peers.<sup>6</sup>
- A national research review found that integrated student support can contribute to increases in math achievement, reading and English Language Arts achievement, and overall GPA.<sup>7,8</sup>
- Approaches that tailor supports and enrichments to meet the needs of individual students are most strongly correlated with positive academic outcomes.<sup>9</sup>
- Ninth grade students in an effective integrated student support approach earned significantly more total core credits, and were more likely to pass all of their core courses. The impacts were especially strong for students of color, male students, and students from low-income families.<sup>10</sup>

### REDUCED DROPOUT RATES

- Students who received effective integrated student support during elementary school were almost half as likely to dropout during high school than their peers who did not.<sup>11,12</sup>
- Among students receiving individualized, intensive services, 99% remained in school and 93% were promoted or graduated.<sup>13</sup>

### IMPROVED ATTENDANCE, EFFORT, ENGAGEMENT

- Rates of chronic absenteeism for students who received effective integrated student support during elementary school were significantly lower during middle- and high-school.<sup>14</sup>
- Students who participated in elementary school integrated student support had significantly fewer school absences in grades 4-12 (except grade 7).<sup>15</sup>
- Elementary school students receiving effective student support achieved higher teacher ratings of academic effort than students who did not.<sup>16</sup>
- Comprehensive and integrated supports are shown to diminish stressors and address non-academic barriers to achievement.<sup>17</sup>
- Emerging evidence from multiple integrated student support studies shows that integrated supports are associated with improved attendance, greater credit completion, and lower high school dropout rates.<sup>18</sup>
- Students who received a comprehensive, strength-based, individualized intervention demonstrate better engagement in classrooms, compared to students in the control group.<sup>19</sup>



## INCREASED SUPPORT FOR TEACHERS

- Teachers report having a better understanding of students' out-of-school lives when integrated student support is implemented in a school.<sup>20</sup>
- Teachers feel more supported when integrated student support is in place.<sup>21</sup>

## BETTER SOCIAL-EMOTIONAL OUTCOMES

- Students who received integrated student support had more positive attitudes about school and better relationships with adults and peers.<sup>22</sup>
- Students in a comprehensive, strength-based, individualized intervention group perceived their teachers as more supportive, compared to students in the control group.<sup>23</sup>
- Students who received integrated student support were more likely to believe their teachers have high expectations for their performance, provide clear guidelines, and encourage them to be successful.<sup>24</sup>

### CITATIONS:

- <sup>1</sup> Moore, K. A. & Emig, C. (2014). Integrated Student Supports: A Summary of the Evidence Base for Policymakers. Bethesda, MD: Child Trends.
- <sup>2</sup> Moore, K. A. & Emig, C. (2014). Making the Grade: Assessing the Evidence Base for Integrated Student Supports. Bethesda, MD: Child Trends. (This research review began with 14 programs, of which three had evidence meeting researchers' standards. These three programs together had 11 available studies: five of City Connects, three of the Comer School Development Program and two of Communities in Schools.)
- <sup>3</sup> Heers, M., Van Klaveren, C., Groot, W., & Maassen van den Brink, H. (2016). Community schools unfolded: What we know and what we need to know about their effectiveness. *Review of Educational Research*, 86(4), 1016-1051.
- <sup>4</sup> Walsh, M.E., Madaus, G.F., Raczek, A.E., Foley, C., An, C., Lee-St.John, T.J., & Beaton, A. (2014). A new model for student support in high-poverty urban elementary schools: Effects on elementary and middle school academic outcomes. *American Education Research Journal*, 51(4), 704-737; and Shields, K. A., Walsh, M. E., & Lee-St. John, T. J. (2016). The Relationship of a Systemic Student Support Intervention to Academic Achievement in Urban Catholic Schools. *Journal of Catholic Education*, 19 (3).
- <sup>5</sup> Center for Thriving Children. (2014). The Impact of City Connects: Progress Report 2014. Chestnut Hill, MA: Center for Thriving Children.
- <sup>6</sup> Dearing, E., et. al. (2016). Can Community and School-Based Supports Improve the Achievement of First-Generation Immigrant Children Attending High-Poverty Schools?, *Child Development*, 87: 883–897.
- <sup>7</sup> Moore, K. A. & Emig, C. (2014). Making the Grade: Assessing the Evidence Base for Integrated Student Supports. Bethesda, MD: Child Trends.
- <sup>8</sup> Moore, K. A., Lantos, H., Jones, R., Schindler, A., Belford, J., & Sacks, V. (2017). Making the grade: A progress report and next steps for Integrated Student Supports. Washington, D.C.: Child Trends. Retrieved from: <https://www.childtrends.org/publications/making-grade-progress-report-next-steps-integrated-student-supports>
- <sup>9</sup> The Impact of City Connects: Student Outcomes, 2016 showing benefits of individually tailored integrated supports to different sub-groups of students across varied locations; and Communities In Schools 2016 Impact Report showing some progress for its "case managed" students who get individualized support.
- <sup>10</sup> Borman, T.H., Bos, J.M., O'Brien, B.C., Park, S.J., & Liu, F. (2017). I3 BARR validation study impact findings: Cohorts 1 and 2. American Institutes for Research. Retrieved from: [https://www.barrcenter.org/wp-content/uploads/2018/02/L1.BARRImpactFindingsCohorts12\\_Up012017.pdf](https://www.barrcenter.org/wp-content/uploads/2018/02/L1.BARRImpactFindingsCohorts12_Up012017.pdf)
- <sup>11</sup> Lee-St. John, T. J., Walsh, M. E., Raczek, A. E., Vuilleumier, C. E., Foley, C., Heberle, A., Sibley, S., & Dearing, E. (2018). The long-term impact of systemic student support in elementary school: Reducing high school dropout. *AERA Open*, 4(4).
- <sup>12</sup> Center for Thriving Children (2018). Comprehensive services for children in poverty – setting research agenda for integrated student support. Retrieved from: <https://www.bc.edu/content/dam/bc1/schools/lsoc/sites/coss/pdfs/AERAreport.pdf>
- <sup>13</sup> Communities In Schools (2016). 2016 Annual Report. Retrieved from: <https://www.communitiesinschools.org/our-data/publications/publication/2016-annual-report>
- <sup>14</sup> City Connects (2012). The Impact of City Connects: Progress Report 2012. Chestnut Hill, MA: Center for Thriving Children.
- <sup>15</sup> City Connects (2012). The Impact of City Connects: Progress Report 2012. Chestnut Hill, MA: Center for Thriving Children.
- <sup>16</sup> City Connects (2012). The Impact of City Connects: Progress Report 2012. Chestnut Hill, MA: Center for Thriving Children.
- <sup>17</sup> Bryan, J. (2005). Fostering Educational Resilience and Achievement in Urban Schools Through School-Family-Community Partnerships. *Professional School Counseling*, 8(3), 219-227.
- <sup>18</sup> Moore, K. A., Lantos, H., Jones, R., Schindler, A., Belford, J., & Sacks, V. (2017). Making the grade: A progress report and next steps for Integrated Student Supports. Washington, D.C.: Child Trends. Retrieved from: <https://www.childtrends.org/publications/making-grade-progress-report-next-steps-integrated-student-supports>
- <sup>19</sup> Borman, T.H., Bos, J.M., O'Brien, B.C., Park, S.J., & Liu, F. (2017). I3 BARR validation study impact findings: cohorts 1 and 2. American Institutes for Research. Retrieved from: [https://www.barrcenter.org/wp-content/uploads/2018/02/L1.BARRImpactFindingsCohorts12\\_Up012017.pdf](https://www.barrcenter.org/wp-content/uploads/2018/02/L1.BARRImpactFindingsCohorts12_Up012017.pdf)
- <sup>20</sup> Sibley, E., Theodorakakis, M., Walsh, M., Foley, C. Petrie, J., & Raczek, A. (2017). The impact of comprehensive support on teachers: Knowledge of the whole child, classroom practice, and teacher support. *Teaching and Teacher Education*, 65, 145-156.
- <sup>21</sup> Sibley, E., Theodorakakis, M., Walsh, M., Foley, C. Petrie, J., & Raczek, A. (2017). The impact of comprehensive support on teachers: Knowledge of the whole child, classroom practice, and teacher support. *Teaching and Teacher Education*, 65, 145-156
- <sup>22</sup> Parise, L, Corrin, W, Granito, K et. al. (2017). Two Years of Case Management: Final Findings from the Communities in Schools Random Assignment Evaluation. MDRC, New York, NY.
- <sup>23</sup> Borman, T.H., Bos, J.M., O'Brien, B.C., Park, S.J., & Liu, F. (2017). I3 BARR validation study impact findings: Cohorts 1 and 2. American Institutes for Research. Retrieved from: [https://www.barrcenter.org/wp-content/uploads/2018/02/L1.BARRImpactFindingsCohorts12\\_Up012017.pdf](https://www.barrcenter.org/wp-content/uploads/2018/02/L1.BARRImpactFindingsCohorts12_Up012017.pdf)
- <sup>24</sup> Borman, T.H., Bos, J.M., O'Brien, B.C., Park, S.J., & Liu, F. (2017). I3 BARR validation study impact findings: Cohorts 1 and 2. American Institutes for Research. Retrieved from: [https://www.barrcenter.org/wp-content/uploads/2018/02/L1.BARRImpactFindingsCohorts12\\_Up012017.pdf](https://www.barrcenter.org/wp-content/uploads/2018/02/L1.BARRImpactFindingsCohorts12_Up012017.pdf)

Mary E. Walsh, Ph.D. Executive Director, Kearns Professor of Urban Education & Innovative Leadership  
LYNCH SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT



**BOSTON COLLEGE**  
Lynch School of Education  
and Human Development

MARY E. WALSH CENTER  
FOR THRIVING CHILDREN

*The Center for Thriving Children advances science, implementation, and innovation to promote healthy child and youth development, learning, and thriving.*