



# Impact Overview



**95%** of Unified Champion Schools (UCS) liaisons felt that the UCS program has created a **more socially inclusive environment**, and 98% felt the UCS program is **valuable for the school as a whole**.

**91%**

of liaisons indicated that the Unified Champion Schools program **reduces bullying, teasing, and use of offensive language** in the school.

**93%** of liaisons reported the Unified Champion Schools program increased students' and teachers' understanding of appropriate language surrounding disability.



**96%** of liaisons reported **increased participation** of students with intellectual disabilities in school activities. 96% felt the program increased opportunities for students with and without intellectual disabilities to work together.



Students who participated in Unified Champion Schools programming felt more supported by their teachers and peers, had higher levels of grit, reported better academic grades, and were more empathetic and compassionate compared to students who did not participate.



**100%** of teachers said the Unified Champion Schools program eased the transition from middle to high school by **fostering a sense of belonging, building relationships, and providing continuity for students over time**.

**81%** of liaisons indicated that Unified Champion Schools programming **increases the attendance of students with intellectual disabilities**, with 75% indicating an increased attendance of students without intellectual disabilities.

**93%** of liaisons reported that being involved with Unified Champion Schools helped them feel more confident working with diverse populations of students.



# Impact Overview

## When schools implement Unified Champion Schools there are positive impacts on academic outcomes:



High schools that implemented Unified Champion Schools had a 2.6% increase in **graduation rates** for students with disabilities and a 1.3% increase for students without disabilities.

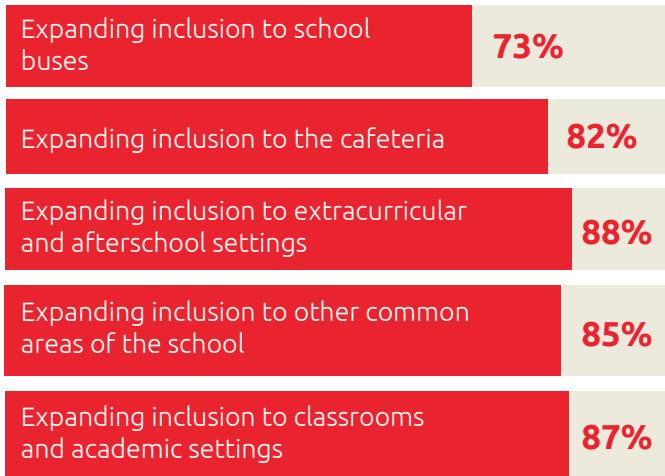
Elementary and middle school students with and without intellectual disabilities in Unified Champion Schools (UCS) had **higher standardized test scores in reading and math** compared to students not in UCS schools.

For students with intellectual disabilities, reading scores were 13.8% **higher** and math scores were 3.6% **higher**. For students without intellectual disabilities, reading scores were 14.5% **higher**.

For elementary and middle school students with intellectual disabilities, long-term exposure to Unified Champion Schools programming was associated with an average 4% increase in standardized test scores for reading and an average 2.1% increase in standardized test scores for math, per year.



Educators overseeing Unified Champion Schools felt the program **made a difference** expanding inclusion to other areas of the school and was **valuable** for many different student groups.



Liaisons felt Unified Champion Schools had **positive value** for many different groups of students.

