
Independent Reviews Support Achievement Effects of Success for All

**Success for All's Strong Research Base
Recognized in Comparative Studies**

Introduction

Success for All is the most extensively evaluated of all comprehensive school reform programs. Several independent reviews have concluded that the effects of Success for All on student reading achievement have been convincingly demonstrated in rigorous research. In a review of twenty-two comprehensive reform programs sponsored by the U.S. Department of Education, the Comprehensive School Reform Quality Center at the American Institutes for Research put Success for All and one other program, Direct Instruction, in the highest category it awarded for research quality and outcomes (CSRQ, 2006). The CSRQ review identified 34 “conclusive” studies of Success for All, as many as the combined number for the other 21 programs.

A meta-analysis of research on twenty-nine comprehensive reform models by Borman, Hewes, Overman, & Brown (2003) categorized Success for All as one of only three programs with “Strongest Evidence of Effectiveness” based on research quality, quantity, and impact. The others were Direct Instruction and the School Development Project. This meta-analysis also listed Roots & Wings, which adds math, science, and social studies to Success for All reading, among three programs with “Highly Promising Evidence of Effectiveness.”

Pearson and Stahl (2002), under funding from the Ohio Department of Education, conducted a review of research on reading reform models. Among these, Success for All was the only comprehensive classroom program to receive the maximum possible rating for “Evidence of Effectiveness.”

The American Institutes for Research (Herman, 1999) carried out a review of research on twenty-four comprehensive school reform models. Success for All was one of only two elementary models (Direct Instruction was the second) that received the maximum rating for “Evidence of Positive Effects on Student Achievement.”

The Thomas B. Fordham Foundation (Traub, 1999) carried out a review of ten comprehensive reform models and also concluded that Success for All and Direct Instruction had the strongest evidence of effectiveness.

These reviews reflect a large number of rigorous studies, including a three-year national randomized experiment (Borman, Slavin, Cheung, Chamberlain, Madden, & Chambers, 2005; Slavin, Madden, Cheung, Borman, Chamberlain, & Chambers, in press), as well as comparisons of Success for All and matched control groups over periods of 1–6 years (Slavin & Madden, 2000, 2001). These studies have found significant positive effects of Success for All on student reading achievement and other outcomes. The fact that the studies have been conducted by a variety of researchers also contributes to the confidence with which the reviewers support the achievement effects of Success for All. In addition, the research has documented positive effects of Success for All on reducing retentions and special education placements (Borman & Hewes, 2003), improving reading outcomes for English language learners (Cheung & Slavin, 2005), and many other outcomes (see Slavin & Madden, 2001).

The attached pages present tabular summaries of the conclusions of the independent reviews.

For more information on research evaluating Success for All, please see our website, www.successforall.org.

CSRQ Center Report on Elementary School Comprehensive Reform Models

Adapted from CSRQ, 2005.

Model	Grades Served	Number of Schools	Number of studies rated “conclusive”
Moderately Strong Evidence of Positive Effects			
Success for All	PK-8	1200	34
Direct Instruction (full immersion)	K-8	56	11
Moderate Evidence of Positive Effects			
America’s Choice	K-12	364	6
Accelerated Schools PLUS	K-12	143	3
Core Knowledge	K-8	534	3
Literacy Collaborative	K-9	430	2
National Writing Project	K-12	190 university project sites	5
School Renaissance	PK-12	189	1
School Development Program	K-12	131	3
Limited Evidence of Positive Effects			
ATLAS Communities	K-12	100	1
Integrated Thematic Instruction	K-12	27	1
Different Ways of Knowing	K-12	500	0
Modern Red Schoolhouse	K-12	300	0
Ventures Initiative and Focus System	K-12	32	0
Zero Evidence of Positive Effects			
Breakthrough to Literacy	PK-3	1924	0
Coalition of Essential Schools	K-12	600	0
Community for Learning	K-12	150	0
Comprehensive Early Literacy Learning	K-12	812	0
Expeditionary Learning	K-12	150	0
First Steps	K-8	335	0
Onward to Excellence II	K-12	1000+	0

Comprehensive School Reform and Student Achievement: A Meta-Analysis

Adapted from Borman, Hewes, Overman, & Brown, 2003.

	Comparison Studies								
							95% CI		Z
	N of Studies	(Third Party)	N of Obs	(Third Party)	d	SE	Lower Bound	Upper Bound	
Strongest Evidence of Effectiveness									
Success for All	41	(25)	162	(85)	0.18	0.18	0.16	0.20	15.32*
Direct Instruction	40	(38)	151	(146)	0.15	0.02	.012	.019	8.40*
School Development Program	9	(5)	18	(7)	0.05	0.03	-0.01	.012	1.57
Highly Promising Evidence of Effectiveness									
Roots & Wings	5	(4)	11	(5)	0.35	0.05	0.25	0.46	6.7*
Expeditionary Learning/Outward Bound	4	(3)	14	(7)	0.51	0.07	0.38	0.64	7.50*
Modern Red Schoolhouse	4	(3)	14	(11)	0.17	0.04	0.10	0.25	4.5*
Promising Evidence of Effectiveness									
Accelerated Schools	3	(2)	7	(5)	0.21	0.07	0.07	0.36	2.93*
America's Choice	1	(1)	13	(13)	0.25	0.01	0.23	0.27	20.75*
ATLAS Communities	2	(2)	2	(2)	0.40	0.03	0.33	0.46	12.15*
Montessori	2	(2)	7	(7)	0.27	0.04	0.19	0.35	6.55*
Paideia	3	(3)	3	(3)	0.57	0.18	0.22	0.93	3.16*
The Learning Network	1	(1)	8	(8)	0.33	0.04	0.25	0.41	8.18*
Greatest Need for Additional Research									
Audrey Cohen	1	(1)	1	(1)	-0.13				
Center for Effective Schools	0	(0)	0	(0)					
Child Development Project	2	(0)	2	(0)	0.12	0.06		0.24	1.90
Coalition of Essential Schools	1	(1)	1	(1)	0.24				
Community for Learning	0	(0)	0	(0)					
Community Learning Centers	1	(1)	1	(1)	-0.06				
Co-Nect	5	(4)	36	(34)		0.02	-0.04	0.03	-0.24
Core Knowledge	6	(6)	58	(58)	0.03	0.02	-0.01	0.06	1.53
Different Ways of Knowing	1	(1)	2	(2)	-0.04	0.03	-0.10	0.01	-1.46
Edison	3	(3)	53	(53)	-0.13	0.02	-0.17	-0.10	-7.65
High Schools That Work	4	(0)	4	(0)	-0.06	0.02	-0.09	-0.03	-3.44
High/Scope	3	(2)	22	(11)	-0.05	0.04	-0.14	0.03	-1.22
Integrated Thematic Instruction	1	(1)	1	(1)	0.92				
MicroSociety	1	(0)	5	(0)	0.13	0.07		0.26	1.95
Onward to Excellence II	0	(0)	0	(0)					
Talent Development High School	1	(0)	2	(0)	0.14	0.03	0.09	0.19	5.38*
Urban Learning Centers	0	(0)	0	(0)					
All CSR Models	145	(109)	598	(161)	0.12	0.01	0.11	0.14	16.87*

*p < .01 d: Cohen's Effective Size SE: Standard Error CI: Confidence Interval

Comparison of Overall Ratings for Eight Areas by Program

Adapted from *Choosing a Reading Program: A Consumer's Guide* by David Pearson and Steven Stahl. Available from the lead author at ppearson@socrates.berkeley.edu.

	Phonemic Awareness (mean=2.44)	Word Recognition and Phonics (mean=2.44)	Fluency (mean=2.21)	Vocabulary (mean=1.62)	Comprehension (mean=2.03)	Meeting Individual Needs (mean=2.50)	Evidence of Effectiveness
Accelerated Reader	NA	NA	2	NA	1	2	2
Breakthrough to Literacy	3	2	3	2	2	2	2
Carbo Reading Styles	NA	NA	NA	NA	NA	2	1
ECRI	2	3	NA	NA	2	2	2
Failure Free Reading	NA	2	1.5	1.5	1	2.5	1
Fast ForWord	2	2	1	1.5	1.5	2	1
Four Blocks Approach	2	2.5	2.5	1.5	2.5	2	2
HOSTS	2	3	2	2	2	2	2
Invitations	3	3	3	2	3	3	1.5
Literacy Collaborative	2	2	3	2	2	3	2
Open Court Reading	3	3	3	2.5	3	2	2.5
Reading One-To-One	2	2	1	1	1	3	2
Reading Recovery	3	3	3	1	2	3	3
Soar to Success	NA	1	2	1	3	2.5	2
SRA Reading Mastery	2.5	2	1.5	1.5	1.5	1.5	2.5
Success for All	2.5	3	2	2	3	2.5	3
Success Maker	2	2	NA	2	2	3	2
Voyager	3	3	2	3	2	3	2
Waterford Early Reading	3	3	3	2	2	2	2
Wilson Language System	2	2.5	2	1	2	2.5	2.5

24 Schoolwide Reform Approaches at a Glance

Adapted from *An Educator's Guide to Schoolwide Reform* by Rebecca Herman.
Data review conducted through the American Institutes for Research.

	Evidence of positive effects on student achievement	Year introduced in schools	Number of schools	Support developer provides schools
Accelerated Schools (K–8)		1986	1,000	
America's Choice (K–12)	?	1998	300	
ATLAS Communities (PreK–12)	?	1992	63	
Audrey Cohen College (K–12)	?	1970	16	
Basic Schools Network (K–12)	?	1992	150	
Coalition of Essential Schools (K–12)		1984	1,000	
Community for Learning (K–12)		1990	92	
Co-NECT (K–12)	?	1992	75	
Core Knowledge (K–8)		1990	750	
Different Ways of Knowing (K–7)		1989	412	
Direct Instruction (K–6)		late 1960s	150	
Expeditionary Learning Outward Bound (K–12)		1992	65	
The Foxfire Fund (K–12)	?	1966	NA	
High Schools That Work (9–12)		1987	860	
High/Scope (K–3)		1967	27	
League of Professional Schools (K–12)		1989	158	
Modern Red Schoolhouse (K–12)	?	1993	50	
Onward to Excellence (K–12)		1981	1000	
Paideia (K–12)		1982	80	
Roots & Wings (PreK–6)		1993	200	
School Development Program (K–12)		1968	200	
Success for All (PreK–6)		1987	1,130	
Talent Development High School (9–12)		1994	10	
Urban Learning Centers (PreK–12)	?	1993	13	

= Strong
 = Promising
 = Marginal
 = Mixed, Weak
 ? = No Research
 NA = Not Available

Ten Schoolwide Reform Approaches at a Glance

Adapted from *Better by Design? A Consumer's Guide to Schoolwide Reform* by James Traub.
Published by the Thomas B. Fordham Foundation.

	Evidence of positive effects on student achievement	Support developer provides schools	Year introduced in schools	Number of schools	Grade levels
Accelerated Schools			1986	1,220	K-8
America's Choice	?		1998	92	K-12
Coalition of Essential Schools			1984	1,200	K-12
Core Knowledge			1990	968	K-8
Direct Instruction			Late 1960s	300	K-6
Edison Project	NA	NA	1995	79	K-10
Expeditionary Learning Outward Bound			1992	60	K-12
Multiple Intelligences	NA	NA	NA	NA	NA
School Development Program			1968	721	K-12
Success for All			1987	1,500	PreK-6

= Strong = Promising = Marginal = Mixed, Weak ? = No Research NA = Not Available

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