

Two Ohio Schools That Employ Success for All Lauded in Study on High-Poverty Schools That Achieve

East Garfield and Grove Patterson—Two of Three Elementary Schools Cited for Their Success

Baltimore, Maryland – November 2012 – A study conducted by research and public-engagement organization,

Public Agenda, singled out two SFA elementary schools as among the most innovative and successful in the state despite serving large majorities of students who live in poverty.

The research, summarized in the report “**Failure is Not an Option**,” is sponsored by the Ohio Department of Education, the Ohio State University and the Ohio Business Roundtable. It closely examined the teaching and administrative practices at nine “high-achieving, high-poverty schools” to determine how they explained their success. The researchers found plenty of differences between the nine schools, but also a common set of attributes and best practices that could be emulated by other public schools. These attributes include strong leadership, collaboration, data-driven teaching, and high expectations.

East Garfield Elementary in Steubenville and Grove Patterson Academy, a public elementary school in Toledo, are two of three elementary schools featured in the study. Both schools utilize the Success for All whole-school improvement model, and teachers and administrators at both schools largely attribute their success to that program.

The report’s findings on East Garfield, for example, focused on how Success for All had changed the school’s entire environment.

“At East, the administrators and teachers we met attribute these schools’ common academic successes in large part to their shared emphasis on reading and math instruction and their heavy use of data—qualities of the proprietary school-reform program Success for All (SFA)—which the District purchases for each school. The introduction of SFA signaled a commitment by the District to academic achievement at any cost. The program fundamentally changed education at East Garfield Elementary School.”

Similarly, the research conducted at Grove Patterson found parents totally committed to the emphasis on reading skills demanded by the Success for All program.

“Success for All...puts reading at the center of Grove Patterson’s instructional program, and parents are well aware of its benefit. They told us how well their children read and concluded that Grove’s reading program is one of the key reasons their school stands out against others,” researchers noted in the report. “Success for All structures reading instruction so that all teachers are involved—even math, gym and art teachers—to ensure more personalized instruction in smaller groups.”

The report also mentions Steubenville’s Wells Academy, a Success for All partner school featured this year during **NBC’s Education Nation** summit. All three Steubenville elementary schools are Success for All schools and all made the list of Ohio Schools of Promise. Wells was Ohio’s top-rated elementary school last year.

“When you visit a Success for All school it’s quickly apparent that you’re in a very special place where expectations are high, teachers are collaborating, and students are learning,” said Robert Slavin, co-founder and chairman of Success for All Foundation. “On behalf of all of us at Success for All, I want to congratulate our partner schools and all of the deserving Ohio schools for the public recognition they have received in this important report.”

Success for All was first developed in 1987 by Slavin and Nancy Madden, both researchers at Johns Hopkins University. The program provides extensive professional development to train all teachers to use methods such as cooperative learning, effective classroom management, frequent assessment and feedback, the use of data to guide instruction, strategies for English learners, and how to enlist family

support. It also uses a response-to-intervention approach, including individual and small-group tutoring for struggling readers. In recent years, the program has added embedded multimedia elements to enrich lessons, add motivation, and model learning strategies.

The new Ohio study found that among the key attributes of success for all nine schools were elements such as principals who lead with a strong and clear vision, principals and teachers flatly rejecting any excuse for academic failure, school leaders and teachers setting high expectations for student discipline, and principals and teachers refusing to accept a lack of parental support as an insurmountable barrier.

“This report shows that when we care enough, when we put our minds to it and our hearts in it, we can make progress on even our most stubborn problems. We hope the study helps to refresh the dialogue on how to help kids succeed in school, in Ohio, and across the nation,” said Will Friedman, president of Public Agenda.

Download a free copy of the Public Agenda report [here](#). More information on schools partnering with Success for All in Ohio and nationwide is [available here](#).