

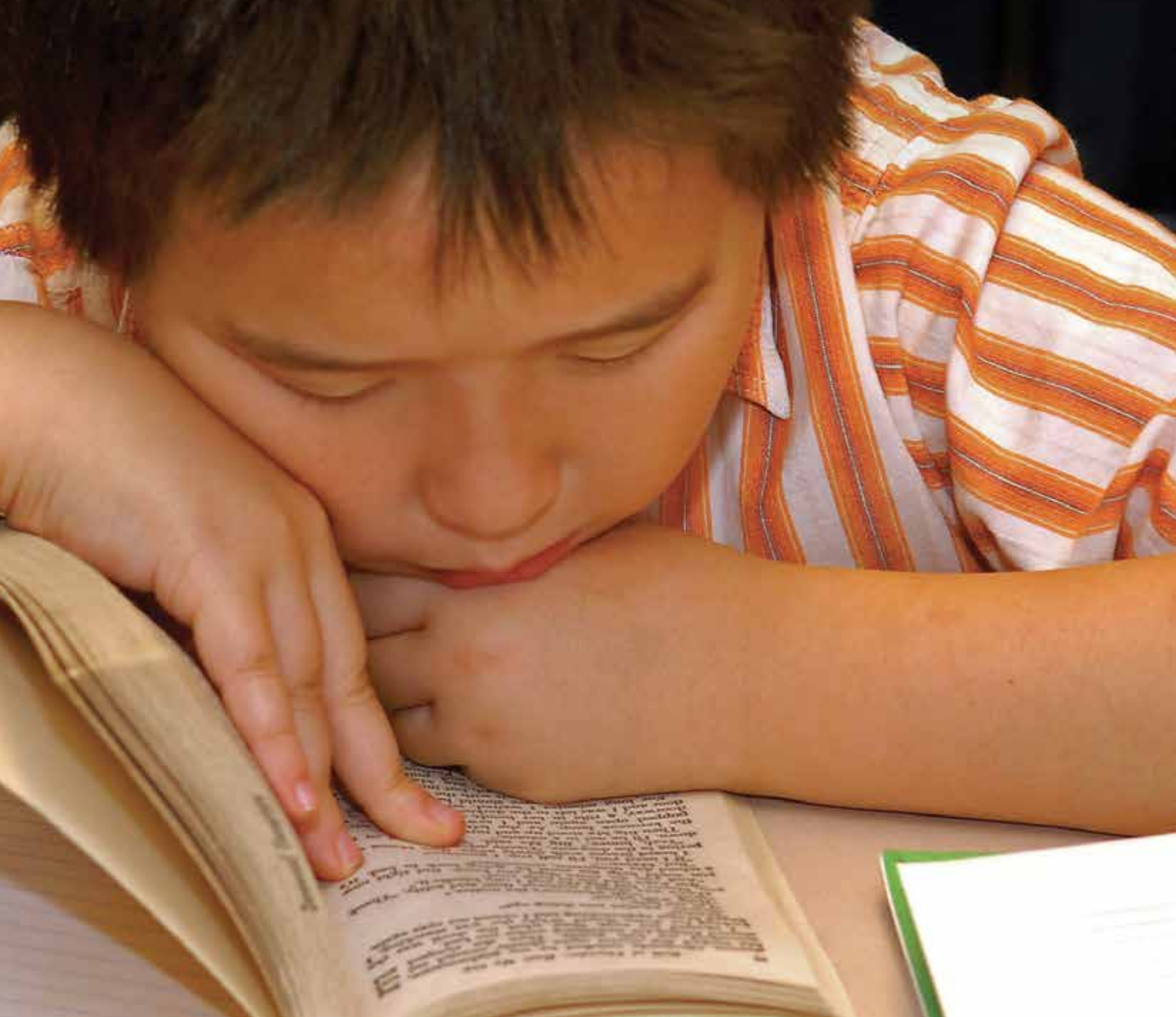


REPORT TO OUR PARTNERS

2014–2015


Success for All
FOUNDATION®

“The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.”



OUR VISION

We, the founders, coaches, mentors, researchers, developers, and staff of SFA join hands with the vast number of educators and graduates of Success for All with one vision:

EVERY CHILD IN AMERICA WILL KNOW THE JOY AND POWER OF READING.

Every student has a story. Success for All's mission is to make sure every child has the opportunity to tell that story. The best way to ensure a child tells his story is to teach him to read. But SFA isn't just about literacy. It's about empowering kids to love learning—because if they do, the door to knowledge is flung wide open.

We currently serve schools located in 43 states, two Canadian provinces, the United Kingdom, and China. This annual report covers many of the Foundation's accomplishments during the 12-month period of July 1, 2014 through June 30, 2015.



LETTER FROM THE CHAIRMAN

Dear Success for All Friends,

When school and district leaders look for programs to raise student achievement, time and time again they choose Success for All. We are humbled by that continued commitment to our programs and honored to partner with schools and districts on this journey to raise student achievement.

2014–2015 was another successful year in giving children the tools they need to tell their story. Led by our long-term vision to enhance learning for all children across our nation, we continue to produce programs proven to be effective in educating our youth.

This year, the U.S. Department of Education's Investing in Innovation Scale-up grant awarded to Success for All in 2010 came to a close. Success for All was one of nearly 1,700 applicants to apply for the competition in its first year and one of just four to win a nearly \$50 million Scale-up grant, the highest award available. Through this grant we added more than 500 schools, affecting more than 370,000 students and more than 11,000 teachers. The third-party evaluation once again proved that **Success for All's elementary literacy program helps students, especially disadvantaged ones, achieve better reading skills.** The grant depended on the generous support of the Annie E. Casey Foundation, the Bowland Charitable Trust, the W.K. Kellogg Foundation, and Rural Schools and Community through matching funds.

This success helps raise awareness of our programs with districts and schools as well as funders. We continue to benefit from recognition by the Business Roundtable as a proven program. This year we had the privilege to partner with Pitney Bowes, Macy's, and Stanley Black & Decker to affect more than 4,500 students, with the potential to affect 16,000 more. We thank these companies and all of our funders who have supported our mission throughout the years.

This annual report will give you a glimpse into the work that happens at Success for All and in our schools nationwide. All who are reading this—funders, staff, school partners, alumni, current students—know the difference Success for All can make. You live it every day. Thank you for your efforts on behalf of the hundreds of thousands of students who are successful in school because of your untiring efforts.

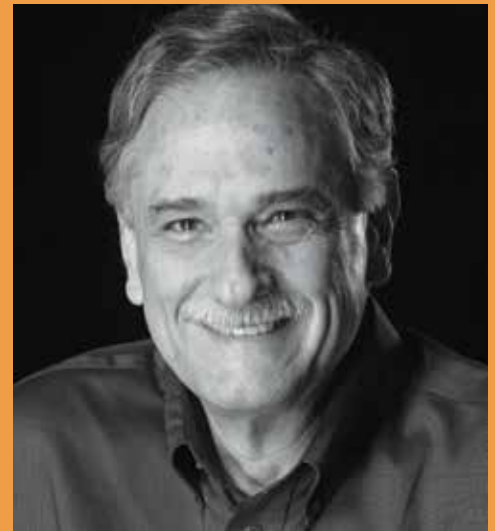
Our name says it all. Success. For. All. We are not finished until that name becomes a reality everywhere.

With great appreciation always,



Robert E. Slavin

Chairman, Board of Directors



OUR RESEARCH

“**A**n important virtue of focusing on evidence is not simply that the public will have reliable information about whether programs work, but that the evidence places pressure on programs to change and improve when they are not working.”

—Ron Haskins, former White House and congressional advisor on welfare issues



ELEMENTARY READING

SUCCESS FOR ALL

A large-scale, three-year cluster randomized evaluation of the Success for All program was completed this past year by MDRC, a nonprofit, nonpartisan education and social policy research organization, and the results were published. This research was made possible by a five-year Department of Education Investing in Innovation Scale-up grant. Research was conducted with **19 treatment schools and 18 control schools**. The third-party evaluation once again proved that **Success for All’s elementary literacy program helps students, especially disadvantaged ones, achieve better reading skills**. This evaluation confirmed findings of earlier studies conducted by more than 30 different institutions. Quite simply, the program works and is making a difference in the lives of students throughout our nation.

The MDRC study estimated the cost of SFA to be \$117 per student. Compared with a national average per-student cost of \$12,000, this is a small price to pay for a large and reliable impact.

TUTORING WITH ALPHIE

A two-year study of Success for All’s computer-assisted tutoring model that allows a teacher’s aide to work with up to six students at a time was completed this past year by Johns Hopkins University’s Center for Research and Reform in Education. The study was made possible by The Abell Foundation. The study compared struggling readers in grades 1 through 3 who received Tutoring with Alphie with those who did not. The outcomes found that students made three to five months of additional progress with tutoring. Tutoring with Alphie is now being developed for schools not using Success for All.

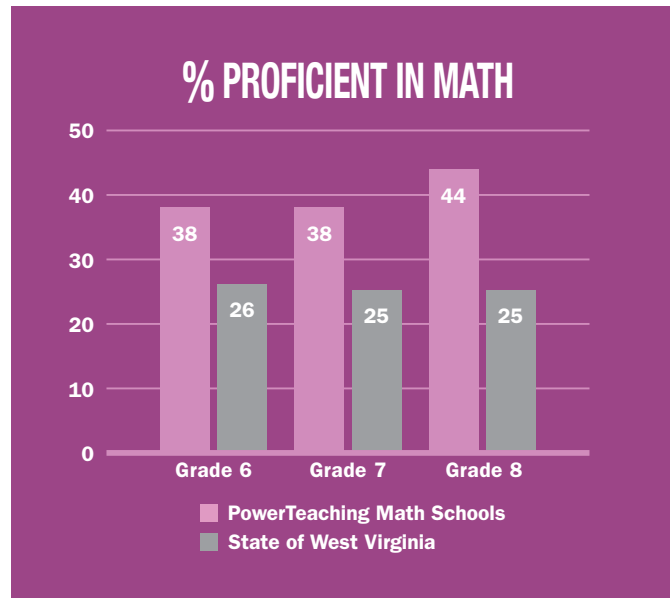
**SUCCESS FOR ALL’S ELEMENTARY LITERACY PROGRAM HELPS STUDENTS,
ESPECIALLY DISADVANTAGED ONES,
ACHIEVE BETTER READING SKILLS.**

MATHEMATICS, MIDDLE SCHOOL

POWERTEACHING MATH

In 2011, Old Dominion University was awarded a Department of Education Investing in Innovation Scale-up grant for development, implementation, and study of PowerTeaching Math, Success for All's middle school math program. In West Virginia, Pocahontas County schools has two middle schools that adopted the PowerTeaching Math program under this grant—Green Bank Middle School and Marlinton Middle School. This past school year was the first time West Virginia introduced its new assessment—West Virginia General Summative Assessment (WVGSA). The test was more rigorous than previous assessments and aligned with 21st Century Skills. The results are in. Green Bank Middle School and Marlinton Middle School

significantly outscored the state of West Virginia in percentage of students proficient in mathematics! The Pocahontas County schools averaged 40% proficient and the state averaged only 25%. This shows tremendous gains after one year of using the PowerTeaching Math program. A special thanks to Stanley Black & Decker, who provided a grant to help promote PowerTeaching Math!



PRESCHOOL AND KINDERGARTEN

AROUND THE CORNER: CURIOSITY CORNER AND KINDERCORNER

Success for All's preschool and kindergarten programs, made in partnership with Sesame Workshop and Sirius Thinking, are being evaluated by Johns Hopkins University under an Investing in Innovation Development grant called Around the Corner. In this second year of the grant, 15-minute shows called Home Link were developed for kindergarten classrooms. These shows invite parent and child to view media tied directly to the child's experiences in school each day. Stories, songs, and activities from Sesame Workshop and Sirius Thinking reinforce learning and create a strong experience for families. Preliminary data from the KinderCorner Home Link indicates that families are watching!

- 90% of parents reported watching the Home Link at least one time a week, with 70% reporting that the student watched three to four times a week;
- 100% reported that another member of the family, either parent or sibling, watched with the student; and
- 90% of the teachers participating in the pilot said the Home Link has had a positive effect on their students' literacy development.

Funding for this development was provided by Pitney Bowes and Macy's, as well as the USDoED.

OUR SCHOOLS

BECOMING THE BEST

Wells Academy in Steubenville, Ohio, credits its continued academic success to its 16-year relationship with Success for All.

THE CHALLENGE

Drive through Steubenville and you'll see abandoned houses, vacant lots, and other telltale signs of an old factory town that's barely hanging on.¹ For generations, steel mills brought prosperity to Steubenville, nestled on the Ohio River near the West Virginia border. But the mills started shutting down in the 1980s. With jobs gone, the population dropped and many of the residents who remained were struggling.² By the 1990s poverty increased and student achievement dropped drastically in and around Steubenville schools. At Wells Academy one in four fourth-grade students was not reading on grade level, and the school was ranked as one of the worst schools in the state.

THE SOLUTION

Steubenville district officials, faced with struggling students and schools, decided they needed to revamp their curriculum. Steubenville looked for a program based on research that worked well specifically with students from low-income backgrounds. The winner was Success for All.



THE RESULTS

At Wells Academy, 100% of students have scored proficient or above on Ohio state reading tests since 2005 using the Success for All program.

“Cooperative learning pushed the students, and now we’ve started using the model beyond just reading and math,” said Melinda Young, Superintendent, Steubenville City Schools.

Wells was ranked second in achievement among Ohio schools this year, and it was first last year, despite challenges the students and teachers face. The school has gone on to win numerous awards and honors, including the National Title I Distinguished School Award, Ohio’s School of Promise and High-Performing School of Honor, Education Trust Dispelling the Myth Award, and National Blue Ribbon School of Excellence.

1. Paul Van Osdol, “Poor School Gets Rich Results; Steubenville Bucks Trend Found in Action News Investigation,” WTAE Action News 4, November 25, 2014. Accessed April 7, 2016, <http://www.wtae.com/news/poor-school-gets-rich-results/29925142>.

2. Barbara Kantrowitz, “Success for All: Unified Curriculum Drives Ohio District,” NBC News Education Nation, September 23, 2012. Accessed April 7, 2016, http://www.nbcnews.com/id/48913297/ns/us_news-education_nation/t/success-all-unified-curriculum-drives-ohio-district/#.VwZeQXcKkMO.

“BEFORE SFA, WE HEARD THE TERM **NONREADER**, BUT **NOW WE DON’T HEAR IT.**”

DIANE CASSUCIO

Former Wells Academy facilitator

“Going from the worst to one of the best wasn’t a lesson lost on these kids. They know now what success feels like and they’re committed to improving,” said Principal Shawn Croiser.

“Times keep changing and different schools pick up on a new wave. We’re so successful because we’ve stayed with SFA,” said Tricia Saccoccia, the school’s reading and math facilitator.

Ohio Governor John Kasich had this to say about Wells Academy: “The teachers and administration have adopted a principle... nothing stands in the way of kids being great.” Success for All’s founder, Dr. Robert Slavin, agrees. “When a district has gone all-in like Steubenville, it makes a real difference.”

EMPOWERING STUDENTS; HONORING A PRINCIPAL

When Jerry Allen retired as principal of **Lackland Elementary School in San Antonio, Texas**, they renamed the school Jerry D. Allen Elementary School in his honor.

THE CHALLENGE

Jerry Allen took over as principal of Lackland Elementary in 1986. The San Antonio campus was struggling with poor test scores, declining attendance, and lack of parent involvement. More than 88% of its students came from economically disadvantaged homes, and most were learning English as a second language.

THE SOLUTION

A colleague attended a conference where she learned about Success for All and shared what she learned with Allen. He immediately was intrigued and began doing some research. He flew to Baltimore to meet with Drs. Nancy Madden and Robert Slavin. “We were immediately struck by Jerry’s determination to have his students succeed,” remembers Dr. Madden. “Jerry knew his students could thrive academically if they received the tools necessary to do so. He was relentless in his efforts to bring these tools to his students.”

THE RESULTS

Under Allen, the school received the reputation for being a “90-90-90 school”—meaning 90% of students are minorities, 90% of students are classified as coming from low-income homes, and 90% of students have passing rates of 90% or higher.¹ Allen’s tremendous results were a testament to his leadership, his dedication to the Success for All program and methods, and his teachers’ commitment to him and the students they serve.



“THE SFA PROGRAM TURNED MY PROFESSIONAL LIFE AROUND CONCERNING INSTRUCTION AND LEADERSHIP.”

JERRY ALLEN

Retired principal of Lackland Elementary School

In 2012 the school opened its doors as the Jerry D. Allen Elementary School in honor of a leader who wouldn’t quit for his students and who showed them the power of believing in their success. And the school leaders have seen continued success by building on his vision and using the Success for All program.

Allen Elementary has now been implementing Success for All for 22 years. When Allen retired two years ago, the Texas Education Agency rated Allen Elementary as either “recognized” or “exemplary”—the state’s two highest rankings for schools—for 10 straight years.² And after its inaugural year of being renamed as Allen Elementary, the school was ranked in the top 100 schools in all of San Antonio.

Allen has only praise for Success for All. “The SFA program turned my professional life around concerning instruction and leadership. The skills, cooperative learning and partner reading, the structure, and the impact that the different components have upon children is unbelievable. We have gone from the lowest school in our district to the highest, and we have 95% economically disadvantaged children.”

All children can learn. The school leaders and teachers at Allen Elementary understand that and have shown the world what is possible with strong leadership, wonderful teachers, and a proven program designed to help all children succeed.

1. Francisco Vara-Orta, “School Named for Man Who Turned It Around,” *San Antonio Express-News*, September 27, 2012. Accessed April 7, 2016, <http://www.mysanantonio.com/news/education/article/School-named-for-man-who-turned-it-around-3897206.php>.
2. *Ibid.*

OUR PEOPLE

DEBBIE CHRESTENSEN

SFA TEACHER SINCE 1998

SFA MIDWEST AREA MANAGER SINCE 2012

WEST CHESTER, OHIO

As a parent and educator, I'd never been involved in a program where kids were grouped by ability. With Success for All, students were given instruction based on their reading level, not their grade level. I saw my daughter's level grow by a year and a half within one school year. Her confidence and desire to achieve also grew, and that had a huge impact on me. I became the school's SFA instructional reading coach before leaving to become SFA's Midwest Area Manager.

Steubenville's schools had a big gap to close, and they used Success for All to close it. In 2008 only 60% of Wells Academy students—most of whom were economically disadvantaged—were reading at or above grade level. Today, they're at 98%, and using SFA programs to bring along the remaining 2%. 100% reading proficiency is within reach at Wells. And one of the greatest skills these kids have gained is the ability to challenge each other in an appropriate manner.

The students can resolve academic and behavioral issues on their own—imagine the impact that will have on their families and communities.



OUR PEOPLE

JOSE RUIZ

SFA ALUMNUS

PHOENIX, ARIZONA

At home we only spoke Spanish, so when I went to school I mostly sat quietly and kept my head down. It was scary, but when the teacher gave me things to read, that was worse.

I could speak English, sort of, and I could even recognize some words, but mostly the ones I saw on TV. I can't remember being tested, but

I do recall Success For All because it was the first time I didn't feel like a failure. I was in that program for three years, and by the end, in grade five, I was reading at a grade six level. I was teaching my mother how to read, using my Success for All books.

Today, I'm an animator of children's stories, working with very sophisticated software tools. I'm very busy, but I still read a book a week.



OUR PEOPLE

SHAWN CROISER

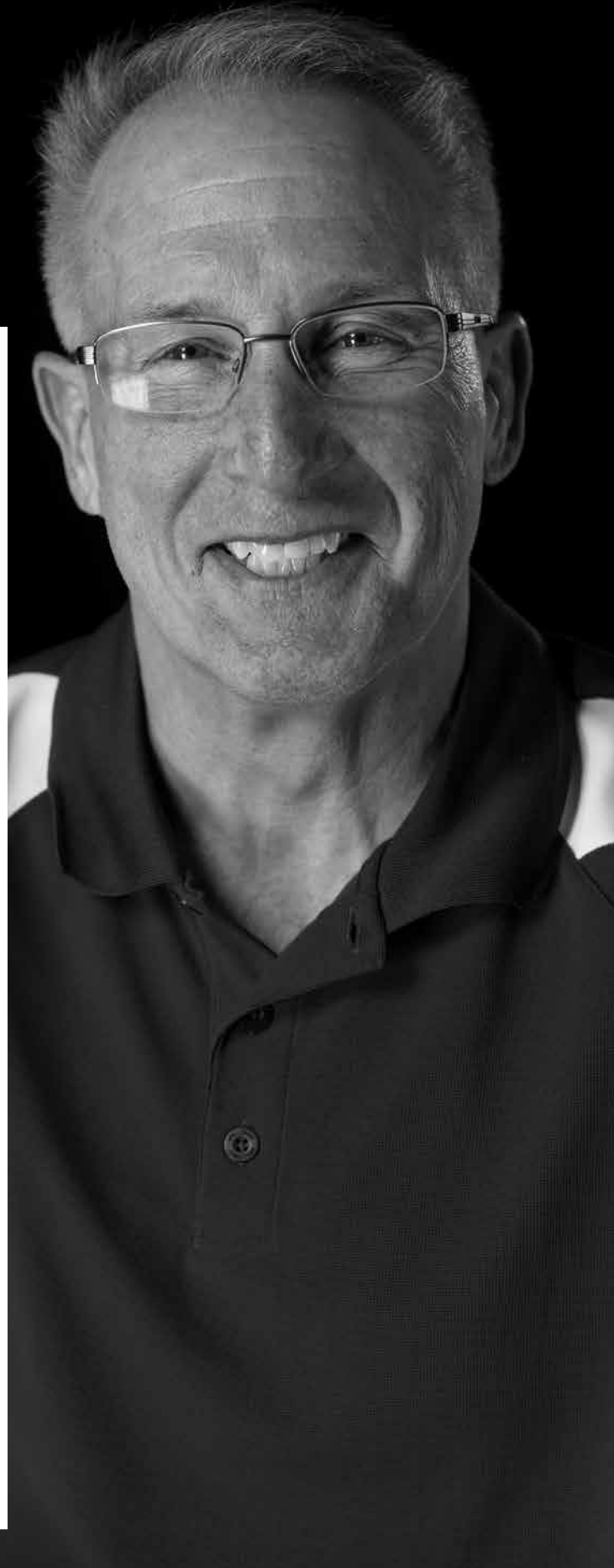
PRINCIPAL
WELLS ACADEMY
STEUBENVILLE, OHIO

Wells Academy went from being one of the worst schools for literacy to being rated one of the top elementary schools in the entire state of Ohio. And we did it by implementing the Success for All programs. If SFA were adopted throughout Ohio, there'd be a dramatic increase in overall achievement in test scores, and I believe that these students would go on to be very, very, very productive citizens.

And, if SFA were adopted across America, in 10 to 20 years, I think unemployment would be down because we'd have more skilled and productive workers and likely less crime and drug use, because these kids would grow up as critical thinkers.

That gives you a sense of how good I think SFA is, but it also reflects how I feel about the future of these children.

Going from the worst to one of the best wasn't a lesson lost on these kids. They know now what success feels like and they're committed to improving.



OUR FUTURE

THE 2015–2016 SCHOOL YEAR AND BEYOND

WE CONTINUE TO INNOVATE, OUT ON THE EDGE OF DIGITAL REVOLUTION, WITHOUT LOSING THE FOCUS ON PROVEN APPROACHES THAT HAS BROUGHT US THIS FAR.

The future continues to look bright for Success for All and the mission we are committed to achieving.

The passage of the Every Student Succeeds Act (ESSA) has brought with it several important features that promote proven programs. ESSA defines three levels of evidence (strong, moderate, and promising) and encourages use of programs that meet these standards. In some areas, especially School Improvement Grants and professional development, use of proven programs is required. Overall, the idea that schools should select programs with strong evidence of effectiveness is gradually taking hold.

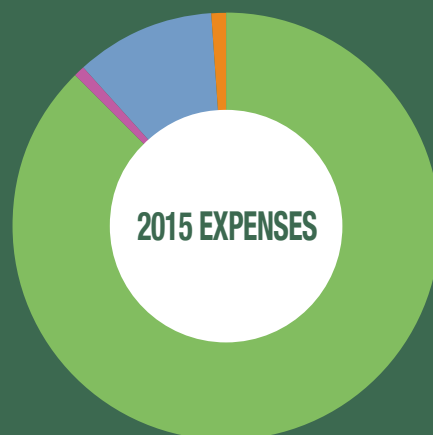
We are excited by the results we are obtaining in our computer-assisted tutoring program, early childhood programs, and middle school math program, and we will be encouraging SFA schools as well as non-SFA schools to adopt these programs if they have not already done so.

We are trying new approaches to marketing in order to accelerate our growth and serve more students who need us. Check out our reformulated web site as an example.

Recently, we were one of four nonprofits endorsed as “a powerful investment” by ImpactMatters, a new initiative established to evaluate and rate not-for-profit organizations and their effectiveness. Success for All was the only organization selected that focused on education. As a result, we’ve already received several donations. Endorsements like these provide third-party validation that attracts foundations and corporations such as the Paul Betchner Foundation, which made an important donation recently. We are grateful for their support of our KinderCorner Home Links program.

As our 30th anniversary approaches, we continue to innovate, out on the edge of digital revolution, without losing the focus on proven approaches that has brought us this far. Our talented staff continue to find new ways to enhance outcomes and affect national policy. We hope many others will join us in this exciting quest!

OUR FINANCIALS



Support to Schools
87.52%

Outreach to New Schools
0.95%

Management & General
10.45%

Fundraising
1.08%

STATEMENT OF ACTIVITIES: YEARS ENDING JUNE 30

	2015	2014
REVENUE		
Program Services Fees	11,063,146	13,391,250
Grants	10,560,954	14,038,261
Contributions	2,306,968	1,155,760
Total Revenue	23,931,068	\$28,585,271
EXPENSES		
Program Services	8,363,028	10,860,827
Program Development & Research	11,878,557	14,704,775
Outreach to New Schools	219,430	250,418
Management & General	2,416,626	2,885,824
Fundraising	249,625	50,293
Total Expenses	\$23,127,266	\$28,752,137
Other Income (Expense)	(15,611)	53,765
Increase (Decrease) in Net Assets	788,191	(113,101)

OUR LEADERSHIP

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Robert E. Slavin, Ph.D.
Chairman of the Board

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Myra Williams

Kent McGuire

John Arnholz

Kate Conway

Director of Programs, Publications, and Software Engineering

Tracy Heitmeier

Director of Field Operations

Terri Morrison

Director of Program Resources Development

Janet Wiley

Director of Fund Development

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Barbara Haxby Brady
Vice President of Professional Development

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Area Manager, Great Lakes

Dennis Lee
Area Manager, Central Mountain Pacific

Lilia Limon
Area Manager, Gulf Pacific

Debbie Chrestensen
Area Manager, Midwest

Julie Wible
Area Manager, Mid-Atlantic

OUR PARTNERS

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DaVita Healthcare Partners, Inc.
Google
ITC Holdings Corp.
Macy's
Pitney Bowes Inc.
The Rural School and Community Trust
Schoolwide
Stanley Black & Decker
W.K. Kellogg Foundation

GRANT CONTRACTS

Johns Hopkins University
Success for All—United Kingdom
U.S. Department of Education

OTHER LONG-TERM FINANCIAL SUPPORT

NewSchools Venture Fund
Ford Foundation

COLLABORATORS

Johns Hopkins University
Old Dominion University
Sesame Workshop
Sirius Thinking, Ltd.
Wilmer Eye Institute

“People often ask me, ‘Does Success for All work?’
Absolutely, it works. In 30 years, virtually every study
that’s been done shows the same result—
Success for All makes a profound difference
in the reading performance of all children.”

ROBERT SLAVIN, PH.D.

Director, Center for Research and Reform in Education at Johns Hopkins University,
Success for All Co-founder and Chairman of the Board



A Nonprofit Education Reform Organization

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