



TO: SIGEvidenceStrategies@ed.gov
CC: Nancy Madden, Lynsey Seabrook
FROM: Robert Slavin
RE: Success for All alignment with SIG Proposed Strategy Requirements
DATE: 10/20/2014

Dear Colleagues,

Enclosed is information documenting the alignment of the Success for All whole-school reform approach with the SIG Proposed Strategy Requirements.

1. At least two, but no more than four, studies that provide evidence of effectiveness of the strategy consistent with Proposed Strategy Requirement (1).

Three studies are submitted with this application. The study by Borman, Slavin, Cheung, Chamberlain, Madden, & Chambers (2007) was rated by the What Works Clearinghouse (WWC) as meeting the WWC evidence standards without reservations, for its effects on reading performance.

The second, by Quint, Balu, DeLaurentis, Rappaport, Smith, & Zhu (2014), is an interim report on the cluster randomized evaluation of Success for All by MDRC, currently in its second year. This study, funded by Investing in Innovation (i3), is highly likely to meet WWC standards, as it is a large cluster randomized trial carried out by a third party under rigorous conditions.

An additional quasi-experimental study, by Madden, Slavin, Karweit, Dolan, & Wasik (1993) was rated as meeting WWC standards with reservations.

All three of these longitudinal studies show positive effects of SFA on reading outcomes in high-poverty Title I schools.

2. A narrative description of the strategy that addresses each of the elements of the Proposed Strategy Requirement (2).
 - a. Designed to improve student achievement or attainment.

Success for All is clearly designed to improve the reading performance of students in elementary schools. It provides extensive professional development, materials, and software to help all teachers in high-poverty Title I schools use proven strategies to ensure reading success:

- Active, language-focused teaching in preschool and kindergarten to build oral language, school skills, and phonemic awareness.
- Beginning reading instruction in kindergarten and first grade emphasizing systematic phonics, vocabulary, fluency, and comprehension, with children working frequently in pairs.
- Comprehension-focused instruction in grades 2 and above in which students work in four-member teams to help each other learn and use comprehension strategies (e.g., clarification, prediction, summarization, graphic organizers), deep reading, writing process, and other means of building skill and enthusiasm in reading.
- Small group or one-to-one computer-assisted tutoring for struggling readers.
- Family literacy programs to engage parents in support of their children's reading, as well as involvement of parents to solve problems such as poor attendance, need for vision and hearing services, and social services.
- Schoolwide reading assessments to make sure that students are on track toward success in reading and intervene early if problems are detected. Formal assessments are given quarterly but informal assessments are given very frequently as formative feedback to teachers and students.
- Schoolwide data-driven leadership structures to help all teachers constantly improve their skills and make the whole school more effective in ensuring reading success for all.
- Extensive professional development to ensure effective implementation, coaching to constantly improve teachers' skills in teaching reading and sharing of best practices within and between schools.

b. Be implemented for all students in a school.

Success for All is always implemented for all students in the grade levels involved (usually, pre-K or K to 5 or 6 or 8). This includes students in special education and English learners.

c. Address, at a minimum and in a coordinated manner, each of the following:

(i) School Leadership. Success for All provides an innovative leadership development model for principals, beginning with a week-long professional development program with other SFA principals and continuing with mentoring from SFA coaches, principals of other SFA schools, and participation in annual 3-day conferences with sessions focused on the principal's role as a leader. In addition, each school has a (usually) full-time facilitator, an experienced teacher who also receives extensive leadership training, coaching, and networking opportunities with SFA coaches, facilitators in other schools, and others. The principal and facilitator form staff teams of teachers within the school who provide distributed leadership. For example, typical teams would focus on early childhood, beginning reading, and upper-elementary reading; parent issues, including attendance; struggling readers and special education; and English learners. All of the teams meet regularly to review data and make plans to solve identified problems, and then check progress against their plans.

(ii) Teaching and learning in at least one full academic content area (including professional learning for educators). Success for All provides a great deal of professional development for all staff in the school, focused on all aspects of teaching and learning in reading. This consists of about 26 person-days on site in the first year, 16 in the second, and 9 in the third year and beyond, plus off-site training and conferences mostly focused on the principal and facilitator. Initial training in the first implementation year focuses on the big ideas and procedures, with many simulations of classroom reading strategies. After that, teachers receive regular coaching from SFA coaches, who work with school staff to progressively improve their quality of implementation and outcomes. In between on-site visits by coaches, SFA staff have regular meetings by speaker phone with school leaders and staff.

(iii) Student non-academic support. Success for All recognizes that in high-poverty Title I schools, a focus on academics is not enough. SFA provides professional development and materials to support non-academic interventions of several kinds.

- Getting Along Together (GAT-2). We provide an extensive program designed to build students' non-academic skills, including self-control, listening, cooperation, interpersonal problem solving, empathy, anger management, and patience. Each of these skills is presented in books and animated videos, and then students have opportunities to act them out.

- Classroom management. Success for All teaches teachers proven strategies for effective classroom management, including effective uses of time, transitions, responding to behavior problems without disrupting lessons, and positive reinforcement for good behavior. Most SFA schools also use Positive Behavior Intervention Strategies, and we integrate with these activities.
- Parent involvement in problem behaviors. Success for All schools engage parents as partners in building positive behaviors. This can take the form of workshops for parents, daily report cards in which teachers send home good news to parents when students meet expectations, and “walking school bus” strategies to round up children in the morning to ensure on-time attendance.

(iv) Family and community involvement. Success for All engages parents and communities in many ways.

- Raising Readers is a program element for parents and children in which parents are shown ways of reading to or with their children and discussing books. They then turn to their own child and practice the skills. A version for older children, Chips and Chapters, does something similar for children reading chapter books.
- Second Cup of Coffee is a program element in which parents who walk their children to school are invited to come to a parent room and talk with a member of the school staff about anything on their mind: behavior management, supporting reading at home, nutrition, health, even finances or relationship problems. The idea is to build a solid relationship with parents before any problems arise.
- Home-Based Reinforcement. As noted earlier, parents of children having behavior difficulties may be sent “daily report cards” when children have done well. When children bring these home, parents are asked to do something special for the child, such as playing a game with Dad or going to the grocery store with Mom.
- Community engagement. Whenever possible, local churches, clubs, and individuals are invited to participate in the school. They may serve as volunteer readers or listeners or teach singing or sports after school.
- Community agencies are called upon to help with issues such as needs for vision or hearing services, health services, or social and mental health services.