ED 383 793   UD 030 464

AUTHOR   Dianda, Marcella; Flaherty, John
TITLE   Promising Practices, and Program Adaptations &
                Successes. Annual Report.
INSTITUTION   Southwest Regional Lab., Los Alamitos, CA.
SPONS AGENCY   Office of Educational Research and Improvement (ED),
                Washington, DC.
PUB DATE   Jan 95
CONTRACT   91002006
NOTE   61p.
PUB TYPE   Reports - Descriptive (141)

EDRS PRICE   MF01/PC03 Plus Postage.
DESCRIPTORS   Annual Reports; *Early Intervention; *Educationally
                Disadvantaged; *Educational Practices; Longitudinal
                Studies; Minority Groups; Poverty; Program
                Descriptions; Program Implementation; *School
                Restructuring; Spanish; *Training
IDENTIFIERS   *Program Adaptation; Southwest Regional Laboratory;
                *Success for All Program

ABSTRACT
        Through its Metropolitan Educational Trends and
Research Outcomes (METRO) Center, the Southwest Regional Laboratory
(SWRL) helps school districts implement research-based programs for
educationally disadvantaged students. The most prominent of these is
Success for All, a nationally recognized school restructuring
program. In 1992, SWRL made a major commitment to adapt and implement
Success for All in the Western region. The program's developers at
Johns Hopkins University designated SWRL as the first Success for All
regional training center. This report focuses on the adaptation of
Success for All for the Western region. It chronicles the evolution
of the training center and details plans for future growth. Of
special importance are the first results from a longitudinal study of
Success for All in California, especially for students whose primary
language is Spanish. The purpose of Success for All remains that of
its developers: to ensure that every student in a high-poverty school
will successfully acquire basic skills, particularly reading skills,
in the early grades. Success for All is designed to prevent learning
deficits through a comprehensive approach that emphasizes early
education. Twelve tables and two figures accompany the discussion.
(Contains 31 references.) (Author/SLD)

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January 1995

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Annual Report on Promising Practices, and Program Adaptations & Successes

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Deliverable 21.1 - 21.2

January 1995

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ABSTRACT

Through its Metropolitan Educational Trends and Research Outcomes (METRO) Center, the Southwest Regional Laboratory (SWRL) helps school districts implement research-based programs for educationally disadvantaged students. The most prominent of these is Success for All, nationally-recognized school restructuring programs. In 1991, SWRL made a major commitment to adapt and implement Success for All in the Western region. In 1993, the program's developers at the Center for Social Organization of Schools, Johns Hopkins University, designated SWRL as the first Success for All Regional Training Center. The Regional Training Center is housed in SWRL's METRO Center.

This report focuses on the adaptation of Success for All for schools and students in the Western region. It chronicles the evolution of SWRL's Success for All Regional Training Center, beginning with the decision to bring the program to the region and ending with plans for the center's future growth. Of special importance are the first results from SWRL's longitudinal research on the achievement of Success for All students in California, especially for those whose primary language is Spanish.

As implemented by SWRL, the purpose of Success for All remains the same as that envisioned by the program's developers: to ensure that every student in a high-poverty school will succeed in acquiring basic skills, particularly reading skills, in the early grades. Success for All is designed to prevent learning deficits through a comprehensive approach that emphasizes early education, improvement in instruction and curriculum, and intensive intervention at the earliest possible stage when deficits first begin to appear.

INTRODUCTION

Through its METRO Center, SWRL has focused its institutional strengths on addressing schooling problems of educationally disadvantaged students in the Western region. These are students who are placed at risk of school failure because they come from high-poverty homes, or they enter school speaking little or no English. The METRO Center's focus is on research-based, validated programs, especially those with a record for improving the achievement of educationally disadvantaged students. METRO Center staff provide staff development, technical assistance, and evaluation services to help schools implement these programs .

Success for All is a nationally-recognized example of a research-based program. To date, it has produced substantial positive effects in schools serving large concentration: of African American students (Madden et al., 1991; Slavin, Dolan, Madden, Karweit, & Wasik, 1992; Slavin, Madden, & Dolan, 1994; Slavin et al., 1994; Slavin, Madden, Karweit, Livermon, & Dolan, 1990). Other studies have begun to attest to its effectiveness with students who are English language learners (Slavin, Leighton, & Yampolsky, 1990; Slavin & Yampolsky, 1990, 1992). However, Success for All has not been evaluated extensively in low-achieving schools serving the nation's and the Western region's largest group of English language learners (ELL), Hispanic students who enter school speaking little or no English. In fact, when SWRL first entertained the idea of bringing the program to the Western region, Success for All had not been adapted for students whose primary language is Spanish.

Over the last three years, SWRL's involvement with the program has grown substantially. Building on the base of a single "demonstration school" in Southern California, the METRO Center currently provides support to 10 schools in Northern and Southern California, and two schools in Arizona. We have also forged a strong partnership with the Hopkins Center, including joint efforts to develop new curriculum materials, adapt existing Success for All materials for Spanish-speaking students, and provide staff development for Success for All schools.

As our technical assistance and training capacity has grown, we have begun to track the achievement of participating students in the region through a longitudinal evaluation, with special focus on outcomes for ELL students.

Activities in each of these areas are described in detail in this report. The report also provides a grounding in how and why SWRL decided to implement Success for All in the Western region. It explains the way in which SWRL's Success for All Regional

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Training Center operates and the steps the developer required before granting SWRL this designation.

As this report is written, the program is expanding in the Western region. More schools will join the region's growing Success for All schools' network in 1995-96. Therefore, the report explains how schools learn about the program from SWRL, and most importantly, from schools that have adopted it.

SWRL'S INVOLVEMENT WITH SUCCESS FOR ALL

As the use of Success for All expands, we have begun to establish regional training sites to take on many of the functions now performed at Johns Hopkins. (Slavin, Madden, & Dolan, 1994, p. 51)

Since it was first implemented in Baltimore in 1986, Success for All has grown from a local pilot program to a national model operating in more than 90 schools located in 40 school districts in 20 states. This transition is a critical one in the program's evolution.

To maintain its record of success, and to expand the program, the developers decided to establish regional training centers to support program replication around the nation. The first and only Success for All regional training center is located at SWRL. It supports Success for All in the states SWRL has traditionally served—Arizona, California, and Nevada.

The Regional Training Center was established after our staff became knowledgeable about each of the program's components, visited Success for All schools, observed the program at all grade levels, and conducted staff development training alongside Hopkins staff for each program component. SWRL's involvement with Success for All began in 1991, two years before we received our Regional Training Center designation.

1991 District Inquiry Prompts SWRL Into Action

We received the first inquiry from the region about Success for All in 1991 from the Chapter 1 Program administrator in the Riverside Unified School District, who approached SWRL after hearing the Hopkins Center staff describe the program at a national conference. Her question: Can a program that benefits underachieving African American and Anglo students work well with California's diverse student population, particularly students whose primary language is Spanish? Our response was a cautious "yes." Success for All was not designed for use with ELL Hispanic students, but after reviewing the program's components, SWRL's language development specialists thought that it could be adapted effectively for this student population.

The Hopkins Center and SWRL already were exploring the possibility of jointly adapting Success for All so it could serve underachieving ELL Hispanic children in the Western region and elsewhere. So, the district's timing could not have been better. The program appealed to SWRL because it was one of the few research-based programs with a proven track record for increasing student achievement. Furthermore, it was practical

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and feasible for us to learn and for schools to implement. Most important, it provided a way for SWRL to use federal funding, via a subcontract from Far West Laboratory, to assist schools in the region as they faced the challenges associated with increasing numbers of students who are at risk of academic failure.

The partnership with SWRL appealed to the Hopkins Center because Success for All was expanding rapidly. The center had sites in Modesto, CA, and Phoenix, with more growth in the West expected. Supporting schools 3,000 miles from Baltimore was impractical, and expensive for the schools. It made sense to base a regional training center in the West.

The Hopkins Center brought to the effort its experience in developing, implementing, and evaluating the model. SWRL provided years of experience in language assessment, bilingual materials development, and English and Spanish assessment. At that time, for example, SWRL was just completing work on a three-year, federally funded evaluation of features of exemplary elementary and secondary programs for language minority students. Also, SWRL recently had finished an investigation of effective instructional strategies for teaching ELL students as part of a multiyear evaluation of teacher induction programs.

At that time, the Hopkins' researchers had evaluated the model in only one school with large numbers of ELL Cambodian children. Although evaluation results suggested a strong, positive effect on reading performance (Slavin & Yampolsky, 1991), this was a limited test of the program's effectiveness with this new student population. Because of the unavailability of Cambodian-speaking teachers, students participated in the same instructional program as English-speaking students and received services from teachers of English as a Second Language. Success for All had not been evaluated in a bilingual education context even though this is the kind of instruction most commonly provided to language minority Hispanic students.

In 1991-92, SWRL concentrated on working with the Hopkins Center to develop and adapt curriculum materials for Spanish-speaking students. Work centered on developing Spanish lessons for an interactive storytelling component used in kindergarten and grade 1, Storytelling and Retelling (STaR) (see page 12 for explanation). In addition, as our staff educated themselves about Success for All, they worked with a single school (Fremont Elementary School, Riverside Unified School District) to implement selected program components.

Regional Training Center Designation in 1992-93

The following school year, SWRL continued its partnership with Fremont Elementary School. The school adopted all curriculum components that year in pre-kindergarten through grade 3, and it put in place a school-based family support team. SWRL documented the implementation, and through this effort, garnered support for program expansion from the district. Fremont experienced great success with the program. By the end of that year, Fremont had been designated an Outstanding California Elementary School. All students in grades 1-3 were reading and 75% were reading at or above grade level. Fremont's success prompted a second school in Riverside Unified, Jefferson Elementary, to adopt the program in 1993-94.

Through Fremont's success, we were able to show the Hopkins Center that SWRL could provide the same high-quality support to schools as the program's developer, and that SWRL would ensure the integrity of Success for All. The developer's confidence that the program would not be watered down during implementation in the Western region, or stripped of the features that made it effective, persuaded Hopkins to designate SWRL as a Success for All Regional Training Center.

The Regional Training Center designation, which was conferred in February 1993, contributed greatly to the program's expansion in the region. Bob Slavin identified SWRL as a Success for All Regional Training Center at a presentation to the California Department of Education's "It's Elementary" Conference. Subsequently, 18 school districts asked us to provide information about the program and the services we provide, and some followed up by asking us to provide a program overview for school administrators and teachers interested in adopting Success for All. The Hopkins Center began to refer all inquires from educators in the Western region to SWRL's Regional Training Center.

If a school expresses interest in Success for All, the Regional Training Center provides four services free-of-charge. First, we send schools a packet of materials detailing the services available from the center; explaining guidelines for program adoption; offering implementation options; and providing the names of schools in the region willing to host visitors wishing to see Success for All classrooms. Second, a staff member will meet with district officials to answer specific questions about the program. Third, a staff member will conduct a half-day to full-day overview for school staff, to provide additional information about the program, share curriculum materials, demonstrate the instructional approaches used by Success for All teachers, and discuss

how we can be of further help in their investigation of the program. Fourth, the Regional Training Center will prepare a first-year implementation budget for prospective districts and schools that details the costs for staff development, technical assistance, and curriculum materials.

Once a school votes to adopt the program (80% or more of the teaching staff must vote for adoption), it signs a contract with the Regional Training Center for initial staff development training in all program components and periodic implementation visits during which SWRL staff view the program in action and suggest ways to strengthen program adoption. In addition, we engage in ongoing problem solving with the school, and build a partnership as it implements and refines the program. If schools choose, they can participate in SWRL's longitudinal evaluation of Success for All in the Western region. Each of the services the Regional Training Center provides is listed in Table 1.

Table 1
Regional Training Center Functions and Activities

Function	Activity
Information clearinghouse	• Provides information on Success for All to interested districts and schools • Conducts an on-site program overview for staffs of prospective schools
District and school planning	• Meets with staff to answer questions and discuss implementation options • Develops an implementation budget for training, technical, materials costs • Provides recommendations on additional staff that may be needed
Training	• Conducts initial staff development on all program components
Technical assistance	• Works cooperatively with schools as they implement Success for All • Conducts periodic visits to schools and classrooms and provides feedback
Curriculum development	• Adapts curriculum components for Spanish-speaking students
Program evaluation	• Studies the effects of Success for All on students in the Western region

Program Expansion in 1994-95

After SWRL received its Success for All Regional Training Center designation, we planned for the program's gradual growth in the region. However, by late spring 1994, we were concerned that only one additional Success for All school had signed a contract

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with the Regional Training Center. We attributed the slow spread of the program in the region to two factors: (a) continuing economic recession and tenuous finances in many districts; and (b) lack of information about the program within the region.

Although many districts were confident that federal Chapter 1 program funds (i.e., Title 1 under the recent reauthorization of the Elementary and Secondary Education Act) would either remain the same or increase, cuts in other district funding were so severe that many prospective Success for All districts feared they would have to use Title 1 and other federal funds to support their base program. Even schools with sufficient Title 1 funding thought they might need to augment those funds to pay for the teacher training needed to implement the program successfully. Many districts were having difficulty finding these additional funds.

We addressed the funding problem in a two ways. First, we developed a first-year implementation budget for prospective Success for All districts and schools. The budget details costs for staff development training, technical assistance, and program materials. In addition, it arrays for potential sites additional personnel who will be required to implement the program so their district and schools can figure these costs. In most cases these costs are substantially more than the cost of training, technical assistance, or program materials combined. Second, we shared with districts examples of how other Success for All schools funded the program creatively and trimmed implementation costs. Often we asked a principal who had creatively financed the program to share cost-cutting approaches with a prospective school.

Another obstacle was lack of information about this program in the region. Because the program was developed and implemented outside the Western region, many Arizona and California educators found research reports and articles about the program's operation and success in other parts of the country to be of limited relevance. Prospective districts and schools asked us repeatedly about how Success for All operates in the West—in bilingual contexts, in schools with multilingual populations, in settings where teachers teach thematically and have adopted the whole language approach to teaching reading, and within the parameters set forth in state-specific curriculum frameworks.

We addressed the lack of information in the region by publishing two pieces we now share with prospective districts and schools. One is *Lee Conmigo: Success for All in Schools Serving Language Minority Students*, a SWRL occasional paper, by M. Dianda, R. Slavin, and N. Madden. The other is *"Relentless About Success,"* by M. Dianda and S. Toscano, an article in the October 1993 of *Thrust for Educational Leadership*. *Thrust* is a monthly magazine published by the Association of California School Administrators, which is mailed to approximately 18,000 superintendents and principals.

In 1993-94, only two schools were in the Regional Training Center's Success for All schools network. During the 1994-95 school year, the Regional Training Center is providing support to 10 schools in the Western region (see Table 2). Eight are located in California; two are in Arizona. Growth has been substantial. In addition, with the center's assistance, eight schools (seven in California and one in Arizona) are engaged in a year-long study of SFA to see if it is the kind of program they need and want. We expect many will adopt the program in 1995-96.

Table 2
Success for All Schools Working With SWRL's Regional Training Center

School	Location	Number of students	Grades in SFA	Year in SFA	Support for ELL students	Program components
Andalucia	Phoenix, AZ	930	Pre-K-3	1st	English; Spanish ESL	Curriculum, pre-K-3 Family support team
Antelope	Red Bluff, CA	453	K-8	1st	English	Curriculum, pre-K-6 Family support team
Fremont	Riverside, CA	961	Pre-K-6	3rd	English, Spanish bilingual	Curriculum, pre-K-6 Family support team
Highgrove	Riverside, CA	629	K-6	1st	English, Spanish bilingual	Curriculum, K-1 Family support team
Jefferson	Riverside, CA	1,067	K-6	2nd	English, Spanish bilingual	Curriculum, K-4 Family support team
Leupp	Winslow, AZ	340	K-12	1st	English	Curriculum, K-3 Family support team
Longfellow	Bakersfield, CA	835	K-6	1st	English, Spanish bilingual	Curriculum, K-3 Family support team

table continues

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School	Location	Number of students	Grades in SFA	Year in SFA	Support for ELL students	Program components
Loudon	Bakersfield, CA	862	K-6	1st	English, Spanish bilingual	Curriculum, K-3 Family support team
Pomo	Clearlake, CA	710	K-5	1st	English	Curriculum, K Family support team
Wayside	Bakersfield, CA	683	K-6	1st	English, Spanish bilingual	Curriculum, K-3 Family support team

Success for All Components

Each school's Success for All program is designed around the same key components: prekindergarten and kindergarten programs emphasizing oral language development and reading readiness; a schoolwide reading curriculum grounded in cooperative learning, and in first grades, emphasizing decoding and encoding skills; one-on-one tutoring for students who need help keeping up in their reading groups; eight-week assessments of student progress; cross-grade and cross-age grouping of students; parental involvement and support, and integration with social service and health agencies through a school-based family support team; and a full-time released teacher who is the on-site SFA program facilitator. Each component is listed in Table 3 and described briefly below.

Reading Tutors

Success for All tutors are certified teachers with experience teaching Chapter 1 students, special education, or primary reading. They work one-on-one for 20 minutes each day with students who are having trouble keeping up with their reading groups. Generally, the tutors focus on the same content and skills covered in regular instruction. However, they also have the opportunity to identify learning problems and use different strategies to teach and reinforce the skills covered by the classroom teacher. During the 90-minute reading period set aside for the program, tutors serve as additional reading teachers to reduce class size for reading to approximately 15 or fewer students in each

grade. Decisions about reading group placement and need for tutoring are based on individual reading inventories administered by the tutors under the direction of the school's Success for All facilitator.

Preschool and Kindergarten Program

At the preschool and kindergarten levels, the program emphasizes language development, readiness, and positive self-concept. One of the key components is the Storytelling and Retelling (STaR) process, which involves students in listening to, retelling, and dramatizing children's literature (Karweit, 1988). Spanish STaR lessons developed by SWRL, and Big Books that are available in Spanish and English, enable students to develop concepts of print as they develop knowledge of story structure. Peabody Language Development Kits are used to further develop receptive and expressive language skills.

Reading Programs

Formal reading instruction begins in grade 1, and in the second half of kindergarten for students who are ready. Building on preschool and kindergarten, the Success for All K-1 reading/language arts program emphasizes language skills, auditory discrimination, and sound blending. The program, Reading Roots (and its Spanish equivalent, Lee Conmigo) uses phonetically regular minibooks, emphasizes repeated oral reading to partners and to the teacher, and integrates reading and writing.

When they reach the first-grade reading level, students move into a new curriculum, Beyond the Basics, that extends and deepens reading skills by using cooperative learning methods. Student activities include studying and practicing word lists and word meaning, reading selections silently and to a partner, discussing the selections with a partner and then writing individual answers to questions about text, demonstrating competence with oral and written tests, and extending learning by completing and sharing story-related writing. A Spanish version of Beyond the Basics is available.

Students in grade 1 and above are assigned to heterogeneous, age-grouped classes for most of the day. However, during a daily 90-minute Success for All reading/language arts period, they are regrouped across class lines to form homogeneous reading groups of students who are reading at the same reading level.

Eight-Week Reading Assessments

Students in grades 1-6 are assessed every eight weeks to determine whether they are making adequate progress in reading. Assessment results are used to determine who should receive tutoring, to reassign students to new reading groups, to suggest other adaptations in students' programs, and to identify students needing other types of assistance. The assessments are administered in English and Spanish.

Family Support Team

The Family Support Team works with family members in ensuring the success of their children. The team focuses on promoting parent involvement, developing plans to meet the needs of individual students who are having difficulty, implementing attendance plans, and integrating community and school resources. It is composed of the principal or vice-principal, Success for All facilitator, social worker, attendance clerk, and other personnel. In addition, all teachers share responsibility for interacting closely with the team and for communicating regularly with students' families.

On-Site Success for All Facilitator

A classroom teacher at each school is released full time from his or her teaching duties to serve as the program facilitator. The facilitator works with teachers to implement the program, coordinates the eight-week assessments, oversees the Family Support Team, plans and implements staff development, and works with all teachers to make certain that every child is making adequate progress.

Staff Support and Building Advisory Teams

Success for All teachers support one another throughout the training and implementation processes via coaching partnerships, grade level teams, and other staff team configurations. In addition, an advisory committee composed of the school principal, the facilitator, selected teachers and tutors, and parent representatives meets regularly to review the progress of the program and to identify and solve any problems that arise.

Table 3
Success for All Components

Component	Description
Reading tutors	• Provide one-on-one tutoring to low-achieving students • Function as additional reading teachers to reduce class size • Administer informal reading assessments to students
Pre-K and K programs	• Emphasize oral language development and reading readiness
Reading programs	• Regroup students according to reading ability • Emphasize language skills, auditory discrimination, and sound blending in grades K-1 • Extend and deepen reading skills using cooperative learning
Eight-week assessments	• Use curriculum-based assessments to assign tutors, change reading groups, identify other instructional needs, and refer students to the school's family support team
Family support team	• Provides parenting education • Involves parents in support of their children's learning • Addresses home problems affecting student performance • Links families to health and social service agencies
Success for All facilitator	• Helps teachers implement the program • Coordinates eight-week assessments • Oversees the family support team • Plans and implements staff development
Grade-level teacher teams	• Serve as forums for joint decisionmaking and problem solving
Building advisory committee	• Provides support to principals in Success for All schools

ADAPTING SUCCESS FOR ALL
FOR ENGLISH LANGUAGE LEARNERS

As Success for All expands, more and more schools that serve English language learners (ELL) are adopting the program. Such students enter school from homes and communities in which English is not the primary language of communication. They either do not speak English at all or have limited English proficiency. Their inclusion in Success for All is an important extension of the program to a new population of students. And increasingly, it is the context in which the program operates in the Western region.

ELL students receive the same services as English-speaking students. (See the earlier discussion of Success for All components.) However, these students also are provided with instruction in their native languages or the schools use strategies that integrate English language development with content instruction.

Second Language Teaching and Learning Contexts

One of the earliest implementations of Success for All was in a Philadelphia school in which a majority of students are Cambodian and enter school with little or no English language skills. Three years of data indicate that adapting Success for All to this ESL program was very successful in building students' reading and English language skills (Slavin & Yampolsky, 1992).

Currently, the program serves English language learners in six states: Arizona, California, New Jersey, New York, Pennsylvania, and Texas. Given this geographic spread, the program operates in a variety of second language contexts dictated by four key factors: (a) state and local requirements related to the appropriate identification of, and appropriate programs for, English language learners; (b) local educational philosophies; (c) the linguistic diversity of the students served; and (d) the availability of teachers with bilingual and ESL certification. In all cases, the goal is for participating students to become academically proficient in English. The amount of primary language instruction and support, as well as the use of strategies that integrate English language development and content instruction, vary in duration and intensity.

For example, at Fremont Elementary School in Riverside, CA and Orville Wright Elementary School in Modesto, CA, Spanish-dominant students in kindergarten through grade 2 receive Success for All instruction in Spanish in the morning and bilingual instruction for the remainder of the school day. Children in grades 3-6 transition to English-only instruction, so they receive Success for All in English, with provision of

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sheltered instruction. In addition, Fremont meets a state requirement to provide each student at least 20 minutes of ESL instruction per day as part of the program's reading block. Students at both schools who are having difficulties keeping up with their reading groups receive one-on-one tutoring for 20 minutes per day in Spanish or English.

At El Vista Elementary in Modesto, CA, where students speak 17 different languages, the program operates in an ESL/sheltered setting. Students identified as ELL participate in the reading and language arts program in English, alongside their English-dominant classmates during a common period in the morning. During the rest of the day, they receive sheltered content instruction or ESL instruction, depending on their level of English proficiency.

Meeting English Language Learners' Needs

In most ways, the Success for All program delivered to ELL students is the same as for monolingual English-speaking students. Designed originally for use in urban settings serving large numbers of disadvantaged students whose native language is English, the program is, in fact, grounded in approaches that have been identified as particularly effective in promoting ELL students' academic success, especially cooperative learning, integrating language and communication, and metacognitive learning strategies.

Cooperative Learning

Research on using cooperative learning techniques with native English speakers has documented significant increases in students' reading comprehension and language skills (Stevens, Madden, Slavin, & Farnish, 1987). In addition, cooperative learning methods have had positive effects on race relations, acceptance of mainstreamed students, and self-esteem (Madden & Slavin, 1983).

With respect to ELL students, studies of second-language acquisition suggest that "reciprocal interaction" models of instruction, of which cooperative learning is a prime example, foster students' cognitive and linguistic development (Cummins, 1986; Cummins & McNeely, 1987). Studies of schools and classrooms where ELL students are academically successful reveal only limited use of individual instructional activities and competition among students. Instead, classrooms are lively, and even noisy, environments in which students collaborate with each other in small groups to complete assignments. In fact, most higher order cognitive and linguistic discourse among students takes place during cooperative learning activities (Garcia, 1991).

Virtually every part of the Success for All curriculum depends on student-to-student interaction to facilitate learning. In the earliest days of prekindergarten, children share ideas and build on one another's thinking using Storytelling and Retelling (STaR) and Peabody Language Development Kits. In the first formal reading component, Reading roots (and its Spanish counterpart, Lee Conmigo), students work in pairs, listening to each other read and becoming peer coaches. In the upper elementary grades, the program uses Cooperative Integrated Reading and Composition (CIRC) (Madden, Stevens, Farnish, & Slavin, 1990). CIRC employs a combination of mixed-ability, cooperative work groups and skill-based reading groups to teach reading, language arts, and writing (Slavin & Madden, 1989). Lesson structures provide team rewards, individual accountability, and equal opportunities for team members, no matter what their ability. With English-language learners, this extends to their English-language proficiency. Within this context, students who may have very limited English proficiency not only have an assignment that contributes to task completion, but also they have an opportunity to develop literacy through listening, speaking, reading, and writing, in a nonthreatening and supportive setting.

Integrating Language and Communication

Children acquire their primary language at home, with parents, siblings, and others. Later this extends to the community and school. They are not explicitly taught the grammar of the language they are acquiring, but instead, acquire language under natural conditions, with an emphasis on meaning and function rather than form (Krashen, 1981). Not surprisingly, research suggests that when formal reading instruction begins, communication and academic content should be emphasized rather than linguistic structures (Chamot & O'Malley, 1987; Garcia, 1991; Ovando & Collier, 1985). Effective instruction provides students with instructional language and content that has meaning to them, language they can take in, comprehend, and use (Fradd, 1987). Initially, the focus is on oral language development, a precursor to reading.

The instructional strategies used in the Success for All program are consonant with these findings. In prekindergarten and kindergarten, the program integrates language and communication and emphasizes oral language development by involving students in listening to, retelling, and dramatizing children's literature. On the most basic level, stories provide opportunities for exposure to the communicative function of language and the hands-on experience of seeing how print works. On another level, stories provide models and metaphors for the child's developing communication abilities. Preliminary

evaluations of the STaR program with native English speakers indicate positive effects on important prereading skills such as receptive vocabulary, production of language, and story comprehension (Karweit & Coleman, 1991). Big Books, as well as oral and written composing activities, also allow students to develop concepts of print as they develop knowledge of story structure. In addition, Peabody Language Development Kits are used to further develop receptive and expressive language. Finally, thematic units incorporate children's experiences into instruction, using themes that are relevant to all students (e.g., My Class/My School, Special Me, Fall, Winter, Spring) as well as themes that are relevant to students' specific cultures.

Reading Roots and its Spanish-language counterpart, Lee Conmigo, are introduced in the second semester of kindergarten in most Success for All schools. In these programs, letters and sounds are presented in an active, engaging series of activities that begin with oral language and move into written symbols. Once letter sounds (English) and letter and syllable sounds (Spanish) are taught, they are reinforced by reading stories that use the sounds.

As significant for ELL students, particularly those who receive ESL instruction, contextual support in Success for All includes puppets, pictures, objects, music, movement, and gestures and cues to guide group response. These aids enable children to figure out and comprehend what is being communicated in English. Students functioning at a low level of English proficiency require such "context-embedded language" (Cummins, 1986) to understand instruction delivered in English. As their ability to express and comprehend English increases, they no longer need this kind of contextual support.

When students have developed word attack skills, receptive and expressive language skills, and are able to use comprehension strategies at their reading level, they are ready for the final major curriculum component of Success for All, Beyond the Basics. The curricular focus of Beyond the Basics is on building comprehension, thinking skills, fluency, and pleasure in reading using increasingly complex material. It uses cooperative learning activities built around story structure, prediction, summarization, vocabulary building, decoding practice, and story-related writing. Students engage in partner reading and structured discussion of basal readers, anthologies, or novels. They work toward mastery of the vocabulary and content of the story in teams. Story-related writing also is shared within teams.

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Metacognitive Strategies

Metacognitive strategies enable students to think about and prepare for a task, monitor themselves as they complete it, and evaluate the outcomes. Successful readers use metacognitive strategies to help themselves read effectively and comprehend what they read.

Metacognitive strategies are especially important for ELL students. Beginning in fourth grade, much of the learning that occurs in schools is abstract or context-reduced. Without prior schooling or developmental experiences to provide support on context-reduced tasks, many English language learners find them difficult, and they begin to lag behind in their performance.

Therefore, Success for All teaches students why, when, and how to use metacognitive strategies such as understanding the purpose of reading, previewing prior to reading, and monitoring for comprehension. These strategies are always presented in the context of reading, from STaR through Beyond the Basics. In addition, special attention to metacognitive strategies is devoted in review lessons included in Lee Conmigo. Success for All reading tutors also teach metacognitive skills beyond those taught in the classroom program (Wasik & Madden, 1989).

Adapting Success for All for English Language Learners

Certain adaptations have been made in the program to meet ELL students' needs for primary language support and English language development. With respect to primary language support, the most notable adaptation is the development of Lee Conmigo. Developed for use with Macmillan's *Campanitas De Oro* reading series, Lee Conmigo uses the same instructional strategies as its English-language counterpart. However, it is not merely a translation of Beginning Reading. Rather, it is an adaptation based on the phonetic and structural elements of Spanish.

Delivering Success for All to Spanish-speaking children also is supported by STaR materials that enable children to access, read, and discuss Spanish literature as well as favorite and classic children's stories that have been translated into Spanish. Older students complete specially-prepared questions related to story structure (character, setting, problem, and solution) and do story-related writing activities developed to accompany reading selections in *Campanitas De Oro.*

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The Regional Training Center was involved in adapting Success for All to the needs of ELL students in three ways. First, SWRL developed and shared with the Hopkins Center 100 Spanish STaR lessons. Second, SWRL staff reviewed draft Lee Conmigo curriculum materials under development by the Hopkins Center. In addition, we revised the eight-week assessment for Lee Conmigo to correct errors and increase its usefulness for teachers. Third, our bilingual training staff were a resource to the schools in SWRL's Success for All network, as well as to the schools working directly with the Hopkins Center, on ways to deliver the program effectively to ELL students.

HOW AND WHY SCHOOLS ADOPT SUCCESS FOR ALL

SWRL's Regional Training Center does not "market" Success for All. Most of the schools with which we work heard about the program in either of two ways: (a) from a nearby school that was implementing the program (i.e., school-to-school transfer); or (b) from a presentation by SWRL or Hopkins Center staff at a national or regional conference .

Individual and Collective Decisions

Our experience suggests that, first and foremost, schools that are considering Success for All are committed to improving student performance in a specific, but critical, subject area—reading.

Individual Decisions

Individual teachers often vote to adopt the program because of the concrete help it offers to alleviate pressing instructional needs. The teachers below tell eloquently of the frustrations they face, and their need for an intervention that will enable them to meet their students' needs adequately:

- *Jamie*: A 15-year veteran, Jamie teaches fourth grade. She has 33 students in her class. They read from first through sixth-grade levels. "I don't know how I'm supposed to teach everyone to read. I just can't do an individual plan for each child. It's very frustrating. I know some of my kids aren't getting it." To complicate matters, some of Jamie's students are the younger brothers and sisters of gang members. About half are Latino, and about one third of these are students who have just transitioned from Spanish-only instruction. Jamie doesn't have a bilingual or English Language Development (ELD) certificate. She's discovered that her transition students have word attack skills, but they are struggling to comprehend what they are reading. She explains, "Parents can't help because most don't speak or read English at all." "But" she smiles ruefully, "Most of my students who speak English have little understanding of what they read."

- *Adele*: A first grade teacher who has been in the classroom for five years, Adele complains, "My kids are so low. They can't write their name. They don't know letter names or sounds. They have no attention span. I can't get them to attend to what I'm teaching. How did this happen?" she asks in frustration. "Most of these kids were in kindergarten here last year. What are those kindergarten teachers doing?" she complains. "And more importantly," she pleads, "what do I do now? I don't have what I need to teach these kids. For example, we have core literature we are required to cover

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in grade 1, and we have this literature-based reading series the
district purchased two years ago. I know these kids can't read
these books. What am I to do? Read the books to them!" And it
gets worse. About 10 of her students are chronically truant one
day or another. All in all, each misses a portion of reading two or
three times a week.

- *Kay:* A kindergarten teacher who has been in the classroom for 22
years, Kay feels a strong responsibility for giving her students the
base they need for first grade. But she complains it's getting
harder and harder. "I can't believe how ill prepared these students
are for kindergarten," she says in amazement. "I'm a good teacher,
but I have to spend more and more time on basics like colors,
numbers, how to dress yourself, basic hygiene. And when I teach
the alphabet, I know some of them aren't getting it, but our scope
and sequence says I have to get through it. I can only hope that
most get it and the first-grade teachers will reach the kids I miss."

As a Success for All teacher, Adele no longer has to use those literature-based
reading series. Instead, the program offers controlled vocabulary readers that children
can read. And it will indeed ask her to read to children—fine pieces of children's
literature she will read interactively and build children's reading, vocabulary, and
listening comprehension. Similarly, Kay does not have to cover the alphabet. Instead,
she will cover whatever she can to the level of mastery. Midyear the school will assess
all the kindergarten students and then place those who are ready into a slightly modified
version of the grade 1 curriculum. She will continue to work on the alphabet and other
reading readiness skills with her remaining kindergarten students. While Jamie will still
have 33 students in her fourth-grade class, they will be reading at one, two, or, at most,
three different reading levels. Her transition students will either receive instruction from
a bilingual assistant in her classroom or, preferably, they will be grouped with other
transition students so they can receive appropriate instruction by a teacher with bilingual
certification.

Collective Decisions

Collectively, teachers gravitate to Success for All because they agree that the best
way to stop school failure is through prevention, that the time to intervene is when
students first experience difficulty, and that schools must be relentless about students'
success. Furthermore, because the program is designed specifically for students who
come from economically disadvantaged homes *and* for their families, it provides the tools
a school needs to manage as well as noninstructional issues that affect students' learning.

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Each participating school puts a Family Support Team in place to reach out to and involve family members in students' learning. But, the team also is a resource for teachers who must deal with noninstructional issues that affect students' learning (e.g., health, social service). For Jamie, the program offers one-to-one tutoring for her transition students, bilingual volunteer listeners, and sheltered instructional strategies she can incorporate into her instructional planning. For Adele, there is an attendance clerk and home visits to encourage parents to get their children to school on time.

Participating schools understand the program's two-fold advantage. Success for All not only offers a balanced, research-based reading program; it also places this curricular intervention in a larger context of leveraging schoolwide change. This leveraging strategy includes: (a) high academic expectations for all students; (b) support for and outreach to students' families; (c) student grouping and instructional approaches that prevent school failure in the primary grades and enhance and accelerate academic performance in the intermediate and upper-grade levels; (d) approaches, such as one-on-one tutoring, that provide intensive intervention when students start to fall behind their classmates; and (e) ongoing staff development and support for school staffs as they work with each other to transform the school into a Success for All school.

Evolving Into a Success for All School

Success for All affects all students, all teachers, and all grade levels. It changes the way in which school staff relate to one another, and the way in which schools relate to families and to community-based health and social service agencies. This much change takes time. Therefore, the program uses an incremental approach to promoting schoolwide change. The approach is based on the developer's belief that "fundamental change happens school by school and requires substantial investments in professional development and classroom follow-up" (Slavin, Madden, & Dolan, 1994, p. 2).

One of the findings from research on Success for All is that the effects for each cohort of students in the program are greater than for the previous year's cohort in the same school (Slavin et al., 1994). In part, in each successive year of implementation, students have one more year in the program. But these findings also indicate that over time, schools become more proficient at implementation. In short, they evolve into Success for All schools. As teachers become more proficient, and their students become more successful, the schools begin to coordinate the curriculum, health services, family outreach, community resources. In large part, then, SWRL's Regional Training Center

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has the task of supporting a school through this evolution or growth period, beginning with securing a schoolwide commitment to program adoption.

Schoolwide Staff Commitment To Success for All

To become a Success for All school, at least 80% of the staff must vote to adopt the program. This provides a staffwide commitment on which to build. One of the major tasks of the Regional Training Center staff, then, is to provide prospective schools and teachers with information they can use to assess the "fit" between their needs and goals and program requirements. Increasingly, we urge schools to have a Regional Training Center staff member visit for a full day and provide an overview of the program's philosophy, components, instructional approaches, and costs prior to the staff's formal vote. The one-day sessions include an opportunity for staff members to surface questions and concerns, to review the program's curriculum materials, to discuss various implementation options, and to begin to see how they might develop a plan for successful adoption.

The Regional Training Center has worked with schools for as long as a year to support their investigation of the program prior to their formal vote. During this time period, we encourage them to visit nearby participating demonstration schools—sites with mature program implementations that host visitors from prospective schools.

Time To Learn Success for All

Taking the time needed to learn the program is critical. Success for All is not only complex, but it provides a clear vision of improved teaching and learning that school staffs must begin to internalize, and ultimately, own. Some observers, like Honig (1994) view the strong vision of teaching and learning contained in programs like Success for All as a clear advantage. He writes, "The main reason why so many reform efforts fail is that they are not driven by a vision of improved teaching and student learning, and thus, never penetrate deeply enough to make a difference in classroom and school behaviors" (p. 792).

Three basic principles guide the program: prevention, early and intensive intervention, and relentlessness. That is, most learning problems can be prevented by providing children with the best available classroom program and by enlisting parents in supporting success. When learning problems develop, Success for All schools take action immediately and intervene intensively. Students receive help early when problems are small (Slavin et al., 1994). And finally this program would be little more than a

collection of effective strategies if it were not for a key mind set that permeates all that schools and teachers do: a relentless focus on the success of every child. As Slavin and his colleagues explain, relentlessness requires the careful coordination of services. "It would be entirely possible to have tutoring and curriculum change and family services and other services, yet still not ensure the success for at-risk children. Success does not come from piling on additional services but from coordinating human resources around a well-defined goal, constantly assessing progress toward that goal, and never giving up until success is achieved" (p. 7).

It takes time for schools and teachers to become relentless. In some cases, it requires breaking out of comfortable, but ineffective, patterns. For example, some schools find the switch in focus from the child-centered "student study" team to a family support team uncomfortable, because it moves their activities into unfamiliar and uncharted territory. This may be the case even though the staff believes that the expanded focus is precisely what is needed to provide more effective services to students. Becoming relentless also may require an unprecedented level of communication and problem solving among staff members, and mechanisms maybe needed to be put in place to enable them to meet with and talk to one another.

Our experience suggests that schools begin to move away from being satisfied with improving achievement of some or most students to ensuring success for all students by the end of their initial year of implementation (Dianda & Toscano, 1993). As they see the outcomes from one-to-one tutoring, and other components, schools emphasize them more. With tutoring, for example, schools often revamp their tutoring schedule or change the locations where tutors meet with students to add more tutoring slots. As important, when intense classroom-based support does not lead to improved performance, they turn to other components, such as the Family Support Team. The comprehensive nature of the program provides back-up strategies to ensure each student's success.

Over time, schools begin also to use student grouping and instructional strategies to better serve students. The best example is how schools "catch up" students who have limited reading skills. If sufficient in numbers, a teacher or a teacher/tutor may volunteer to teach these students material covered earlier in the school year. If students are in kindergarten or first grade, schools may pair them with more skilled readers who assist them; or if students are in intermediate or upper grades, they benefit from placement in mixed-ability cooperative learning teams. They may also receive one-to-one tutoring. If there are no available tutoring slots, the school may use cross-age student tutors or adults in the school or community who encourage the students by volunteering to listen to them read. The possibilities are endless. In sum, as they evolve, Success for All schools begin

to engage in "deep coping" to overcome the problems involved with serving all children effectively.

Support for School-based Facilitators

No matter its scope, any innovation—a program, practices, or processes new to a school—ultimately must be managed at the school level. In Success for All this responsibility is lodged with each school's facilitator. A classroom teacher who is most often released full time from teaching duties, the facilitator is a site-based change agent responsible for managing daily operations and ensuring that the program is attaining its goals.

SWRL's Regional Training Center staff are responsible for supporting each school and each facilitator until the program has been fully implemented. SWRL staff members become the school-based facilitator's "facilitator." They function as an external change agent, critical friend, and coach. As important, Regional Training Center staff help schools build the capacity to manage the program without extensive external assistance.

Support for Success for All Teachers

At the beginning of program implementation, all teachers have questions and concerns about their role in the program, how it will affect their daily routine, how adequately staff development training will prepare them for their responsibilities, how and when they will get together with the on-site program facilitator and their grade-level colleagues, how they will access curriculum materials, and how they will know if their students are, in fact, succeeding. These questions are addressed by Regional Training Center through staff development and ongoing technical assistance.

One of the Regional Training Center's major functions is to provide initial staff development for all program components. This training covers all the components schools are expected to implement and all the instructional strategies teachers are expected to use. In this way, all participating schools and teachers have access to a common core of information.

However, our experience suggests that a single, generalized training session on any specific component is inadequate. Two additional steps are critical. The first is to tailor initial training sessions so they meet the specific concerns of the adopting school staffs. Sometimes this can be accomplished by asking teachers to enumerate their concerns or questions during the course of the training. In other cases, we meet with the on-site facilitator prior to training to add activities or special content to the training session. In

still other cases, we have added days of training to work with teachers for whom a particular program element, such as cooperative learning, is of considerable concern.

In addition, we have learned that half-day follow-on sessions to initial training, which are scheduled a month or so after teachers have begun program implementation, are especially useful to teachers. At these sessions, we have the opportunity to answer questions, address specific concerns, demonstrate lessons and activities that the teachers are having difficulty implementing, reinforce a staff's accomplishments to date, and preview next steps they might consider adding as they evolve into a Success for All school.

Finally, we also work with facilitators to build their expertise and capacity to conduct follow-on sessions to the initial staff development. Regional Training Center staff often attend follow-on staff development sessions to back up and support the facilitator.

Nurturing Individual Teachers Through Coaching and Reinforcement

Once they vote to adopt Success for All, teachers are presumably ready to implement the program. In reality, their readiness varies considerably, as do their reasons for voting for the program. For example, one teacher explained her affirmative vote this way. "Frankly, I was told I was going to do the program. My principal *strongly* suggested I vote yes." Other reasons include a desire to refocus efforts in a more positive direction, with the conviction that Success for All will result in more skilled readers. One teacher stated this succinctly, "I want my students to read." For other teachers, particularly in implementations that phase in the primary grades initially and the upper grades in successive years, upper grade teachers vote to adopt because of future benefits they expect to see as students enter their classes performing at higher academic levels. As one argued, "We need our children to become competent readers before they get to fifth and sixth grade so we can teach them what they need to learn at those grade levels." An understanding that the effectiveness of additional resources in first grade to reduce class size to 15 or fewer students also induces teachers to vote to implement Success for All. One teacher expressed this reason this way. "I believe just having a smaller number of students to teach will have a positive effect."

Regardless of an individual teacher's reasons, Regional Training Center staff and the school-based facilitators are available to help each become a Success for All teacher. This happens through coaching and consultation focused around classroom observations. The Regional Training Center staff brings a cross-school perspective and can offer

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suggestions and insights based on what works well elsewhere. As important, she or he serves as an external "cheerleader" pointing out particularly strong elements of the implementation and suggesting ways to enhance the program.

We are increasingly cognizant of the relationship between teachers' growth and career stage. We have found, for example, that beginning teachers often embrace the program quickly and fully. For many, it seems to operate as a "life saver" as they struggle to find effective ways to teach reading and language arts. Many of the beginning teachers say their preservice preparation did not prepare them adequately in these areas. Formal feedback following observations, as well as more informal coaching of beginning teachers, often involves working with them on very specific actions they can take to implement a curriculum component more effectively, manage transition time between activities more easily, or rearrange their classrooms physically to better accommodate the program.

Experienced teachers tend to be more jaundiced. They have seen waves of reforms during their careers—team teaching, open classrooms, nongraded classrooms, thematic instruction, phonics-based reading instruction as well as reading instruction using a whole language approach, and many others. Some see this program as one more gimmick, which could be replaced by yet another reform. When dealing with experienced teachers, Regional Training Center staff take a less direct approach then with beginning teachers. They focus on understanding why the teacher is implementing the program in a certain way, and then on surfacing and discussing options that would enhance implementation.

LESSONS THAT INFORM THE WORK OF REGIONAL TRAINING CENTERS

> The existence of [Success for All] and other programs has provided educators not only with models they can replicate but also with technical assistance from university-based reform organizations and networks of like-minded reformers working with a common language and set of assumptions and goals. (Slavin, Madden, & Dolan, 1994, p. 1)

Success for All's continuing growth will demand more regional training centers, such as the one housed at SWRL. As the developers note, "the major limitation on our ability to expand use of the program is our ability to provide quality services to all the schools and districts that want them" (Slavin, Madden, & Dolan, 1994, p. 5). The number of Success for All schools, which has roughly doubled each year since the program's initial implementation, is expected to increase dramatically in the next few years. The increase is tied to provisions of Title 1 of the Elementary and Secondary Education Act, which was reauthorized this year. The new law increases the pool of schools seeking to implement effective schoolwide programs, such as Success for All.

We anticipate that other organizations will become involved in replicating Success for All in the future. Below, we have arrayed some of the lessons SWRL has learned. Although specific to Success for All, many also are applicable to the replication of other nationally-prominent school restructuring programs. They fall into three categories: forging a strong partnership with program developers; organizing internal operations; and structuring relationships with adopting schools.

Ingredients for a Strong Partnership With Program Developers

From our experience with Success for All, we conclude that four ingredients are critical to forging a strong working partnership between regional training centers and program developers:

1. Certification by the developer that the regional provider will deliver the same high-quality support that the developer provides to adopting schools.

Regional training staff must be as expert in the program as are the developers to maintain the program's integrity. In this way, school districts and schools are assured they will receive support and assistance comparable to that provided by the developers.

SWRL's Regional Training Center received its designation from the developers after its staff had become thoroughly acquainted with each of the program's components

and the supporting research studies. In addition, SWRL staff visited Success for All sites and spent time in classrooms observing the program at each grade level. Site visits also provided an opportunity to learn how schools organized family involvement and outreach activities and managed the program daily. Finally, SWRL's Regional Training Center staff observed facilitators from the Hopkins Center as they conducted staff development sessions on all program components, and whenever possible, trained these sessions with center staff.

      2.   Close contact between the developer and regional partner to ensure the dissemination of "best" practice.

SWRL's Regional Training Center staff maintain close contact with our colleagues at the Hopkins Center. Because of the distance, much of that contact is by phone, but occasionally, we support one another in training or on implementation visits. In the past, for example, this has included support for a Spanish bilingual implementation at a school in Chicago that works directly with the Hopkins Center. More recently, SWRL staff trained tutors in Texas for the center, and a center staff member has trained and conducted implementation visits at our school on the Navajo Reservation in Arizona.

SWRL staff also attend an annual retreat hosted by the developers to keep apprised of the latest developments as the program continues to be refined and strengthened. For example, this past year Hopkins published a revised first-grade reading curriculum. SWRL staff were among the first of the Hopkins/SWRL trainers to train teachers to implement this program. With the Hopkins Center's support we were able to acquaint ourselves with the curriculum quickly and to support teachers as they learned and implemented it.

As we began to work with our colleagues at the Hopkins Center, we came to understand that Success for All is a way of thinking about school restructuring and about staff empowerment and decisionmaking. It is also a particular way of training and supporting people so they can manage the changes required to become a Success for All school. For example, our staff provide guidelines and suggestions, and they help schools figure out ways to institutionalize components while retaining the program's integrity. Similarly, while we provide direct instruction during staff development, we also provide opportunities for teachers to learn about the program from each other.

      3.   A common focus on ensuring program integrity while allowing for regional differences and needs that influence program adoption.

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Regional training centers must be accountable to developers for maintaining program integrity while exercising the autonomy needed to meet the needs of different schools and communities. SWRL's technical assistance is tailored to schools in the Western region. We call this our "Western twist." It includes program implementation in year-round, multitrack schools; in bilingual instructional settings, and increasingly, in multilingual classrooms; and in schools with whole language programs and instructional approaches outlined in state-developed curriculum frameworks. SWRL staff bring bilingual as well as curricular and instructional expertise to their Success for All roles.

Still, if a Hopkins Center staff member visits a classroom at one of our schools, they must be able to "see" Success for All. Therefore, we work with our participating schools to ensure that program elements are implemented and discernible, notwithstanding the "Western twist."

> 4. An agreement that the developer will not compete against its regional partner.

Program developers and regional training centers must charge the same prices, deliver the same services, and ensure the same level of support to adopting schools. Furthermore, the developer agrees that it will not provide services to schools in the partner's region and instead refers inquiries to the regionally-based agency.

Perhaps the most important lesson related to this ingredient is the need for flexibility in enforcing it. Our experience suggests there may be times when the developer should work with schools within the regional partners' geographic purview. For example, the Hopkins Center provides support to schools in Modesto, CA and San Francisco. In the former, implementation began before SWRL was designated a Regional Training Center. In the latter, the Hopkins Center initiated conversations when the current superintendent was director of special education in New York City. When he moved to San Francisco, he decided to implement the program there, and logically turned to the Hopkins Center for support. All the parties involved, including SWRL, supported this arrangement.

These ingredients sound deceptively simple. In fact, they were not always easy to obtain. For example, the Hopkins Center was dealing with phenomenal growth of the program and it had not yet geared up for regional training centers when SWRL first began to implement Success for All. The center had not yet put structures in place to help people learn the program or teach others about it. The center is now developing training materials and schedules for regional training centers' use. Since few of these were available three years ago, SWRL had to develop its own training protocols (which

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we shared with the Hopkins Center). Today, protocols are available for most program components. Similarly, in 1991 we had to find out where we could go in the country to see the program in operation. The Hopkins Center now has assigned a staff member to serve as liaison for SWRL and any future regional training centers. In retrospect, our steady, but not necessarily easy, learning curve was an advantage. We were tenacious. We came to know various Hopkins staffers who shared materials and tips with our staff. We formed linkages with Success for All schools in other regions to learn the program.

Overall, the SWRL-Hopkins partnership benefits both organizations. SWRL benefits from the association in several ways. First, SWRL has a specific and important mission—to address the challenges facing the Pacific Southwest as a consequence of rapidly changing demographics and increasing numbers of academically disadvantaged students. Success for All enables us to do that in a highly effective way. Second, the program provides a mechanism through which we demonstrate a basic philosophy that guides our work—namely, that to be an effective R&D agency, you must be able to show allies and skeptics alike that your work makes a difference in the lives of children. Third, SWRL benefits from its association with a national research and development center.

There also have been benefits for the Hopkins Center. One is that the caliber of support provided to schools in this region frees it up to work with schools in other regions. Other benefits are the training we conduct at schools outside our region, and the work we do related to the Spanish version of the program.

Ingredients for Launching a Regional Training Center

Looking back on our evolution as a Success for All Regional Training Center, we see that SWRL took several steps that led to our success in bringing this program to the region.

1. Choose a project director with a strong commitment to the program.

SWRL assigned a senior staff member to manage the program who had a strong personal commitment to it. This person knew the Hopkins Center staff well, and with extensive experience in educational R&D, she was willing and eager to learn and implement the program faithfully. Although generally knowledgeable about school improvement, she did not advocate a competing model nor did she bring to her role a desire to modify the basics of the program

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2. Develop training expertise through close association with the program developer.

SWRL decided to have the Regional Training Center co-train specific curriculum components of the program with Hopkins staff. Our goal was simple: you learn something best by preparing to teach it. At this point, the Regional Training Center staff at SWRL are competent to train all the program's components, and they have trained them all in tandem with Hopkins staffers and on our own.

When SWRL began work in its first Success for All demonstration school, Fremont Elementary, we trained all the teachers in cooperation with Hopkins staff, and most important, we invited staff from the Hopkins Center to visit the school and check the implementation. Could they see Success for All in the classrooms? Yes, it looked fine, and Fremont was "blessed" as a strong implementation.

3. Invest additional institutional resources to enable staff to learn their new roles.

SWRL used Fremont Elementary, our demonstration school, as another opportunity to learn the program. A staff person visited the school as often as possible to observe, problem solve, develop a close relationship with staff, and help shape the program implementation.

4. Let the region know about the Regional Training Center's services.

SWRL makes presentations at conferences and meetings so that educators know about this program and the Regional Training Center. Over the last few years, we have presented at conferences of the Association of California School Administrators, California Alliance for Elementary Education, the California Association for Bilingual Education, California School Boards Association, National Association of Elementary School Principals, and the National Association of Bilingual Education. In addition, at their invitation, we have made presentations at sessions hosted by several California county offices of education.

In addition, as mentioned earlier, we published a short article in the Association of California School Administrators' monthly magazine to disseminate information to superintendents and principals in the state.

5.   Work with schools prior to program adoption to build a foundation.

Based on our experience, we are reluctant to bring schools into SWRL's growing network until they have engaged in an extended study of the program prior to voting for adoption. We call the prospective schools our "Success for All Study Schools." In each case, we provide information, field questions, and broker visits to program schools. Most importantly, we spend a day with school staff during which we provide an overview, answer questions, and give teachers an opportunity to view and work with curriculum materials. By the time a study school joins the network, we have established a cordial relationship and a foundation for a future partnership with the school.

6.   Promote school-to-school transfer and support among adopting schools.

Success for All often takes root in a single school in a district and then spreads to additional schools. Within the Western region, this school-by-school transfer has occurred over the last few years in Phoenix, AZ and Riverside and Modesto, CA. When new schools join SWRL's network, we encourage them to seek support and assistance from nearby experienced sites. More specifically, this year we paired the facilitator from a new school with a facilitator at an experienced site. In all cases, the new facilitators visited the experienced sites for two or more days. We also encourage the schools to share materials with one another. In addition, SWRL's Regional Training Center is in the process of initiating a newsletter through which we will showcase schools' partnerships and disseminate information to the network about developments at the schools.

Ingredients for Structuring Successful Adoptions

The ingredients listed below relate to resources schools need to implement the program, including the kind of support required of their school districts, and alternative schedules for adopting the program.

1.   Attend to schools' resource needs.

These resources include funding, personnel, materials, and time. In most cases, each school's Success for All facilitator develops the organizational structures needed to support teachers during the implementation of each component. This includes providing materials, organizing available classroom space to accommodate smaller classes and team

work, and rearranging schedules to provide adequate time for the reading/language arts block and one-on-one tutoring. Regional Training Center staff provide support around these needs, but their job also extends to advising the school on ways in which it can marshal existing, and often limited, personnel, time, and fiscal resources for a successful implementation.

With respect to funding, increasingly we find it necessary to share with schools a range of funding sources they might access to support implementation. These include state and federal categorical funds they may already receive, as well as foundation and other grants they might seek.

With respect to personnel, we discuss a range of options that allow schools to staff the program with current personnel to the extent possible. However, if needed, schools hire additional full-time or part-time teachers and others to adequately staff the program. Using existing personnel often means they are asked to take on new and different responsibilities.

Finally, helping schools find time for the program is a critical function of external facilitators. As we alluded to earlier, teachers need to be given time to learn the new skills required of them. Unfortunately, with the exception of days in which they participate in staff development sessions grounding them in the program's components, this time comes from their personal schedules. Yet, teachers should have as much time as they need (without jeopardizing the program's overall goal of ensuring students' academic success) to engage in the intense personal learning that may be required to effectively make changes in classroom practice. As important, schools need time to engage in the organizational learning required to adopt a complex program like Success for All. This means, for example, suggesting ways in which schools can use available release days, before and after school meeting times, and lunch schedules to engage in the problem solving and planning.

2.   Ensure school district support for program implementation.

Changing the culture of actors beyond the school level (i.e., the district and state) must be a long-term ambition for regional training centers and Success for All schools. Like the program's developers, we believe that reform of a school district builds from a critical mass of reformed schools. In the meantime, though, we ask districts to meet certain participation standards prior to adopting Success for All. The standards are described in Table 4.

Table 4
Participation Standards for Success for All School Districts

Standard	Description
Support by district administrators	District administrators' unequivocal support for the program is critical. This includes support from the superintendent and from administrators who are responsible for categorical programs
Commitment to full program implementation	Although schools can phase in Success for All over one, two, or three years, districts must be committed to implementing all the program's components by a certain date
Provision of adequate financial and staff resources	Districts must commit to adequately staffing Success for All schools and to providing funding for training, implementation support, and materials
Commitment to future program expansion	Districts initiating Success for All often start with one or two schools. However, the developers and SWRL seek to partner with districts that plan to expand the program to additional schools

3.   Offer schools implementation options.

We offer schools the option of adopting the program over one, two, or three years. This enables them to decide how much change they can manage effectively at one time. The advantages and disadvantages of four start-up options are outlined in Table 5. Regional Training Center staff explain each to adopting schools and help them decide if any of these, or still perhaps another option, meet the school's needs most effectively.

We believe school staffs are in the best position to decide how long it will take them to learn the program, to become good at doing it, and as a result, to develop ownership of the program at their school.

Table 5
Comparison of Alternative Plans for Implementing Success for All

Year	Option A	Option B	Option C	Option D
Year 1	All components	Pre-K and K programs	Pre-K and K programs	Pre-K and K programs
	All grade levels	Grade 1 program	Grade 1 program	Grades 2-6 program
	Family support team	Family support team	Family support team	Family support team
		One-to-one tutoring	One-to-one tutoring	
			Grades 2-3 program	
Year 2		Grades 2-6 program	Grades 4-6 program	Grade 1 program
				One-to-one tutoring

Although schools can choose to implement the program incrementally, eventually they must implement the entire program. Even as schools investigate program implementation, they begin to develop a general sense of how they will carry out the changes required. Initially, then, SFA Regional Training Center staff work with schools to develop a time line for full implementation, and a year-by-year plan for how the school will get to that point. Our objective is to be as concrete as possible, while at the same time, providing schools with flexibility and options. We have found these initial plans generally need modification as the program gets underway to adjust to staffing changes, funding changes, and unplanned needs that arise.

EVALUATING SUCCESS FOR ALL

In 1992, we initiated a longitudinal evaluation of Success for All in the Western region, with particular emphasis on assessing outcomes for English language learners (ELL) in bilingual Spanish and multilingual settings. The evaluation will track successive cohorts of students from kindergarten through grade 3.

Research findings suggest that when students are schooled in both their first and second languages, they may perform at grade level in language arts in as few as two years (Collier, 1989, 1992; Cummins, 1986; Fradd, 1987;) Therefore, we are especially interested in evaluating the program's effectiveness when it is delivered in Spanish and augmented by ESL and sheltered-content instruction. Initially, we assessed the reading achievement of students whose primary language is Spanish, using individually-administered reading assessments in Spanish. As these students transition out of bilingual instruction and into sheltered-content instruction, trained assessors will administer individual reading assessments in English.

Evaluation Design

The evaluation uses a design that has been used in all Success for All evaluations. Each program school is matched with a comparison school that is similar in percent of students receiving free lunch, in past achievement scores, and in other factors.

At the beginning of each academic year, two measures are used to assess all incoming kindergarteners' prereading and language development skills. The first is the Bilingual Syntax measure (BSM), which is unique to this particular Success for All evaluation. The BSM measures children's English-language proficiency by assessing their control of basic English grammatical structures (Burt, Dulay, & Hernandez, 1975). Results from the BSM, which is administered individually to students when they enroll in the school districts that participate in the evaluation, are used to determine if the second measure (the pretest used in the evaluation) should be administered in English or Spanish. This measure, the Peabody Picture Vocabulary Test (PPVT), has been used in other Success for All evaluations.

At the end of the school year, the Woodcock Reading Mastery test and the Durrell Analysis of Reading Difficulty are administered to students. Trained assessors individually administer three Woodcock scales (i.e., Word Identification, Word Attack, and Passage Comprehension), and the Oral Reading Scale from the Durrell Analysis of Reading Difficulty.

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Using analyses of covariance, with the PPVT as the covariate, we compared students' raw posttest scores and characterized outcomes in terms of effect sizes. Separate analyses were conducted for all students, for students in the lowest 25% of their grades, and for students who were assessed in Spanish and English.

Evaluation Sites

Three Success for All schools in two California school districts (Riverside and Modesto, CA), and matched comparison schools, participated in the evaluation from fall 1992 through spring 1994. Two of the schools (Fremont and Orville Wright) serve English language learners whose primary language is Spanish; the third (El Vista) serves students who speak 17 different primary languages. When the students were pretested in fall 1992, Fremont was entering its second year in Success for All; Orville Wright and El Vista were entering their third year of implementation.

The three program schools were matched with comparison schools similar in level of student disadvantage and other factors. These factors include the percentage who receive free or reduced-price school meals, percentage whose families receive Aid to Families with Dependent Children (AFDC) assistance, percentage of English language learners per grade level, languages other than English spoken at the school, and an annual instructional calendar (i.e., a traditional or a year-round calendar).

Table 6 compares the schools on selected variables. Each Success for All school is grouped with its matched comparison school. As the Table shows, the program and comparison schools were quite similar in several important respects. However, a few differences are worth noting. For example, Fremont has two comparison schools, Highgrove and Taft. Highgrove's profile is very similar to Fremont's, but it is a traditional rather than year-round calendar school. Taft, Fremont's other comparison school, was added to the sample because its year-round calendar matched the calendar at Fremont. It serves a relatively more advantaged student population (i.e., only 47% of the students qualify for free lunch), but a small number of children from economically disadvantaged homes are bused to Taft. Because they most resemble students served by Fremont, we restricted our assessments to these students ($n = 53$).

Perhaps the most uneven match is between Orville Wright and its comparison school, Tuolumne. The comparison school is larger, has a year-round calendar, and serves lower percentages of students who qualify for free lunch or receive AFDC than Orville Wright. However, Tuolumne was the best match for Orville Wright within the district based on ELL students and students' ethnic composition.

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Table 6
Success for All and Comparison Schools Participating in the Success for All Evaluation

Characteristics	Success for All and comparison schools						
	El Vista	Garrison/ Kelly	Fremont	Highgrove	Taft	Orville Wright	Tuolumne
School type	SFA	Comp.	SFA	Comp.	Comp.	SFA	Comp.
School enrollment	643	585	931	733	981	560	913
Enrollment, K	90	90	118	121	142	72	135
School calendar	Trad.	Trad.	YRE	Trad.	YRE	Trad.	YRE

National percentile - reading

	El Vista	Garrison/ Kelly	Fremont	Highgrove	Taft	Orville Wright	Tuolumne
K	------	------	------	------	------	------	------
1	30	--	24	27	32	8	20
2	25	--	20	32	41	14	37
3	58	54	35	32	43	49	43
Percent AFDC	36	32	22	22	21	51	39
Percent free lunch	70	66	73	61	47	98	80
Percent minority	49	48	68	60	60	73	71

Ethnic composition

	El Vista	Garrison/ Kelly	Fremont	Highgrove	Taft	Orville Wright	Tuolumne
Anglo	342	277	32	20	18	132	261
African American	26	27	10	7	12	2	20
Asian	106	123	3	3	6	57	145
Hispanic	154	139	52	49	39	364	479
Other	15	19	3	1	4	5	8

ELL learners

	El Vista	Garrison/ Kelly	Fremont	Highgrove	Taft	Orville Wright	Tuolumne
Percent ELL	30.4	38.2	23	20	21	53.6	44.6
Percent of ELL who are Spanish-speaking	38.5	33.5	87	92	89	78.6	64.7
Instruction	sheltered	sheltered	bilingual	bilingual	bilingual	bilingual	bilingual

Notes: All figures are for spring 1992, or the 1991-92 school year.
National percentile reading scores for El Vista, Orville Wright, and Tuolumne are from the 1992 California Test of Basic Skills (CTBS), reading comprehension. The CTBS was not administered at Garrison/Kelly in spring 1992. For Fremont, Highgrove, and Taft, national percentile reading scores are from the Stanford Achievement Test, abbreviated, reading comprehension test. Kindergarten students were not tested at any of the schools.

Evaluation Measures

All incoming kindergarten students in the program and in the comparison schools ($n = 583$) were given individually administered tests in fall 1992. The assessors were current and former classroom teachers trained by SWRL. This same cohort of students was tested again at the end of first grade in spring 1994. A total of 313 students were assessed at that time. The attrition rate between the pre and posttests, 47%, was comparable across both program schools and comparison schools.

Pretest: The Peabody Picture Vocabulary Test (PPVT) measures receptive vocabulary (Dunn & Dunn, 1981);

Posttests: Four posttest reading measures were selected from two widely used, nationally standardized reading batteries to assess a full range of reading skills: word attack (Woodcock Word Attack), recognition of letters and key sight words (Woodcock Letter-Word), reading comprehension (Woodcock Passage Comprehension), and oral reading fluency (Durrell Oral Reading). The scales are described below:

- Woodcock Language Proficiency Battery (Woodcock, 1984). Three Woodcock scales, Letter-Word Identification, Word Attack, and Comprehension, were individually administered to students at the end of grade 1. The Letter-Word scale assesses recognition of letters and common sight words. The Word Attack scale assesses phonetic synthesis skills, and the Passage Comprehension scale assesses students' understanding of sentences through the use of context clues.

- Durrell Analysis for Reading Difficulty (Durrell & Catterson, 1980). The Durrell Oral Reading Scale was administered to the students at the end of grade 1. Oral Reading presents a series of graded reading passages that students read aloud. The passages are followed by comprehension questions that the students answer orally.

Analyses

Following previous research by the program's developers, we analyzed assessment data using analyses of covariance, with the PPVT as a covariate. The outcomes reported are characterized in terms of effect size, which is the difference on each posttest between the mean achievement of students in the program and comparison students divided by the comparison groups' standard deviation. The analyses use raw or standard scores; however, grade equivalents are reported because they are more meaningful, although they were not used in the analyses.

Overall, the analyses mirror those reported by Slavin and his colleagues (e.g., Slavin, Dolan, Madden, Karweit, & Wasik, 1992; Slavin et al., 1994; Slavin, Madden, & Dolan, 1994). However, contrary to previous studies, we did not report outcomes for individual schools (i.e., each pair of matched schools). One of the comparison schools (Tuolumne) was sufficiently different from its comparison school (Orville Wright) to question the validity of such a comparison. More important, for the analyses of ELL students' achievement, the numbers of students in individual schools were too small to make meaningful school-to-school comparisons.

Reading Outcomes

Below, we report outcomes for students in the three Success for All schools relative to students in the four comparison schools. The achievement of the students in the lowest 25% of their classes is reported separately. Students were placed in this category based on their average posttest scores. That is, the raw scores for each posttest were standardized, and then an average score was calculated for each student. Using standardized posttest scores allowed us to (a) compare students who had different pretest scores; and (b) include in the sample students for whom we did not have pretest scores. Students who scored in the lowest 25% of their class are of special interest because they receive one-on-one tutoring in reading in addition to their regular Success for All reading and language arts instruction.

We also report on how Success for All affected ELL students' reading achievement. As explained in detail later, we grouped ELL students according to (a) the language they spoke when they entered kindergarten; (b) the language in which they were pretested; (c) the language in which they received instruction; and (d) the language in which the posttests were administered.

Success for All Students and Comparison Students

The way students in the program performed on the PPVT was similar to the performance of students in the comparison schools (Table 7), with Success for All students scoring slightly lower than comparison students. However, by the end of grade 1, Success for All students were ahead of their comparison school counterparts. Furthermore, the impact of the program is even stronger for students in the lowest quartile of their grade.

Table 7
Success for All and Comparison Students' Scores on the PPVT Pretest

	All students		English-speaking		Spanish-speaking		ESL Spanish students		Other ESL students	
	SFA	Control	SFA	Control	SFA	Control	SFA	Control	SFA	Control
N	131	188	99	120	25	41	7	9	35	30
mean	35.95	36.01	39.32	43.15	26.40	23.83	22.34	19.53	20.69	18.87
(SD)	17.88	20.57	17.94	19.61	13.66	13.53	12.00	14.04	14.13	14.59

On each posttest, Success for All students exhibited increased reading skills relative to students in comparison schools (Table 8). The statistically significant and substantial effects range from an effect size of +.38 on the Woodcock Passage Comprehension to an effect size of +.49 on the Woodcock Letter-Word Identification. These effect sizes are similar to the effect sizes found in other evaluations of Success for All (e.g., Slavin et al., 1994).

Effect sizes for students in the lowest 25% of their classes also are statistically significant and even larger (ranging from ES = +.82 on the Woodcock Passage Comprehension to ES = +4.3 on the Woodcock Letter-Word Identification) (Table 8). This means that the highest-need students in the program were learning at a much faster pace than their comparison school counterparts. Again, these effect sizes are comparable to those reported by the developer.

Table 8
Reading Outcomes for All Success for All and Comparison Students

		All students				Lowest 25%			
		SFA	Control	Effect size	Sig. level	SFA	Control	Effect size	Sig. level
Woodcock	N	131	181			33	44		
Word	mean	28.85	21.18	.487	.000	13.79	5.74	1.620	.000
Identification	(SD)	14.18	15.74			9.23	4.97		
Woodcock	N	131	182			33	44		
Word	mean	12.94	8.72	.446	.000	5.21	1.13	1.782	.000
Attack	(SD)	8.05	9.47			3.96	2.29		
Woodcock	N	131	182			33	44		
Passage	mean	11.39	8.17	.379	.000	4.32	2.06	.816	.002
Comprehension	(SD)	8.34	8.49			3.89	2.77		
Durrell	N	104	141			25	30		
Oral	mean	5.36	3.81	.376	.002	1.71	.12	4.297	.000
Reading	(SD)	4.10	4.12			1.76	.37		

Figure 1 displays the grade equivalents as well as the effect sizes for each posttest measure. The performance of Success for All students on these measures exceeded that of students in the comparison group, from 3 months on the Durrell Oral Reading Test to 5 months on the Woodcock Letter-Word Attack Test.

Of special importance, the lower-achieving students at Success for All schools (i.e., those in the lowest 25% of their classes) outperformed their comparison school counterparts by 3 months on Durrell Oral Reading test and by 7 months on the Woodcock Letter-Word Attack test. These students receive daily one-to-one tutoring by a trained teacher tutor. In addition, they often receive additional support from the Family Support Team, which all three Success for All schools had in place. The positive effects on the lowest quartile indicates a high return on the extra resources Success for All schools invest in these students.

Figure 1
Grade Equivalents and Effect Sizes by Reading Measure
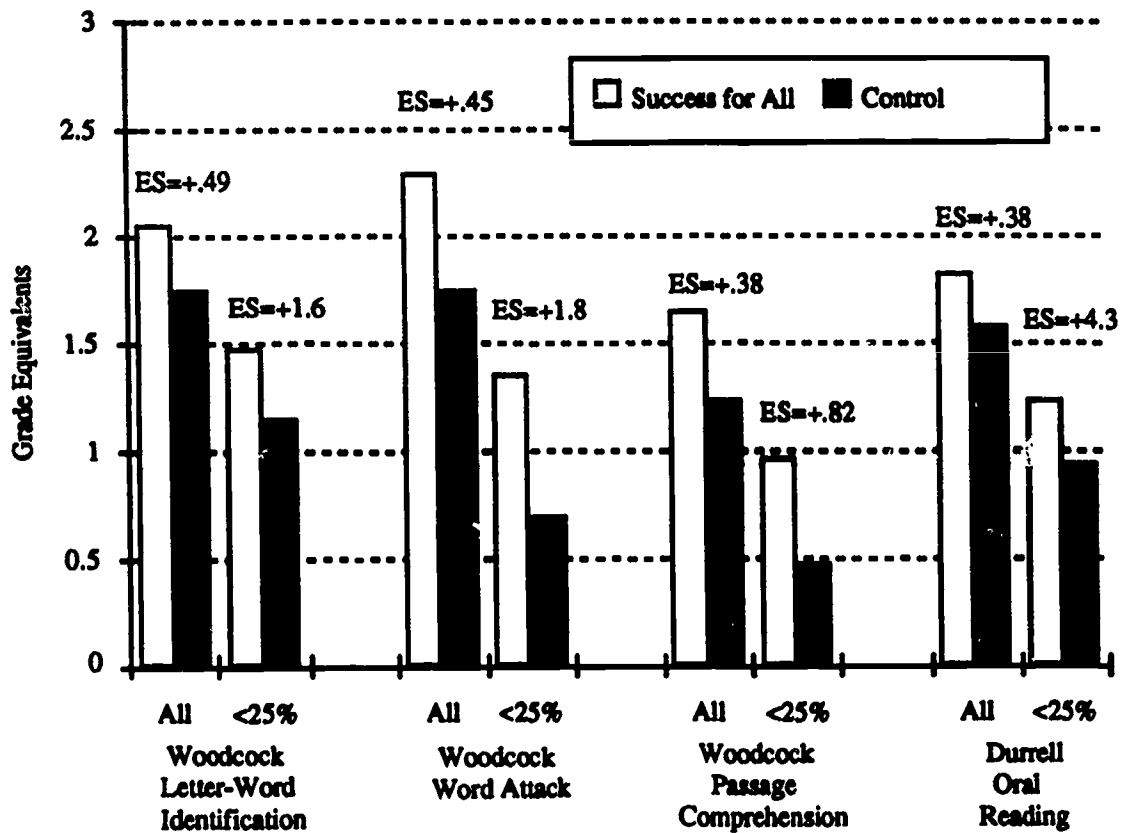

English Language Learners

One of the major thrusts of SWRL's longitudinal evaluation is to assess the program's effectiveness in enhancing the reading achievement of ELL students. We report outcomes for three groups of ELL students who are English language learners: (a) students who entered kindergarten speaking Spanish, and who subsequently were assessed and taught in Spanish (i.e., Spanish-speaking Students); (b) students who were Spanish-speakers when they enrolled in kindergarten and were pretested in Spanish, but who were placed in sheltered English instruction, and therefore posttested in English (i.e., ESL Students); and (c) students who entered kindergarten speaking languages other than English or Spanish (i.e., Other ESL Students). These students were assessed in English and were instructed in English, using sheltered instructional techniques. Outcomes also are reported for all Success for All and comparison students who entered school speaking English, and were pretested, instructed, and posttested in English (i.e., English-speaking Students).

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Two of the program schools (Orville Wright and Fremont) together with their matched comparison schools (Tuolumne and Highgrove) provide Spanish bilingual instruction to students whose primary language is Spanish, especially in the primary grades. Except for students whose parents opted for them to receive English instruction, students we report on here were in Spanish bilingual reading classes.

The third Success for All school, El Vista and its comparison school, Garrison/Kelly, provide ESL to all students rather than bilingual instruction. These schools enroll students who speak a variety of languages. When viewing the tables and figures below, most of the children in the ESL Spanish Students and other ESL Students categories were in these schools.

Overall, Success for All students in each language group were, on average, several months ahead of their comparison school counterparts in reading achievement (Figure 2). In particular, those students who were Spanish-speaking, and those who were pretested in Spanish and posttested in English, were even more advanced, exceeding similar students at the comparison schools by 7 and 5 months, respectively.

Figure 2
Mean Grade Equivalents by Language Group

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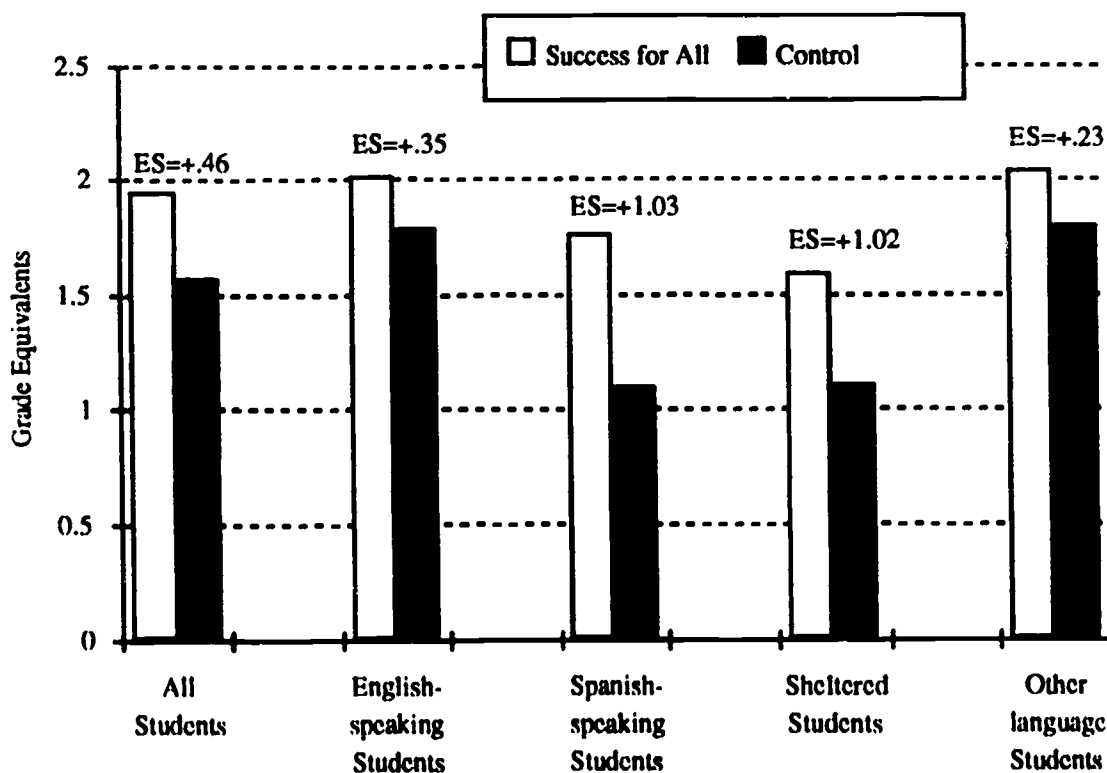
Spanish-Speaking Students

Spanish-speaking students in the program did considerably better than Spanish-speaking students at the comparison schools (Table 9). The raw posttest scores of students in the program were *double* those of students at the comparison schools. The large, and statistically significant, effect sizes for Letter-Word Identification (ES = +1.2), Word Attack (ES = +.94), and Passage Comprehension (ES = +.80) indicate the accelerated rate at which Success for All students achieved.

Table 9
Reading Outcomes for Spanish-Speaking Students

		All students			
		SFA	Control	Effect size	Significance level
Woodcock	*N*	25	41		
Word	mean	28.88	15.66	1.116	.000
Identification	(*SD*)	12.59	11.85		
Woodcock	*N*	25	41		
Word	mean	14.62	7.36	.936	.000
Attack	(*SD*)	8.44	7.76		
Woodcock	*N*	25	41		
Passage	mean	3.30	1.43	.796	.001
Comprehension	(*SD*)	2.68	2.35		

ESL Spanish Students

The reading scores of students who received sheltered English instruction were examined separately (Table 10). These students were Spanish-dominant when they entered kindergarten. They took the Spanish version of the PPVT. However, they received instruction in English rather than Spanish.

Although the number of students in this group was small ($n = 26$), the large effect sizes found on tests of Letter-Word Identification (ES = +.91) and Word Attack (ES = +2.5) indicate a notable difference in the progress of these sheltered students at Success for All schools compared to students at comparison schools.

Table 10
Reading Outcomes for Sheltered Students

		All students			
		SFA	Control	Effect size	Significance level
Woodcock	N	7	19		
Word	mean	22.68	12.06	.913	.051
Identification	(SD)	14.13	11.63		
Woodcock	N	7	19		
Word	mean	8.56	1.84	2.471	.002
Attack	(SD)	7.06	2.72		
Woodcock	N	7	19		
Passage	mean	7.11	5.11	.318	.317
Comprehension	(SD)	6.20	6.28		
Durrell	N	6	19		
Oral	mean	4.43	2.50	.509	.212
Reading	(SD)	3.03	3.79		

Other ESL Students

Other language students entered kindergarten speaking languages other than English or Spanish. A number of languages are represented in this group including Cambodian, Cantonese, Lao, Vietnamese, and Romanian. These students were instructed and assessed in English. Their reading outcomes are comparable to other ELL students (Table 11).

Success for All students outpaced students at the comparison schools. The effect sizes on tests of Passage Comprehension (ES = +.40), Letter-Word Identification (ES = +.44), and Word Attack (ES = +.55) were moderately high (p <.10).

Table 11
Reading Outcomes for Other-Language Students

		All students			
		SFA	Control	Effect size	Significance level
Woodcock	*N*	22	15		
Word	mean	30.65	22.70	.436	.096
Identification	(*SD*)	12.97	18.24		
Woodcock	*N*	22	15		
Word	mean	14.75	8.04	.554	.012
Attack	(*SD*)	6.30	12.12		
Woodcock	*N*	22	15		
Passage	mean	13.32	9.40	.404	.084
Comprehension	(*SD*)	6.88	9.71		
Durrell	*N*	22	16		
Oral	mean	5.70	4.30	.314	.293
Reading	(*SD*)	4.12	4.46		

English-Speaking Students

The English-speaking students at comparison schools scored higher on the PPVT than did Success for All students. However, on posttests Success for All students outperformed their controls on every reading measure (Table 12).

The effect sizes for all students were moderate, but significant at the $p < .10$ level on all measures. The effect sizes for English-speaking students in the lowest 25% of their cla. ses were particularly large, ranging from ES = +.86 on the Woodcock Passage Comprehension to ES = +1.5 on Woodcock Word Attack ($p < .001$).

Table 12
Reading Outcomes for English-Speaking Students

		All students				Lowest 25%			
		SFA	Control	Effect size	Sig. level	SFA	Control	Effect size	Sig. level
Woodcock	N	99	119			25	26		
Word	mean	29.82	24.14	.347	.003	14.87	7.04	1.348	.001
Identification	(SD)	14.60	16.39			9.29	5.81		
Woodcock	N	99	120			25	26		
Word	mean	13.18	10.02	.311	.005	5.83	1.55	1.497	.000
Attack	(SD)	7.94	10.16			3.81	2.86		
Woodcock	N	99	120			25	26		
Passage	mean	14.10	10.74	.389	.001	5.80	3.23	.860	.008
Comprehension	(SD)	8.14	8.63			3.57	2.99		
Durrell	N	98	116			24	25		
Oral	mean	5.49	3.91	.384	.004	1.79	.13	4.15	.000
Reading	(SD)	4.17	4.11			1.76	.40		

Summary

Evaluations of this program consistently have shown substantial positive effects on student reading achievement for children who start in the program in first grade or earlier. These effects have been found to grow as children move through the grades, and effects for each cohort are greater than for the previous year's cohort in the same schools. Achievement effects have been particularly positive for the lowest achievers.

The findings reported here mirror these results. Students who participated in this phase of the evaluation had been in the program for two years. Overall, they outperformed students in the comparison schools on every posttest measure. Since in some cases, the students in the comparison schools initially outscored Success for All students on the pretest, Success for All not only raised average achievement, but most importantly, it raised the achievement of the lowest performing students. In fact, some of the largest effect sizes are for Success for All students who were in the lowest 25% of

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their classes. These are the children in which Success for All schools invest tutoring and Family Support Team services to prevent early reading failure.

The positive effects on Spanish-speaking students are a new contribution to Success for All research. They show that students who speak Spanish do benefit from the Spanish version of the program with respect to enhanced word attack and reading comprehension. Findings for ELL students who received ESL instruction mirror other evaluation findings and buttress earlier Success for All research. They indicate that ELL students benefit from prevention and early intervention offered in Success for All schools, and that ESL instruction can help in the development of English language and reading skills.

We are optimistic about the future of these first graders as they move up in grade level. They will be posttested again at the end of grade 2 and grade 3. At the same time, we have begun to pretest additional cohorts of incoming kindergarten students. Over time, we anticipate replicating still other findings reported by the program's developers.

NEXT STEPS FOR SUCCESS FOR ALL IN THE WESTERN REGION

We have several goals for the Regional Training Center over the next few years as Success for All grows in the Western region.

1. *Expand SWRL's network of Success for All schools.* The program is growing fastest in California, but we also are receiving inquiries from Arizona schools and districts. To date, we have not been contacted by schools in Nevada.

    Adding schools will require us to expand the SFA Regional Training Center staff at SWRL. We anticipate that expansion will include a full-time bilingual position and several part-time persons.

2. *Initiate communication mechanisms.* These include a newsletter and a regional conference. Our objective is to develop a network of Success for All schools in the region, which communicates regularly.

3. *Expand the scope of SWRL's longitudinal evaluation of Success for All in the Western region.* The Hopkins Center was recently awarded a five-year grant from the Office of Educational Research and Improvement, U.S. Office of Education. SWRL is a research partner working with the Hopkins Center under a subcontract.

SWRL's experience with Success for All shows that a regional training center model is an effective way to promote the replication of nationally-prominent schoolwide restructuring programs. The stakes are high. We believe strongly that every implementation under a regional training center's purview must be successful. If they are not, schools will begin to question the viability and effectiveness of the program, and the developer will question the caliber of the regional training center.

At a minimum, the individuals who staff a regional training center must: (a) be certified by the developers, to ensure quality control and to protect program integrity; and (b) maintain close contact with the developers, to ensure the dissemination of "best" practice as Success for All continues to be refined and strengthened; (c) retain the flexibility to adapt the program to meet regional differences and needs; and (d) bring to their role expertise in staff development, understanding of the dynamics of school change, and a thorough knowledge of the program.

Glickman (1990) notes that, "Ordinary schools are busy convincing themselves and others how excellent they are; great schools know that they are not as good as they can be" (p. 71). The Success for All schools that SWRL is working with are far from

ordinary. Our initial evaluation findings attest to their excellence, but more importantly, we know each is striving continually to enhance their program so they can truly attain success for all students.

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