SUCCESS FOR ALL / ROOTS & WINGS:
Summary of Research on Achievement Outcomes
Robert E. Slavin & Nancy A. Madden

THIS REVIEW DESCRIBES THE CURRENT STATE OF RESEARCH on the achievement outcomes of Success for All, a program built around the idea that every child can and must succeed in the early grades. ■ Success for All uses everything we know about effective instruction for students at risk to direct all aspects of school and classroom organization toward the goal of preventing academic deficits from appearing in the first place. SFA schools search out and intensively intervene with any deficits that do appear, and provide students with a rich and full curriculum to enable them to build on their firm foundation in basic skills. The commitment of Success for All is to do whatever it takes to see that all children become skilled, strategic, and enthusiastic readers as they progress through the elementary grades. This review also describes research on Roots & Wings, a program that adds mathematics, science, and social studies to Success for All programs. ■ The results of evaluations of dozens of Success for All schools in districts across the U.S. clearly show that the program increases student reading performance. In every district, Success for All students learned significantly more than matched control students. Significant effects were not seen on every measure at every grade level, but the consistent direction and magnitude of the effects show unequivocal benefits for Success for All students. ■ CRESPAR 41 (*December 1999*) □

THE ROLE OF CULTURAL FACTORS IN SCHOOL RELEVANT COGNITIVE FUNCTIONING:
Synthesis of Findings on Cultural Contexts, Cultural Orientations, and Individual Differences
A. Wade Boykin & Caryn T. Bailey

FOR MANY AFRICAN AMERICAN CHILDREN from low-income backgrounds, cognitive performance can be enhanced in contexts thematically characterized by aspects of Afro-cultural ethos. This report presents and describes the results of six experimental studies (two studies on each) on three cultural themes of primary interest, namely movement, communalism, and verve. For each of them, the authors review the research concerning previous studies, present the analyses and results of the two studies devoted to that theme, and synthesize and discuss the findings of the six investigations collectively. ■ The results of the current body of research are generally consistent with previous findings and added to the literature on African American children's learning and achievement performance in areas such as cognitive processing; comprehension of story and textbook material; creative problem solving and task engagement; academic-related task performance; experimental task performance; and motivation. ■ CRESPAR 42 (*in press*) □

THE ROLE OF CULTURAL FACTORS IN SCHOOL RELEVANT COGNITIVE FUNCTIONING:
Description of Home Environmental Factors, Cultural Orientations, and Learning Preferences
A. Wade Boykin & Caryn T. Bailey

THIS REPORT EXAMINES certain home cultural factors, cultural orientations, and learning preferences of African American school children from low-income backgrounds in order to document the relationship of prior cultural socialization experiences to enhanced cognitive, performance, and motivational outcomes. The authors attempt to offer a conceptual basis for how certain Afro-cultural themes—movement, communalism, and verve—in low-income African American children's proximal experiences outside of school are transmitted and acquired, and the consequences of such acquisitions on their orientation and preferences for learning. Specifically, this research documents the cultural integrity residing in the experiences of African American children from low-income backgrounds and offers ways to proactively build upon these assets for enhancing school achievement. ■ CRESPAR 43 (*in press*) □

CLASSROOM CULTURAL ECOLOGY:
The Dynamics of Classroom Life in Schools Serving Low-Income African American Children
A. Wade Boykin, Constance M. Ellison, Donna Penn Towns, & Almeta Stokes

A REVIEW OF THE EXTANT LITERATURE in the area of classroom ecology reveals that little attention has been paid to the actualities of classroom life as they relate to the classrooms of low-income African American children, and little attention has been given to the cultural substratum underlying these classrooms. ■ This study seeks to gain insight into the daily routines of classroom life in schools that serve low-income African American children with a view to producing rich, descriptive information that can serve as a knowledge base for optimal implementation of reforms. The premise underlying the study was that through direct observation of daily activities in classrooms and interviews with teachers and students, the authors could present a holistic picture encompassing social/psychological relations, pedagogy, rules and routines, discipline, and perceptions of the participants,

and, when this picture was further perceived through linguistic and cultural filters, an unprecedented understanding of the factors that impact learning for these students would emerge. ■ CRESPAR 44 (*in press*) □

AN "INSIDE" LOOK AT SUCCESS FOR ALL:
A Qualitative Study of Implementation and Teaching and Learning
Amanda Datnow & Marisa Castellano

THIS IS THE FINAL REPORT of a two-year qualitative study of three elementary schools implementing the Success for All program. Success for All (SFA) is a research-based reform model that organizes resources to focus on prevention and early intervention to ensure that students succeed in reading throughout the elementary grades. The focus of this study was to examine (1) what happens when a school implements SFA and (2) how SFA affects teaching and learning. We draw upon data gathered in 61 interviews with school staff, 60 classroom observations of one hour or more, and relevant school documents. ■ Several positive things occurred when the schools we studied implemented SFA: students' engagement in reading was high, classroom instruction during reading was more effective (in comparison to academic subjects other than reading), and teachers acquired new, valuable skills for teaching reading. All of these positive changes were specifically related to reading. We did not, however, find substantial evidence for other types of whole school changes (e.g., improved teacher collaboration, interest in reform in other subject areas, changes in governance structures, or relations between staff and administration) occurring as a result of SFA implementation in these schools. Indeed, these are not the major goals of the SFA reform model. However, this does suggest some limitations of SFA in terms of what the program, by itself, could be expected to achieve. ■ CRESPAR 45 (*in press*) □

LESSONS FOR SCALING UP:
Evaluations of the Talent Development Middle School's Student Team Literature Program
Stephen B. Plank & Estelle Young

COMPREHENSIVE SCHOOL REFORM EFFORTS are an increasingly visible part of the educational landscape. Policymakers, educators, and researchers are eager to assess the effectiveness of these models, especially regarding their utility in the most troubled settings. We report results for one such reform, the Talent Development Middle School. Focusing on reading comprehension, we analyze data from two Philadelphia middle schools that have been implementing TDMS, and two comparison schools. Hierarchical linear models suggest that TDMS has had overall positive effects on achievement. One recommended component of the TDMS approach—peer-assisted learning—does not explain the positive effects of the model. Implications for model development and research are discussed. ■ CRESPAR 46 (*in press*) □

A TWO-WAY BILINGUAL PROGRAM:
Promise, Practice, and Precautions
Margarita Calderón & Argelia Carreón

IN SPITE OF POLITICAL PRESSURE, bilingualism is emerging as a strategy for improving the academic achievement of all students. Two-way bilingual or dual-language programs integrate language-minority and language-majority students for instruction in two languages—the native language of the language minority students and English. With the renewed emphasis on comprehensive school reform by state educational agencies, and an emerging interest in charter schools, dual-language programs may be the right choice for some schools. ■ Site-based decision-making has enabled schools in border cities with Mexico to implement two-way bilingual programs in which minority and majority students can become bilingual, biliterate, and bicultural. Teams of teachers and administrators in these progressive schools are looking for ways to develop student-centered programs, which are integrated with whole-school efforts to improve and enrich instruction for all students. This report focuses on one effort to implement comprehensive two-way bilingual programs in four schools, their levels of commitment, and how these factors equate to current status of implementation and impact on students and teachers. ■ CRESPAR 47 (*in press*) □

FOUR MODELS OF SCHOOL IMPROVEMENT:
Successes and Challenges in Reforming Low-Performing, High-Poverty Title I Schools
Geoffrey D. Borman, Laura Rachuba, Amanda Datnow, Marty Alberg, Martha Mac Iver, Sam Stringfield, & Steve Ross

IN THIS COMPREHENSIVE REPORT, we examine four distinct processes for reforming nine low-performing Title I schools in challenging high-poverty contexts. These processes include (1) a fundamentally grassroots, site-based model of reform; (2) school reconstitution; (3) implementation of a proven, national reform model, Success for All/Roots & Wings; and (4) implementation of a locally administered reform package of Direct Instruction and Core Knowledge. Qualitative case studies of implementation and teaching and learning are presented along with quantitative outcomes in the areas of student achievement and classroom instruction. Findings show that at least one school engaged in each of the four processes showed improvement in several areas, while the others remained stagnant or declined. The potential strengths and weaknesses of each of these popular methods for reforming high-poverty schools are discussed. ■ CRESPAR 48 (*in press*) □