

Preface

Every child can learn. Every school can ensure the success of every child. Statements to this effect appear in No Child Left Behind and other legislation, in all sorts of goals statements, commission reports, and school district policies. They are posted in school buildings and appear as mottos on school stationery. But does our education system behave as if they are true? If we truly believed that every child could learn under the proper circumstances, we would be relentless in the search of those circumstances. We would begin by providing comprehensive early childhood programs to ensure that children start school ready to succeed. We would use well-validated instructional methods and materials known to be capable of ensuring the success of nearly all children if used with intelligence, flexibility, and fidelity. We would involve teachers in constant, collaborative professional development activities to continually improve their abilities to reach every child. We would frequently assess children's performance to be sure that all students are on a path that leads to success, and we would respond immediately if children were not making adequate progress. If children were falling behind despite excellent instruction, we would try different instructional approaches and, if necessary, we would provide them with tutors or other intensive assistance. We would involve parents in support of their children's school success, we would check to see whether vision, hearing, health, nutrition, or other nonacademic problems were holding children back, and then we would find a solution to those problems. If we truly believed that all children could learn, we would rarely if ever assign children to special education or long-term remedial programs that in effect lower our expectations for them. If we truly believed that all schools could ensure the success of all children, then the failure of even a single child would be cause for great alarm, and for immediate, forceful intervention.

Success for All is a comprehensive restructuring program for elementary schools designed to make the idea that "all children can learn" a practical, daily organizing principle for schools, especially those serving many children placed at risk. Success for All, first implemented in 1987, was created to show how schools could ensure that virtually all children can read and write. Today the program is used in about 1,200 schools across the U.S. and in England, and has served more than two million children. This book describes the program in detail, presents the extensive research evaluating it, and discusses the implications of this research for policy and practice.

HOW SUCCESS FOR ALL TRANSFORMS SCHOOLS

Success for All puts into daily practice strategies known from research to enhance students' achievement. This includes the following:

- Schoolwide systems to support rapid school improvement including leadership strategies to create a sense of urgency, use of cooperative learning schoolwide to

engage students in instruction, use of data to drive instruction and improvement, and a classroom management and conflict resolution curriculum to create a positive school climate.

- Integration of instructional processes with curriculum objectives in literacy supported by daily lesson guides and materials.
 - Preschool and kindergarten programs that focus on building language, self-concept, and early literacy skills.
 - A beginning reading approach that uses phonetic minibooks, partner reading, brief video, and fast-paced instruction to help children develop phonemic awareness, phonics, comprehension, vocabulary and fluency, as well as a love of reading and confidence as readers.
 - An upper-elementary reading approach that emphasizes cooperative learning, teaching of metacognitive skills, fluency, comprehension in many genres, writing, and vocabulary. A rapid pace of instruction, video, and variety build motivation and excitement in learning.
- Constant assessment of children's progress and regrouping across grades and classes to ensure that all children are challenged.
- One-to-one tutoring for children, especially first graders, who are struggling in learning to read.
- A Solutions Team that works on nonacademic issues to help ensure that all children are ready to learn. This includes increasing parent involvement, addressing attendance and behavior issues, ensuring that children have vision and hearing screening, addressing health and social issues, and reaching out to community members to support children's learning and well-being.
- Extensive professional development for teachers, administrators, and others in the school, including a full-time facilitator who works to ensure high-quality implementation of all program elements. Detailed initial training and ongoing coaching from the Success for All Foundation staff are provided to all Success for All schools.

Success for All has been extensively evaluated in more than fifty experimental studies carried out by researchers throughout the world. This includes a three-year national randomized evaluation and a follow-up study that showed continuing impacts of the program at the entry to high school.

NEW IN THIS EDITION

This book is an update of *One Million Children: Success for All* by Robert Slavin and Nancy Madden, published in 2001. The current addition adds substantially to the first, because the program has advanced considerably since the earlier edition was written. In addition to updates in all of the curriculum areas, it adds new material on middle school, embedded multimedia, the new Solutions Teams (which replace the former family support teams), new approaches to leadership development, computerized data management, and more. The new edition presents the research completed since 2000, including the national randomized evaluation and the longitudinal follow-up. It also presents research on new elements of Success for All. Finally, the book discusses the current policy context and policy impact of Success for All.