

Success for All: Research Summary

Success for All (SFA) is the best-evaluated education program in the world. It has been proven effective in different countries and with different student populations for more than two decades.

SFA students make strong gains in reading achievement and are much less likely than other students to be held back or assigned to special education. SFA helps ensure success for students in elementary reading, leaving them ready for success in high school, college, and careers.

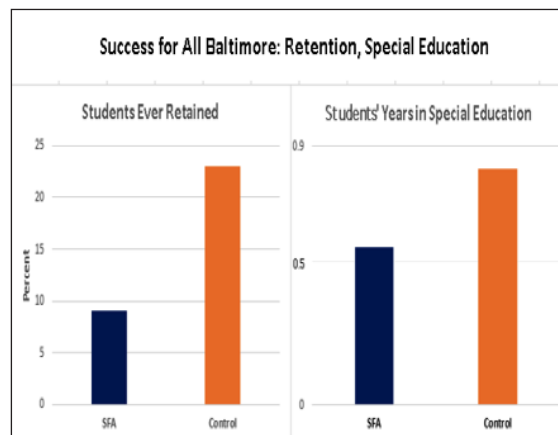
“From the outset, SFA has wed strong values about helping the least advantaged young people in our society to a sophisticated R&D strategy that undergirds a culture of continuous improvement”

William T. Grant Foundation

There have been more than 60 studies of Success for All that have shown the program’s impact. A review of the 17 most rigorous studies, which compared Success for All to control schools, reported that the average effect size made up about half of the minority-White achievement gap. For the lowest achievers in SFA schools, the average made up the entire minority-White difference.

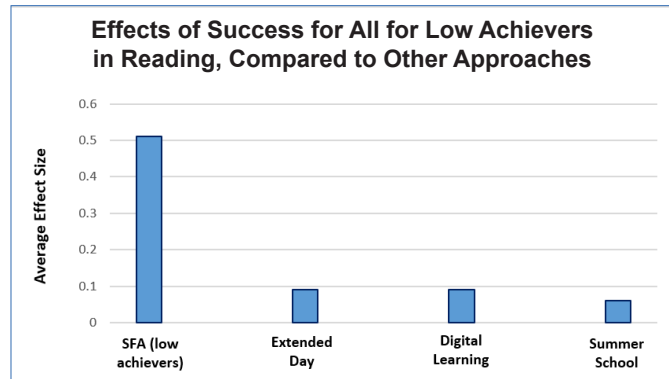
A University of Wisconsin follow-up study in Baltimore showed that students’ success is maintained. By 8th grade, at least three years after leaving SFA schools, former SFA students still scored substantially better than former control students, and, most importantly, the SFA students were half as likely to have been placed in special education or to have been held back. Savings on special education and repeating grades paid back the entire cost of the program.

In Steubenville, Ohio, a disadvantaged small city, Success for All has been used for over 20 years. A Stanford University study found that these schools were among the highest scoring schools in Ohio.



One way to understand the power of Success for All to improve student outcomes is to compare Success for All impacts with those of other approaches for low-achieving students. The graph here compares the average impacts of Success for All to those of other approaches.

Success for All is highly adaptive to local needs, and is used across the U.S., and in Canada, England, and The Netherlands, in big cities and rural areas, with Black, Hispanic, and White students, English learners, Native Americans, and many others. Success for All becomes the core of an elementary school. Many schools have used it for 20 years or more. The research evidence supports what school staff members see for themselves. Success for All works. It's as simple as that.



“Success for All students complete eighth grade at a younger age, with better achievement outcomes, and less frequent retentions at grade level, at a cost that is essentially the same as that allocated to educating their control-group counterparts.”

Geoffrey Borman and Gina Hewes
From a study published in *Educational Evaluation and Policy Analysis*

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