5+5

U.S. Renews Center at
Johns Hopkins and Howard Universities
for Five Years with $36.5 Million

THE CENTER FOR RESEARCH ON THE EDUCATION OF STUDENTS PLACED AT RISK (CRESPAR) at Howard University and Johns Hopkins University has been renewed by the U.S. Department of Education for a second five-year period, 1999-2004. Funding for the center will be $6.6 million this year, and will amount to approximately $36.5 million over the five-year span of the contract. CRESPAR's renewal as an education research center funded by the U.S. Department of Education is a first in the history of OERI's system of research centers, which goes back to the 1960s.

Created in 1994, CRESPAR designs, develops, implements, and evaluates comprehensive school reform models. Programs developed and evaluated during CRESPAR's first five years are in use in more than 1,500 schools across the nation. Four programs will constitute CRESPAR's research and development efforts in the next five years: Early and Elementary Studies; Middle and High School Studies; School, Family, and Community Partnerships; and Systemic Supports for School Reform. Johns Hopkins and Howard Universities will work with the Department of Education's Office of Educational Research and Improvement (OERI) on the implementation of the CRESPAR programs. Ron Pedone of OERI said, "CRESPAR's research and development work in both elementary and secondary school reforms will be, I believe, highly beneficial to our nation's school children."

Early and Elementary Studies will focus on such matters as the development and evaluation of early-intervention literacy programs for students at risk, development and evaluation of the Talent Development elementary whole-school reform model, continued development of the Success for All and Roots & Wings curricular reforms, bilingual and English-as-a-second-language literacy programs, and summer-school and after-school programs for increased academic achievement.

Middle and High School Studies will focus on the development, evaluation, and dissemination of the Talent Development secondary school reform models. Other studies will look at retention, dropout prevention, and dropout recovery.

School, Family, and Community Partnerships will develop, evaluate, and disseminate models of school, family, and community partnerships that help students succeed in school, achieve at high levels, and develop social and emotional competencies. The partnership development initiatives will be closely linked to CRESPAR elementary, middle, and high school reform efforts.

Systemic Supports for School Reform will advance research and development in the support of teachers, schools, reform designs, and school districts in improving the achievements of students placed at risk. Particular emphases will be the development of a High-Reliability School District model to support effective implementation of comprehensive reform efforts, and a Talent Development Professional Development Program. □

"Comprehensive School Reform: Research and Development at CRESPAR" was the title of a forum hosted April 17 at the Office of Educational Research and Improvement (OERI) in Washington.

Comprehensive, whole-school reform models have been developed, researched, and disseminated in thousands of schools in recent years, accelerated by the passage of the Obey-Porter Comprehensive School Reform Demonstration. That legislation provides substantial funding to help schools, mostly high-poverty Title I schools, adopt comprehensive programs with evidence of effectiveness. More than 1800 schools have received CSRD funds, in all 50 states.

The forum focused on the research and development on comprehensive school reform carried out at CRESPAR, an OERI-funded research center at Howard and Johns Hopkins Universities. Presenters included A. Wade Boykin and Velma LaPoint of Howard, and Robert Slavin and James McPartland of Johns Hopkins.

The occasion for the forum was the publication this spring of a double issue of the *Journal of Education for Students Placed at Risk* (JESPAR), an issue that examines the progress of CRESPAR and considers its directions for the future. The forum was hosted by OERI and Lawrence Erlbaum Associates, Inc., publishers of JESPAR.

There are plans to publish the proceedings of the event. They will be available on the CRESPAR websites and by other means.

The Journal of Negro Education: A Howard University Quarterly Review of Issues Incident to the Education of Black People

Getting sound research evidence regarding the education of people of color into the hands of decision makers and educators is a task often neglected by professional journals. For nearly seventy years, *The Journal of Negro Education* (JNE), a refereed scholarly periodical founded at Howard University in 1932, has played a primary role in this task. It is one of the oldest continuously published periodicals by and about blacks.

In the 1940s and 1950s, the *JNE*, with its even-then longstanding tradition of educational activism and scholarly rigor, provided a natural forum for the publication of articles and research findings supporting critical tenets of the legal arguments used by NAACP attorneys to dismantle de facto segregation, especially in the area of education. The mission of the *JNE* later merged seamlessly with the efforts of those post-*Brown v. Board of Education* decision reformers who propelled African and other Americans of color from the outside and fringes of the U.S. education system to the educational mainstream of the 1960s and 1970s. During the 1980s, generally recognized as an era of educational retrenchment for students of color in the U.S., the *Journal* published the works of notable and emerging educational theorists and researchers who countered the cultural-deficit, opportunity-depriving, and talent-sorting ("tracking and testing") notions of schooling for low-income children of color, particularly those in urban areas.

The early 1990s saw the *JNE* at the forefront of efforts to unseat these narrow-minded paradigms and disseminate to policy and decision makers, teacher educators, researchers, and practitioners—more proactive educational models. These models assert the importance of cultural sensitivity, racial and gender equity, culturally distinctive learning styles, and opportunities to learn in promoting school success for all students, regardless of ethnicity and socioeconomic background. Several of them have been incorporated into the frameworks of the broad 21st-century initiatives espoused at the Executive level of government. The innovative Talent Development model of schooling put forth by CRESPAR is becoming an essential component of future educational reforms. The *JNE* plays a significant role in support of CRESPAR and other initiatives in their efforts to get its message of research-based, far-reaching, and authentic reform theories and practices into the minds and hands of those who effect school and societal change.

Over the years, the *Journal* has provided vital information that has influenced public educational and social policy. The *Journal*'s tradition of publishing scholarly work from a variety of informed theoretical perspectives provides cutting-edge information on factors influencing achievement and other important outcome variables relevant to CRESPAR's target population—students placed at risk. Additionally, the *JNE* presents the writing of practitioners whose work in real school and classroom settings helps to refine theory on students placed at risk as well as inform the educational community on the generalizability or limitations of specific techniques and instruments.

Since CRESPAR's inception, articles and book reviews authored by its researchers have appeared in the *JNE*. CRESPAR researchers have also served as peer reviewers for the *Journal* and have served or are serving as members of its Editorial/Advisory Board.

The JNE continues to serve as an invaluable chronicle of almost every development in black education of any consequence. Experts and researchers in education, sociology, history, and other fields including such noted authorities as W.E.B. DuBois, Charles S. Johnson, Ralph Bunche, Horace Mann Bond, Benjamin E. Mays, E. Franklin Frazier, Dwight O.W. Holmes, Doxie Wilkerson, Kenneth Clark, Barbara Shade, James Banks, Geneva Gay, James Comer, Edmund Gordon, and others have contributed significant articles to the Journal's pages.

The purpose of the journal is threefold: first, to stimulate the collection and facilitate the dissemination of facts about the education of Black people; second, to present discussions involving critical appraisals of the proposals and practices relating to the education of Black people; and third, to stimulate and sponsor investigations of issues incidental to the education of Black people.

Recent issues include articles focusing on Ebonics and other African American language issues related to education, "Assessment in the Context of Culture and

Pedagogy," which was co-guest edited by CRESPAR PI (and *JNE* editor-in-chief) Sylvia T. Johnson and features an article by herself and other CRESPAR-Howard University researchers (Sheila Thompson, Michael Wallace, Gerunda Hughes, and Jo-Anne Butty) as well as articles by CRESPAR researchers Richard Duran and Serge Madhere. Future issues will focus on the federally-funded TRIO educational opportunity programs and topics related to the academic achievement of African American students in predominantly White educational settings. The latter is co-guest edited by CRESPAR-Johns Hopkins University researcher Robert Cooper and features articles by other CRESPAR researchers.

SUBSCRIPTIONS

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*) ☐