

Table 1
Evaluations for SFA Program Schools

Author/ Title	Dependent Variable	Other Variables	Sample	Data Collection	Data Analysis	Results
Slavin, Madden Dolan, & Wasik (1996) Success for All: A Summary of Research	Reading achievement		Grade levels 1-5 55 experimental 55 control Baltimore, MD	Durrell Oral Reading Test Woodcock •Passage Comprehension •Word Attack •Word Identification	ANCOVA	Positive effects for SFA students compared with controls.
Ross, Smith, & Casey (1997) "Bridging the Gap": The effects of the Success for All program on ele- mentary school reading achievement as a function of student ethnicity and ability level	Reading achievement	Ethnicity, Ability level	Grades 2-4 2 mid-sized schools Only students who were SFA reading rec. since K & 1 Midwestern city	Woodcock Reading Mastery Test •Word Identification •Word Attack •Passage Comprehension Durrell Analysis of Reading Difficulty Gray Oral Reading Test	ANCOVA MANCOVA	Enhanced achievement of minority students and low achievers. Negligible influences on non- minority students. Positive for 1st two years of implementation. Small effects approaching zero were found in the 3rd year.
Venezky (1994) An Evaluation of Success for All	Reading achievement	Survivors Leavers	5 SFA schools Grades 1-5 Baltimore, MD	California Achievement Test (reading subtest only) CTBS test (reading subtest only)	ANCOVA	SFA schools show superior to control schools, but show significantly low performance when compared to a wider standard such as national averages in reading. SFA shows to help in avoiding grade- level retention and special edu- cation referrals. Children in lower quartile of reading advance further in SFA schools

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Madden, Slavin, Karweit, Dolan, & Wasik, (1991a) Success for All: Multi-year effects of a schoolwide elementary restructuring program	Reading achievement	Chapter I schools Fully funded programs •High •Low •Moderate	7 SFA schools Pre-K–5th grade Baltimore, MD Philadelphia, PA Berlin, MD	TOLD (picture vocabulary & sentence scales) Merrill Language Screening Test (Pre-K & K only) Woodcock •Passage compre. •Word attack •Word identification Durrell Oral & Silent Reading Tests	ANCOVA	All schools reported indepen- dently. Not all comparisons on all measures show statistically significant differences. The overall effects of SFA are clearly positive. A few patterns emerge. Reading effects were positive in grade 1 after 1 year of implementation, grades 1 & 2 after 2 years, grades 1-3 after 3 years.
Center, Freeman, Mok, & Robertson (1997) A evaluation of schoolwide early language literacy (SWELL) in six disadvantaged NSW schools	Reading achievement (Literacy attainment)	Lowest 25% of cohort in year 1 (students most at risk of literacy failure)	4 schools K & year 1 children who had undergone the SWELL program Sydney, Australia	Burt Word Test (New Zealand Passage Revision) Reading Test Expressive Word Attack Skills Test Developmental Spelling Test Diagnostic Reading Test	ANCOVA t-tests	The SWELL program students outperformed the control in year 1.
Morgan (1997) The relationship be- tween a multi-age reading program in the primary grades and growth in reading	Reading achievement	Gender Race SES Tutoring	118 students Grades 1-3 (7 intact classes) Los Angeles	Gates MacGinite Reading Test (one group, pre- test, post-test design)	ANOVA	Students participating in POWER achieved as expected, therefore did not fall behind. Program had a positive effect since students were falling behind using the former Los Angeles curriculum.

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Smith, Ross, & Nunney (1997) Increasing the chances of SFA: The relationship between program implementa- tion quality and student achievement at eight inner-city schools	Reading achievement	Level of im- plementation: •High •Low Comparison	17 schools, inner-city 1,133 students 16 of 17 schools were Title I schoolwide programs Metro Public School System	Woodcock •Word attack •Word identification •Passage comprehension Vocabulary Test (PPVT)	MANCOVA	High implementation schools had higher score than students in low implementation and comparison schools. SFA students scored about 2 months higher than com- parison students. Students in low implementation sites were statistically equal to comparison students.
Chambers, Abrami, Massue, & Morrison (1997) Success for All in Canada	Reading achievement Self-concept	Special needs students (LD)	543 at-risk (K-6) students from 4 inner-city ele- mentary schools students with special needs 128 experimental 136 control Montreal & Quebec	Woodcock •Passage comprehension •Word attack •Word identification Durrell Reading Mastery Test Self-Perception for Learning Disabled Students	MANOVA ANCOVA	Experimental students per- formed significantly better than control students. There were no significant differences on self-concept.
Ruffini, Feldman, Edirisooriya, Howe, & Borders (1992) Assessment of SFA school years 1988-91	Attendance Reading achievement Special education entries	SFA Control Level of im- plementation: •Full-time facilitator •Part-time facilitator •No facilitator	2 inner-city elementary schools, grades K-3 (Abbottston & City Springs) Baltimore N's were not reported	CTBS California Achievement Test (CAT)	Reported attendance averages & norm- referenced percentiles	Students at Abbottston are succeeding at a higher rate than SFA students at City Springs. System results exceed those of SFA. A majority or all students being at grade level was not met.

Table 2

Related Studies for Academic Self-Efficacy

Author/ Title	Dependent Variable	Other Variables	Sample	Tests	Data Analysis	Results
Schunk & Rice (1991) Learning goals and progress feedback during reading comprehension instruction	Reading comprehension efficacy		30 students from 2nd to 5th grade classes 16 boys 14 girls Ages 10.7 - 14.2 Metropolitan Houston, TX	Self-efficacy test	ANOVA ANCOVA MANCOVA	Providing remedial readers with a goal for learning and feedback on learning progress enhances achievement outcomes
Rankin, Bruning, & Timme (1994) The development of beliefs about spelling and their relationship to spelling performance	Spelling performance Spelling self-efficacy Spelling outcomes Attributions for good spelling	Grade levels (4, 7, 10)	687 public school students, 4th, 7th, & 10th graders Midwestern school district	Learning to Spell Survey	ANOVA Chi-square	No self-efficacy difference found among grade 4, 7, & 10 students, indicating as students progress through school, there is no change in their confidence as spellers.
Schunk & Rice (1993) Strategy fading and progress feedback: effects on self-efficacy and comprehension among students receiving remedial reading services	Self-efficacy Strategy use Comprehension skill	Pre-test Post-test	52 5th graders from 2 elementary schools receiving remedial reading through Chapter I Scored below 30% on SRA Survey of Basic Skills 16 boys; 28 girls Ages 10.1 - 11.6 Lower middle class	Self-efficacy Skill Strategy Use	ANOVA	Treatment, fading plus feedback only and feedback only conditions yielded higher self-efficacy than the no fading or feedback condition. Fading plus feedback condition did not judge self-efficacy higher than fading and feedback only as was hypothesized.

Table 2 (continued)

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Author/ Title	Dependent Variable	Other Variables	Sample	Data Tests	Analysis	Results
Schunk & Swartz (1993) Goals and Progress Feedback: Effects on Self-Efficacy and Writing Achievement	Self-efficacy Writing achievement	Goal setting Progress feedback	20 boys; 20 girls 4th graders in same school Writing achievement test	Pre-test Post-test Self-efficacy	ANOVA MANCOVA	Results support the idea that providing children with writing strategy instruction and a goal of learning the strategy enhances self-efficacy and achievement more than strategy instruction alone.
Owen, Yakimowski, & Froman (1989) Academic Self-Efficacy in Elementary Students	Academic self-efficacy	Gender Grade	701 students Grades 2 - 5 Upper middle class urban elementary school in New England	Self-Efficacy for Academic Tasks (SEAT)	MANOVA	Girls held higher self- expectations about verbal skills and about compliance. The general trend showed steady declines in efficacy beliefs as students get older.
Schunk (1983) Ability Versus Effort Attribution Feedback: Differential Effects on Self-Efficacy and Achievement	Math skill Measure Self-efficacy Training Effort	Pre-test Post-test	3rd grade children 24 boys; 20 girls Middle class Treatment conditions Effort experience assessment	Self-efficacy test Subtraction skill test Training test	ANOVA ANCOVA	Providing attributional feedback to children in the context of competency development consti- tutes an effective means of promoting rapid problem solving, self-efficacy, and achievement.
Moriarty, Douglas, Punch, & Hattie (1995) The Importance of Self- Efficacy as a Mediating Variable between Learn- ing Environment and Achievement	Self-efficacy for knowledge Self-Efficacy for mapping skills	Pre-test 5-week post-test 10-week post-test	179 students 9- & 10-year olds	Self-efficacy for knowledge test Self-efficacy for mapping skills test	MANCOVAs	Cooperative learning environment led to higher self-efficacy and achievement. Appropriate behavior was also enhanced.