

NATIONAL EVALUATION OF CORE KNOWLEDGE SEQUENCE IMPLEMENTATION:**Final Report*****Sam Stringfield, Amanda Datnow, Geoffrey Borman, Laura Rachuba***

THIS IS THE FINAL REPORT OF A THREE-YEAR EVALUATION of Core Knowledge Sequence implementation in 12 schools nationwide. The Core Knowledge Sequence, a whole-school curricular reform model, provides a planned progression of specific topics to teach in language arts, history, geography, math, science, and the fine arts for grades K-6. The major goals of this evaluation were to determine (a) the conditions under which Core Knowledge is likely to achieve reasonably full implementation, and (b) the effects of Core Knowledge Sequence implementation in a variety of contexts. ■ The 12 Core Knowledge schools (six promising or new implementation sites and six advanced implementation sites) in this study are located in seven states (Colorado, Florida, Ohio, Maryland, Tennessee, Texas, Washington) and are situated in various community (urban, rural, suburban), racial, and socioeconomic contexts. Approximately half of the schools serve a majority population of students who are eligible for the federal free- or reduced-price lunch program. ■ CRES PAR 49 (*December 2000*) □

CORE KNOWLEDGE CURRICULUM:**Five-Year Analysis of Implementation and Effects in Five Maryland Schools*****Martha Abele Mac Iver, Sam Stringfield, Barbara McHugh***

THIS IS THE FINAL REPORT FROM A FIVE-YEAR, matched-control study of five Maryland schools that began implementation of the Core Knowledge Sequence in the fall of 1994. This report provides both longitudinal implementation and outcome data. The data allow for a few guarded statements regarding the extent to which Core Knowledge can assist schools in improving student achievement as measured by multiple achievement tests. The data are more valuable for examining the contexts and conditions in which a particular reform can/cannot enjoy relatively full implementation. ■ CRES PAR 50 (*January 2001*) □

EFFECTS OF SUCCESS FOR ALL ON TAAS READING:**A Texas Statewide Evaluation*****Eric A. Hurley, Anne Chamberlain, Robert E. Slavin, Nancy A. Madden***

THIS REPORT PRESENTS analyses of data from the Texas Assessment of Academic Skills (TAAS) reading measures. It sought to evaluate the Success for All program's outcomes in all of the 111 Texas schools that began the program from 1994-1997. TAAS reading scores are collected in all elementary grades starting in grade three, so the analyses presented here evaluate the effects of Success for All in the upper-elementary grades. This analysis is by far the largest evaluation of Success for All (in fact, it is the largest evaluation of any comprehensive reform model ever conducted), and it is the first large-scale study to examine results separately by student ethnicity. ■ The Texas statewide data reported here show that Success for All schools are significantly and substantially closing the gap in TAAS reading performance between themselves and the far less impoverished schools in the rest of the state. ■ CRES PAR 51 (*January 2001*) □

ACADEMIC SUCCESS AMONG POOR AND MINORITY STUDENTS:**An Analysis of Competing Models of School Effects*****Geoffrey D. Borman & Laura T. Rachuba***

BASED ON NATIONAL DATA FROM THE PROSPECTS STUDY, the authors identified the individual characteristics that distinguished academically successful, or resilient, elementary school students from minority and low-socioeconomic status (SES) backgrounds from their less successful, or non-resilient, counterparts. They also formulated and tested four distinct models of the risk factors and resilience-promoting features of schools: (a) the effective schools model; (b) the peer-group composition model; (c) the school resources model; and (d) the supportive school community model. The results suggest that minority students from low-SES backgrounds were exposed to greater risks and fewer resilience-promoting conditions than otherwise similar low-SES White students. In general, though, the results supported the applicability of uniform individual and school-level models of academic resiliency to all low-SES students, regardless of their race. ■ CRES PAR 52 (*February 2001*) □

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