1. Record Nr. UNINA9910219964903321

Autore Berends Mark <1962->

Titolo Facing the challenges of whole-school reform: New American Schools

after a decade / / Mark Berends, Susan J. Bodilly, Sheila Nataraj Kirby;

prepared for New American Schools

Pubbl/distr/stampa Santa Monica, Calif., : RAND Education, 2002

ISBN 0-8330-3224-0

Edizione [1st ed.]

Descrizione fisica 1 online resource (267 p.)

Altri autori (Persone) BodillySusan J

KirbySheila Nataraj <1946->

Disciplina 371.2/00973

Soggetti School improvement programs - United States

Lingua di pubblicazione Inglese

Formato Materiale a stampa

Livello bibliografico Monografia

Note generali "MR-1498-EDU"--P. [4] of cover.

Nota di bibliografia Includes bibliographical references (p. 209-222).

Nota di contenuto PREFACE; FIGURES; TABLES; SUMMARY; ACKNOWLEDGMENTS;

ACRONYMS; Chapter One INTRODUCTION; AN OVERVIEW OF NAS; RAND'S PURPOSE AND ANALYTIC TASKS; CONCEPTUAL FRAMEWORK FOR UNDERSTANDING IMPLEMENTATION AND PERFORMANCE IN NAS SCHOOLS; RAND'S PROGRAM OF STUDIES OF NEW AMERICAN SCHOOLS; CAVEATS AND LIMITATIONS; ORGANIZATION OF THIS STUDY; Chapter Two THE DEVELOPMENT OF NEW AMERICAN SCHOOLS; NAS'S WHOLE-SCHOOL DESIGN CONCEPT; REQUEST FOR PROPOSALS; NAS DESIGN TEAM SELECTIONS; DEVELOPMENT PHASE AND THE DECISION TO REDUCE THE NUMBER OF TEAMS; THE DEMONSTRATION PHASE AND

FURTHER REDUCTION IN THE TEAMS

LESSONS AND THE STRATEGY FOR SCALE-UPSELECTION OF SCALE-UP PARTNERS; SCALE-UP EXPERIENCES, 1995-1998; COMPREHENSIVE SCHOOL REFORM AND THE NEW NAS; The New NAS; SUMMARY; Chapter Three CHANGES IN NAS DESIGNS; GENERAL VIEW OF WHY EDUCATION INTERVENTIONS CHANGE OVER TIME; FINDINGS; SUMMARY AND POLICY IMPLICATIONS; Chapter Four IMPLEMENTATION OF NAS DESIGNS DURING THE SCALE-UP PHASE; AN OVERVIEW OF NAS SCHOOLS; STUDIES OF IMPLEMENTATION: RESEARCH QUESTIONS, METHODOLOGY, AND LIMITATIONS; IMPLEMENTATION LEVELS IN NAS SCHOOLS;

FACTORS AFFECTING IMPLEMENTATION IN NAS SCHOOLS

FACTORS THAT CONTRIBUTED TO THE DECISION TO DROP THE

DESIGNSUMMARY AND POLICY IMPLICATIONS; Chapter Five IMPLEMENTATION OF NAS DESIGNS IN A HIGH-POVERTY DISTRICT; RESEARCH QUESTIONS; METHODOLOGY; LIMITATIONS; CHOICE OF DISTRICT; SAN ANTONIO CONTEXT; NAS'S ESSENTIAL ROLE IN THE DISTRICT'S REFORM STRATEGY; FINDINGS; INSTRUCTIONAL PRACTICES; SUMMARY AND POLICY IMPLICATIONS; Chapter Six NAS DESIGNS AND ACADEMIC ACHIEVEMENT; BACKGROUND OF THE ANALYSIS; MONITORING ACADEMIC PROGRESS WITH SCHOOLLEVEL TEST SCORES; THE LINK BETWEEN IMPLEMENTATION AND PERFORMANCE AT THE SCHOOL LEVEL

MONITORING ACADEMIC PROGRESS WITH STUDENTLEVEL TEST SCORESFINDINGS FROM CASE STUDIES; SUMMARY AND POLICY IMPLICATIONS; Chapter Seven THE FUTURE OF WHOLE-SCHOOL DESIGNS: CONCLUSIONS, OBSERVATIONS, AND POLICY IMPLICATIONS; UNIQUENESS OF THE RAND APPROACH; THE CONTRIBUTION OF NEW AMERICAN SCHOOLS; IMPLICATIONS FOR THE EXTERNAL CHANGE AGENT THEORY OF ACTION; IMPLICATIONS FOR CURRENT POLICY: A CAUTIONARY NOTE; Afterword DRIVEN BY RESULTS AND A DECADE OF EXPERIENCE; Appendix METHODOLOGY FOR THE STUDIES ON IMPLEMENTATION AND PERFORMANCE; REFERENCES

Sommario/riassunto

After a decade of studies, this report released in 2002, draws together RAND's research on New American Schools, highlighting the organizations significant contribution to comprehensive school reform and noting the challenges that came with implementing whole-school designs.