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TEACHER COLLABORATIONTEACHER SUPPORT FOR THE NAS DESIGNS; Chapter Five CLASSROOMS IMPLEMENTING NAS DESIGNS IN A REFORM-MINDED DISTRICT; DISTRICT RESTRUCTURING OF THE CURRICULUM; CLASSROOM ORGANIZATION; INSTRUCTIONAL PRACTICES; CONVENTIONAL INSTRUCTIONAL PRACTICES; EXAMPLES OF STUDENT WORK; TEACHER-REPORTED EFFECTS OF REFORM; OVERARCHING THEMES; Chapter Six EFFECTS OF INSTRUCTIONAL CONDITIONS ON STUDENT ACHIEVEMENT; DISTRICT-LEVEL DATA AND DEPENDENT VARIABLES; OPERATIONALIZING THE INDEPENDENT VARIABLES; STUDENT ACHIEVEMENT IN SAN ANTONIO: MULTILEVEL ANALYSIS; ANALYSIS OF THE DISTRICT SAMPLE MULTIVARIATE RESULTS FOR SAN ANTONIO STUDENT-LEVEL EFFECTS; TEACHER- AND CLASSROOM-LEVEL EFFECTS; SCHOOL-LEVEL EFFECTS; GOODNESS OF FIT; RAND'S SURVEY SAMPLE DATA AND DEPENDENT VARIABLES; ADDITIONAL INDEPENDENT VARIABLES FROM THE TEACHER SURVEY; MULTILEVEL ANALYSIS IN THE SURVEY SAMPLE; ANALYSIS OF THE SURVEY SAMPLE; MULTILEVEL RESULTS FOR THE SURVEY SAMPLE; SUMMARY; Chapter Seven IMPLICATIONS FOR SCHOOL IMPROVEMENT IN HIGH-POVERTY SETTINGS; TOWARD BETTER EDUCATIONAL POLICY; SCHOOL LEADERSHIP; SUPPORT FOR SCHOOLWIDE REFORM Appendix A MULTILEVEL MODELS USED TO EXAMINE RELATIONSHIPS AMONG CLASSROOM CONDITIONS AND STUDENT ACHIEVEMENT Appendix B MULTILEVEL RESULTS FOR THE RELATIONSHIPS OF 1998 TEST SCORES TO STUDENT, CLASSROOM, AND SCHOOL FACTORS IN FOURTH GRADE SAMPLE; BIBLIOGRAPHY

Sommario/riassunto

New American Schools (NAS) offers whole-school designs for schools and districts seeking to significantly raise the achievement of large numbers of students. This work has evaluated NAS reforms' effects on students and teachers in high-poverty schools.
