

1. Record Nr.	UNINA9910698863303321
Titolo	Health-care-associated infections in hospitals [[electronic resource]] : leadership needed from HHS to prioritize prevention practices and improve data on these infections : report to the Chairman, Committee on Oversight and Government Reform, House of Representatives
Pubbl/distr/stampa	[Washington, D.C.] : , : U.S. Govt. Accountability Office, , [2008]
Descrizione fisica	iii, 55 pages : digital, PDF file
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2. 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
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Descrizione fisica	1 online resource (267 p.)
Altri autori (Persone)	BodillySusan J KirbySheila Nataraj <1946->
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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-UP SELECTION 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

DESIGN SUMMARY 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 SCORES
FINDINGS 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.
