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Autore	Berends Mark <1962->
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Nota di contenuto	PREFACE -- FIGURES -- TABLES -- SUMMARY -- RAND'S ASSESSMENT OF NEW AMERICAN SCHOOLS -- Critical Issues -- Key Questions -- Data Collection -- PURPOSE OF THIS REPORT -- SUMMARY OF FINDINGS AND FUTURE WORK -- ACKNOWLEDGMENTS -- INTRODUCTION AND RESEARCH QUESTIONS -- THE NEW AMERICAN SCHOOLS REFORM EFFORT -- KEY QUESTIONS UNDERLYING RAND'S ASSESSMENT -- ORGANIZATION OF THE REPORT -- TOWARD AN UNDERSTANDING OF SCHOOLWIDE -- REFORMS: ASSESSMENT OF THE SCALE-UP PHASE -- KEY ELEMENTS OF THE DESIGNS -- NEW AMERICAN SCHOOLS APPROACH -- Design-Based Assistance -- Engaging District Support -- RAND'S ASSESSMENT -- Data Collection Efforts -- Analytic Approach to Key Questions -- SIGNIFICANT FEATURES OF RAND RESEARCH -- BASELINE DESCRIPTION OF -- NEW AMERICAN SCHOOLS -- SAMPLE OF NEW AMERICAN SCHOOLS -- SOURCES OF DATA -- RESPONSE RATES -- DEMOGRAPHIC CHARACTERISTICS OF SCHOOLS -- SCHOOL CLIMATE: NAS SCHOOLS COMPARED TO THE -- NATION'S SCHOOLS -- Problems Related to Diverse Student Populations -- Problems Related to Engagement of Students and Faculty -- SCHOOL ACHIEVEMENT BEFORE DESIGN -- IMPLEMENTATION -- SUMMARY OF FINDINGS AND WORK AHEAD -- REFERENCES.

New American Schools (NAS), a private nonprofit corporation, began in 1991 to fund the development of designs aimed at transforming entire schools at the elementary and secondary levels, seeking to engage the nation's best educators, business people, and researchers in an effort to create, test, and foster the implementation of schoolwide designs that break the mold. The competition, development, and demonstration phases of this effort have been completed; the current scaling-up phase, with the goal of forming a critical mass of schools within partnering school districts, began in 1995. This report describes RAND's plan for collecting the data needed to address the overall questions posed for the effort: What were the NAS schools like before they implemented the designs? How have the designs and the assistance they provide evolved over time? Are the critical components of the NAS designs being implemented across a wide array of schools? Do the NAS designs extend beyond
