
PREFACE

As a private nonprofit corporation, New American Schools (NAS) began in 1991 to fund the development of designs aimed at transforming entire schools at the elementary and secondary levels. Having completed competition and development phases, NAS currently is scaling-up its designs across the nation. During the phase when NAS was committed to implementing its designs across schools within partnering jurisdictions, RAND's research assessed the impact of NAS designs on classroom practice and student achievement in a sample of schools in a high-poverty district during the 1997–1998 and 1998–1999 school years.

The current study is aimed at those who want to better understand the expanding area of whole-school, or comprehensive, school reform and its effects on teaching and learning within high-stakes accountability environments.

RAND's assessment of NAS schools has spanned several years. To date, RAND studies about New American Schools include:

Implementation in a Longitudinal Sample of New American Schools: Four Years into Scale-Up, by Sheila Nataraj Kirby, Mark Berends, and Scott Naftel, 2001 (MR-1413-EDU).

The Relationship Between Implementation and Achievement: Case Studies of New American Schools, by JoAn Chun, Brian Gill, and Jodi Heilbrunn, forthcoming (DRU-2562-EDU).

"Reforming Whole Schools: Challenges and Complexities," by Mark Berends, Susan Bodilly, and Sheila Nataraj Kirby. Forth-

coming in *Bringing Equity Back*, edited by J. Petrovich and A. W. Wells.

“Leadership in Districts and Schools Required to Successfully Use Comprehensive School Designs,” by Mark Berends, Susan Bodilly, and Sheila Kirby. Forthcoming in *Leadership in School Reform: Lessons from Comprehensive School Reform Designs*, edited by Joseph Murphy and Amanda Datnow.

Implementation and Performance in New American Schools: Three Years into Scale-Up, by Mark Berends, Sheila N. Kirby, Scott Naftel, and Christopher McKelvey, 2001 (MR-1145-EDU).

New American Schools’ Concept of Break the Mold Designs: How Designs Evolved Over Time and Why, by Susan Bodilly, 2001 (MR-1288-NAS).

“Teacher-Reported Effects of New American Schools’ Designs: Exploring Relationships to Teacher Background and School Context,” by Mark Berends in *Educational Evaluation and Policy Analysis*, 2000, 22(1), 65–82.

“Necessary District Support for Comprehensive School Reform,” by Susan J. Bodilly and Mark Berends. Pp. 111–119 in *Hard Work for Good Schools: Facts Not Fads in Title I Reform*, edited by Gary Orfield and Elizabeth H. DeBray. Boston, MA: Civil Rights Project, Harvard University, 1999.

Assessing the Progress of New American Schools: A Status Report, by Mark Berends, 1999 (MR-1085-ED).

Lessons from New American Schools’ Scale-Up Phase: Prospects for Bringing Designs to Multiple Schools, by Susan J. Bodilly, 1998 (MR-1777-NAS).

New American Schools After Six Years, by Thomas K. Glennan, Jr., 1998 (MR-945-NASDC).

Funding Comprehensive School Reform, by Brent R. Keltner, 1998 (IP-175-EDU).

Reforming America’s Schools: Observations on Implementing “Whole School Designs,” by Susan J. Bodilly and Thomas K. Glennan, 1998 (RB-8016-EDU).

Lessons from New American Schools Development Corporation's Demonstration Phase, by Susan J. Bodilly, 1996 (MR-729-NASDC).

Reforming and Conforming: NASDC Principals Discuss School Accountability Systems, by Karen Mitchell, 1996 (MR-716-NASDC).

“Lessons Learned from RAND’s Formative Assessment of NASDC’s Phase 2 Demonstration Effort” by Susan J. Bodilly. Pp. 289–324 in *Bold Plans for School Restructuring: The New American Schools Designs*, edited by Sam Stringfield, Steven Ross, and Lana Smith. Mahwah, NJ: Lawrence Erlbaum Associates, 1996.

Designing New American Schools: Baseline Observations on Nine Design Teams, by Susan J. Bodilly, Susanna Purnell, Kimberly Ramsey, and Christina Smith, 1995 (MR-598-NASDC).

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