

---

---

**TABLES**

---

1.1. NAS Designs in San Antonio . . . . .	7
2.1. Elementary Schools Adopting NAS Designs in San Antonio by Year . . . . .	18
2.2. Target Sample of Schools Compared with Final Study Sample by Type of Data Collection and NAS Design Team . . . . .	18
2.3. Target Sample of Teachers Compared with Final Study Sample by Type of Data Collection and NAS Design Team . . . . .	19
2.4. RAND Classroom Study in San Antonio Data Collection . . . . .	21
2.5. Longitudinal Sample of Teachers in NAS and Non-NAS Schools, 1997–1998 and 1998–1999 School Years . . . . .	22
2.6. Teacher Characteristics—District-Wide vs. RAND Survey Sample, 1997–1998 School Year . . . . .	24
3.1. School Ratings . . . . .	45
4.1. Percentage of Teachers Who Reported That the Following Factors Moderately or Greatly Hindered Student Academic Success . . . . .	53
5.1. Teacher-Reported Means on the Extent to Which Grouping Practices Characterize NAS and Non-NAS Schools, Spring 1998 and 1999 . . . . .	85
5.2. Example of a Conventional Lesson Plan . . . . .	99
5.3. Example of a Lesson Plan Consistent with Reform-Like Orientation of a NAS Design . . . . .	100
6.1. Descriptive Statistics of Variables in Multilevel District Sample Analysis . . . . .	120

6.2.	Multilevel Results for the Relationships of District-Wide 1998 Fourth Grade TAAS Scores to Student, Classroom, and School Factors . . . . .	123
6.3.	Variance in Student Test Scores Explained by District Sample Models . . . . .	126
6.4.	Descriptive Statistics of 1998 Sample Data . . . . .	131
6.5.	Multilevel Results for the Relationships Between Classroom Conditions and 1998 Fourth Grade Test Scores . . . . .	133
B.1.	Multilevel Results for the Relationships of 1998 Test Scores to Student, Classroom, and School Factors in Fourth Grade Sample . . . . .	152