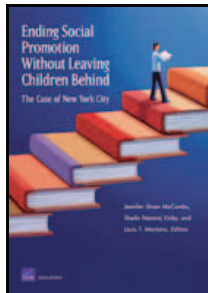




Highlights of Recent RAND Research on Education

For more information, contact Shirley Ruhe, Director of Congressional Relations, at 703-413-1100, x5632 or Shirley_Ruhe@rand.org.

For more than four decades, RAND Education has applied its expertise to almost every aspect of the education system. RAND Education staff comprises more than 50 experts from a wide range of disciplines. Sponsors of our research include government agencies, foundations, and private-sector organizations. RAND researchers have policy and hands-on experience in education and training. Research includes K-12 school reform; alternative governance structures; school choice; standards-based reforms; accountability; arts and arts education; substance-abuse prevention in schools; higher education; early childhood policy; and international education policy.



Ending Social Promotion Without Leaving Children Behind

The Case of New York City

Jennifer McCombs et al., 2009

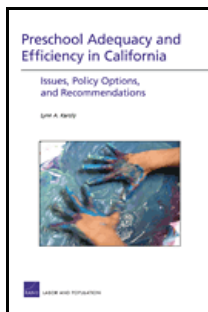
RAND researchers conducted a three-year study of New York City's promotion policy, using interviews, case studies, student surveys, and demographic and test score data to determine the effects on the outcomes of 5th-grade students held to the policy.



Five Key Education Priorities for the Obama Administration

The RAND Corporation produced a set of policy briefs that address five key education priorities for the Obama administration and the 111th Congress. Each brief summarizes the current research on the topic and the implications for federal policymakers.

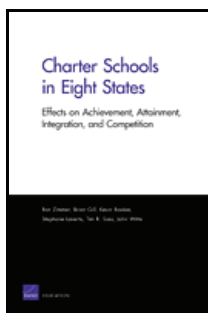
- Improving Accountability in Public Education
- Increasing Participation in No Child Left Behind School Choice
- Designing Effective Pay-for-Performance in K-12 Education
- Promoting Effective Preschool Programs
- The Role of Charter Schools in Improving Education



Preschool Adequacy and Efficiency in California Issues, Policy Options, and Recommendations

Lynn A. Karoly, 2009

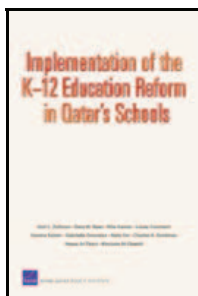
In an era of fiscal crisis, California can still improve access and quality in its early childhood education system through low-cost improvements, such as adopting efficiencies and better use of existing resources. Such measures will also allow the system to lay the foundation for greater improvements in the future when more resources are available.



Charter Schools in Eight States Effects on Achievement, Attainment, Integration, and Competition

Ron Zimmer et al., 2009

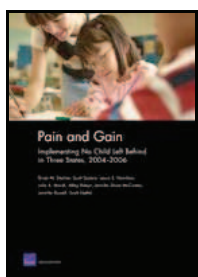
This book examines four primary research questions: (1) What are the characteristics of students transferring to charter schools? (2) What effect do charter schools have on test-score gains for students who transfer between traditional public schools and charter schools? (3) What is the effect of attending a charter high school on the probability of graduating and of entering college? (4) What effect does the introduction of charter schools have on the test scores of students in nearby traditional public schools?



Implementation of the K-12 Education Reform in Qatar's Schools

Gail Zellman et al., 2009

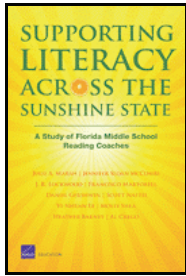
The leadership of Qatar is greatly invested in its K-12 education reform, Education for a New Era, because it views education as the key to the nation's economic and social progress. This study, one of a number of RAND studies that trace and document the reform process in Qatar, was designed to assess progress made in the first years of the K-12 reform's implementation in Qatar's schools.



Pain and Gain Implementing No Child Left Behind in Three States, 2004-2006

Brian Stecher et al., 2008

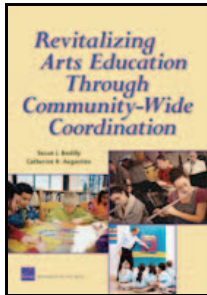
This report contains information regarding the implementation of NCLB in California, Georgia, and Pennsylvania from 2003-2004 through 2005-2006. It is a companion to MG-589-NSF, Standards-Based Accountability Under No Child Left Behind (2007). This study suggests that school improvement efforts might be more effective if they were responsive to local conditions and customized to address the specific causes of failure and the capacity of the schools in question.



Supporting Literacy Across the Sunshine State A Study of Florida Middle School Reading Coaches

Julie A. Marsh et al., 2008

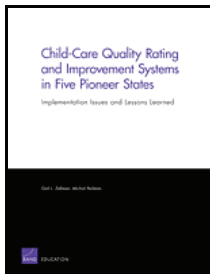
RAND researchers evaluated the middle school reading coach program in Florida to answer these questions: How is the program being implemented by the state, districts, schools, and individual coaches? What is the impact of coaching on teachers' practice and students' achievement in reading and mathematics? What features of reading coach models and practices are associated with better outcomes?



Revitalizing Arts Education Through Community-Wide Coordination

Susan Bodilly et al., 2008

Arts education in schools has dwindled as schools try to increase test scores in mathematics and reading within the time constraints of the school day. Some communities have responded with initiatives aimed at coordinating schools, cultural institutions, community-based organizations, foundations, and/or government agencies to promote access to arts learning for children in and outside of school. The objective of this study was to investigate this phenomenon in six urban U.S. communities analyzing how these efforts started, how they evolved, what conditions fostered or impeded coordination, and what strategies were used to improve both access to and quality of arts education.



Child-Care Quality Rating and Improvement Systems in Five Pioneer States

Implementation Issues and Lessons Learned

Gail Zellman et al., 2008

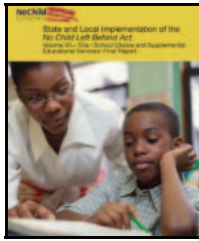
This monograph discusses the development and implementation of quality rating and improvement systems in Oklahoma, Colorado, North Carolina, Pennsylvania, and Ohio, five states that were among the first to develop such systems.



Education and the Asian Surge A Comparison of the Education Systems in India and China

Charles Goldman et al., 2008

China and India have faced similar conditions and challenges in education during their rapid industrial and social transformation. The successes and challenges of the Chinese and Indian education systems offer valuable lessons for both countries and for the rest of the developing world. The authors identify issues that deserve further attention from researchers and policymakers.



State and Local Implementation of the No Child Left Behind Act (NCLB)

2007-2009

Volume I – Title I School Choice, Supplemental Educational Services, and Student Achievement

Volume II – Teacher Quality Under NCLB: Interim Report

Volume III – Accountability Under NCLB: Interim Report

Volume IV – Title I School Choice and Supplemental Educational Services: Interim Report

Volume V – Implementation of the 1 Percent Rule and 2 Percent Interim Policy Options*

Volume VI – Targeting and Uses of Federal Education Funds*

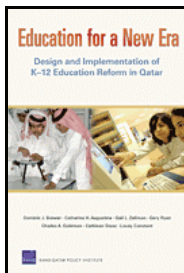
Volume VII – Title I School Choice and Supplemental Educational Services: Final Report

Volume VIII – Teacher Quality Under NCLB: Final Report

Volume IX – Accountability under NCLB: Final Report

* Available on the U.S. Department of Education Website

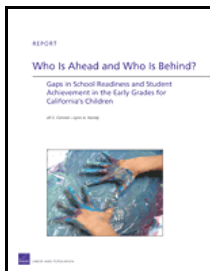
One of the key items on the agenda of the U.S. Congress is the reauthorization of the No Child Left Behind Act of 2001 (NCLB). When Congress passed NCLB in 2001, it also mandated two longitudinal studies—the National Longitudinal Study of No Child Left Behind and the Study of State Implementation of Accountability and Teacher Quality Under No Child Left Behind—to provide an integrated evaluation of the implementation of key NCLB provisions at the state level and at the district and school levels. The nine reports issued for these studies summarize what we have learned about NCLB’s implementation and effectiveness and should inform the current reauthorization process. RAND Corporation conducted the research in collaboration with the American Institutes for Research and the National Opinion Research Center.



Education for a New Era Design and Implementation of K-12 Education Reform in Qatar

Dominic Brewer et al., 2007

This monograph describes Phase I (2001–2004) of the Qatari education reform initiative, Education for a New Era, based on RAND’s experiences as part of this ambitious effort involving Qataris and Qatari organizations, and international consultants and contractors.



Who Is Ahead and Who Is Behind? Gaps in School Readiness and Student Achievement in the Early Grades for California's Children

Jill Cannon et al., 2007

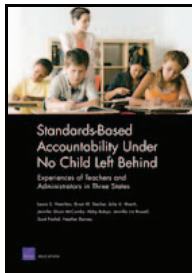
To evaluate the adequacy and efficiency of preschool education, the RAND Corporation conducted the California Preschool Study to improve understanding of achievement gaps in the early elementary grades, the adequacy of preschool education currently given, and what efficiencies or additional resources might be brought to bear in early care and education.



Early Care and Education in the Golden State Publicly Funded Programs Serving California's Preschool-Age Children

Lynn Karoly et al., 2007

This volume provides a comprehensive assessment of publicly funded early care and education (ECE) programs for preschool-age children—for California as a whole, and for four case-study counties: Los Angeles, Merced, San Diego, and San Mateo.

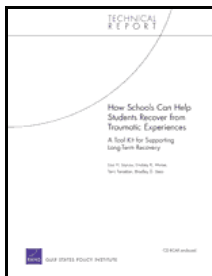


Standards-Based Accountability Under No Child Left Behind

Experiences of Teachers and Administrators in Three States

Laura Hamilton et al., 2007

This book sheds light on how accountability policies have influenced attitudes and been translated into actions at the district, school, and classroom levels in three states, with a focus on mathematics and science.



How Schools Can Help Students Recover from Traumatic Experiences

A Tool Kit for Supporting Long-Term Recovery

Lisa Jaycox et al., 2006

Many changes in students' performance and behavior stem from traumatic experiences, for example, witnessing violence, undergoing assault or abuse, living through natural disasters, or experiencing acts of terrorism. This tool kit describes how such changes appear in the school setting and offers programs available to schools that help in the long-term recovery of traumatized students.

Updated 12/3/09