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. After competition and development phases, NAS currently is scaling up its designs to form a critical mass of schools within partnering districts. During this phase, RAND’s research activities include monitoring the progress of a sample of NAS schools in seven partnering jurisdictions through the 1999–2000 school year.

This is one in a series of reports aimed at those who want to better understand the burgeoning area of whole-school or comprehensive school reform, and is one of two reports focusing on trends in implementation in a longitudinal sample of NAS schools. This report is the follow-on report to M. Berends, S. N. Kirby, S. Naftel, and C. McKelvey, Implementation and performance in New American Schools: Three years into scale-up (2001). This earlier report also provided a look at performance in these NAS schools.

Other RAND reports and articles about NAS include:

New American Schools’ concept of break the mold designs: How designs evolved over time and why, by Susan Bodilly, 2001 (MR-1288-NAS).

Implementation and performance in New American Schools: Three years into scale-up, by Mark Berends, Sheila Nataraj Kirby, Scott Naftel, and Christopher McKelvey, 2001 (MR-1145-EDU).

“Teacher-reported effects of New American Schools’ designs: Exploring relationships to teacher background and school


Funding comprehensive school reform, by Brent R. Keltner, 1998 (IP-175-EDU).


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