New American Schools (NAS), a private non-profit organization, launched its efforts for whole-school reform in 1991 to address the common perception that our schools were failing students, particularly those in high-poverty settings, and that the piecemeal reform efforts had done little to improve the nation’s educational system.

Based on the premise that high-quality schools can be established with external providers (design teams) supplying assistance to schools as they implement whole-school models of reform, NAS set out to help schools and districts significantly raise the achievement of large numbers of students.

SCALING UP NAS DESIGN TEAMS

As defined by NAS, a design team is an organization that provides high-quality, focused, ongoing professional development for teachers and administrators organized around a meaningful and compelling vision of what students should know and be able to do. The vision, or design, offers schools a focus for their improvement efforts, along with guidance in identifying what students need to know and be able to do and how to get there (New American Schools, 1997, p. 6). Glennan (1998, p. 11) describes a design further saying that it “articulates the school’s vision, mission, and goals; guides the instructional program of the school; shapes the selection and socialization of the staff; and establishes common expectations for per-
formance, behavior, and accountability among students, teachers, and parents.”

The intent of NAS’s development of designs was to “design an educational environment to bring every child in this community up to world class standards in English, mathematics, science, history, and geography, prepared for responsible citizenship, further learning, and productive employment. No question about schooling should be off-limits; no answer assumed.” Its interest was “in the comprehensive reformation of entire schools or sets of schools. [NAS] believes that all aspects of the school need to be integrated into a coherent, high-performance learning environment, a new American school” (New American Schools Development Corporation, 1991, p. 9).

NAS is currently in the scale-up phase of its effort. Its designs are being widely diffused in partnering jurisdictions across the nation. NAS’s strategy for scale-up is based on the belief that school transformation can only take place with strong district support. At the beginning of the scale-up phase in 1995, NAS sought to partner with jurisdictions that would commit to five-year partnerships with it and the design teams to create a supportive environment for schoolwide reform. NAS partnered with ten jurisdictions: Cincinnati, Ohio; Miami-Dade County, Florida; several districts in Kentucky; Maryland; Memphis, Tennessee; Pittsburgh, Pennsylvania; Philadelphia, Pennsylvania; San Antonio, Texas; San Diego, California; and several districts in Washington state. All of these jurisdictions insisted that the participating schools meet district or state standards and that students be assessed against district and state mandated tests.

As NAS entered the scale-up phase, seven design teams were involved:

- Audrey Cohen College (AC) (currently renamed Purpose-Centered Education);
- Authentic Teaching, Learning, and Assessment for All Students (AT);
- Co-NECT Schools (Co-NECT);
- Expeditionary Learning/Outward Bound (ELOB);
• Modern Red Schoolhouse (MRSH);
• National Alliance for Restructuring Education (NARE) (currently renamed America’s Choice Design Network); and
• Roots & Wings (RW).

While each design has unique features, the designs commonly emphasize school change in the following areas (referred to as elements): organization and governance; teacher professional development; content and performance standards; curriculum and instructional strategies; and parent and community involvement. The focus in this analysis is to examine the relationships among various factors (at the district, school, teacher, classroom, and student levels) and the implementation of designs, classroom practices, and student achievement.

Since RAND’s programs of studies began at the beginning of scale-up, NAS’s portfolio of teams has changed significantly. For instance, another design—Urban Learning Centers (ULC)—was implementing in the Los Angeles area during the development phase of NAS, but when scale-up began, this design team was not included in the NAS portfolio because the team had not shown the capacity to go to scale. Since that time, ULC has shown this capacity and is currently being marketed by NAS as one of its designs. Moreover, Audrey Cohen (AC) College did not show the progress during scale-up that NAS desired, and this team was dropped from the portfolio. To date, NAS has ten teams in its portfolio: Accelerated Schools, America’s Choice, ATLAS Communities, Co-NECT, ELOB, Leonard Bernstein Center, Modern Red Schoolhouse, Success for All/Roots & Wings, Turning Points, and Urban Learning Centers. Readers can find information on these design teams at http://www.newamericanschools.org/teams.

NAS currently encourages the implementation of comprehensive school approaches in over 3,000 schools by advocating the adoption of designs and assistance from NAS design teams. This count includes all schools in which designs were ever implemented including schools that dropped designs or changed to a different design. For example, with the transition of National Alliance to America’s Choice, several schools in Kentucky dropped the NARE design and did not switch to America’s Choice. These schools are still included
in the total count. Moreover, NAS also recently expanded to ten teams, greatly increasing its school count. For example, just by adding Accelerated Schools to its portfolio it added roughly 700 schools. A few years ago, NAS began to count all schools implementing the Success for All (SFA) reading program as part of its portfolio, even though the original intent of NAS was to expand the SFA reading program into other subject areas such as mathematics and social studies, thus becoming Roots & Wings.

RELATIONSHIP OF NAS TO FEDERAL SUPPORT FOR SCHOOLWIDE CHANGE

The purposes and approaches of NAS and its design teams are the same as those of "schoolwide" Title I programs\(^1\) and the Comprehensive School Reform Demonstration (CSRD) program also known as Obey-Porter (see Kirby et al., in review).\(^2\) These two pro-

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\(^1\)“Schoolwide” programs, available for funding since 1988, allow schools to use Title I money with other dollars to improve school performance as opposed to targeting Title I money solely to qualified students. The 1994 Improving America’s Schools Act encourages more wide-range adoption of schoolwide programs (see http://www.ed.gov/legislation/ESEA). Currently, schools can use their Title I funding to improve the entire instructional program throughout the school if at least 50 percent of the students within the school are from poor families. (For a discussion of the 1994 Improving America’s Schools Act see U.S. Department of Education, 1993; and Borman et al., 1996).

\(^2\)To further the implementation of comprehensive, whole-school reforms, the CSRD was established in November 1997. In both FY1998 and FY1999, a total of $145 million was appropriated for the CSRD program, to be used to help schools develop comprehensive school reform based on reliable research and effective practices. The majority (83 percent in FY1998 and 77 percent in FY1999) of the funds are committed to Title I schools. Part of the money ($25 million in FY1998 and FY1999) was available to all public schools, including those ineligible for Title I, as part of the Fund for the Improvement in Education (FIE) program. Approximately 1,800 schools received at least $50,000 per year for three years under the CSRD program, beginning in FY1998. There was an increase of $75 million for FY2000 ($50 million in Title I/Section 1502 funds and $25 million in FIE funds) over the $145 million appropriated for FY1998 and FY1999, to allow 1,000 additional schools to undertake comprehensive reform. For FY2000, Congress appropriated $170 million to support comprehensive reforms in schools eligible for Title I funds. An additional $50 million is available to all public schools, including those eligible for Title I. A total of $260 million has been appropriated for the CSRD program for FY2001. These funds became available July 1, 2001. In FY1998, a total of 1,867 schools received CSRD funds. In FY1999 and FY2000, a small number of additional schools received CSRD awards: 62 schools in FY1999 and 103 in FY2000. These schools include schools in the 50 states, the District of Columbia,
grams are targeted to improve the performance of high-poverty schools. Each intends to improve the performance of at-risk students and schools by having schools adopt a unified, coherent approach to reform rather than adding fragmented programs or investing in personnel dedicated to a small group of students in pullout programs. Each model intends to serve all students, not just subgroups of students. Given the similar intentions of NAS and both federal initiatives, findings on its attempts at whole-school change can help inform the needed policy improvement for the many schools that serve low-income students through the Title I and CSRD programs.

PURPOSE AND STUDY QUESTIONS

This study aims to shed light on the policy approach and strategies of the NAS educational reform initiative that incorporates several different whole-school reform designs. Our research focuses on the designs that were implemented in San Antonio, Texas, a district that was viewed during the course of our data collection as having a supportive environment for NAS in terms of educational mission and vision, finance and governance arrangements, and extant policies. This study focuses on the conditions at the district, school, and classroom level that are related to design implementation, changes in classroom instruction, and student achievement. The analyses here offer both useful and provocative insights that can help inform the NAS effort and larger federal efforts to implement comprehensive school reform aimed at improving teaching and learning, particularly in high-poverty settings.

Specifically, this study addresses the following questions:

- Do the NAS designs extend beyond changes in school organization and governance and permeate classrooms? Do NAS teachers and students interact with each other and subject materials in ways that reflect the innovative curricular and instructional approaches of the design teams?

Puerto Rico, and schools administered by the Bureau of Indian Affairs (see Kirby et al., in review; http://www.ed.gov/offices/OESE/compreform).
• What factors at the district, school, and classroom level are related to implementation of designs, changes in classroom instruction, and student achievement?

STUDY DESIGN

During the course of this study, four NAS designs were being implemented in San Antonio—Co-NECT Schools, Expeditionary Learning/Outward Bound, Modern Red Schoolhouse, and Success for All/Roots & Wings (see Table 1.1 for a brief description of these designs). In order to understand how the NAS design teams influenced teaching and learning across subject areas, we monitored a sample of fourth grade teachers across these four designs in addition to similar teachers in non-NAS schools by gathering a variety of data about classrooms during the 1997–1998 and 1998–1999 school years. In cooperation with the San Antonio school district, we selected our sample of teachers from NAS’s sites and some comparison sites (i.e., schools not implementing any whole-school reform as yet). Because San Antonio did not want to overburden its schools by mandating their participation in research activities, the Associate Superintendent of Curriculum and Instruction sent a letter to all 65 elementary schools in the district requesting their participation in the RAND study. While not a random sampling process, which is not feasible given the self-selection of designs by schools and the limited number of schools implementing designs, district staff assisted RAND in selecting teachers that were representative of the elementary schools in the district (e.g., representative in terms of academic performance and school demographic characteristics).

We also relied on information from surveys of teachers and principals, student achievement and background characteristics, observations and classroom artifacts, and interviews with district staff to help us address the questions of this study.

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3At the time of this study, the San Antonio superintendent had a stated goal of all the schools in the district adopting some type of whole-school reform design (NAS or non-NAS designs) by fall 1999.
Co-NECT Schools (Co-NECT)

Co-NECT emphasizes three important components in its design: an interdisciplinary project-based curriculum; integrated technology; and continuous assessment of school and student progress. The design draws from research supporting authentic pedagogy to advocate its approach to student learning. Co-NECT maintains that higher-order thinking skills are best developed through projects that apply multiple content area skills and knowledge to address real-life problems. Modern technology, featuring desktop Internet participation, allows students to perform online research, communicate with students in other schools, and contact experts in their project field. Co-NECT expects school staff to focus on results by using multiple forms of assessments and tools to monitor progress, including portfolios, culminating project demonstrations, and other types of measures in addition to the local standardized tests. Co-NECT encourages reorganization of schools into small communities of teachers and students, characterized by teachers collaborating during common planning time and individual teachers staying with a class of students for two to three years. To support the design, each small group of schools within a region receives training and guidance from a Co-NECT site director and has access to online resources for developing project-based curriculum.

Expeditionary Learning/Outward Bound (ELOB)

ELOB believes that students learn best when curriculum and instruction are transformed into expeditions of learning that develop their intellectual, physical, and civic skills. Expeditions are multidisciplinary but focus on a single theme, and they typically involve service and fieldwork and culminate in a student presentation that is measured by student-defined rubrics. The design is based on the Outward Bound program, which also emphasizes the importance of reflection and critique, community, and collaboration. The design requires that the schedule and instruction be organized around the expedition rather than subject periods and calls for teachers to plan together once a week. ELOB also encourages teachers to stay with a class of students for at least two years.

Modern Red Schoolhouse (MRSH)

MRSH blends elements of traditional education with new instructional methods to provide all students with a strong foundation in American culture as well as skills needed for future employment. The design embraces standards-based reform and assessment. It works with schools to set high expectations around state and local standards and to map out an instructional program that will allow students to attain the
established goals. MRSH encourages adoption of the Core Knowledge scope and sequence and locally trains teachers how to develop curricula that are tied to the standards and are coherent across grade levels. Teachers are encouraged to adapt instructional strategies to meet the needs of individual learners and to utilize individual student contracts to assess progress as measured by tests and performance on teacher-developed capstone units.

**Success For All / Roots & Wings (SFA/RW)**

SFA is the reading component of the RW comprehensive model, and was the only component of RW being implemented in the schools we studied. SFA is targeted at ensuring that all students succeed in reading, particularly in urban schools. To this end, the program attempts to decrease low achievement, special education referrals, and attendance problems. SFA uses a highly structured curriculum based on research about effective practice. Students are homogeneously grouped by ability throughout the school for the first 90 minutes of a school day. Within the 90-minute block, teachers are required to use design materials, including basal readers, anthologies, novels, and student workbooks to teach scripted lessons. The design embeds formal assessments into the curriculum at least every eight weeks to assess progress and reassign students if needed. SFA calls for a full-time facilitator to assist teachers in implementation of the program and additional staff to provide tutoring and organize materials.

### UNDERSTANDING THE RELATIONSHIPS AMONG NAS DESIGNS, CLASSROOM INSTRUCTION, AND STUDENT ACHIEVEMENT

While NAS aims to help schools and districts significantly raise the achievement of large numbers of students through design-based assistance, improving student and school performance is a critical goal of all comprehensive school reforms.

To understand the relative impact of NAS designs (and comprehensive school reform models), we need to address a variety of factors throughout the educational system. No doubt, the process of school change to improve student achievement is complex and difficult. It requires the coordination of a variety of actors and factors to make it work. The framework portrayed in Figure 1.1 portrays some of that complexity. In our other research on NAS, we have highlighted those conditions that are related to implementation of NAS designs at the school level (Bodilly, 1998, 2001; Berends, 2000; Berends and Kirby et al., 2001; Kirby, Berends, and Naftel, 2001). In this report, we focus on those factors at the district, school, classroom, and student levels.
Figure 1.1—A Conceptual Framework for Understanding the Relationships Among NAS Designs, Classroom Instruction, and Student Achievement

that are related to changes in classroom instruction and student achievement scores.

The overarching concept underlying NAS is the development of an intervention by external change agents who provide assistance dur-
ing the implementation process in order to improve schools and student outcomes. Even after controlling for other important contexts—e.g., student, teacher, school, and district—these relationships among designs, classroom instruction, and achievement are critical for improving schools, classrooms, and student learning: a critical assumption of NAS itself. Certainly, the relationships in Figure 1.1 can be portrayed in a much more complex manner with additional arrows in multiple directions, suggesting a myriad of direct and indirect effects. However, the focus of this report is on those classroom practices promoted by NAS designs and influenced by factors at the district and school levels. Figure 1.1 is intended to emphasize those relationships, some of which we highlight further in the sections that follow.

Core Elements of Designs

To accomplish the goal of improving performance, each design team has a “theory of action” that establishes a link between elements of the design (which include curriculum and instruction, professional development, school governance), classroom learning environments, and student performance. The NAS designs range from relatively specific descriptions of how schools should be organized and what materials and professional development should be relied on to less specific visions and processes for school restructuring.

One of the more specific NAS designs is SFA/RW, which builds on years of research and implementation experiences with the reading and writing program *Success for All*. SFA/RW provides an abundance of print materials, assessments, professional development, and specified organizational changes (e.g., homogeneous instructional groups that are reorganized frequently to address students’ needs). The design begins implementation with a specific focus on changing curriculum and instruction.

In contrast, some of the other NAS designs are more process oriented. For instance, ELOB is less structured than SFA/RW and is based on design principles that reflect the design’s origins in the Outward Bound program. Students’ experiences in ELOB schools consist primarily of engaging in multidisciplinary, project-based learning expeditions that include intellectual, service, and physical
dimensions. Teachers play a critical role in developing the expeditions, which involve a great deal of effort and imagination.

Thus, it is important to remember the unique attributes of each design in terms of its complexity and specificity, elements of schooling emphasized, and the different strategies for implementation. Certainly, we cannot capture all of the uniqueness of each design in the current analysis. For further elaboration, we suggest looking at RAND’s other NAS studies that have pointed to these characteristics and the importance of looking at changes in designs over time (see Bodilly, 2001; Berends and Kirby et al., 2001; Kirby et al., 2001; Berends, 1999, 2000; Glennan, 1998).

Student Characteristics

An important set of factors that affect implementation of school restructuring efforts and their effects is student background (e.g., socioeconomic status or poverty level, race-ethnicity, gender, English language proficiency, and mobility) and prior achievement. Within school reform efforts, it is important to understand how changes in schooling activities are related to students’ social background characteristics, their home environments, mobility patterns between schools, and their preexisting levels of academic achievement in school (Berends et al., 1999; Koretz, 1996; Meyer, 1996). Policymakers focus on manipulating the “lever” at the school level to improve learning opportunities and performance. Yet, when assessing the impact of NAS and its designs on classroom instruction, it is important to understand the net influence of school reform activities, especially with the number of studies that have shown the importance of student background in the learning process (see Coleman et al., 1966; Jencks et al., 1972; Gamoran, 1987, 1992; Bryk et al., 1993). That is, when assessing the effects of classroom environments, we need to consider other important school, classroom, and student factors, and control for them when appropriate.

Teacher Characteristics

Without willing and able teachers who embrace reform and provide the necessary leadership to undertake it, no change can be enacted, no matter how effective it may be. Teachers are the “street-level bu-
reaucrats” at the core of educational change (Weatherly and Lipsky, 1977) and as Fullan succinctly stated, educational reform depends on “what teachers do and think—it’s as simple and as complex as that” (Fullan, 2001, p. 115).

Educators must respond to multiple, simultaneous pressures and demands. For many teachers, policy goals and activities are simply part of a broader environment that presses in upon their classrooms. Their ability to cope with these demands, and their commitment to change are crucial to coherent and sustained implementation. Moreover, engagement in reforms may be affected by teachers’ personal characteristics, such as their age and experience (Huberman, 1989), gender (Datnow, 1998, 2000a), and race (Foster, 1993), but not necessarily correlated (Berends, 2000; Datnow and Castellano, 2000), so it remains important to examine these characteristics for the specific reforms under consideration (Berends and Kirby et al., 2001; Kirby et al., 2001). Thus, teachers matter: Their experience, subject-based expertise, attitudes, and orientations are important in determining the degree and level of implementation.

In short, teachers are central to all organizational changes that alter student-teacher interactions occurring in classrooms to improve student learning (Gamoran et al., 1995; Oakes et al., 1992). Over time, teachers carry with them a great deal of knowledge based on their educational attainment, teaching experience, and other personal characteristics that together are likely related to their engagement in schoolwide restructuring activities (Louis and Marks, 1998). Thus, it is important to examine the relationships among various teacher background characteristics, classroom instruction, and student achievement.

**School and Classroom Characteristics**

Characteristics of schools and classrooms are also likely to influence the adoption of schoolwide designs and their effects on classrooms and students. In our work, we examine whether school and classroom characteristics such as the minority and poverty composition are related to implementation and performance (Berends and Kirby et al., 2001; Berends, 1999, 2000).
Schools and classrooms that face challenges in terms of poverty may encounter difficulties with restructuring efforts such as whole-school designs because high-poverty schools may lack the necessary resources to provide a quality education (Lippman et al., 1996), because students may have lower levels of engagement, effort, and aspirations (Hoffer, 1992; Ralph, 1990; Fordham and Ogbu, 1986), and because teachers may not have the necessary supports they need to foster collaborative relationships necessary for school improvement efforts (Hoffer, 1992; see also Berends and Kirby et al., 2001; Berends and King, 1994).

However, because federal funding such as Title I is oriented toward disadvantaged students and schools, the effects of socioeconomic and minority composition are likely to be mediated by the effect of increased resources. In fact, since the 1994 reauthorization of Title I, schools with more than half of their students eligible for free or reduced price lunch may use Title I funds for schoolwide programs. Thus, there may be a positive relationship between high-poverty schools and schoolwide implementations such as NAS designs because of such funding sources.

**District/State Context**

Research also underscores the importance of the external environment in the process of change, especially district and state support and stability of leadership (Fullan, 2001; Datnow, 2000b; Bodilly and Berends, 1999; Yonezawa and Datnow, 1999; Bodilly, 1998; Glennan, 1998). Districts and states can facilitate and foster change by providing resources for the school and for professional staff development, and by showing active support for schools implementing designs.

The federal and state policy context is likely to play a role in implementing schoolwide reform (Fullan, 2001; Koretz and Barron, 1998). For example, the recent CSRD program directly supports design-based reforms such as NAS by providing at least $50,000 to schools to pay for the related services. Some states and districts with high-stakes accountability systems may force low-performing schools to adopt designs. They may also facilitate a more effective matching process for schools to select designs based on their local needs (see Bodilly and Berends, 1999; Bodilly, 1998; Smith et al., 1996).
Bodilly (1998) found that districts play a strong role in determining the initial and sustained viability of the relationship between the school and the design team. Early on in the scale-up phase, many schools’ staff members complain about the district’s poor planning and scanty provision of time to make decisions, issues brought up in other assessments of the adoption of schoolwide programs (Desimone, 2000; Wong and Meyer, 1998).

RAND’s prior case studies (see Bodilly, 1998; Bodilly and Berends, 1999) reveal that higher average levels of implementation are found in districts where there is stable district leadership, a high priority placed on the effort, a lack of major budget crisis or other crises, and a history of trust between the central office and the schools. School-level respondents directly link these factors to greater efforts at implementation. When these factors are missing, school respondents report that their own efforts stall or are less intense.

While political support from the district is crucial for design implementation, its attention can be buttressed by significant changes in regulatory and financial practices. Schools attempting comprehensive school reform to address their particular problems can be supported through increased site-level control over their curriculum and instruction, their budgets, their positions and staffing, and most essentially their mission. Comprehensive school reform is not confined to the adoption of a new mandated curriculum or a few new instructional strategies. Instead, it may require rethinking and adoption at the school level of new curriculum and instructional approaches and the accompanying professional development. District flexibility in allowing schools to pursue this rethinking is a critical aspect for design-based schools. Development and implementation of such curriculum and instructional strategies at the school level may be significantly hampered without district support through resource allocation for instructional positions, materials, technology, professional development, etc.

In short, the district-level politics, policies, and practices may promote or derail schoolwide reform efforts such as the NAS designs. In fact, schools may look to district leadership, climate, and regulations to understand if it is worth their time and effort to invest in transforming.
External Assistance by Design Teams

How schools go about selecting a design has implications for the implementation that follows (Datnow and Stringfield, 2000; Desimone, 2000; Bodilly, 1998; Consortium for Policy Research in Education, 1998; Smith et al., 1998; Stringfield, 1998; Ross et al., 1997). For example, if a school is forced to adopt a design, it is not surprising that teachers resist engaging in its activities. Yet, some schools are often targets for forced restructuring efforts, particularly those schools that exhibit chronic poor performance. Thus, a critical aim of the NAS designs before implementation even begins is to obtain the buy-in of teachers for the planned restructuring activities. Most of the designs require between 75 and 80 percent of the teachers voting in favor of the designs. The rationale is that if the vast majority of the staff votes to adopt the design, they will commit to making the changes necessary during the implementation process.

Clear communication by designs to schools is critical for not only the selection of any one design, but also its implementation—something that external assistance providers have found challenging when attempting to help a large number of schools (Bodilly, 1998). Communication to schools during both the selection and implementation processes can take several different forms, including design fairs, print materials, use of computer software and the Internet, workshops, retreats, school visits, and site-based facilitators. For instance, school visits by design team staff on a regular basis to help teachers address issues related to developing curriculum units or the use of rubrics to assess students is intended to help teachers implement project-based learning and the assessment of that learning within the context of the design. Other types of communication might be effective as well, and the clearer and more consistent the information provided about implementation by designs to schools, the smoother the implementation process is likely to be.

For implementation of any program, resources are critical (Keltner, 1998; McLaughlin, 1990). It is a common finding that when resources decrease or disappear, the implementation is likely to diminish (Glennan, 1998; Montjoy and O'Toole, 1979). If teachers receive
needed funds, professional development from design teams for design implementation, materials to support implementation, and the time to plan and develop their programs, it is likely that implementation will deepen over time.

By gathering information about different aspects of the system from the district to teachers and students in schools, we hope to shed light on how the NAS initiative is unfolding in terms of implementation and outcomes in a high-poverty, low-performing district in a high-stakes accountability environment. While facing many challenges, this district was inviting and provided significant resources to schools implementing NAS designs.

**ORGANIZATION OF REPORT**

Chapter Two provides details of the RAND sample of NAS schools and classrooms analyzed for this study, and presents a profile of these schools and classrooms in terms of their student and teacher demographics. Chapter Three places NAS design implementation within the context of a high-poverty district. We describe various aspects of the district environment in which designs were implemented and discuss the implications for comprehensive school reform.

Chapter Four presents results from a variety of data sources (e.g., teacher surveys, classroom observations, interviews, and classroom artifacts) that describe school organization, adoption and support of the NAS designs, and teachers’ training and professional development in NAS and non-NAS schools. In Chapter Five, we draw on similar data to describe the instructional activities in NAS and non-NAS classrooms. Chapter Six examines the relationship between instructional activities and student achievement, controlling for other factors. Finally, Chapter Seven discusses the policy implications of our results.