
PREFACE

New American Schools, or NAS (known as New American Schools Development Corporation from 1991 to 1995), is a private nonprofit corporation that was created in conjunction with President Bush's America 2000 initiative. NAS was formed to fund efforts to develop and disseminate whole-school designs for elementary and secondary schools. Its original goal was to ensure that these designs, which presumably offer more-effective educational programs than "typical schools," were adopted in schools across the country so as to dramatically improve student performance. Since its inception, NAS has completed a development phase, a demonstration phase, and a scale-up phase.

During these phases (1992–2000) RAND provided analytic support to NAS. This book summarizes the findings from the RAND program of analysis. It is targeted toward educational policymakers interested in comprehensive school reform as well as others interested in improving the implementation of reform efforts in local governmental bureaucracies. This book should be of interest to anyone who wants to better understand the expanding area of whole-school school reform and its effects on teaching and learning within high-stakes accountability environments.

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

Conflicting School Reforms: Effects of New American Schools in a High-Poverty District, by Mark Berends, JoAn Chun, Gina Schuyler, Sue Stockly, and R. J. Briggs, 2002 (MR-1483-EDU).

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, 2001 (DRU-2562-EDU).

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

"Reforming Whole Schools: Challenges and Complexities," by Mark Berends, Susan Bodilly, and Sheila Nataraj Kirby. Forthcoming in *Bringing Equity Back*, edited by J. Petrovich and A. W. Wells.

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 Context," by Mark Berends in *Educational Evaluation and Policy Analysis*, 2000, 22(1), pp. 65–82.

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

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

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. 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, pp. 289–324.

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).