
TABLES

S.1. Phases of NAS and RAND’s Program of Studies	xxiv
1.1. Phases of NAS	6
1.2. Phases of NAS and RAND’s Program of Studies	18
2.1. Comparison of Whole-School Design-Based Assistance with Traditional Means of School Reform	34
2.2. Original NAS Principles and Concepts	36
4.1. Comparison of School Composition: NAS Schools Versus Jurisdiction Schools, 1994–1995	72
4.2. Selected School Characteristics, by Design Team	73
5.1. Types of Data in RAND’s Classroom Study in San Antonio	98
5.2. Percentage of Longitudinal Sample of NAS Teachers Who Reported Design Team Communication, Professional Development, and Support in Spring 1998 and Spring 1999	112
6.1. NAS Schools Making Gains Relative to Jurisdiction, by Jurisdiction and Design Team, Three Years into Scale-Up	131
A.1. RAND Sample for Site Visits	172
A.2. Elements of Designs	175
A.3. 1997 Target Sample for RAND’s Longitudinal Study of Schools: Principal Interviews and Teacher Surveys	179
A.4. A Comparison of Respondents and Nonrespondents in the 1999 Longitudinal Sample, Based on 1998 Data	184
A.5. Distribution of the 1999 Longitudinal Sample, by Jurisdiction and Design Team	185

A.6.	Means and Standard Deviations of the Core Implementation Index and Its Components, 1997–1999	191
A.7.	Survey Items Included in the Design Team–Specific Implementation Index, by Design Team	192
A.8.	Elementary Schools Adopting NAS Designs in San Antonio, by Year	199
A.9.	Target Sample of Schools Compared with Final Study Sample, by Type of Data Collection and NAS Design Team	200
A.10.	Target Sample of Teachers Compared with Final Study Sample, by Type of Data Collection and NAS Design Team	201
A.11.	Longitudinal Sample of Teachers in NAS and Non-NAS Schools, 1997–1998 and 1998–1999 School Years	202
A.12.	Teacher Characteristics—Districtwide Versus RAND Survey Sample, 1997–1998 School Year	205