

# **LESSONS FROM** **NEW AMERICAN** **SCHOOLS'** **SCALE-UP PHASE**

*Prospects for Bringing Designs*  
*to Multiple Schools*

***Susan J. Bodilly***

*RAND Education*

# Lessons From New American Schools Scale Up Phase

**A. Wade Boykin, Robert E. Slavin**



## **Lessons From New American Schools Scale Up Phase:**

*Leadership Lessons from Comprehensive School Reforms* Joseph Murphy, Amanda Datnow, 2003 Leadership Lessons From Comprehensive School Reform addresses a topic that has received far too little attention in the comprehensive school reform movement the role of school and district leaders in the reform process This volume shows how much we ve learned about how leaders shape comprehensive reform and how the reform process must shape leadership Robert Slavin Co Director Center for Research on the Education of Students Placed at Risk Johns Hopkins University This volume provides the most thorough balanced and informative source available on comprehensive school reform In addition to insights regarding implementation of many of the most prominent CSR models the book is a primer on distributed leadership providing perspectives on the interplay of principals teacher leaders central office administrators and model developers engaged in school and district reform James Lytle Superintendent Trenton New Jersey Public Schools This book offers well grounded insights about the leadership practices of educators involved in the implementation of Comprehensive School Reform models Leaders and leadership scholars will find it a rewarding read I recommend it highly Kenneth Leithwood Ontario Institute for Studies in Education Ontario Canada Discover what we ve learned about educational leadership from comprehensive school reforms models straight from the experts and insiders Comprehensive School Reform CSR is proving to be one of the most promising avenues for improving student achievement The authors have found that leadership is frequently acknowledged to be a prime factor in the successful implementation of comprehensive school reform Murphy and Datnow have gathered together a group of CSR insiders and researchers to examine the issue of leadership in CSR for the first time Contributors and CSR models include Expeditionary Learning Schools Modern Red Schoolhouse Co Nect Success for All New American Schools Chicago Annenberg Challenge Bay Area School Reform Collaborative Accelerated Schools Coalition of Essential Schools Comer School Development Process Lessons from New American Schools' Scale-up Phase Susan J. Bodilly, Gina Schuyler, Robert Reichardt, 1998 In 1991 New American Schools NAS was established to help schools transform themselves into high performing organizations Findings drawn from an implementation analysis of the first 2 years 1995 1997 of a 5 year plan are reported in this book The plan involved an NAS partnership with 10 jurisdictions its goal being to increase the number of schools within jurisdictions that adopted NAS designs to improve student performance The key questions were Did schools implement the designs and to what extent and Why did some schools make more progress than others toward implementation goals For the study 40 schools in 7 districts were evaluated using document reviews interviews of school and district staff and the observation of school activities With these data each school s implementation level was assessed against the particular design being adopted Results show significant variation in implementation which ranged from no implementation to advanced stages of planning piloting implementing and fulfilling Approximately 50 percent of the schools were at the implementing and fulfilling levels Of the 33 schools that had been implementing for 2 years 18 were at the 2

highest levels Various influences on implementation such as school climate design and team factors school structural and site factors and jurisdictional and institutional factors are detailed RJM      **System-wide Efforts to Improve Student**

**Achievement** Kenneth K. Wong, Stacey Rutledge, 2006-03-01 Strong system wide support is increasingly being identified as laying an important role in policy efforts aimed at increasing student achievement Hightower Knapp March and McLaughlin 2002 Yet current research often views district and other system wide support as largely governance changes without substantive linkage to school improvement outcomes Cuban and Usdan 2003 In this volume we seek to deepen our understanding of the role of school districts and system wide initiatives through a series of case studies that focus on how school districts and system wide actors facilitate policy innovation and reform initiatives that are designed to improve student achievement Through both quantitative and qualitative studies from diverse settings across the country chapters in this volume examine the role of instructional technology alternative accountability practices management and partnership reforms and school improvement efforts through new incentive and support practices While challenges remain these case studies demonstrate how districts support and facilitate school change aimed at improving student achievement      *Scale-Up in Education* Barbara Schneider, Sarah-Kathryn McDonald, 2006-12-05 Scale Up in Education Volume 1 Ideas in Principle examines the challenges of scaling up from a multidisciplinary perspective It brings together contributions from disciplines that routinely take promising innovations to scale including medicine business engineering computing and education Together the contributors explore appropriate methods for estimating the effects of innovations in larger more diverse settings and provide theories and models to guide the design of innovations most likely to remain viable at large scales Specially commissioned commentaries also discuss the analytical requirements and theoretical possibilities of a program of educational research on scale up built upon these foundations This volume is ideally suited for researchers policymakers and graduate students charged with determining the effectiveness of educational interventions With its insights into the conceptual and methodological prerequisites for obtaining rigorous actionable evidence of intervention effects the volume provides reading for program evaluation courses in schools of education and public policy      The Dimensions of Time and the Challenge of School Reform Patricia C. Gandara, 2000-01-01 As the education reform movement matures into its second decade it is clear that many promising efforts have fallen short in their attempts to create real school change One reason for this is that the process of school reform is much more complex than most reformers realized or were willing to acknowledge The Dimensions of Time and the Challenge of School Reform points to another problem the problem of time and its role in both the success and failure of school reform efforts The importance of understanding the role that time plays in both learning and instruction and finding ways to provide time for teachers grappling with change and students learning to accommodate a new language and culture are important themes in this book This book is directed to policymakers and practitioners as well as to academics in that it combines theory with the real world experiences of many who have been

active in the school reform movement and who have learned through trial and error how to think about time in innovative ways

**Back cover** *A Nation at Risk* Kenneth K. Wong, James W. Guthrie, Douglas N. Harris, 2014-06-03 This special issue examines the underlying assumptions of the A Nation At Risk report the context within which the Commission's work was situated and the effects of the report in improving teaching and learning as well as the performance of the public educational system The purpose is to address three broad questions Was America's education system really putting the nation at risk in the early 1980s What is the legacy of A Nation At Risk Given our current knowledge on education and human development the report's overall concern is restated What risks and opportunities lay before the nation today and how will they affect the notion of a learning society and our public education system Taken as a whole the seven articles address the three broad issues identified regarding the past current and future of educational reform in the United States

*Challenges of Conflicting School Reforms* Mark Berends, JoAn Chun, Gina Schuyler Ikemoto, Sue Stockly, R. J. Briggs, 2002-03-29 A decade ago New American Schools NAS launched an ambitious effort for whole school reform to address the perceived lagging achievement of American students and the lackluster school reform attempts that have produced so few meaningful changes As a private nonprofit organization NAS set out to help schools and districts significantly raise the achievement of large numbers of students by offering whole school designs and design based assistance during the implementation process NAS is currently in the scale up phase of its effort and its designs are being widely diffused to schools across the nation During the 1997\_1998 and 1998\_1999 school years RAND assessed the effects of NAS designs on classroom practice and student achievement in a sample of schools in a high poverty district RAND found that high poverty schools often have fragmented and conflicting environments with difficult and changing political currents and entrenched unions Teachers in high poverty schools tend to face new accountability systems and fluctuating reform agendas These teachers generally lack sufficient time for implementing reform efforts often becoming demoralized and losing their enthusiasm for the difficult task of improving student performance under difficult conditions RAND concluded that high stakes tests may motivate schools to increase performance and to seek out new curricula and instructional strategies associated with comprehensive school reforms However those same tests may provide disincentives to adopt richer more in depth curricula that can succeed in improving the learning opportunities of all students particularly those in high poverty settings

*International Handbook of Educational Policy* Nina Bascia, Alister Cumming, Amanda Datnow, Kenneth Leithwood, David Livingstone, 2008-05-14 Nina Bascia Alister Cumming Amanda Datnow Kenneth Leithwood and David Livingstone This Handbook presents contemporary and emergent trends in educational policy research in over fifty chapters written by nearly ninety leading researchers from a number of countries It is organized into five broad sections which capture many of the current dominant educational policy foci and at the same time situate current understandings historically in terms of both how they are conceptualized and in terms of past policy practice The chapters themselves are empirically grounded providing illustrations of the conceptual

implications contained within them as well as allowing for comparisons across them. The serendipity within chapters with respect to jurisdictional particularities and contrasts allows readers to consider not only a range of approaches to policy analysis but also the ways in which policies and policy ideas play out in different times and places. The sections move from a focus on prevailing policy tendencies through increasingly critical and outsider perspectives on policy. They address in turn the contemporary strategic emphasis on large scale reform substantive emphases at several levels on leadership and governance improving teacher quality and conceptualizing learning in various domains around the notion of literacies and concluding finally with a contrasting topic workplace learning which has had less policy attention and thus allows readers to consider both the advantages and disadvantages of learning and teaching under the bright gaze of policy.

Seeing Complexity in Public Education Donald Peurach, 2011-09-05 In a period of unprecedented pressure to reform education in the United States two questions stand out. What is involved in the work of transforming underperforming schools into higher performing schools? And what makes this work so difficult? *Seeing Complexity in Public Education* examines these questions in light of the history of the Success for All Foundation, an organization that has collaborated with thousands of elementary schools across the US to enact a common design for comprehensive school reform, all in the effort to improve the reading achievement of millions of students. This story of Success for All spans a long and turbulent period beginning in 1987 with the strategy of improving reading achievement by improving students' cooperative learning in classrooms and stretching through 2008 with efforts to influence federal policy to support that strategy. There is nothing in the story of Success for All to suggest that schools can be improved through silver bullets, stump speeches or passionate debate. Rather, the theme that emerges from the story of Success for All is that the problems and possibilities of effective large scale and sustainable education reform lie in the complexity of public education, in the interactions among underperforming schools, programs of reform, the organizations that advance those programs, and the environments in which they operate. The story of Success for All is sobering in that it locates first order problems of education reform not in the schools that need to improve but instead in the many reformers so determined to improve them. By tracing Success for All's deep push into the full world of US public education, this book assists both populist and professional reformers in seeing, understanding, and ultimately confronting its complexity.

Rhetoric vs. Reality Michael Timpane, Dominic Brewer, Brian Gill, Karen Ross, 2001-12-12 How can the education of our nation's children be improved? Vouchers and charter schools aim to improve education by providing families with more choice in the schooling of their children and by decentralizing the provision of educational services. While supporters argue that school choice is essential to rescue children from failing schools, opponents claim that it may destroy America's public education system. The authors undertake an exhaustive and critical view of the evidence on vouchers and charter schools. The book is a useful, unbiased primer for all those interested in this controversial topic.

*The Development of Early Childhood Mathematics Education*, 2017-08-24 *The Development of Early Childhood Mathematics Education* Volume

53 in the Advances in Child Development and Behavior series includes chapters that highlight some of the most recent research in the field of developmental psychology Users will find updated chapters on a variety of topics including sections on The DREME Network Research and Interventions in Early Childhood Mathematics The Use of Concrete Experiences in Early Childhood Mathematics Instruction Interventions in Early Mathematics Avoiding Pollution and Dilution Coaching in Early Mathematics and Designing Studies to Test Causal Questions About Early Math The Development of Making Pre K Count Each chapter provides in depth discussions with this volume serving as an invaluable resource for developmental or educational psychology researchers scholars and students Contains chapters that highlight some of the most recent research in the area of child development and behavior Presents a wide array of topics that are discussed in detail **Turning High-Poverty Schools into High-Performing Schools** William H. Parrett, Kathleen M. Budge, 2020-04-28 Schools across the United States and Canada are disrupting the adverse effects of poverty and supporting students in ways that enable them to succeed in school and in life In this second edition Parrett and Budge show you how your school can achieve similar results Expanding on their original framework s still critical concepts of actions and school culture they incorporate new insights for addressing equity trauma and social emotional learning These fresh perspectives combine with lessons learned from 12 additional high poverty high performing schools to form the updated and enhanced Framework for Collective Action Emphasizing students social emotional and academic learning as the hub for all action in high performing high poverty schools the authors describe how educators can work within the expanded Framework to address the needs of all students but particularly those who live in poverty Equipped with the Framework and a plethora of tools to build collective efficacy self assessments high leverage questions action advice and more school and district leaders as well as teachers teacher leaders instructional coaches and other staff can close persistent opportunity gaps and reverse longstanding patterns of low achievement [Handbook of Research in Education Finance and Policy](#) Helen F. Ladd, Edward B. Fiske, 2012-08-21 Sponsored by the Association for Education Finance and Policy AEFPP this groundbreaking new handbook assembles in one place the existing research based knowledge in education finance and policy thereby helping to define this evolving field of research and practice It provides a readily available resource for anyone seriously involved in education finance and policy in the United States and around the world The Handbook traces the evolution of the field from its initial focus on school inputs and the revenue sources used to finance these inputs to a focus on educational outcomes and the larger policies used to achieve them It shows how the current decision making context in school finance inevitably interacts with those of governance accountability equity privatization and other areas of education policy Because a full understanding of the important contemporary issues requires input from a variety of perspectives the Handbook draws on contributors from a variety of disciplines While many of the chapters cover complex state of the art empirical research the authors explain key concepts in language that non specialists can understand **Resources in Education** ,1999-04 **Listening to Urban**

**Kids** Bruce L. Wilson, Dick Corbett, 2001-01-11 Independent researchers interview urban middle school students to get their impressions of the teachers that help them to succeed in schools      *Changing for Good* Melissa Evans-Andris, 2010-01-11 This important work identifies the critical elements of sustainability the necessary goal of systemic reform which requires a long term commitment to change for the benefit of students Lois Adams Rogers Deputy Executive Director Council of Chief State School Officers Implement a comprehensive whole school reform program that lasts The recent emphasis on educational reform has led to many books on initiating school improvement but relatively few on how to sustain reform efforts so that improvements have a lasting impact *Changing for Good* offers a detailed examination of current schoolwide reform efforts and identifies strategies for introducing managing and sustaining successful school renewal programs Based on a four year study of 74 schools the book provides a model for generating the necessary district support schoolwide leadership teacher commitment and performance outcomes to cultivate improvement that lasts Applicable at the state district and school level this model helps readers Align reform efforts with educational standards and accountability guidelines Create a research based improvement plan Support change by developing a shared vision Promote distributed leadership Celebrate gains to encourage cooperation The most beneficial school improvements are the ones that endure With this exceptional resource educational administrators and leaders can create a school environment that embraces meaningful change sustains positive reform and ensures successful learning outcomes      *Social Network Theory and Educational Change* Alan J. Daly, 2010-12-01 *Social Network Theory and Educational Change* offers a provocative and fascinating exploration of how social networks in schools can impede or facilitate the work of education reform Drawing on the work of leading scholars the book comprises a series of studies examining networks among teachers and school leaders contrasting formal and informal organizational structures and exploring the mechanisms by which ideas information and influence flow from person to person and group to group The case studies provided in the book reflect a rich variety of approaches and methodologies showcasing the range and power of this dynamic new mode of analysis An introductory chapter places social network theory in context and explains the basic tools and concepts while a concluding chapter points toward new directions in the field Taken together they make a powerful statement that the success or failure of education reform ultimately is not solely the result of technical plans and blueprints but of the relational ties that support or constrain the pace depth and direction of change This unique volume provides an invaluable introduction to an emerging and increasingly important field of education research      ***Improving Schools and Educational Systems*** Alma Harris, Janet Hageman Chrispeels, 2023-05-09 School improvement has become a dominant feature of educational reform in many countries The pressure upon schools to improve performance has resulted in a wide range of improvement programmes and initiatives which can provide both inspiration and advice to everyone involved in school improvement This book draws together the most effective school improvement projects from around the world in one comprehensive text including detailed comparative



analysis of a wide variety of initiatives Drawing on examples from the UK the USA Canada South Africa and Australia this book gives both an international snapshot and a coherent synthesis of initiatives that have given achievable results

**Education Policy Outlook 2015 Making Reforms Happen** OECD,2015-01-19 This book provides comparative analysis of policy reforms and reviews individual country education policy approaches in a succinct format **Crespar Findings**

**(1994-1999)** A. Wade Boykin,Robert E. Slavin,2014-10-13 This double issue presents summaries of the scholarly and practical reform accomplishments of the first five years of the Center for Research on the Education of Students Placed at Risk CRESPAR This bold five year initiative addressed several of the problems that most directly challenge the values and practical aspirations of modern democracies The included articles emphasize how CRESPAR has focused on the schools in many of America s most challenging communities It has both helped local schools improve themselves and advanced the nation s research base This issue was written in commemoration of the life and work of John Henry Hollifield Jr founding coeditor For 28 years Hollifield served as an editor and administrator at Johns Hopkins University s Center for Social Organization of Schools When JESPAR was just an idea Hollifield was one of the people who most strongly advocated its development He had a ready smile a fine editorial touch and a relentless will to produce each excellent issue This issue summarizing much of the research from CRESPAR s first five years is presented by the full team of authors in his loving memory

## The Enigmatic Realm of **Lessons From New American Schools Scale Up Phase**: Unleashing the Language is Inner Magic

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