America's Choice Comprehensive School Reform Design: First-Year Implementation Evaluation Summary

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Abstract
In the fall of 1998, the National Center on Education and the Economy (NCEE) contracted with the Consortium for Policy Research in Education (CPRE) to conduct the evaluation of the America's Choice School Design. This is a summary of CPRE's first report of a three-year evaluation of the design. The evaluation of America's Choice seeks to answer four basic questions: Are schools successfully implementing the America's Choice program design? What environmental characteristics are facilitating or impeding implementation? How effective is America Choice's implementation strategy? And what are the impacts of the program on teachers and students? As America's Choice is still in the early stages of implementation, most evaluation efforts are directed toward the questions about the implementation of the program and the conditions surrounding its implementation. In subsequent years, CPRE increasingly will emphasize its evaluation of the impacts of the program on students.

This report describes the first year of the implementation of America's Choice. Following this introduction, section two provides a description of America's Choice and the theory behind the America's Choice school design. Section two concludes with a set of reasonable expectations for the progress of America's Choice in its first year. Section three describes CPRE's findings concerning the implementation of America's Choice, including many of the specific design components. Section four analyzes the role of the school district in the implementation of America's Choice. The report concludes with a summary of the findings of the first year's evaluation.

Comments
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Comprehensive school reform refers to the use of schoolwide reform strategies focused on academic achievement and based on research-supported models. In 1993, RAND, an independent research and analysis organization, released a publication calling for greater federal involvement in whole-school reform. The following year, under the reauthorization of the Elementary and Secondary Education Act (ESEA), schools with 50 percent of their student body identified as high-need were allowed to use ESEA funds for whole-school, rather than programmatic, reform (the previous threshold had been 75 percent). The Evaluation of Comprehensive Sexuality Education Programmes: A Focus on the Gender and Empowerment Outcomes. In addition, evaluation design should rely on a number of different information sources and include mixed methods that are triangulated to build a plausible case for the effectiveness of sexuality education. In current evaluation practices, shortcomings in the implementation of CSE programmes are inadequately addressed, and other limitations include: the dominance of short-term outcomes; a strong focus on public health impact exclusively, though “satisfactory sexual life” is the core variable; focus on behavioural intention as a success criterion, though that behaviour takes place (many) years later; and dominance of randomized controlled trials to. Many reformers focused on reforming society by reforming education on more scientific, humanistic, pragmatic or democratic principles. Changes may be implemented by individual educators and/or by broad-based school organization and/or by curriculum changes with performance evaluations. Contents. 1 History. 1.1 Classical times. 1.2 Modern reforms. 1.3 Reforms of classical education. 1.4 England in the 19th century. 1.5 Progressive reforms in Europe and the United States. 1.5.1 Child-study. 1.5.2 Horace Mann.