

## Part I: Cover Page – Organization Information

Organization Information		
<b>Organization Name:</b>	WestEd	<input checked="" type="checkbox"/> <b>New or Submission</b> <input type="checkbox"/> <b>Continuation</b>
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Organization Category (select all that apply)		
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input type="checkbox"/> Turnaround Leader Development Provider <input type="checkbox"/> Management Partner <input checked="" type="checkbox"/> Stakeholder Engagement Specialist		
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)		
<input checked="" type="checkbox"/> Metro Denver <input checked="" type="checkbox"/> Front Range (Colorado Springs, Ft. Collins) <input checked="" type="checkbox"/> Rural / Mountain / Western Slope		

Indicate the school district(s) or BOCES your organization is willing and able to engage with

District name	City	County name
<b>ANY SCHOOL DISTRICT or BOCES</b>	<b>ALL</b>	<b>ALL</b>
Academy 20 School District	Colorado Springs	El Paso
Adams 12 Five Star Schools School District	Thornton	Adams
Adams County 14 School District	Commerce City	Adams
Adams-Arapahoe 28j School District	Aurora	Arapahoe
Agate 300 School District	Agate	Elbert
Aguilar Reorganized 6 School District	Aguilar	Las Animas
Akron R-1 School District	Akron	Washington
Alamosa Re-11j School District	Alamosa	Alamosa
Archuleta County 50 Jt School District	Pagosa Springs	Archuleta
Arickaree R-2 School District	Anton	Washington
Arriba-Flagler C-20 School District	Flagler	Kit Carson
Aspen 1 School District	Aspen	Pitkin
Ault-Highland Re-9 School District	Eaton	Weld
Bayfield 10 Jt-R School District	Bayfield	La Plata
Bennett 29j School District	Bennett	Adams
Bethune R-5 School District	Bethune	Kit Carson
Big Sandy 100j School District	Simla	El Paso
Boulder Valley Re 2 School District	Boulder	Boulder
Branson Reorganized 82 School District	Branson	Las Animas

Briggsdale Re-10 School District	Briggsdale	Weld
Brush Re-2(J) School District	Brush	Morgan
Buena Vista R-31 School District	Buena Vista	Chaffee
Buffalo Re-4j School District	Merino	Logan
Burlington Re-6j School District	Burlington	Kit Carson
Byers 32j School District	Byers	Arapahoe
Calhan Rj-1 School District	Calhan	El Paso
Campo Re-6 School District	Campo	Baca
Canon City Re-1 School District	Cañon City	Fremont
Centennial Board of Cooperative Educational Services	Greeley	Weld
Centennial R-1 School District	San Luis	Costilla
Center 26 Jt School District	Center	Saguache
Charter School Institute School District	Denver	Denver
Cheraw 31 School District	La Junta	Otero
Cherry Creek 5 School District	Greenwood Village	Arapahoe
Cheyenne County Re-5 School District	Cheyenne Wells	Cheyenne
Cheyenne Mountain 12 School District	Colorado Springs	El Paso
Clear Creek Re-1 School District	Idaho Springs	Clear Creek
Colorado Digital BOCES	Colorado Springs	El Paso
Colorado School For The Deaf And Blind School District	Colorado Springs	El Paso
Colorado Springs 11 School District	Colorado Springs	El Paso
Cotopaxi Re-3 School District	Cotopaxi	Fremont
Creede School District School District	Creede	Mineral
Cripple Creek-Victor Re-1 School District	Cripple Creek	Teller
Crowley County Re-1-J School District	Ordway	Crowley
Custer County School District C-1 School District	Westcliffe	Custer
De Beque 49jt School District	De Beque	Mesa
Deer Trail 26j School District	Deer Trail	Arapahoe
Del Norte C-7 School District	Del Norte	Rio Grande
Delta County 50(J) School District	Delta	Delta
Denver County 1 School District	Denver	Denver
Dolores County Re No.2 School District	Dove Creek	Dolores
Dolores Re-4a School District	Dolores	Montezuma
Douglas County Re 1 School District	Castle Rock	Douglas
Durango 9-R School District	Durango	La Plata
Eads Re-1 School District	Eads	Kiowa
Eagle County Re 50 School District	Eagle	Eagle
East Grand 2 School District	Granby	Grand
East Otero R-1 School District	La Junta	Otero
Eaton Re-2 School District	Eaton	Weld
Edison 54 Jt School District	Yoder	El Paso
Elbert 200 School District	Elbert	Elbert

Elizabeth C-1 School District	Elizabeth	Elbert
Ellicott 22 School District	Calhan	El Paso
Englewood 1 School District	Englewood	Arapahoe
Estes Park R-3 School District	Estes Park	Larimer
Falcon 49 School District	Peyton	El Paso
Fort Morgan Re-3 School District	Fort Morgan	Morgan
Fountain 8 School District	Fountain	El Paso
Fowler R-4j School District	Fowler	Otero
Fremont Re-2 School District	Florence	Fremont
Frenchman Re-3 School District	Fleming	Logan
Garfield 16 School District	Parachute	Garfield
Garfield Re-2 School District	Rifle	Garfield
Genoa-Hugo C113 School District	Limon	Lincoln
Gilpin County Re-1 School District	Black Hawk	Gilpin
Granada Re-1 School District	Granada	Prowers
Greeley 6 School District	Greeley	Weld
Gunnison Watershed Re1j School District	Gunnison	Gunnison
Hanover 28 School District	Colorado Springs	El Paso
Harrison 2 School District	Colorado Springs	El Paso
Haxtun Re-2j School District	Haxtun	Phillips
Hayden Re-1 School District	Hayden	Routt
Hi-Plains R-23 School District	Seibert	Kit Carson
Hinsdale County Re 1 School District	Lake City	Hinsdale
Hoehne Reorganized 3 School District	Trinidad	Las Animas
Holly Re-3 School District	Holly	Prowers
Holyoke Re-1j School District	Holyoke	Phillips
Huerfano Re-1 School District	Walsenburg	Huerfano
Idalia Rj-3 School District	Idalia	Yuma
Ignacio 11 Jt School District	Ignacio	La Plata
Jefferson County R-1 School District	Golden	Jefferson
Johnstown-Milliken Re-5j School District	Milliken	Weld
Julesburg Re-1 School District	Julesburg	Sedgwick
Karval Re-23 School District	Karval	Lincoln
Kim Reorganized 88 School District	Kim	Las Animas
Kiowa C-2 School District	Kiowa	Elbert
Kit Carson R-1 School District	Kit Carson	Cheyenne
La Veta Re-2 School District	La Veta	Huerfano
Lake County R-1 School District	Leadville	Lake
Lamar Re-2 School District	Lamar	Prowers
Las Animas Re-1 School District	Las Animas	Bent
Lewis-Palmer 38 School District	Monument	El Paso
Liberty J-4 School District	Joes	Yuma
Limon Re-4j School District	Limon	Lincoln

Littleton 6 School District	Littleton	Arapahoe
Lone Star 101 School District	Otis	Washington
Mancos Re-6 School District	Mancos	Montezuma
Manitou Springs 14 School District	Manitou Springs	El Paso
Manzanola 3j School District	Manzanola	Otero
Mapleton Public Schools, Adams County School District 1	Denver	Adams
Mc Clave Re-2 School District	McClave	Bent
Meeker Re1 School District	Meeker	Rio Blanco
Mesa County Valley 51 School District	Grand Junction	Mesa
Miami Yoder 60 Jt School District	Rush	El Paso
Moffat 2 School District	Moffat	Saguache
Moffat County Re:No 1 School District	Craig	Moffat
Monte Vista C-8 School District	Monte Vista	Rio Grande
Montezuma-Cortez Re-1 School District	Cortez	Montezuma
Montrose County Re-1j School District	Montrose	Montrose
Mountain Valley Re 1 School District	Saguache	Saguache
North Conejos Re-1j School District	La Jara	Conejos
North Park R-1 School District	Walden	Jackson
Norwood R-2j School District	Norwood	San Miguel
Otis R-3 School District	Otis	Washington
Ouray R-1 School District	Ouray	Ouray
Park County Re-2 School District	Fairplay	Park
Pawnee Re-12 School District	Grover	Weld
Peyton 23 Jt School District	Peyton	El Paso
Plainview Re-2 School District	Sheridan Lake	Kiowa
Plateau Re-5 School District	Peetz	Logan
Plateau Valley 50 School District	Collbran	Mesa
Platte Canyon 1 School District	Bailey	Park
Platte Valley Re-7 School District	Kersey	Weld
Poudre R-1 School District	Fort Collins	Larimer
Prairie Re-11 School District	Raymer	Weld
Primero Reorganized 2 School District	Weston	Las Animas
Pritchett Re-3 School District	Springfield	Baca
Pueblo City 60 School District	Pueblo	Pueblo
Pueblo County 70 School District	Pueblo	Pueblo
Rangely Re-4 School District	Rangely	Rio Blanco
Revere School District School District	Ovid	Sedgwick
Ridgway R-2 School District	Ridgway	Ouray
Roaring Fork School District No. Re-1	Glenwood Springs	Garfield
Rocky Ford R-2 School District	Rocky Ford	Otero
Salida R-32 School District	Salida	Chaffee
San Juan Board of Cooperative Educational Services	Durango	La Plata

Sanford 6j School District	Sanford	Conejos
Sangre De Cristo Re-22j School District	Mosca	Alamosa
Sargent Re-33j School District	Monte Vista	Rio Grande
School District 27j School District	Brighton	Adams
Sheridan 2 School District	Sheridan	Arapahoe
Sierra Grande R-30 School District	Blanca	Costilla
Silverton 1 School District	Silverton	San Juan
South Conejos Re-10 School District	Antonito	Conejos
South Routt Re 3 School District	Oak Creek	Routt
Springfield Re-4 School District	Springfield	Baca
St Vrain Valley Re 1j School District	Longmont	Boulder
Steamboat Springs Re-2 School District	Steamboat Springs	Routt
Strasburg 31j School District	Strasburg	Adams
Stratton R-4 School District	Stratton	Kit Carson
Summit Re-1 School District	Frisco	Summit
Swink 33 School District	Swink	Otero
Telluride R-1 School District	Telluride	San Miguel
Thompson R2-J School District	Loveland	Larimer
Trinidad 1 School District	Trinidad	Las Animas
Valley Re-1 School District	Sterling	Logan
Vilas Re-5 School District	Vilas	Baca
Walsh Re-1 School District	Walsh	Baca
Weld County Re-1 School District	La Salle	Weld
Weld County School District Re-3j School District	Keenesburg	Weld
Weld County School District Re-8 School District	Fort Lupton	Weld
Weldon Valley Re-20(J) School District	Weldona	Morgan
West End Re-2 School District	Nucla	Montrose
West Grand 1-Jt School District	Kremmling	Grand
Westminster 50 School District	Westminster	Adams
Widefield 3 School District	Colorado Springs	El Paso
Wiggins Re-50(J) School District	Wiggins	Morgan
Wiley Re-13 Jt School District	Wiley	Prowers
Windsor Re-4 School District	Windsor	Weld
Woodland Park Re-2 School District	Woodland Park	Teller
Woodlin R-104 School District	Woodrow	Washington
Wray Rd-2 School District	Wray	Yuma
Yuma 1 School District	Yuma	Yuma
Centennial BOCES	Greeley	
East Central BOCES	Limon	
Mountain BOCES	Leadville	
Mount Evans BOCES	Bailey	
Northeast Colorado BOCES	Haxtun	
Northwest Colorado BOCES	Steamboat Springs	

Pikes Peak BOCES  
Rio Blanco BOCES  
San Juan BOCES  
San Luis Valley BOCES  
Santa Fe Trail BOCES  
South Central BOCES  
Southeastern BOCES  
Uncompahgre BOCES  
Ute Pass BOCES

Colorado Springs  
Rangely  
Dolores  
Alamosa  
La Junta  
Pueblo West  
Lamar  
Ridgway  
Woodland Park

# Colorado Department of Education

## Request for Information

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### 2019-20 School Redesign New Submission Stakeholder Engagement Specialist

#### Submitted to:

**Colorado Department of Education**  
Unit of School & District Transformation  
Attn: Kate Bartlett  
201 E. Colfax Avenue  
Denver, CO 80203

#### Submitted by:

##### **WestEd**

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#### Due date:

September 18, 2019



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## II. Narrative Responses

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### a. Describe your organization's experience working with schools and districts to increase and improve stakeholder engagement.

WestEd is experienced in serving individual schools and entire districts, offering an array of school and district services through technical assistance and professional development including facilitation, planning, and leader/teacher job-embedded coaching. Improving stakeholder engagement is at the heart of numerous services, including district or school comprehensive needs assessments, strategic improvement planning, and/or targeted support (e.g., facilitating community meetings, setting norms and building trusting relationships across stakeholder groups, and improving administrator-teacher and school-district communication).

WestEd brings deep experience engaging with traditionally underserved and under-represented populations of stakeholders, including staff, students, and families, from rural migrant communities, Native American tribal lands, urban inner-city neighborhoods, and schools serving a significant percentage of English language learners and students with disabilities. For over 20 years, WestEd has supported collaborative district and school improvement efforts in multiple states, including Arizona, California, Colorado, Delaware, Hawaii, Nebraska, New Mexico, New York, and Wisconsin as well as the New England region of the United States.

WestEd's needs assessment is offered as an example of collaborating with districts and schools in developing authentic and inclusive strategies for enabling stakeholders to have a voice in the school improvement decision-making process. We use a variety of data sources in our methodology including quantitative data, survey data, interviews, focus groups, and classroom observations. Qualitative data is then assessed for themes and trends across district and school leaders, board members, focus groups of teachers, support staff, parents, community, and students. An additional feature of WestEd's data collection includes the use of the Comprehensive Assessment of Leadership for Learning (CALL) survey, a K–12 leadership assessment and feedback system that uses survey data from multiple school sources to assess a site's overall leadership practices and outcomes. CALL assesses leadership practices across the entire school staff, including administrators, teachers, and support staff. Previous staff, parent, or student survey findings are also reviewed. Guided questions for the CALL Survey, interviews, and focus groups are based on WestEd's Center on School Turnaround Four Domains for Rapid School Improvement: Turnaround Leadership, Talent Development, Instructional Transformation, and Culture Shift (<https://centeronschoolturnaround.org/>).

The following are recent examples of related experience on similar type projects.

*Fort Howard Elementary School, Green Bay Area Public Schools, Wisconsin*

From 2013-2016, WestEd conducted an initial needs assessment to identify areas for targeted improvement that would help the school better support its students, more than 90 percent of whom are economically disadvantaged and over 30 percent of whom are English learners. Services provided included targeted professional learning around culture and climate, building a

growth mindset, building parent capacity to support their children academically, academic language and literacy, and using data to drive student achievement. During the four years WestEd partnered with Fort Howard Elementary School, the school moved from “Fails to Meet Expectations,” the lowest overall state accountability score and rating, to “Exceeds Expectations.” There was a 24.8-point increase in the overall school score.

#### *Jordan L. Mott Junior High School in the Bronx, New York City*

From 2016 to 2018, WestEd partnered with Jordan L. Mott Junior High School to provide comprehensive school needs assessments and turnaround services centered on transformational leadership and English language learner instructional practice. All Receivership schools in New York State were required to select at least 10 Receivership Benchmarks, which are divided into “Level One” and “Level Two” benchmarks. In December 2017, NYSED released Mott from Receivership status. The school serves approximately 450 students with 40 percent English learners, and almost 100 percent of students receiving free or reduced-price lunch.

#### *Stockton Unified School District, California*

From 2012-2015, WestEd partnered with seven schools in the Stockton Unified School District to provide comprehensive school turnaround services, one of the four intervention models outlined in the federal School Improvement Grant guidelines. A key component of this project was providing the district with needs assessments of the seven identified schools. As a result of working with WestEd, six of the seven school met or exceeded their school wide growth targets. The district serves approximately 41,000 students with 23 percent English learners and 71 percent of students receiving free or reduced-price lunch.

#### *Madera Unified School District, California*

In August 2019, the California Comprehensive Center at WestEd supported the Madera Unified School District’s stakeholder engagement efforts by conducting a series of focus groups across the district. The focus groups were conducted with students, parents, teachers and staff at several elementary, middle and high schools. The district leadership made the decision to engage stakeholders as part of their effort to improve student outcomes reflected in quantitative achievement, attendance, discipline and climate data. The responses from the focus groups will inform the district’s strategic planning process during the 2019-20 school year.

### **b. What engagement models or strategies do you use in your work with schools and districts?**

District and school improvement depend on a community working together toward achieving common high stakes goals within a culture of shared responsibility. A strong school community attends to the culture both inside and outside of the school, gathering input from stakeholders and gauging perceptions about needed school and district improvement efforts.

WestEd supports stakeholder engagement through its Comprehensive Needs Assessment (CNA) process by soliciting and acting upon stakeholder input. Our methodology is driven by the [Four Domains for Rapid School Improvement](#), published by the [Center on School Turnaround](#) at WestEd (2015). The purpose of the CNA process is to present districts and schools with an objective analysis and set of recommendations that may be used to identify priority areas of need

as well as areas of strength to leverage in school improvement planning. Most importantly, the processes are designed to engage school personnel (administrators, teachers, non-instructional staff), students, families, and the broader community in open conversations about the current state of the school and engage them in making decisions and setting priorities for school improvement planning and implementation.

### **c. What specific services and support could you provide to Colorado schools and districts?**

#### **Comprehensive Needs Assessment (CNA)**

WestEd's CNA lays a foundation for school improvement planning by identifying a school's strengths and weaknesses, an essential step toward identifying and then addressing root causes of poor performance. CNA stakeholder input is based on surveys, interviews, focus groups, classroom observations, and document reviews.

WestEd implements a mixed-methods approach (both quantitative and qualitative) to better understand the quality of activities that contribute to higher and more meaningful outcomes at each school. The steps in WestEd's needs assessment process include:

1. Collecting online diagnostic data using the WestEd Four Domains CALL System Survey
2. Conducting quantitative data analysis (e.g., demographics, student outcomes)
3. Gathering and reviewing qualitative data (e.g., interviews, focus groups, classroom observations)
4. Identifying strengths and challenges

Onsite data collection activities are conducted by a two-person WestEd team and typically last two days per school. A written report of findings highlighting key strengths and challenges organized by domain is provided following data collection.

#### *Comprehensive Assessment of Leadership for Learning (CALL) Survey and Assessment*

A unique feature of WestEd's CNA includes the use of the CALL system, an evidence-based K-12 leadership survey and feedback system that measures specific school practices within the Four Domains for Rapid School Improvement Framework. Created and validated at the University of Wisconsin, CALL is a needs-assessment that measures key practices within each of the Four Domains across the entire school staff, including administrators, teachers, and support staff. Once the survey is complete, school and district leaders have immediate access to the resulting action-based data. If multiple schools in a district participate in the survey, district leaders can view schools' CALL data through an aggregate view in the feedback system to assess districtwide leadership priorities or needs.

#### *Individual Interviews and Focus Groups*

Additional data is collected through interviews and focus groups: Interviews (e.g., with site administrators, a representative sample of lead department and grade level teachers including special education, English learners, and classified staff) capture depth of knowledge not highlighted in the survey; focus groups (e.g., with teachers, students, and parents) collect a variety of perspectives and voices. Representative groups reflect the demographic mix of teachers, students, and families in the school.

### *Classroom Observations*

Our CNA process includes conducting randomly selected classroom observations based on specified strata (grade, subject matter, etc.). We ensure a cross section of teachers (new and experienced), special and general education, classes at each grade level, and a variety of subject areas. Classroom observations focus on the use of evidenced-based classroom practices using a WestEd-developed observation protocol.

### *Quantitative Data*

Data collection is further bolstered through the collection and analysis of state and local student achievement data and documents such as school plans, policies, and procedures. Data gathered includes, for example, demographics (e.g., student, community, personnel); school policies and practices (e.g., recruitment, hiring, placement, development, evaluation, and termination); student outcomes/performance (e.g., assessments, graduation rates, postsecondary success, accountability metrics); student engagement (e.g., attendance, behavior); student opportunities (e.g., enrollment/participation in various programs, curricular areas, equity of access); and, stakeholder support (family/community engagement; student support services).

### *Identification of Strengths and Challenges*

Each component of the process provides important data about the school's strengths and challenges. When combined, the data are triangulated to provide a strong foundation on which to build an actionable and data-based school improvement plan. Classroom observations and survey data are analyzed using descriptive statistics (frequencies, percentages, and means) to determine similarities and differences among respondents and across assessment areas. Focus group and interview data is independently compiled and analyzed according to qualitative content analysis procedures including coding of responses, categorization of emerging themes, and synthesis of findings and lessons learned (Auerbach & Silverstein, 2003; Creswell, 1998; and Roberts, 1997). WestEd prepares a school needs assessment report of findings that is virtually shared with leadership. The needs assessment report may serve as the foundation for root cause analysis and school improvement planning.

### *Cost*

Comprehensive Needs Assessment cost is \$40,000 per school. Price includes the cost for all preparation, materials and travel.

## **d. Specifically address your experience working with historically underserved populations and communities. If possible, provide a specific example of when your organization helped increase and improve engagement for minority, socioeconomically disadvantaged or non-English speaking stakeholders.**

WestEd brings deep experience engaging with traditionally underserved and under-represented populations of stakeholders, including staff, students, and families, from rural migrant communities, Native American tribal lands, urban inner-city neighborhoods, and schools serving a significant percentage of English language learners. Most recently, needs assessments have been a part of school improvement services for our Native American partners across Arizona and New Mexico including, for example, Rock Point Community School, Shonto Preparatory

School, and Wingate High School; and, urban and suburban high priority schools in districts across the states of California, Delaware, Wisconsin, and New York.

A specific example of WestEd's efforts to increase and improve engagement for minority, socioeconomically disadvantaged or non-English speaking stakeholders may be found in our current work with Greeley-Evans School District (GSD) in Greeley CO. Our work with the district includes the facilitation and development of a District Master Plan for English Language Learner Success that has led to significant improvements in outcomes for English language learners in the district. The planning process is designed to facilitate systemic change enabled by collaboration with district leadership and community stakeholders through learning and planning activities that move participants from understanding English language learner strengths and the complexity of challenges to the adoption of a realistic plan that will significantly improve English language learner academic achievement as well as their college- and career-ready graduation rates. WestEd's approach affords the district the opportunity to use the Master Plan development process itself to strengthen leadership, build community will for change, and grow shared responsibility and accountability for English language learners across the District.

The goals of the project include:

- Sustain the implementation effort of current schools on their journey to providing English language learners high-quality instruction through the Academic Standards-Based Integrated Content and Language Model
- Develop English language learner leadership capacity by supporting/coaching 15-20 instructional coaches (Culturally and Linguistically Diverse Students & Content)
- Support schools as they deepen their implementation of the Master Plan for English Language Learner Success

## III. Capacity

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**Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.**

WestEd has the capacity to customize and facilitate engagement opportunities across a range of services to specifically meet the district or school's specific needs. WestEd has the capacity to serve up to six new schools and/or three districts in Colorado for the 2019-2020 school year.

## IV. Evidence of Track Record of Improved Student and School Outcomes

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- a. Describe your organization’s track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and the data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred.**

WestEd has extensive experience in improving academic achievement in public schools with various demographic characteristics, as measured by statewide assessments. Below is a brief list that represents the improvement that districts and schools typically experience when receiving services from WestEd as a vehicle in support of school improvement.

### *Buffalo School District, Buffalo, New York*

From 2013 to 2016, WestEd partnered with struggling schools in Buffalo, NY (31,000 students; 82 percent low income, 22 percent special education, 15 percent English learners; 47 percent African American, 19 percent Latino, 20 percent white, 9 percent Asian, 4 percent multiracial, 1 percent Native American). In 2015-16, four out of eight of the Buffalo schools that WestEd worked with were in receivership (persistently struggling, low performing schools). During the 2016-17 school year, 100 percent of WestEd partner schools met their receivership targets; of the non-WestEd schools, only 55 percent met their receivership targets. PS 198 was one of WestEd’s Buffalo partner schools. Services at PS 198 included direct instruction to teachers through professional learning workshops as well as support for Professional Learning Communities (PLC). Workshops addressed a variety of topics from cross content literacy to support for English learners. Training was also provided to PLC facilitators and school administrators. Since WestEd began providing support, graduation rates increased from 33 percent in 2013 to over 60 percent in 2016. Performance on state Regents exams increased in five out of eight subject areas with increases ranging from 15 percent to 40 percent.

### *Jordan L. Mott Junior High School (6-8) Bronx, New York City*

From 2016 to 2018, WestEd partnered with Jordan L. Mott Junior High School to provide comprehensive school needs assessments and turnaround services centered on transformational leadership and English language learner instructional practice. Mott was identified by the New York State Education Department (NYSED) as a school subject to Receivership under the New York City Schools Chancellor. The designation as a Receivership school means that the school must make progress on certain benchmarks in order to avoid Independent Receivership. The WestEd team focused on strengthening English as a New Language teaching and learning through six research-based principles of effective ELL instruction organized into three domains: Opportunities to Learn, Asset Orientation, and Developing Autonomy. All Receivership schools in New York State were required to select at least 10 Receivership Benchmarks, which are divided into “Level One” and “Level Two” benchmarks. In December 2017, NYSED released Mott from Receivership status. The school serves approximately 450 students with 40 percent

English learners, and almost 100 percent of students receiving free or reduced-price lunch.

#### *Atwater Elementary School District (K-8), Atwater, California*

Over the last three years, WestEd facilitated a districtwide approach to instructional transformation in Atwater Elementary School District (AESD) through the establishment of a common observation protocol, monitoring, and providing feedback across three core practices (daily objectives, student engagement for all, and a depth of knowledge equal or greater than level two in all daily lessons). The K-8 district was recognized as a California Golden Bell recipient in 2018 under the category title, “Closing the Opportunity Gap”, for their gains in serving English language learners and economically disadvantaged students. One of the AESD schools, Elmer Wood, a 2018 CA Distinguished School Award winner, demonstrated over 24 points growth in English Language Arts and over 22 points growth in mathematics from 2015 through 2018 on the California Assessment of Student Performance and Progress. The district serves approximately 4,900 students of whom 70 percent are Hispanic, 32 percent are English learners and 40 percent of students receive free or reduced-price lunch.

### **b. Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers as outlined in ESSA. Which EBI tier best describes your work, and why?**

Evidence offered is self-assessed as Tier 4, with a well-defined theory of action, practices that are supported by research, and evidence that is seen by districts and schools as contributing to improvement in academic achievement as measured according to the local accountability system.

#### *Theory of Action*

The Theory of Action for WestEd’s stakeholder engagement services is stated below and followed up by short-term and mid-term outcomes that lead to sustainable long-term outcomes.

- **If** we strengthen the engagement of diverse stakeholders to transform districts and schools, **then** they will have the voice to take bold and purposeful action.
- **If** diverse stakeholders take bold and purposeful action, **then** they establish the conditions for effective teaching and learning.
- **If** the conditions for effective teaching and learning are established, **then** teachers will have the opportunity to improve instructional practice.
- **If** teachers improve instructional practice, **then** student learning will increase.

## *Proposed Outcomes*

### Short-term:

- Diverse stakeholders will demonstrate evidence of engagement through the actions they take as measured by 30- and 60-day reviews and completion of 90-day leader action plans (e.g., equitable representation and participation in needs assessments and strategic action planning).

### Mid-term:

- Stakeholders will work (e.g., by engaging in decision-making opportunities) to create conditions for effective teaching that will be evident and gathered through observations of teaching and leadership, as well as feedback from surveys.

### Sustainable Long-term:

- **Stakeholders** improve engagement as measured by evidence of authentic inclusion and voice relative to teaching and learning.
- **Teachers** improve practice as measured by observations and evaluations.
- **Students** increase learning as measured by proficiency and growth.
- **Schools** improve performance as measured by the state's accountability system.



# V. References

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