



Think accountability, act locally

Under *No Child Left Behind* (NCLB), given the key role of states in education accountability, one might reasonably ask whether local districts are left with little to do other than implement state and federal policies.

The answer from many districts is a resounding *no*. While a state accountability system serves to broadly monitor school performance, it is not intended or able to cover the more immediate accountability needs of local districts. For this, a district needs its own internal system.

Unlike a state's large-scale accountability system, a local system can focus on the kinds of specific information needed to guide instruction for individual students in a timely and ongoing manner.

"A local accountability system provides the opportunity to adjust instruction while you still have time to make a difference," explains Christine Linder, Director of Curriculum for Waterford School District in California's Central Valley. The annual standardized testing required by the state and NCLB helps gauge how each school is doing, "but the information comes far too late for you to do anything about it," says Linder.

To help build an effective local accountability system, Linder brought in WestEd's Local Accountability Professional Development Series (LAPDS). The endeavor is part of a partnership that joins the expertise of WestEd (including professional development, research, and school and district support) with the tools of Edusoft and other data-management technology that help to streamline and customize many of the steps in a local accountability system. LAPDS currently supports 10 districts in Arizona, California, and Mississippi.

OWNING THE STANDARDS

Broad participation in the process of developing a local accountability system is important for ensuring that the interests of local stakeholders are addressed.

In Waterford, WestEd facilitators took a district leadership team through a process of examining and prioritizing the

(continued on page 5)

▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼
A local accountability system provides the opportunity to **adjust instruction** while you still have time to **make a difference**.



FROM THE
CEO

The concept of **accountability** looms large on today's education landscape. For many, it evokes images of an outside enforcer finding problems and meting out sanctions.

But the intent of well-developed accountability policies is far more benevolent: to establish systems that help stakeholders understand how well – or poorly – their schools are working, identify the changes needed to improve student learning, and determine appropriate interventions to support that improvement. When thoughtfully designed and effectively carried out, accountability systems can provide the information and means for continually improving students' education opportunities.

SUPPORTIVE ACCOUNTABILITY: HELPING SCHOOLS IMPROVE

The articles in this issue of *R&D Alert* portray this broader, more positive view of how accountability can make a difference for students.

WestEd has been a national leader in sponsoring supportive accountability. From our work in high-stakes testing to public engagement, we address how to measure school and student performance, how to use those data to drive programmatic and instructional decisions, how to engender leadership, and, for schools striving to improve, how to support their efforts.

As the lead article conveys, a well-designed accountability system connects the many pieces of an education system – including standards, assessments, and instruction – in "an ongoing cycle of information, reporting, action, and evaluation," all in the service of improving student learning.

The article addresses why districts need to develop their own local accountability systems and describes some of the steps for doing so. Although state-level accountability policies are strong and extensive, particularly under *No Child Left Behind*, districts can benefit from developing their own accountability systems – ones that focus on local values and use additional sources of information beyond their state's assessments.

Current accountability measures often put significant pressure on individual schools to improve. Our second article shares core principles from two WestEd projects that can help schools improve their practices in light of this increasing scrutiny.

Our newsletter's third article provides information from interviews with participants in an intensive accountability process led by the California State Department of Education to focus on its highest-priority schools. The article describes what participants identify as most effective about the state's intervention with these schools and their districts.

Accountability as it is depicted in these articles can contribute to a process of developing genuinely local and constructive responses to students' needs.

We hope that this information can be helpful in efforts to strengthen the role of accountability in improving education opportunities for children and youth in your communities.

Glen H. Harvey
Chief Executive Officer



SUPPORTING SCHOOL CHANGE

Key principles from WestEd's Comprehensive Centers

In the drive to improve student learning, the focus of accountability is shifting squarely onto individual schools. Under state and federal requirements, schools that persistently fail to demonstrate adequate yearly progress face a range of consequences, including takeover and closure.

With the stakes high and the pressures growing, schools in need of dramatic improvement cannot go it alone.

Several WestEd groups have extensive expertise in supporting high-needs schools as they respond to current accountability measures. Over the past three years, for example, the Comprehensive School Reform Facilitator (CSRF) initiative has worked with dozens of districts to improve academic performance in more than 100 schools in Arizona, California, and Nevada. And in the Northeast, WestEd's Learning Innovations has worked with Education Development Center on several initiatives as part of the New England Comprehensive Assistance Center (NECAC) — supporting schools with high numbers of underserved students.

“Our experience with low-performing schools has taught us that sticking firmly to a few key principles can make a big difference when planning for and implementing lasting

changes,” says WestEd's Ann Bickel, Program Manager for CSRF.

Here are just a few of the principles that CSRF and NECAC help schools and districts to implement in their efforts to significantly improve teaching and learning:

Determine needs and priorities. The first step is to create a plan that identifies and assigns priorities to shared goals and strategies for improving student learning. This school improvement plan should be based on a thoughtful, data-based needs assessment. NECAC staff recommend a comprehensive review of the school's strengths and weaknesses in nine key areas: standards-based curriculum, instruction, and assessment; data-based accountability and evaluation; structural reform strategies;

(continued on next page)

(continued from previous page)

leadership and governance; professional development; culture and climate; external support and resources; parental and community involvement; and extended learning activities.

Focus on a few strategies. While a comprehensive schoolwide plan should take stock of and address all areas in which a school needs to improve, plans often devolve into a laundry list of activities, persons responsible, and deadlines. “The education system and schools have been very good about adding and adding and adding new programs,” says Stephen Hamilton, Director of District and School Services for WestEd’s Learning Innovations. Yet not all activi-

ties in a plan will have the same effect on student achievement. For that reason, he suggests, it is worth the time to reflect, assess, and remove some programs that might be using energy and resources that could be better targeted to raise student achievement.

Evaluate progress. Once a plan is in place, establish a process for monitoring its implementation. “One of our most important accountability roles as an outside group is to ask school leaders throughout the year if they’re doing what they said they’d do in their plan,” says Bickel. As changes begin to occur, it is also im-



Many schools and districts are impatient or anxious to show immediate results. So, be sure to celebrate early indicators of success.

portant to evaluate their impact and adjust programs where necessary. For this purpose, conduct formative assessments and analyze data on how schoolwide programs are affecting student achievement.

Make sure staff are trained in analyzing data and know the reasons for disaggregating it to track the progress of different programs and groups of students (e.g., grade levels, special education services, ethnic groups, English learners). Not *all* staff need to be trained in all aspects of data use and analysis. Some school leaders have found it more effective to establish “data teams” consisting of staff members with the most interest in this work. These teams do most of the analysis, but inform all staff of the results and include everyone in discussing the implications.

Keep the long term in view. When it comes to school improvement, it is important to remind everyone that the process is continuous. Developing an improvement plan may take a few weeks or lon-

(continued on page 8)

(continued from page 1)



state standards for student learning. The team included district staff and a broad representation of administrators and teachers from all of the district's schools. Together, they discussed the standards, came to consensus on which ones are most essential for their students to learn, and began rewriting them into "kid-friendly language."

According to Linder, the district's educators came to understand and, in a sense, "own" the standards, setting the stage for these standards to drive instruction throughout the district.



Another way to build local understanding of standards is through a process detailed in *Accountability Dialogues: School Communities Creating Demand from Within*, a WestEd publication authored by Kate Jamentz. In accountability dialogues, parents, teachers, administrators, businesspeople, and other community members come together to discuss standards for student achievement and analyze relevant data, including but not limited to standardized test results.

In addition to **standards-based assessment data**, local accountability systems can use other kinds of indicators and also can **focus on other subjects** that are not covered by state assessments.

"The selection of essential standards helped us get a handle on what we are trying to accomplish," says Linder. "WestEd's training gave us a much better understanding of standards-based instruction, so administrators are better able to hold their campuses accountable. They know what they're looking for now. And rewriting the standards in kid-friendly language was such an eye-opening experience for all of us. This was a great opportunity to figure out what the standards really mean."

Together, participants sift through the range of standards and assessments required by state and federal systems, coming to a better understanding of the nature and limitations of what these different sources provide. Through this process, they determine what contributes to and detracts from reaching desired standards, and begin to create strategies for improvement.

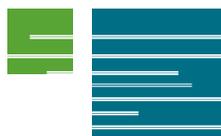
MEANINGFUL INFORMATION

An important next step is to determine how to measure success. The staff of WestEd's Local Accountability Professional Development Series (LAPDS) help districts set up local assessments to monitor students' progress relative to the standards.

In addition to standards-based assessment data, local accountability systems can use other kinds of indicators and also can focus on other subjects that are not covered by state assessments but might still be of interest to the local community, says Eric Crane, Senior Research Associate with WestEd's Assessment and Standards Development Services.

Schools might report on students' performance in, for example, social studies, music, or other subjects not significantly covered in their state's tests. And a district's accountability system might take into account other indicators besides test scores, such as graduation rates or school safety

(continued on page 9)





The Scholastic Audit

As California's first Scholastic Audit began in 2001, a television documentary described one of the audited middle schools as being on life support. "Almost everything here is in intensive care," explained the commentator as the camera showed classroom roofs that leaked rain on students' heads, broken toilets, and evidence of rampant vandalism "out of a sense of anger and hopelessness."

California's intervention

Deploring the climate of low expectations, one teacher said, "It's *expected* that students will finish 8th grade reading at a 4th grade level." It was small wonder that four years in a row students had failed to make mandatory gains on statewide tests.

This school, unfortunately, was not unique. The state had identified 12 other Title I Corrective Action Schools that also had produced multiple years of flat or even declining test scores.

Seeking dramatic improvement, the California Department of Education (CDE) designed and carried out a Scholastic Audit intervention with input from WestEd's Northern California Comprehensive Assistance Center and from the Southern California Comprehensive Assistance Center. This process sought to identify what needed to change for these 13 schools, specified corrective actions to bring about that change, and held

out the possibility of strong sanctions if the schools failed.

The legal foundation for the Scholastic Audit changed with the advent of *No Child Left Behind*, and the state's approach to dealing with such high-priority schools has shifted accordingly. Nonetheless, the Scholastic Audit contributed to significant improvements in the 13 schools and their districts — from improved facilities to higher test scores — making it worth understanding how the process worked and what was effective about it.

For this purpose, staff from WestEd's Regional Educational Laboratory conducted in-depth interviews with CDE staff, audit team leaders, and administrators in the districts with audited schools. The interviews, which took place six months into the process and again in the summer of 2003, revealed remarkable consistency on several points about the effectiveness of the process.

IDENTIFYING THE PROBLEMS

To have the best chance of raising student achievement, everyone involved had to understand the problems these schools were facing. An in-depth investigation, or audit, of each school was used to get the data needed and develop corrective actions. Teams of experts, led by CDE staff, conducted a comprehensive site visit at each school. Participants point to several aspects of the process as especially powerful.

Thoroughness. Each school's audit visit took a full five days and included observations in every classroom. Talking to students also was important, especially at middle and high schools. In addition, the teams met with parents and community members. All this provided specificity and credibility to the team's findings. Says one district administrator: "What's so different from the traditional compliance monitoring role is the way this particular process gets close to the work of the classroom."

High-quality teams. For team leaders, CDE chose experienced staff with the background necessary to understand and be credible to the staff of the audit schools. District staff praised the teams' professional stance, noting that they didn't come in like police, but nor did they mince words. The audit team was not there to demoralize staff, rather to provide a wake-up call, to spur real action.

cific school site, the Scholastic Audit placed accountability at the district level, seeing greater district capacity as key to school improvement in the long run.

Each audit team reported its results to the school's district, leading to an agreement between the state and the district, signed by the district superintendent, specifying corrective actions and timelines. Local school boards were required to adopt

the trenches with them.... We've redefined management as improving schools."

Some of the districts have also created their own internal audit teams modeled on the state's process and are using what they've learned to intervene sooner in troubled schools.

EDUCATION EARTHQUAKE

For the most part, district leaders embraced the external audit

experiment

No commendations. One clear indication that the audit team meant business was that its members were restricted from praising the school. Their explicit goal was to identify what was keeping the school from achieving, not what it was doing well. The focus was strictly on improvement.

Focus on instruction in key areas. A school's entire instructional program was reviewed, but the team focused most closely on core subjects deemed essential to academic achievement in all areas — mathematics and English language arts, including reading. Audit planners developed a "funnel" concept by which data in areas ranging from school resources to parent engagement were examined to see how they related to teaching and learning in these key subjects.

DISTRICT RESPONSIBILITY

While other school-improvement processes focus solely on a spe-

them. Audit team leaders then followed up with each district on a quarterly basis for 18 months. To reduce room for misunderstandings about what needed to happen, the negotiated agreement and subsequent reports were made public.

The 13 Scholastic Audit schools and their districts have since undergone major changes. District leaders cite a fundamental shift in the way they interact with schools. Prior to the audits, says one, "management responsibility was seen as: supervise, direct, hold accountable. The audit changed our world. It's not enough to supervise and hold accountable. You have to get into

process. They say it helped them to remove ineffective principals, upgrade facilities, align curricula, and strengthen professional development.

All of the district leaders emphasize the importance of state pressure exerted in a highly public way. One superintendent refers to the external audit as "a hard-charging change agent." Another calls it "an educational earthquake."

According to one superintendent, the audit, carried out as it was by an external team, "revealed things that would not have otherwise been revealed to us." Others say

The public nature of the audits provided leverage to make important changes.

(continued on next page)



(continued from previous page)

it was less that the audits turned up anything notably new or unexpected, and more that their public nature provided leverage to make important changes — leverage with school staff, with school

boards, the central office, unions, and even parents.

“The state actually showing up, publicly identifying you as one of the 13 schools, putting you under the gun of 18 months — that’s a motivating force,” says one school leader. Another explains: “For us, that extra bit of leverage was probably the single greatest determining factor in helping us break the inertia inside the organization.”

Having moved beyond “inertia,” many district leaders have found themselves and their staff look-

ing at student achievement data in more productive ways than previously. One top administrator points to “a more data-friendly environment” in his district — where discussion about student achievement is no longer “a debate to be won or lost; it’s now a shared commitment to the truth.” **W**

For more information, contact Nikola Filby, Associate Director of WestEd’s Regional Laboratory Program, at 415.615.3124 or nfilby@WestEd.org.

(continued from page 4)

Establish the norm of asking “What do the data tell us about that?” before making any major decision.

Select evidence-based programs and strategies.

Knowing what to change is different from knowing how to change. Data tell you what to change; data plus research findings tell you *how* to change. *No Child Left Behind* (NCLB) requires schools to use only scientifically or evidence-based strategies that have been proven effective. While most developers promote their programs as research-based, only a few meet NCLB’s rigorous standards. Proceed with caution. Scientific evidence has been laid out more clearly in reading than in math or other subjects. Use teacher task forces to study the research and identify effective programs that fit your school, district, and community context.

Recognize that no school is an island. Schools do not function in isolation. The surrounding community impacts the school immeasurably. Changes in the district will have an impact on the school. Changes in the school can impact the district and the community. Schools, districts, and communities need to work together. Collaboration can help prevent

competing agendas and pursuit of changes that may cancel each other out or may be difficult to implement simultaneously.

“Too often, school improvement leadership teams develop plans, charge forward, and then find they have not included the appropriate stakeholders — district administrators, school committee members, influential community members,” says Hamilton. “When this happens, excellent plans can fall by the wayside as competing agendas come into play.”

One simple way to promote better coordination is to include both a district liaison and parents in the planning process from the beginning. Furthermore, schools within the same district that coordinate efforts and resources among themselves operate from a position of greater strength, observes Bickel. “The greater the number of people working on the same path, the better the odds of success.” **W**

For more information on CSRF, contact Ann Bickel at 562.799.5154 or abickel@WestEd.org.

For more information on NECAC, contact Stephen Hamilton at 781.481.1104 or shamilt@WestEd.org.

(continued from page 5)

factors. In this manner, a locally developed accountability system can address areas of interest that are left out of a state system, notes Crane.

“There’s the promise of telling a story that’s more meaningful to parents and others by ensuring that what the community cares about is included,” Crane explains.

PUTTING ALL THE PIECES TOGETHER

Involving a representative group of stakeholders in closely examining what they want for students and how to measure success is only the beginning. For a local accountability system to be effective, standards and assessments need to be connected to teaching and learning in what Crane calls “an ongoing cycle of information, reporting, action, and evaluation.”

WestEd’s LAPDS staff help district leadership teams understand and implement all six elements of a comprehensive local accountability system: standards, instruction, assessment, leadership, professional development, and reporting and using results — all in the service of raising student achievement.

Ruth McKenna, LAPDS Senior Research Associate, stresses that focusing on only one part of the overall system is inadequate. “Districts have tried to go after what’s been learned from research and then implement a piece of it — either ‘let’s all get our standards up on the wall,’ or ‘let’s everybody use a core instructional strategy’ — but the pieces don’t work in isolation. The best standards in the world

don’t mean anything if teachers aren’t using them to drive their instruction.”

McKenna notes that all six of the elements of a local accountability system need to be interconnected, and “when they’re all there together, it’s *really* good.”

FAST RESULTS

In Waterford, “really good” means that teachers and administrators now monitor how their students are doing throughout the year and adjust instruction accordingly.

“By having Edusoft and WestEd help us set up an assessment system where we can keep track of our performance, we’re not waiting until the STAR testing in the Spring and then the results in the following summer to find out whether we were doing it right. We can find out whether we’re doing it right every day, every month, every quarter,” says Linder.

Software such as that provided by Edusoft greatly speeds up the loop between testing, reporting results, and adjusting instruction. “In the old days — like last year — it took so long to get results from a district assessment that teachers didn’t have the information when they needed it. They basically were trying to plan lessons on state test data that were a year old. So real standards-based, data-driven instruction couldn’t happen,” says McKenna.

“With Edusoft, teachers can give a district benchmark assessment, scan in the results, and have the scores in five minutes. They can take those results and do something different the *next day*.”

INSTRUCTIVE RATHER THAN PUNITIVE

“Accountability is often seen as punitive, but it need not be,” says Crane. By developing an internal capacity to monitor and improve instruction, district personnel can shift their focus from an external measure of success or failure to an internal system of improvement.

“At its best,” he adds, “accountability supports practitioners by identifying practices that work and extending the reach of those practices.”

As such, building a local system means bringing the accountability conversation to the local level, and in doing so, creating a powerful mechanism for promoting ongoing school improvement. **W**

For more information about WestEd’s Local Accountability Professional Development Series, contact Ruth McKenna at 877.938.3400 (ext. 3993) or rmckenn@WestEd.org, or visit www.WestEd.org/pub/docs/494.

For more information about Edusoft, visit www.edusoft.com.

For more information on the work of WestEd’s Assessment and Standards Development Services related to local accountability systems, contact Eric Crane at 415.615.3303 or ecrane@WestEd.org.

The best standards in the world don’t mean anything if teachers aren’t using them to drive their instruction.



Building a Workable Accountability System: Key Decision Points for Policymakers and Educators (Knowledge Brief)

Sri Ananda & Stanley N. Rabinowitz
(WestEd, 2001)

Aimed at policymakers and educators who are either planning or redesigning statewide education accountability systems, this Knowledge Brief identifies and annotates a sequence of seven key questions that must be addressed in developing such a system. It then lays out the issues, options, and potential pitfalls related to each, drawing on the experiences of three states where accountability measures have been implemented: California, Kentucky, and Texas.

12 pages / Price: \$8 / Order #: KN-01-03L



Accountability Dialogues: Book and Video Set

Kate Jamentz (WestEd, 2001)

This publication explains common misperceptions about school accountability and provides a rationale for including Accountability Dialogues in any accountability system. It also describes how Accountability Dialogues propel efforts to implement standards-based reforms and strengthen relationships among parents, educators, and the community at large. Examples from schools that use Accountability Dialogues give a sense of what can happen when all the stakeholders in a school community share responsibility for school improvement. The companion video visits three schools where parents, teachers, district administrators, and school board members engage in Accountability Dialogues. This video can help parent and faculty groups explore the potential of Accountability Dialogues to strengthen their community and its work.

72 pages; 10 minutes / Price: \$28.95 / Order #: WAC-01-03L

WestEd Resources ON ACCOUNTABILITY

Many WestEd resources address accountability issues. A few are summarized here. For additional related products, please refer to the upcoming WestEd Resource Catalog 2004 or visit www.WestEd.org/catalog.

WestEd Resource Catalog

For a free copy, email dtorres@WestEd.org; call 415.565.3000 or toll-free, (888) C-WestEd; or write: WestEd / 730 Harrison Street / San Francisco, CA / 94107-1242. The catalog is also online: www.WestEd.org/catalog.

Local Accountability: Professional Development Series (LAPDS)

In this professional development series, WestEd trainers work with a district leadership team of up to 50 people. The team consists of district leaders in curriculum and assessment, principals, and subject-matter experts in English language arts and mathematics who will set the district's "essential" content and performance standards and work with teachers toward data-driven implementation. Based on core works in standards and accountability by Douglas Reeves and Grant Wiggins, this nine-day series is an interactive seminar presented in three modules of three days each, usually spaced over three months. LAPDS trainers are experienced at the school, district, and state level in developing and implementing standards, assessments, and standards-based instruction. The cost of the series, including all expenses and materials, is \$28,980. For more information, contact Ruth McKenna at rmckenn@WestEd.org or 877.938.3400, ext. 3993.



Making Sure Exit Exams Get a Passing Grade (Policy Brief)

(WestEd, 2003)

Exit exams, which students must pass to graduate, are part of a growing number of state accountability systems. The main intent is to boost the value and credibility of a high school diploma and, in the process, motivate students to work harder. Yet exit exams are sometimes implemented without adequate commitment to ensuring student success or sufficient attention to the costs of student failure. This Policy Brief examines three key fairness-related questions that state policymakers should address when considering exit exam policies. It also describes states' experiences with exit exams, and offers policy recommendations. Available in PDF version: www.WestEd.org/online_pubs/PO-03-01.pdf

4 pages / Price: Single copy, free / Order #: PO-03-01L



Number Sense and Operations in the Primary Grades: Hard to Teach and Hard to Learn?

Carne Barnett-Clarke, Alma Ramirez, Debra Coggins, & Susie Alldredge (eds.) (*Heinemann, 2003*)

This casebook enhances educators' understanding of mathematics and illustrates successful approaches to the most difficult topics related to math — ultimately leading to more effective instruction. Using specific case examples addressing such hard-to-teach topics as place value and number sentences, the book helps teachers deepen their understanding of the mathematics they teach; experience mathematics from students' points of view to understand what is confusing and why; examine various teaching strategies for their benefits and drawbacks; and understand how oral, symbolic, and written communications impact mathematics learning. For each case, facilitator's notes include a synopsis, sample discussion issues, suggested materials, a starter problem, and an analysis of the most vital and provocative points in the case.

186 pages / Price: \$20 / Order #: MATH-03-01L

SchoolsMovingUp (WestEd.SchoolsMovingUp.net)

This Web site is WestEd's newest and most comprehensive resource to help improve student achievement in low-performing schools. SchoolsMovingUp delivers high-quality information, proven services, and innovative, useful tools to help practitioners nationwide make informed decisions and take effective action in reform efforts. It offers both online and offline professional development assistance; an online library featuring practical ideas, strategies, models, and best practices targeted toward school improvement; school profiles; and practical tools.

Registering with SchoolsMovingUp is encouraged but not required for accessing information on the site. However, registration is necessary for participating in online events and discussion groups and for receiving announcements.

SchoolsMovingUp staff encourage and welcome requests for information, suggestions for inclusion, and submissions of ideas, tools, or articles. They can be reached by email at SchoolsMovingUp@WestEd.org.



Map of Standards for English Learners: Integrating Instruction and Assessment of English Language Development and English Language Arts Standards in California (4th edition)

John Carr & Rachel Lagunoff
(*WestEd, 2003*)

This standards-based tool for classrooms with mixed English-ability students is a side-by-side “map” of California’s English Language Development (ELD) standards and the state’s English Language Arts (ELA) standards.

For the first time, administrators and teachers can readily see the match of the two related sets of standards within a grade span. By making clear what teachers must teach, the Map allows them to plan integrated lessons for the whole class. By clustering similar standards, the Map also helps educators design assessments that measure both sets of standards. Standards are clustered K–2, 3–5, 6–8, and 9–12.

The fourth edition reflects the California Department of Education’s version of the state’s ELD standards published in 2002. It also identifies those standards most heavily assessed on the California Standards Tests, High School Exit Exam, and English Language Development Test.

95 pages, binder-ready / Price: \$11.95 / Order #: CC-03-01L



WestEd 2004 Resource Catalog: Products and Services

Be on the lookout for the new WestEd 2004 Resource Catalog. This expanded catalog includes for the first time a wide range of professional development and other services available from WestEd — from accountability to distance learning, from reading to resilience, and a lot that’s in between. In addition to books, videos, and other products developed by WestEd authors, the 2004 catalog describes services ranging from one-day workshops to schoolwide change efforts built around on-site institutes, coaching, and technical assistance. Service listings delineate what participants learn and include information about relevant research, reports from past participants, and resources that support the learning experience. Services can be easily located with a matrix that indicates topic, grade level, audience, length, and relevance to *No Child Left Behind*. If you are on the WestEd mailing list, you will receive your copy of the 2004 catalog automatically. Otherwise, contact WestEd Publishing toll-free at (888) C-WestEd or online: www.WestEd.org/catalog.



Product Order Form



HOW TO ORDER: Mail this form and prepayment by check or international money order to: WestEd Publications Center, 730 Harrison Street, San Francisco, CA, 94107-1242. You may also fax this product order form, with a purchase order, to 415.512.2024, attention Publications Center.

For more information, contact the Publications Center toll-free at (888) C-WestEd, or customerservice@WestEd.org. Hours: weekdays, 8 a.m. to 5 p.m. PST.

Name _____ Position _____

Institution _____

Address _____

City _____ State _____ Zip _____

Email _____ Phone _____

Order Number	Title	Quantity	Price	Total

Prices subject to change without notice. Availability limited to stock on hand.

Priority Code: RD52

Subtotal \$ _____

Local Tax \$ _____
(required for CA, AZ, MA, DC, VT)

Shipping/Handling \$ _____
(10% of subtotal; \$5 minimum)

Total Enclosed \$ _____

For faster service, visit our Web site: www.WestEd.org/catalog.

R&D Alert covers issues affecting schools in the Western Regional Educational Laboratory's four-state region — Arizona, California, Nevada, and Utah — and throughout the United States. Current and previous issues are available at WestEd.org/R&DAlert. Your letters are welcomed. Please send comments to Noel White, WestEd, 730 Harrison Street, San Francisco, CA 94107-1242; fax, 415.512.2024; or email, nwhite@WestEd.org.

Chief Executive Officer
Glen Harvey

Chief Policy & Communications Officer
Max McConkey

R&D Alert Executive Editor
Joy Zimmerman

R&D Alert Editor
Noel White

Contributors
Glen Harvey
Andrea Jachman
Jim Johnson
Noel White

Copy Editors
Rosemary De La Torre
Tracy Landauer
Julia Lee

Graphic Designer
Christian Holden

Photographs
Patrik Argast
Human Issues Collaborative

WestEd, a nonprofit research, development, and service agency, works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. While WestEd serves the states of Arizona, California, Nevada, and Utah as one of the nation's Regional Educational Laboratories, our agency's work extends throughout the United States and abroad. It has 16 offices nationwide, from Washington and Boston to Arizona, Southern California, and its headquarters in San Francisco.

For more information about WestEd, visit our Web site: WestEd.org; call 415.565.3000 or, toll-free, (877) 4-WestEd; or write: WestEd / 730 Harrison Street / San Francisco, CA 94107-1242.

© 2003 WestEd. All rights reserved.

This newsletter was produced in whole or in part with funds from the Institute of Education Sciences, U.S. Department of Education, under contract #ED-01-C0-0012. Its contents do not necessarily reflect the views or policies of the Department of Education.



730 Harrison Street | San Francisco, California 94107-1242

Address service requested

Non-Profit Org.
U.S. Postage
P A I D
Los Alamitos, CA
90720
Permit No. 87