



Year in REVIEW 2016



1966
2016

A half century of working
to improve learning and
healthy development from
cradle to career

From Our CEO

Last year, WestEd reached an exciting milestone — 50 years of work improving learning and healthy development from cradle to career. This half-century marker provided us a welcome opportunity to reflect on our agency’s dynamic and productive history.

I’m proud of how WestEd staff, together with our partners and clients, have worked tirelessly throughout the years to take on pressing, real-world issues such as improving struggling schools and districts, supporting vulnerable student populations, and promoting positive social and emotional development. But, as our decades of experience have reinforced, addressing critical issues in education and human development is never easy. Carrying out effective, high-impact work takes innovation, collaboration, and persistence. And the work must be informed by data, sound research, and deep content knowledge.

Guided by these precepts, our staff over five decades have conducted a wide range of research, training, and technical assistance projects that have positively impacted the lives of millions of children and adults. Building on our extensive experience, in 2016 we continued to tackle a host of challenging and significant issues. I encourage you to read through this Year in Review to learn about some of our latest innovative, research-based work aimed at promoting successful outcomes for all learners.



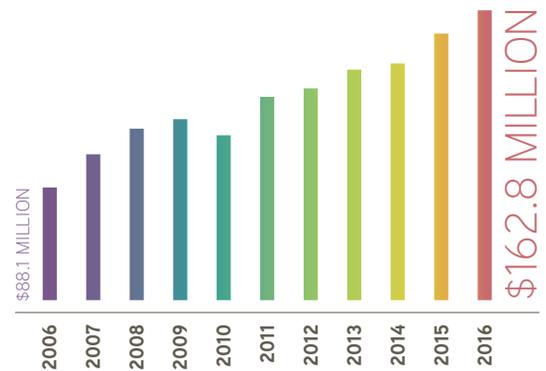
Glen H. Harvey
Chief Executive Officer
WestEd



Working toward widespread improvement in literacy

WestEd continued intensive work across the country to support student literacy by providing teacher professional learning through Reading Apprenticeship, the agency’s signature evidence-based approach to improving academic literacy at the secondary and postsecondary levels. Over the last year, Reading Apprenticeship staff worked with 3,500 secondary and college educators, who collectively impact about 350,000 students in diverse settings nationwide — from large urban cities such as Charlotte and Chicago, to rural communities in northern Michigan and southern Texas. Reading Apprenticeship’s 2016 activities came on the heels of a major Investing in Innovation (i3) project that validated the Reading Apprenticeship model at scale, showing positive changes in teacher practice and student learning outcomes.

WestEd Revenues Fiscal Years 2006–2016



1. Includes operating and nonoperating revenues

2. Audited totals, except Fiscal Year 2016



Developing districtwide plans to help English learners succeed

With over 60,000 English learner (EL) students, Clark County School District in Nevada has the third highest number of EL students of any district in the nation. To help this population succeed, WestEd collaborated with Clark County to produce the districtwide *Master Plan for English Language Learner Success*, based on a systematic review of existing policies, practices, and programs. WestEd continues to partner with Clark County to build the capacity of leadership across the district to successfully implement the plan. In addition to supporting large districts such as Clark County, WestEd's Quality Teaching for English Learners program has done similar work to help small and rural districts in locations such as Del Rio, Texas, to improve their capacity and instructional expertise in supporting EL students.



New initiatives aim to reduce school violence

WestEd is collaborating on several initiatives focused on making schools safer for all students. Staff from across the agency, including from WestEd's Justice and Prevention Research Center, helped launch and evaluate several National Institute of Justice-funded school safety initiatives, such as districtwide projects in Oakland and Atlanta. WestEd also began a large-scale study of Safe Schools Ambassadors, an innovative violence-prevention program being implemented in 40 high-risk schools in Puerto Rico. Findings across all the projects will inform evidence-based frameworks to improve school safety across the United States.

Contracts & Grants Revenue by Source

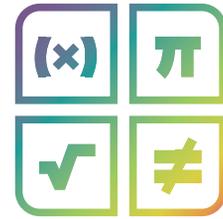
- U.S. Department of Education: 32%
- Foundations, Businesses, & Other (non-local) Agencies: 28%
- State Funders: 18%
- Local Agencies: 18%
- Other Federal: 4%



WestEd Core Work

- Technical Assistance: 34%
- Research & Development: 29%
- Training: 19%
- Evaluation: 11%
- Dissemination: 6%
- Policy: 1%





Using cognitive science to improve math learning

Over the last several years, WestEd's National Center on Cognition and Mathematics Instruction has been carrying out groundbreaking work, using the latest cognitive science principles to redesign math curricula in order to improve students' learning outcomes in key mathematics concepts and skills. In 2016, the Center hosted a national conference to share research findings on the impact of its work and to explore how to integrate cutting-edge research into classroom practice. Among the Center's findings is evidence that the redesigned curriculum tended to be more effective for students at lower-performing schools.

Celebrating 30 years of working to improve child care

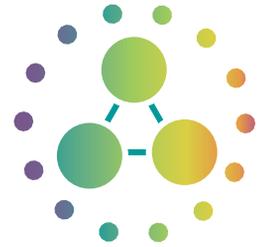
Relationship-based child care practices are central to promoting healthy infant/toddler development and establishing the foundation for later learning. A relationship-based approach to early education is at the core of WestEd's Program for Infant/Toddler Care (PITC), the most widely used training system for infant and toddler caregivers in the country. PITC celebrated its 30th anniversary in 2016, a year in which its staff trained approximately 3,000 early educators as well as hundreds of early childhood trainers.

Top 3 R&D Alert Articles of 2016



R&D Alert Online (WestEd.org/rd-alert-online) continued to offer in-depth articles on a range of pressing issues affecting schools and communities nationwide. So which topics did readers find most compelling in 2016? Our top three articles were:

- 1 Helping English Learners Rise to the Challenge of Complex Texts
- 2 Empowering Families to Improve Student Learning
- 3 Formative Assessment Course Helps Transform Teaching and Learning



New partnership aims to improve instruction in high-needs schools

To help attract, support, and retain effective educators in the highest need and lowest performing schools, WestEd helped launch the Talent for Turnaround Leadership Academy. The multiyear initiative is working with state and local education agencies to strengthen the connections between talent-management and school-improvement systems. WestEd also helped launch the Collaborative for Continuous Improvement of Educator Effectiveness Systems, a partnership working to help states refine their educator evaluation systems to focus more fully on supporting teachers' professional and instructional growth.

Helping states implement robust new science standards

WestEd has been providing a range of research, development, and technical support to states as they adopt new science standards built on the kind of critical thinking skills that students need to thrive in an era of prolific innovation and development. For instance, WestEd staff facilitated the Council of Chief State School Officers Science Assessment Item Collaborative, which has provided tools and guidance to over a dozen states developing assessments aligned with the Next Generation Science Standards (NGSS). In addition, WestEd has begun developing a comprehensive leadership framework that defines the knowledge and skills needed to effectively lead implementation of the NGSS.

By the Numbers 2016





Identifying and supporting English learners with learning disabilities

Educators sometimes struggle to differentiate between English learner (EL) students who are in the process of acquiring language skills and those who may also have learning disabilities. But the distinction is important, as misidentified students can end up in classrooms mismatched to their needs, hampering their academic achievement. After publishing a major research review that informed a new statewide policy in California, researchers at the Regional Educational Laboratory West at WestEd published a resource brief and hosted convenings to provide educators with strategies for telling the difference between the process of language acquisition and the presence of a learning disability. In addition, WestEd staff helped educators in California, Illinois, New York, and Virginia to better support EL students who have also been identified as having disabilities.



Helping to transform underperforming schools

In 2016, WestEd provided school turnaround support in struggling districts across the country, including Buffalo Public Schools in New York. In close collaboration with administrators and educators, our staff took a comprehensive, research-based approach to understanding Buffalo's context and delivering tailored support, including providing leadership coaching, helping establish "Academic Parent-Teacher Teams," and offering targeted professional learning for teachers. One of the district's persistently struggling schools received notice from the state that it made demonstrable improvement in 2015/16, and another was recently removed from the state's list of Priority Schools.



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WestEd is a nonpartisan, nonprofit research, development, and service agency with more than a dozen offices nationwide, from Massachusetts, Vermont, and Georgia to Illinois, Arizona, and California, with headquarters in San Francisco.

New data system shows students' education and employment outcomes

To give the California Community College system a more comprehensive view of how its career technical education students are progressing, WestEd helped develop the LaunchBoard. The statewide system significantly expands the data available to educators and administrators, providing easy access to academic and labor market information, such as whether students are completing programs of study, transferring to four-year institutions, getting jobs, and increasing their earnings. The LaunchBoard is now being used by all of the state's 113 community colleges to inform improvement efforts and has been highlighted as a national model by the National Skills Coalition.