



Program Evaluation

Annual Report FY 2021-22

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Excellence • Equity • Engagement • Enrichment



Program Evaluation: Purpose and Mission

BSEP Measure E1 Purpose:

After the District meets the Average Class Size goals as described in 3.A.i., funding may be allocated to provide additional support for teaching and learning, such as professional development, classroom support, **program evaluation**, and expanded course offerings.

“Without Data, all you have is an opinion”

Edward Deming

Background:

As the District implements numerous educational programs designed to improve student achievement, staff must be able to assess the effectiveness of these programs in meeting their goals. The Berkeley Research, Evaluation, and Assessment office (BREA) provides data and analysis to support equity-driven decision-making to support student success.

Core Activities

- Share Data with various groups.
- Review and Analyze Data for groups.
- Train other groups on how to use data to make decisions and improve learning.
- Use data to assess the effectiveness of programs.

Contracts and Expenses

- Illuminate (Contract)
- Staffing (Personnel)
- Hourly Pay
- Materials and Supplies

Staff

- Teachers on Special Assignment
2.4 FTE
- Director of Research and Evaluation
0.4 FTE
- Evaluation and Assessment Analyst
1.0 FTE
- Administrative Staff
0.5 FTE

2021-22 Highlights

- Management of assessment administration and data reporting (State, STAR and DIBELS etc.)
- Reporting to site and district leaders on the various demographic, academic, behavioral, attendance, and socio-emotional indicators about students, especially considering distance learning changes.
- Plan, design, collect, and report on metrics for various state plans, such as LCAP, Significant Disproportionality, Differentiated Assistance, Black Lives Matter, etc.
- Provide comprehensive data presentations to each school site and the superintendent for the entire district;
- Analyzed the current BUSD student data and assessment for strengths, weaknesses and opportunities for equitable growth;
- Increased direct collaboration with district and site leaders for formative assessment planning and data review using Illuminate and other resources to share information.
- Provide information and data analysis to school and district leaders to inform SIP/SPSA learning decisions;
- Provide data on the Significant Disproportionality of Black/African American Students in Special Education for the CCEIS Plan.

2021-22 Challenges

- The transition at the start of the 2021-2022 school year from Illuminate as the SIS (Student Information System) to IC (Infinite Campus) has led to some significant challenges with data gathering and data entry.
- The usability of IC has caused issues at school sites with data access.
- The limited capacity of IC to hold various data points has meant that there are a number of data points that cannot be accessed by parents, especially around student performance on assessments.
- Post-covid data analysis has proved challenging as there were significant gaps in data entry for both internal assessments and other metrics such as attendance.
- State policies and shifting internal practices around covid quarantine and other safety measures impacted the accuracy of attendance reporting and resulted in shifts in other politics around High School Graduation etc.
- Static Data vs. Dynamic Data

<p>Access and Participation <i>Staffing Allocations, Offerings and Activities, Participation rates</i></p>	
<p>Percent of student assessments completed through Dibels</p>	<p>93-96%</p>
<p>Percent of student assessments completed through STAR</p>	<p>93-95%</p>
<p>Professional Capacity <i>Staff Qualifications, knowledge, capacity, skills, and Recruitment and Retention</i></p>	
<p>All Principals have been trained how to use EduClimber to collate and analyze achievement data through a number of demographic filters. They have also set goals to improve academic performance and outcomes at their school sites.</p>	<p>Yes</p>
<p>All Principals have been trained on how to use data protocols to analyze their own DIBELS and STAR data in order to assess group and individual progress. They have also been shown how to assess the impact of student intervention programs</p>	<p>Yes</p>
<p>All Principals, RTI Coaches and Literacy Coaches have been provided with data that shows all students, with all demographic indicators at their sites and have been trained how to use that data to review patterns and trends that show inequities or persistent performance gaps.</p>	<p>Yes</p>

Revenue and Expenditures

	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget vs. Unaudited Actuals 2021/22
EXPENDITURES			
Certificated Salaries	380,966	330,834	50,132
Classified Salaries	47,635	41,986	5,649
Employee Benefits	142,822	130,170	12,652
Books & Supplies	12,000	1,329	10,671
Unallocated Reserve	40,571	0	40,571
Contracted Services	83,500	58,108	25,392
Indirect Costs	0	0	0
TOTAL EXPENDITURES	707,494	562,426	145,068

- The Data provided to various stakeholder groups and the training on the use of EduClimber and other data analysis tools is designed to ensure that sites and district level teams are paying close attention to achievement gaps, relationship gaps and opportunity gaps across BUSD.
- The data that BREA provides and highlights is intentionally organized in a way that spotlights areas of success and areas for growth. The BREA team is planning to function more as a coaching and facilitating team as the use of EduClimber enables sites to review their own data more quickly and efficiently.
- The overarching goal of the BREA team is to become a data analysis and support team rather than focusing on data provision. In realizing this goal, sites will be able to make more focused, data driven decisions and ensure that resources are allocated where they are most needed in order to improve student outcomes.
- EduClimber - an internal Data Dashboard that is housed in illuminate.
- Excellence, Equity, Engagement and Enrichment are accomplished when the right resources are put in the right places.