

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** BSEP Planning and Oversight Committee  
**FROM:** Pasquale Scuderi, Asst. Superintendent of Educational Services  
Debbi D'Angelo, Director of Evaluation and Assessment  
**DATE:** April 28, 2015  
**SUBJECT:** Recommendation for Expenditures in FY 2015-16 for Funds  
Allocated to Program Evaluation from the *Berkeley Public Schools  
Educational Excellence Act of 2006* (BSEP Resource 0856)

### **BACKGROUND INFORMATION**

The following recommendation is for the allocation of funds for the Purpose of Program Evaluation in accordance with *The Berkeley Public Schools Educational Excellence Act of 2006* (BSEP/Measure A):

*...assessing the effectiveness of the District's educational programs for improving student achievement* (Section 3.C)

The BSEP Measure dedicates nine percent (9%) of the available revenues of the Measure to (1) providing professional development for the District's teachers and staff, (2) assessing the effectiveness of the District's educational programs for improving student achievement, and (3) providing and maintaining computers and technology in schools. Currently, Professional Development and Technology each receive 36%, and Program Evaluation receives 28% of the 9%.

Program Evaluation is funded through a variety of sources: General Funds, grant funding, Categorical Funds, and BSEP. All proposed staff positions focused on evaluation and assessment are at least partially funded from BSEP.

This recommendation is being presented to the BSEP Planning and Oversight Committee on April 28, 2015 and will return to the Committee for a second reading on May 5, 2015.

### **Program Evaluation Objectives**

As the District implements educational programs designed to improve student achievement, staff must be able to assess the effectiveness of these programs in meeting their goals. The District established the Berkeley Evaluation and Assessment (BEA) office in 2007 to use data to achieve five major goals. In 2014, this Office was changed to the Berkeley Research Evaluation and Assessment Office to:

1. Improve teachers' instruction and students' learning.
2. Improve the ability of School Governance Councils to make decisions about the effective use of site resources.

3. Improve the ability of the School Board, staff and the public to make informed decisions about the effectiveness of instructional programs in order to maximize the use of scarce resources.
4. Administer and oversee State mandated and District-wide assessments.
5. Develop and maintain a central data warehouse to provide real-time web-based student information to staff members with access to district indicators, drillable to the site, classroom and student level.

### **Program Summary**

Following is a summary of the programs and services offered by BREA. Additional projects of the BREA (not funded by BSEP) are listed in Appendix A.

Professional Development/Training: BREA staff will continue to provide training and support for administrators, teachers, parents and support staff in the continuous inquiry model – using data to drive instruction and to evaluate programs. In 2012, BREA rolled out a Data and Assessment System entitled *Illuminate*; since then, staff has added *Illuminate* for Program and Classroom Evaluation to the repertoire of Professional Development offered.

District and Formative Assessment Support: BREA staff provides support for all District assessments, which includes design support, scanning of assessments, test duplication and distribution and online assessment management using *Activate* and *Illuminate*. As assessments are scanned, entered or taken online, reports connected to the assessment are immediately made available to teachers, administrators and District staff. Staff also works one to one with teachers on assessments and through *Illuminate* training days assuring that teachers are dynamically using the system to meet their needs.

School Principal Evaluation Support: All sixteen principals receive one-on-one support at their school sites on a regular basis from BREA staff. Support is based on research from *Driven by Data* and *Culturally Proficient Inquiry*. BREA staff provide supplementary data analysis, assist principals to plan and deliver data presentations to their staffs, PTA and/or SGCs. BREA staff members also support Principals in using Survey Monkey, *Illuminate* and the new state test.

Program Evaluation Reports: The Director prepares evaluation reports that the School Board, district administrators, and schools can use to inform their practice, including reports on State and local trends in achievement overall, and by racial and demographic subgroups. Evaluations include special programs, Board subcommittees, site programs and other district focus areas. At the High School, this includes an annual report of progress.

2020 Vision Support and Partnership: The 2020 Vision is Berkeley's citywide effort to achieve academic equity for all children and youth in Berkeley by the year 2020. The 2020 Vision uses eight goals to measure success each year:

Kindergarten Readiness, Reading Proficiency by Third Grade, Attendance, Math Completion by 9<sup>th</sup> Grade, College and Career Readiness, Alternatives to Suspension, Fewer Police Encounters, and Student Engagement. The BREa Director helps to evaluate the implementation of Phase III of the 2020 Vision, which includes a series of seven 2020 Design Team meetings with City of Berkeley staff.

Elementary Report Cards: The Director serves as the liaison between the Professional Development department and the BREa department to assure that the elementary report cards are updated and align to the Common Core State Standards (CCSS) pacing guides at the school sites. BREa staff provide teacher and family guides (in English and Spanish), posted on the district website and distributed to families for use with the Report Cards.

WE CARE and other Staff and Parent Surveys: BREa staff provide design and analysis support for a variety of surveys using both Survey Monkey and Google Surveys. Work includes a WE CARE survey to assess customer service in and amongst district departments; a survey of staff, parents and students regarding Smarter Balanced Assessment (SBA) Testing; evaluating current SGC surveys and if they meet all targeted LCAP sub-groups and finally, the development of a template to begin the design of a new district-wide family survey.

Local Control Accountability Plan (LCAP) The BREa Director, LCAP Evaluator and BREa staff provide support to Principals in aligning the Single Plan for Student Achievement (SPSA) to the LCAP Goals. The Director also assists the LCAP Evaluator in evaluating all programs written in the LCAP plan including those multi-funded by BSEP and the Local Control Funding Formula (LCFF) Base.

## **BUDGET RECOMMENDATIONS FOR FY 2015-16**

**Staffing** **\$513,000**

The staffing model proposed for BSEP funding in FY2014-2015 would continue with 4.6 FTE, with assignments and site responsibilities allocated in accordance with current program priorities. (See Appendix B for specific sites.)

- Director 1.0 FTE
- Teacher on Special Assignment 1.0 FTE
- Teacher on Special Assignment 0.7 FTE
- Teacher on Special Assignment 0.4 FTE
- Data Analyst 1.0 FTE
- Support Staff 0.5 FTE

**Director of Research, Evaluation and Assessment****1.0 FTE**

The Director of Research, Evaluation and Assessment designs, implements and oversees all aspects of the evaluation and assessment activities related to student achievement and program effectiveness, including research and evaluation methodologies, instruments, data collection, data warehouse / assessment system / dashboard design and implementation, data integrity processes, and statistical analysis and interpretation. The Director works with principals, teachers, School Governance Councils, District Office staff, the School Board, LCAP Committees, the 2020 Vision Design Team and local colleges to interpret student data and improve student learning. The Director serves as a liaison between the Technology Department and Educational Services, interpreting the needs of Curriculum and Instruction for the programming and system software, and improving data integrity, development and accessibility for teachers. The Director works with the Coordinator of Professional Development to provide training to lead teachers and professional developers on the development of new CCSS local and state assessments and for K-5 teachers and families, the new Elementary CCSS Report Card. In the spirit of transparency and collaboration, the Director prepares and provides 40-50 presentations annually to different stakeholder groups including the Board, City of Berkeley, the LCAP Parent Advisory Groups, the Educator Advisory Group, West Ed, Education Source, Family Nights, Principals, Teacher leaders and more.

**Teachers on Special Assignment (TSA)****2.1 FTE**

These positions provide staff development and technical support to teachers, principals, School Governance Council (SGC) and other stakeholders in how to use data for evaluation and in determining appropriate actions based on these data. Staff development is provided primarily to certificated staff at the site and district level, and consists of both group training sessions as well as individualized support. The focus of the TSAs is to provide structured technical assistance in the implementation of *Illuminate*, how to create and understand formative and summative assessments aligned to CCSS and how to use the built-in tools to guide future instruction. Finally, TSAs ensure that teachers and administrators know to monitor student progress overall and by special program to ensure that all students receive the support they need. The TSAs are working towards greater understanding and analysis of the Academic Support Index (created by a BREA TSA) to further identify students needing intervention. In addition to the 2.1 FTE funded by BSEP, TSAs are multi-funded through GATE, LEARNs, LCAP and possibly the one-time CCSS budget to support the evaluation of specific programs as outlined in Appendix A. TSAs are responsible for creating a draft analysis / report to Ed. Services on Assessments that they oversee.

**Data Analyst (1.0 FTE) and Administrative Coordinator (0.5 FTE)**

These two classified positions are responsible for technical support in the Office of Evaluation and Assessment. They support District assessments, import and enter data into the data systems, ensure accuracy of data, develop queries and reports in *Illuminate* and PowerSchool, generate a variety of other reports and documents, and develop and maintain various databases and files. In addition, the Data Analyst serves as the manager of the data warehouse, user access to *Illuminate* and supports staff by providing data requested for program evaluation. (The other .50 FTE of the Administrative Support position is funded by the General Fund to manage state-mandated testing listed in Appendix A.)

### **Program Expenditures**

#### **Certificated Hourly (Extra Duty) \$12,000**

The TSAs for Evaluation will work during the summer to prepare student data reports and the new Common Core-aligned district assessments for schools and teachers for the opening of the school year. They will also work additional days in June to provide teacher staff development, and to prepare End of Year assessment and evaluation reports.

#### **Summer and School-Year Staff Development \$8,000**

For 2015-16, funds will be used to continue summer and break-time *Illuminate* trainings for teachers. In addition to assessment sessions, the focus for 2015-16 will be on implementing the new Elementary Report Card for K-5 and for Grades 6-12, creating and administering CCSS-aligned online assessments for ELA, Math and Science assessments linked to the most recent standards for World Language, Science, Visual and Performing Arts and other subjects.

#### **Illuminator Teacher Leader Stipend \$17,500**

In order to assure full implementation of *Illuminate*, funds will be used to pay one-half of an annual stipend to one lead teacher at each site who will serve as “Illuminators” for the first half of the year and Site Local and State Assessment Teacher Leaders the second half of the year (paid for by the General Fund Testing Budget). The eleven Elementary Illuminators will attend a monthly meeting, be trained on the new Elementary Report Card and then coach others at their site on how to report progress and use local and formative assessments in *Illuminate* and tie them to the Elementary Report Card. The six middle and high-school illuminators would focus on the new Common Core State Standards local assessments and all Teacher Leaders will help with implementation of the new State Mandated Smarter Balanced Assessment (this half of the funding would come from the General Fund Testing Budget).

#### **Contracted Services:**

#### ***Illuminate*, Key Data Systems, SPSS, Survey Monkey \$55,000**

The Evaluation and Assessment Office manages a web-based data and assessment system entitled *Illuminate*. Using Web 2.0 technologies, *Illuminate*

is a data-warehouse and information system, storing demographic, assessment and evaluation data. *Illuminate* serves as the vehicle for creating and scanning answers for district assessments as well as analyzing both State and district assessment data. With *Illuminate*, BUSD staff can now work dynamically through the system to create and analyze teacher-created quizzes, demographic data, State tests, or a combination of these and more. Staff reports a user-friendly interface that make every user's job easier: from district-level educators who need to analyze trends, to instructional leaders who require fast and flexible reports to shape curriculum, to teachers using instant formative feedback mid-lesson to inform next steps. *Illuminate* will now serve as the host for the Elementary CCSS Report Card and provides access to assessments both on paper and online that use similar testing technologies as the Smarter Balanced Assessment (SBA). These questions include: selected response (more than one answer), drag and drop, multi-media sources, constructed response and other technology-enhanced items.

*Key Data Systems* (the *Illuminate* Item Bank) provides additional test items and that are specifically developed to measure student mastery of the CCSS. In both systems, assessments can be used formatively to help educators improve instruction or summatively to help inform what students know and are able to do at the end of a unit or section. Both systems include a Teacher Rationale document that explains student error and reveal common student misconceptions. In *Illuminate* the rationale also links to the sub-strand, claims in Smarter Balanced, Blooms Taxonomy and Levels of Knowledge. *Key Data Systems* is a partner with *Illuminate* and will serve to enhance the Item Bank, particularly because it is aligned to the new Core Common State Standards.

SPSS is an industry-standard statistical package that BREA is increasingly using for data analysis. The costs include software licenses and training.

Survey Monkey is an online survey tool used by School Governance Councils and other District departments to collect survey data. The BREA department purchases and manages the District's subscription to Survey Monkey, which will also serve as the District "WE CARE" survey tool, and for analysis of Parent Outreach efforts.

**Professional Development for BREA Staff**  
**\$7,500**

Professional development will support staff facilitation of district evaluation and assessment activities, including the adoption of Common Core, and the roll-out of the on-line and instructional components of *Illuminate*.

**Supplies and Equipment**

**\$5,000**

Books, supplies and office equipment are estimated to require no more than \$5,000 for the year.

**Ending Fund Balance Priorities**

With the ending fund balanced, the prioritization would need to go to increasing the Summer and School Year Staff Development in *Illuminate*

**BUDGET SUMMARY**

The revenue for this resource is projected to increase only slightly, the fund balance for this resource is very small. The current deficit spending model may require adjustment in the coming years in order to maintain the resource through the end of the Measure in FY2016-17.

In summary, the recommendation for the expenditure of the BSEP Evaluation monies in FY 2015-16 is:

**BSEP Evaluation Budget FY 2015/16**

|  |                 |
|--|-----------------|
| <b>Revenue</b>   | \$615,448       |
| <b>Expenses</b>  |                 |
| Program Evaluation Staff                               | 513,000         |
| Certificated Hourly (Extra Duty)                       | 12,000          |
| Summer and School Year Staff Development               | 8,000           |
| Teacher Stipends (Illuminator)                         | 17,500          |
| Contracted Services: (Illuminate, SPSS, Survey Monkey) | 55,000          |
| Professional Development for BREA Staff                | 7,500           |
| Supplies and Equipment                                 | 5,000           |
| Reserve for Personnel Variance                         | 25,000          |
| Indirect Cost of 7.22%                                 | 42,052          |
| <b>Total Expenses</b>                                  | <u>685,052</u>  |
| <b>Net Change to Fund Balance</b>                      | (69,604)        |
| <b>Fund Balance</b>                                    |                 |
| Beginning Fund Balance                                 | 80,500          |
| Net Increase/(Decrease)                                | <u>(69,604)</u> |
| <b>Ending Fund Balance</b>                             | \$10,896        |

## **Program Evaluation Appendix A**

### **Services Provided through Categorical or LCFF Base / Supplemental**

In addition to BSEP Funded Activities, BREa also supports the following with funding from the General Fund, LCAP Supplemental funds, LEARNS, Lumina Grant or GATE (formerly Categorical Funds):

**LCFF Base:** Full Implementation of Mandated State Required Testing including:

- California Standards Test (CST), gr. 5, 8 and 10, in Science
- National Alternative Proficiency Assessment (NCSC), for Special Education students in gr. 2-11 with special modifications required.
- California High School Exit Exam (CAHSEE), gr. 10 census and for gr. 11-12 until student passes.
- California English Language Development Test (CELDT) for English Learners, gr. K-12.
- Physical Fitness Test (PFT), gr. 5, 7 and 9.
- Operational Testing for the Smarter Balanced Assessment.
- California Healthy Kids Survey Administration (CHKS)

**Formerly Categorical:** Gifted and Talented Education (GATE) Identification using Spring Fifth Grade multiple measures. GATE Identification will use multiple measures including SBA in 2015-16 if deemed to be valid. A student can qualify for one or more areas. BREa staff are responsible for the qualification of students, Educational Services / School Sites provide programmatic support:

- GATE English Language Arts – Scale Score of Exceeding in ELA on the Smarter Balanced Assessment and Score of W or Above on Teacher’s College Reading and Writing Assessment (TCRWP).
- GATE Mathematics – Scale Score of Exceeding in ELA on the Smarter Balanced Assessment and Score of 95% or Above on the mid-year District Math Assessment.
- GATE Science – Scale Score of 500 and above on CST Science and Score of 95% or Above on Spring District Science Assessment.
- GATE Music –Score of 99% or Above on both Spring District Music Assessments and Music teacher approval.

**LEARNS Budget:** Supporting LEARNS with the Statewide Report for 21st Century Community Learning Centers (CCLC) and After School and Safety (ASES), 21st Century High School After School and Safety for Teens (ASSETs) and Annual Performance Report (APR)

**LCAP Supplemental:** Evaluation of the 12 goals of the Local Control Accountability Plan (LCAP). (.4 FTE in 14-15; .6 FTE in 15-16 with additional evaluation support provided by Director.

**Lumina and Career Pathways Grants: College-Readiness Evaluation**

## **Program Evaluation Appendix B – Proposed Staffing (with Categorical Funds)**

### **Director**

All District Departments  
CCSS / NGSS Assessment Validity  
Research approvals and Interns  
BSEP Evaluation  
District/Board Reports (all areas)  
2020 Vision Evaluator  
Local Control Accountability Evaluation  
Single School Plan Accountability  
Accountability Report Cards  
Illuminate Implementation  
District We CARE and BFT Surveys  
Report Card Oversight  
California Healthy Kids Survey  
District SGC / LCAP Survey Report  
Assessment Calendar  
State Assessment Stakeholder for CCSS, NGSS and Technology

### **TSA (1.0 FTE)**

Berkeley-Tech / Independent Study  
Longfellow  
King  
Malcolm X  
Oxford  
Thousand Oaks  
Willard  
MS ELA and Math Assessments  
BUSD Surveys and SPSA\*  
PBIS / Secondary Disproportionality

### **TSA (.8 FTE)\***

Berkeley Arts Magnet  
Cragmont  
Emerson  
Jefferson  
John Muir  
LeConte  
Rosa Parks  
Washington  
Kindergarten Universal Screeners  
Elem. Math, Music and Science  
RTI2 / SPED / PBIS Support\*

GATE Qualification and Communication to Families

**TSA (.6 FTE)\***

Berkeley High School  
BHS College Readiness Grants\*  
BHS Assessments, Grants  
BHS Common Assessments

**TSA (.6 FTE)\***

LCAP Evaluation

**Pending 1.0 CCSS /NGSS TSA\***

Coordination with PD TSAs on CCSS / NGSS Aligned Assessments  
Coordination of SBA Schedule  
Attend County Assessment Collab.  
LEARNS Assets and ASES

**ALL STAFF**

CCSS Implementation  
SBA Support  
Research Symposium  
Illuminate and Assessment  
Culturally Responsive Inquiry  
School Information Sheets  
Class and Student Data Snaphots  
SGC presentations on Site Indicators of Progress

**Data Technician/Analyst**

Data warehouse manager  
District assessment logistics and support  
Data analysis and reports  
TCRWP Literacy Assessments  
CCSS Report Card  
CALPADS Assessment Module  
SBA Data Management

**Administrative Coordinator**

State Test Coordination\* (see Appendix A)  
Printing, Ordering of Assessments  
Manages BREa office  
SBA Online Support

**Cal in Local Government Intern**