

ANNUAL REPORT OVERVIEW: FY 16-17

professional development, provide data analysis, and for professional development. BSEP funds were also used for hourly work and stipends to compensate staff for summer professional development and data work.

STATUS REPORT

Following is a summary report of the activities accomplished with this BSEP Resource during FY 16-17. Additional activities funded through other sources are not detailed in this report.

| <u>Professional Development / Training Delivered by BREA Staff</u> ⁴ | <u>Number of Trainees</u> |
|---|-------------------------------|
| ● 7 Illuminate Assessment System days | ~20-25 per training |
| ● 11 Site-Level K-5 Data-Cycle sessions | ~50 total, as needed by sites |
| ● Site-Level Survey Set-Up / Evaluation | ~45 total (SGC by Site) |
| ● 10 BHS data, administrative and intervention sessions | ~75 total |
| ● 10 Management (Data-Cycles / LCAP / Illuminate) | ~30 per training |
| ● Site Based Professional Development / Support | 14 Sites, 1 to 2 times/ week |
| ● Collaboration with RTI and Restorative Justice Staff to create new tools in Illuminate to monitor interventions | ~50 total |

District Assessment Support: Provided production support for all district assessments, including Assessments in English Language Arts (ELA) and Mathematics for Grades 1-10, three times a year for Elementary and Middle School and twice a year for High School. Writing for MS was four times year but optional with the introduction of a new ELA curriculum.

This is the fifth year a Kindergarten Universal Screener was conducted and Kindergarten staff also assessed students in ELA. There was a re-introduction of Music Assessments in Grades 4 and 5. In addition, the high school conducted common assessments in Mathematics, World Language, Social-Science and Science. The BREA team supported:

- Assessment technical design and Analysis using:
 - *A Story of Units/ Ratios for K-8 Math;*
 - *Teachers’ College Reading and Writing Project (TCRWP) for K-5 English Language Arts .*
 - *Middle School STAR360 Reading;*
 - the other K-12 teacher-leader developed assessments listed above;
- Assessment creation in *Illuminate* so teachers can enter data and access results;
- Duplication and distribution of Assessment Booklets and Scan Sheets / Rubrics for rest administration;
- Scanning and reviewing scores for accuracy and score reporting;
- Custom reports to include assessment class profiles and reports of students needing interventions post-assessment;
- SQL, PowerPoint and Excel used by the Director and Data Technician to produce the Assessment Reports for the Educational Services teams, instructional leaders and support staff (see below for full list of reports)

⁴ (Contracted software / systems paid for by BSEP funds such as *Illuminate, Key Data Systems, and SQL* are listed by name.)

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Assessment Development: Organized and facilitated meetings with ELA and math teacher leaders to review Common Core aligned assessments and plan revision of assessments for Grades 6-8 Mathematics.

Elementary Report Cards: Updated K-5 Elementary Report Cards to further align to the Common Core State Standards and Berkeley curriculum including the update of teacher and family guides (in English and Spanish) for use with the Report Cards, the revision of the Toolbox Social-Emotional guide and the creation of a pilot Report Card for English Learners.

School Principal Support: All 18 Principals, including PreK, Independent-Study and Berkeley Technology Academy, received one-on-one support at their school sites on a regular basis (at least bi-weekly). Activities included:

- Support for *Professional Learning Communities* linking the LCAP / School Plan Evaluations,
- Providing supplementary data analysis,
- Assisting principals to plan or prepare data presentations to staff or School Governance Council (SGC),
- Supporting principals and support staff (Literacy Leaders, Math Teacher Leaders, Response to Intervention Staff, English Learner Staff, etc.) in using Common Core / SBA data, *Illuminate*, *Survey Monkey* or *PowerSchool* to inform instructional decision-making,
- Support of the Office of Family Engagement and Equity (OFEE) in monitoring family engagement.

In 16-17, all schools received support in the transition to Year 3 of both the LCAP (Full-Implementation) and *Smarter Balanced Assessments*. BREA staff provided support to Principals to ensure they have a better understanding of *Illuminate* so that students are receiving culturally-responsive interventions, English Language Development and/or social-emotional supports, enrichment and extensions.

Reports: Provided reports both electronically and in paper copy for the School Board, District Administrators, and Schools designed to both review data and access actionable insights designed to help stakeholders improve student, school and district performance:

- 15 School Board Data Presentations
- 17 District and School Information Sheets (in English and Spanish)
- 18 Data Presentations for SGC or SSC and School Staff (all schools)
- K-9th Grade ELA and Math Class Profile and Case Management reports in *Illuminate* by Classroom / Subject-Area classrooms and accessible by Role
- 20 District Assessment Summary reports
- Survey implementation and analysis support for SGCs, Unions and Staff *We Care* surveys. These surveys used the BREA Survey Monkey tool.

High School WASC, Career and College Readiness and Interventions Support: Trained High School TSAs on *Illuminate* and provided data presentation summaries for use with WASC accreditation at Berkeley Technology Academy. Provided on-going data and evaluation for the Berkeley High School Redesign and Intervention teams. Developed a course-design plan and on-

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going support for Career and College Pathways and Career Technical Education support.
Introduced a Student Assessment

2020 Vision / LCAP / District Indicators for Equity: Director D'Angelo participated with Director of Programs and Special Projects Dr. Pat Saddler in the linking between the 2020 Vision, LCAP and District Indicators to ensure an on-going evaluation of instructional and social-emotional supports for students. In addition to the LCAP Evaluation, the Director oversaw all quantitative and summative evaluation of LCAP Goals in alignment with BSEP, 2020 and District Goals to assure that there is a systematic Research, Evaluation and Assessment program.

Elementary to Middle; Middle to High-School Transition Rubrics

Developed a transition rubric for teachers in Grades 5 and 8 to complete in Illuminate so that when students transition to Middle and High School, the school is able to not only review the students' local and state assessment results but an overview of a students' readiness both academically and socially. The rubric also ensured that students were referred to additional resources for economic, health or other specific areas indicated in the Rubric.

Support for the Transition to the Illuminate Student Information System

As BUSD transitioned from PowerSchool to Illuminate to monitor all areas of student information including Secondary Grading, Attendance, Discipline, Master Scheduling and Enrollment, the Data Analyst and BREA TSAs (when needed) were released from regular duties (listed above) to provide support to the Technology department and to the sites to ensure a smooth transition.

Progress on 2016-17 Smart Goals

A. Illuminate Goal: For 2016-17, the goal was to have 100% of staff access *Illuminate* and identify students needing intervention, as well as those needing to expand their learning; create and analyze formative and summative assessments; use the inquiry process to evaluate student learning through the rigorous use of data.

Result: 100% of staff have received training in Illuminate and are using Illuminate to inform practice.

Next Steps: Further training on Illuminate now that the ISI (Student Information System) has been introduced.

B. Professional Learning Community Goal: For 2016-17, the goal was to have BREA staff members partner with the Professional Learning Community (PLC) team leaders in Inquiry sessions to guide sites to look at their achievement gaps and use the most current data to reflect upon teaching and learning.

Result: The BREA meetings transformed from a regular business / sharing meeting to a working Professional Learning Community which informed their work with PLCs at each site. There were a total of 1-3 working PLCs at each site and department and BREA participated as primary members of the EL PLC, RTI PLC, Lit Coach PLC, Site PLC (16), OFEE PLC, RJ PLC and the LCAP PLC.

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Next Steps: The BREA TSAs will be using the BREA PLC as action research and are working with Principals and Departments to identify PLCs that need further assistance in norms, data-review and/or establishing the PLC to be both systematic and culturally responsive.

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 EVALUATION (Measure A, Resource 0856)
 Revenue and Expenditures
 Annual Report FY 2016/17**

Purpose

Nine percent (9%) of the available revenues *shall be dedicated to providing professional development for the District's teachers and staff, to assessing the effectiveness of the District's educational programs for improving student achievement, and to providing and maintaining computers and technology in schools.*

Budget Managers: Pasquale Scuderi, Assistant Superintendent for Educational Services
 Debbi D'Angelo, Director of Evaluation and Assessment

| | Unaudited Actuals 2015/16 As of 6/30/16 | Adopted Budget 2016/17 As of 7/1/16 | 2nd Interim Budget 2016/17 As of 1/31/17 | Unaudited Actuals 2016/17 As of 6/30/17 | 2nd Interim Budget vs. Unaudited Actuals 2016/17 |
|---|---|---|---|---|--|
| REVENUE | 621,972 | 617,240 | 616,342 | 622,994 | 6,652 |
| EXPENDITURES | | | | | |
| Certificated Salaries | 290,004 | 340,325 | 334,776 | 306,420 | (28,356) |
| Classified Salaries | 106,963 | 117,964 | 120,708 | 116,895 | (3,813) |
| Employee Benefits | 90,186 | 123,307 | 107,540 | 101,535 | (6,005) |
| Books & Supplies | 1,094 | 9,000 | 6,200 | 3,100 | (3,100) |
| Equipment | 0 | 0 | 2,800 | 2,759 | (41) |
| Unallocated Reserve | 0 | 34,204 | 42,776 | 0 | (42,776) |
| Services & Other Operating Expenses | 55,873 | 64,000 | 74,000 | 58,372 | (15,628) |
| Indirect Costs | 35,585 | 44,152 | 44,152 | 37,760 | (6,392) |
| TOTAL EXPENDITURES | <u>579,705</u> | <u>732,952</u> | <u>732,952</u> | <u>626,841</u> | <u>(106,111)</u> |
| NET INCREASE (DECREASE) | 42,267 | (115,712) | (116,610) | (3,847) | 112,763 |
| FUND BALANCE ANALYSIS | | | | | |
| Beginning Fund Balance | 113,745 | 156,012 | 156,012 | 156,012 | 0 |
| Net Increase (Decrease) in Fund Balance | 42,267 | (115,712) | (116,610) | (3,847) | 112,763 |
| Ending Fund Balance | 156,012 | 40,300 | 39,402 | 152,165 | 112,763 |