

STATUS REPORT

Following is a summary report of the activities accomplished with this BSEP Resource during FY 17-18. Additional activities funded through other sources are not detailed in this report.

Priority activities/areas in 2017-2018 included:

- Increased direct collaboration with Principals and student support leaders at each site for formative assessment planning and data review;
- Revision of a set of District indicators (clear, defined, and global student achievement metrics for all sites and grade levels);
- Direct assessment support for all online and state assessments;
- Refined and provided data for grants, work within external community partnerships, District-level and School Board presentations, as well as qualitative surveys for programs and school sites.

Details for some of these priority areas are as follows:

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 Site Council (SSC);
- Supporting principals and key 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.

District Assessment Support:

Provided data 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.

Continued support of a Kindergarten Universal Screener.

Berkeley High School common assessments in Mathematics, World Language, Social-Science and Science.

Administrative and Organizational Support for Assessments

- Duplication and distribution of Assessment Booklets and Scan Sheets / Rubrics for test 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.

Additional Areas of Data and Evaluation Support

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.

High School WASC, Career and College Readiness and Interventions Support: Trained High School Teachers on Special Assignment (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 ongoing support for Career and College Pathways and Career Technical Education support.

Elementary to Middle; Middle to High-School Transition Rubrics

Continued development of 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.