

PROGRAM EVALUATION

BSEP Measure E1, Resource 0741-066

BSEP Measure A, Resource 0856

ANNUAL REPORT: FY 2018-19

UPDATE: FY 2019-20

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.¹

Budget Manager: Pasquale Scuderi, Associate Superintendent for Educational Services

Reported by: Bajé Thiara, Associate Superintendent for Educational Services,
Thomas Reinhardt, Coordinator LCAP and BREA

Certificated Salaries and Stipends

Budget: \$263,302

Actual: \$233,906

Variance: (\$29,396)

- Teachers on Special Assignment, K-12 2.8 FTE²
- Certificated Hourly and Stipends for Professional Development

Classified Salaries

Budget: \$105,945

Actual \$106,704

Variance: \$759

- Evaluation and Assessment Analyst 1.0 FTE
- Support Staff 0.5 FTE²

Employee Benefits:

Budget: \$101,305

Actual: \$89,990

Variance: (\$11,315)

Books, Supplies and Equipment

Budget: \$10,000

Actual: \$86

Variance: (\$9,914)

Services and Operating Expenses

Budget: \$67,700

Actual: \$ 69,304

Variance: \$1,604

RESOURCE SUMMARY:

This year marked the first year during which the Research and Evaluation Department was no longer lead by Director. Instead, the work was directed by the Associate Superintendent. No funds were expended from Measure A Resource 0856 during the year.)

¹ BSEP Measure E1 Section 3.a.iv

² Multi-funded to 1.0 FTE

STATUS REPORT

Following is a summary report of the activities accomplished with this BSEP Resource during FY 18-19. Additional activities funded through other sources are not detailed in this report.

Priority activities for 2018-19 included:

- Increased direct collaboration with district and site leaders for formative assessment planning and data review using Illuminate;
- 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 Support:

All 18 sites, including PreK, Independent-Study and Berkeley Technology Academy, received regular one-on-one support support. 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 SBA and other assessment data to inform instructional decision-making;
- Support of the Office of Family Engagement and Equity (OFEE) in monitoring family engagement.
- Assisted with the BHS WASC report
- Supported tracking progress for English Language Development
- 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, Writing, and Science.
- Data needs for sites' Single Plans for Student Achievement
- Analysis of course grades and other academic outcomes for Berkeley High School
- Data needs for Universal 9th Grade at Berkeley High School
- Support and analysis for student surveys

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.

Update FY 2019-20

During the 2018-19 school year, BREA operated without a Director due to the planned budget reductions, with the work overseen by the Associate Superintendent. The BREA department experienced significant turnover for the 2019-20 school year, with only three staff remaining in their 2017-18 roles. One part-time TSA, previously focused on Secondary support, continues to provide support to Berkeley High School, with some expanded K-12 related duties. A second part-time TSA was on the team for two months before resigning due to an academic commitment. The classified support position has remained consistently staffed through the transition. The Evaluation and Assessment Specialist continues to support the data entry and reporting function, but currently reports to the Department of Technology.

A consulting contract was awarded to Dr. Linda Wing to assess the state of BUSD's data use and needs. Dr. Wing's work concluded in January 2020. In November 2019, a Coordinator was hired to oversee the staffing and restructuring of the BREA department to align to the current and projected district activities requiring BREA support. As of the time of this report, two TSA positions remain posted and unfilled. Given the substantial turnover and lack of leadership during the first half of 2019-20, the activities reported for the 2019-20 year are expected to be reduced to essential core functions.