

BSEP High Quality Instruction
Support for Teaching: **Program Evaluation**
Plan Overview: FY 2020-21
March 10, 2020

Budget Manager:

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Program Objectives

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 theory is that if the District enables insightful use of the right data at the right time by the right people, then it will realize more coherent, consistent, and sustainable improvements at scale. Progress of this magnitude will in turn more powerfully impact children's academic learning, human development, and life prospects for the better. In order to provide data and analysis to support equity-driven decision-making to support student success, the current research, evaluation, and assessment department will undergo a restructuring and re-envisioning process to determine the most useful services for the students, staff and BUSD community at large.

In 2018-19, as part of the \$1.8 million cut target to sustain the central budget, in order to make room in BSEP funds for other costs, the position of Director of Research and Evaluation was eliminated, and discretionary expenditures for stipends and workshops were reduced by about \$36,500. The Associate Superintendent took on the responsibility for oversight of the Berkeley Research, Evaluation and Assessment (BREA) department, with some additional TSA staffing providing more support for sites and programs during this transition.

In 2019-20, when the position of Director of Programs and Special Projects was eliminated, additional responsibilities fell to the Associate Superintendent and the Director of K-8 Schools, including increased demands for support of the LCAP-associated work of the BREA department.

In the 2019-2020 school year, as the new Superintendent joined BUSD, there was nearly 100% turnover in the BREA team, with the TSA team leaving to work in another organization for a former BUSD supervisor. The district's recruitment efforts resulted in the hiring of a new BREA Coordinator at the midpoint of the year, but the remainder of the TSA positions remained unfilled. In order to inform the best use of this resource, the Superintendent hired Dr. Linda Wing as a consultant to interview principals, district office administrators, union officials, parent organizations, community partners, and student leaders about the data they currently use and the data they ideally want to use to advance their work on behalf of students.

The full report tells seven data stories that emerged from the interviews. They focus on: 1) the Star Early Literacy Assessment for K-2 and the Star Reading Assessment for G3-5; 2) The TCRWP Literacy Program; 3) Smarter Balanced Assessments; 4) Parent Leadership; 5) English Learners; 6) High School Students; and 7) BREAs. Findings from the report will inform both the Spring hiring process, as well as the redesign of the BREAs team.

BREAs staffing for the 2020-2021 school year is contemplated as one Coordinator, three staff members (two TSAs and a classified analyst), and one administrative assistant. Key projects for the BREAs team in 2020-2021 will include:

- Support for the revision of procedures related to English Learners, including identification, progress monitoring, reclassification, and post-reclassification monitoring.
- Support for the development of improvement metrics for students with phonological processing challenges, including placement in structured literacy interventions and progress monitoring.
- Ongoing improvement in CAASPP participation rates at Berkeley High School.
- Program evaluation for key BUSD investments such as U9, the Office of Family Engagement and Equity, and RTI.
- The development of an enhanced set of improvement metrics for African American students, such as time in class or access to enrichment opportunities.

2020-21 BUDGET AND PLAN DETAILS

Program Evaluation Staff

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| • Teachers on Special Assignment | 2.4 FTE |
| • Coordinator of Research and Evaluation | .4 FTE |
| • Evaluation and Assessment Analyst | 1.0 FTE |
| • Administrative Staff | 0.5 FTE |

Teachers on Special Assignment (TSA) 2.4 FTE

TSAs provide staff development and research support to teachers, principals, district office staff and School Site Council (SSC/SGC) members in how to design improvement plans based on research and 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 training is to empower staff with data collection and analysis skills to inform their decisions. This support with data literacy aims to further inform instruction in the classroom, and determine students' academic and social intervention needs and the effectiveness of programs. TSAs will also engage in

the development of evaluation research to determine the efficacy of educational service programs, including the use of internal and external academic assessments. Along with district-wide projects such as District Assessments, TSAs serve as the link between the site-based Professional Learning Communities (PLC) and the District. Specifically, the two TSAs will have roles aligned to the department's vision of supporting high quality academic programs.

- Assessment Specialist - responsible for training, co-development, data management, and analysis of all state, district, and local assessments.
- Research and Accountability Support Specialist - responsible for analysis and visualization of data in a manner suited to use by staff and community stakeholders, especially regarding site plans, LCAP, WASC, and other mandatory reports. This TSA will also lead the development of internal research studies.

Coordinator of Research and Evaluation

.4 FTE

With the direction from the School Board to reduce General Fund expenditures by up to \$2 Million in FY 2019-20, the position of the Director of Programs and Special Projects was eliminated, with a plan to distribute the work among existing positions, some of which would be upgraded to account for the increased responsibilities. One of the .4 TSA positions was upgraded to a Coordinator position, taking on responsibility for the state testing program; the coordinator position would be made whole through additional LCAP funds and some general fund savings brought about by the reorganization of the Educational Services division.

Under the guidance of the Superintendent and Dr. Linda Wing, the duties of the current Coordinator of Research, Evaluation, and Assessment should be expanded beyond LCAP oversight and management of the BRE team. Responding to the needs of site and district leaders for comprehensive research, assessment and program evaluation, this position is responsible for external research partnerships to ensure alignment to district priorities. Additionally, the position should head key internal research studies (including evaluation of U9; English Learner programs; identification and programs for literacy and phonological processing challenges; improvement in CAASPP participation rates, especially at the high school level; RTI program evaluation; Office of Family Engagement and Equity; and metrics on the state of African American education in BUSD) to determine the efficacy of BSEP and other district programs affecting our students. The administrator will be available to generate reports and meet with key stakeholders, including the Board of Directors and school community groups. As the head of research and evaluation, this position will lead the assessment and accountability work of the TSAs and manage the program evaluation budget. In summary, this position will expand the department's theory of action to better use data and research to guide educational equity work across BUSD.

Evaluation and Assessment Analyst (1.0 FTE)**Administrative Support (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*; generate a variety of other reports and documents; and develop and maintain various databases and files. In addition, the Evaluation and Assessment Analyst serves as the manager of the data warehouse and supports staff by providing data requested for program evaluation.

Program Expenditures**Certificated Hourly - Extra Duty (BREA TSAs) \$12,000**

In order to complete important tasks at both the close of the school year, and in the period prior to the opening of school, this budget will permit BREA staff and other employees to complete closeout and startup tasks.

Professional Development for BREA Staff \$6,500

Professional development will support staff facilitation of district evaluation and assessment activities and on-line and instructional components of *Illuminate*.

Contracted Services \$120,000

Program evaluation is an important element of any district's ongoing improvement efforts. This budget is expanded by \$60,000 over the previous year and will permit BUSD to contract with professional evaluation organizations to complete evaluations of new and existing programs, including RTI and U9, per Dr. Linda Wing's Report recommendations.

The Evaluation and Assessment Office maintains the central repository for all student assessment information in the District. Currently, these data are stored by *Illuminate* software, and accessed through a web interface by instructional staff. BREA has been the vehicle for creating and scanning answer sheets for district assessments as well as analyzing both state and district assessment data. Key Data Systems provides test items that are specifically developed to measure student mastery of California State Standards. As a formative assessment, the questions are intended to help educators improve instruction by revealing common student misconceptions. Every assessment includes a Teacher Rationale document that explains student errors. Key Data Systems is a partner with *Illuminate* and will serve to enhance the Item Bank particularly because it is aligned to the new State Standards. In addition, both the World Language and Science departments at BHS have committed to developing a greater number of common assessments using Key Data Systems.

Supplies and Equipment

\$10,000

Books, supplies and office equipment are estimated to allow for an upgrade to staff laptops and desktops.

RESOURCE SUMMARY

**Budget Summary for Program Evaluation in 2020-21
BSEP Measure E1, Resource 0741**

Expense

Program Evaluation Staff	480,000
Certificated Hourly (Extra Duty)	12,000
Professional Development (BREA Staff)	6,500
Supplies and Equipment	10,000
Contracted Services	120,000
Reserve for Personnel Variance	<u>20,000</u>
Total Expense	648,500