

BSEP
High Quality Instruction:
Program Evaluation
DRAFT Annual Plan
2021-22



March 9, 2021 - First Draft

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Program Evaluation Program Overview

1. PROGRAM MISSION and VISION:

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. 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 essential, equity-focused research services for the students, staff and BUSD community at large.

2. BSEP MEASURE E1 STATED PURPOSE and USES

According to Measure E1 of 2016, “sixty-six percent (66%) of the Available Revenues shall be dedicated annually to reducing class sizes at all District-operated K-12 schools, and may also be allocated to provide funding for professional development, classroom support, **program evaluation**, and expanded course offerings.”¹

3. BSEP BUDGET SUMMARY

BUSD CONTEXT

Program Evaluation			The coordinator position is co-funded with General Fund.
BREA Coordinator	\$	57,658	
District Evaluation TSAs	\$	272,206	
Evaluation & Assessment Analyst	\$	110,487	
Student Assessment Specialist	\$	53,833	
BREA Extra Duty	\$	12,000	
Professional Development (BREA Staff)	\$	6,500	
Supplies and Equipment	\$	10,000	
Contracted Services	\$	60,000	
Statistical Analysis	\$	53,000	
Reserve for Personnel Variance	\$	40,000	
Program Evaluation Subtotal	\$	675,685	

¹ BSEP Measure E1 of 2016, Section 3.A

4. BSEP FUND USE SUMMARY (Draft, incomplete)

The **Coordinator of Research, Evaluation, and Assessment** is responsible for external research partnerships to ensure alignment to district priorities. Additionally, the position should head key internal research studies to determine the efficacy of district programs affecting our students. 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. Finally, the coordinator will help site leaders and district office staff prepare for their presentations to community stakeholders and the board of directors.

TSAs provide staff development and research support to teachers, principals, district office staff and School Site Council (SSC) 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 Evaluation Assessment Analyst and BREA Administrative Support 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; manage user accounts; and develop and maintain various databases and files.

BSEP funds also provide for **extra duty hourly pay for BREA TSA**, which permits BREA staff and other employees to complete closeout and startup tasks. A budget for professional development supports staff facilitation of district evaluation and assessment activities and on-line and instructional components of Illuminate.

Potential Adds for 2021-22:

Data Specialist / Statistician and/or increase to TSA positions

External Links:

Program Evaluation Equity and Quality Measures

1. PARTICIPATION and OUTREACH:

How does this program address issues of equity, access, and opportunity, including targeted funding and supports?

The work of BREA focuses on issues of equity and access in myriad ways, including but not limited to:

- Identifying data inaccuracies regarding historically marginalized groups and working across departments to create data correction workflows
- Focusing all site and district reports on key student groups by disaggregating data in reports to show opportunity and outcome for students of color, English learners, students experiencing socio-economic disadvantage, and students with IEPs
- Collaborating with district leaders and principals to develop improvement plans with research-driven metrics and data-driven decision making to work towards more equitable opportunities and outcomes
- Creating research partnerships that aim to improve access to programming for marginalized students

2. REPRESENTATION, DIVERSITY and INCLUSION:

How does this program reflect and/or support the diversity of our families and students?

BREA strives to bring issues facing our students and community to the forefront of the research agenda. The department prioritizes research focused on equity.

3. STAFFING/PROFESSIONAL DEVELOPMENT:

How does staffing and/or P.D. for this program address equity and district goals?

Professional learning for the BREA team focuses on two areas. First, we work to enhance our research and data analysis skills. This improves our ability to help Berkeley leaders make data-driven decisions. For example, slight changes in data need to be analyzed for statistical significance and improvements in student outcomes need to be researched to determine if they were caused by a particular program or simply correlated to the program.

4. DATA/OUTCOMES:

What data/metrics could be used to report on outcomes?

BREA conducts an annual audit of the research and data requests made by various district and community stakeholders.

5. QUALITATIVE BENEFITS:

What elements are not quantitative but of significant value to the program and/or district?

Semi-structured interviews could be analyzed to determine how BREA-provided reports have been used to make more equitable decisions.