

PROGRAM EVALUATION

BSEP Measure E1, Resource 0741-066

ANNUAL REPORT: FY 2021-22 PROGRAM UPDATE: FY 2022-23

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: *Ruth Steele Brown, Director, Berkeley Research Evaluation and Assessment (BREA)*

Background

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 Berkeley Research, Evaluation, and Assessment office (BREA) provides data and analysis to support equity-driven decision-making to support student success.

Core Program Evaluation Program

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| ● Teachers on Special Assignment | 2.4 FTE |
| ● Coordinator of Research and Evaluation | 0.4 FTE |
| ● Evaluation and Assessment Analyst | 1.0 FTE |
| ● Administrative Staff | 0.5 FTE |
| ● Certificated Hourly | \$12,000 |
| ● Contracted Services | \$60,000 |
| ● Supplies and Materials | \$10,000 |

2021-22 Highlights

- Continued planning, collecting, analyzing and reporting on internal and state metrics of student achievement.
- Reporting to site and district leaders on the various demographic, academic, behavioral, attendance, and socio-emotional indicators about students, especially considering distance learning changes;

¹ BSEP Measure E1 Section 3.a.iv

- Development and analysis of attendance and student progress monitoring metrics in the LCP (Learning Continuity Plan);
- Design and conduct surveys with various stakeholder groups.
- Plan, design, collect, and report on metrics for various state plans, such as LCAP, Significant Disproportionality, Differentiated Assistance, Black Lives Matter, etc.
- Provide comprehensive data presentations to each school site and the superintendent for the entire district;
- Create and train staff on workflows for data entry, such as RTI data, attendance and behavioral referrals.
- Presented data at several community stakeholder meetings, notably Board of Directors, and Advisory Committees;
- Developed metrics for use in the 2020-2023 LCAP;
- Complete annual updates for the board of directors, WASC, LCAP, and superintendent;
- Analyzed the current BUSD student data and assessment for strengths, weaknesses and opportunities for equitable growth;
- Streamline the state testing training system and work towards 95% participation in state tests by all sites for all student groups;
- Increased direct collaboration with district and site leaders for formative assessment planning and data review using Illuminate;
- Direct assessment support for all online and state assessments.
- Monitor and respond to shifting state requirements for testing and reporting;
- Provide information and data analysis to school and district leaders to inform SIP/SPSA learning decisions;
- Provide data on the Significant Disproportionality of Black/African American Students in Special Education for the CCEIS Plan.

2021-22 Challenges

- The transition at the start of the 2021-2022 school year from Illuminate as the SIS (Student Information System) to IC (Infinite Campus) has led to some significant challenges with data gathering and data entry.
- The usability of IC has caused issues at school sites with data access.
- The limited capacity of IC to hold various data points has meant that there are a number of data points that cannot be accessed by parents, especially around student performance on assessments.

- Post-covid data analysis has proved challenging as there were significant gaps in data entry for both internal assessments and other metrics such as attendance.
- State policies and shifting internal practices around covid quarantine and other safety measures impacted the accuracy of attendance reporting and resulted in shifts in other politics around High School Graduation etc.

Budget Summary

The 2021-22 Revenue and Expenditure Report shows savings primarily due to actual salaries and benefits being lower than projected and unused Unallocated Reserve for Salary Variance.

2022-23 Program Update

For the 2022-2023 School Year, BREA is staffed with a Director, three TSA's, and one Evaluation and Assessment Analyst. There was funding for a second Evaluation and Assessment Analyst, but that position has been frozen in anticipation of budget cuts. If the budget cuts are not made in the Spring, then this position will be filled at that time. The mission and vision of the BREA team has been reviewed and refined to reflect current needs and new leadership since the summer of 2021 when the new Director was hired. BREA has performed many crucial functions since the start of school in August 2021 which includes, but are not limited to the items listed below:

- Redesign of the Assessment Calendar: was completed by June 2022.
- Redesign of the Elementary Report Card is planned for for SY 2022-2023
- Currently in progress: Review of our existing Data Collection systems.
- Currently in progress: Review of our existing Data Reporting systems and processes with the school sites.
- DIBELS and STAR Assessment implementation and Data Collection.
- Reporting to site and district leaders on the various demographic, academic, behavioral, attendance, and socio-emotional indicators about students.
- Data Sheets: Collection of student data and distribution to school sites
- Data Books: Collection of DIBELS, STAR and Grade data and distribution to school sites
- CCEIS Data: Support for the CCEIS plan
- District Initiatives: Plan, design, collect, and report on metrics for various state plans, such as LCAP, Significant Disproportionality, Differentiated Assistance, Black Lives Matter, etc
- Program Review: supported the design of surveys for the middle school redesign.
- Infinite Campus and Illuminate: Review of data systems and integrity.
- Implementation of State Assessments: ELPAC, CAASPP, Physical Fitness Testing etc.
- Development of a Data Dashboard: will be completely operational by June 2023

- Provide comprehensive data presentations to each school site and the superintendent for the entire district;
- Continue to train staff on workflows for data entry: This includes data reports around behavior, attendance and interventions.
- Continue to present data at several community stakeholder meetings, notably Board of Directors, and Advisory Committees;
- Complete annual updates for the board of directors, WASC, LCAP, and superintendent;
- Analyzed the current BUSD student data and assessment for strengths, weaknesses and opportunities for equitable growth;
- Streamline the state testing training system and work towards 95% participation in state tests by all sites for all student groups;
- Analyze and share data with sites, the district, school board and community from the newly updated 2022-2023 CDE Dashboard.
- Analyze and share the 2021-2022 SBA data with sites, the district, school board and community.
- Creation of a new internal data dashboard - EduClimber
- Increased direct collaboration with district and site leaders for formative assessment planning and data review using EduClimber
- Direct assessment support for all online and state assessments.
- Monitor and respond to shifting state requirements for testing and reporting;
- Implementation of Initial ELPAC, Summative ELPAC, and Alternative ELPAC.
- Provide information and data analysis to school and district leaders to inform SIP/SPSA learning decisions;
- Provide data on the Significant Disproportionality of Black/African American Students in Special Education for the CCEIS plan.

Equity Initiatives

- Data support in identifying achievement gaps, relationship gaps and opportunity gaps for the CCEIS plan. This plan highlights data patterns and trends that reveal disproportionality in a number of areas - academic, behavioral and relational.
- Data support and DIBELS administration in relation to the Literacy Action Plan in order to assess levels of literacy in K-2 students. Development of a K-12 literacy plan to ensure that reading levels are assessed for students across all grade levels.
- Development of Data Analysis tools to help sites to identify areas where student progress is being made, and where opportunities for growth in both classroom instruction and intervention exist for all students.
- Focus on providing comprehensive and holistic data that shows all facets of each student so that sites can effectively identify the unique needs of each child.

Program Evaluation Program Measures:

	2021-22
Access and Participation <i>Staffing Allocations, Offerings and Activities, Participation rates</i>	
Number of a percent of student assessments completed through Dibels	93-96%
Number of a percent of student assessments completed through STAR	93-95%
Professional Capacity <i>Staff Qualifications, knowledge, capacity, skills, and Recruitment and Retention</i>	
All Principals have been trained how to use EduClimber to collate and analyze achievement data through a number of demographic filters. They have also set goals to improve academic performance and outcomes at their school sites.	Yes
All Principals have been trained on how to use data protocols to analyze their own DIBELS and STAR data in order to assess group and individual progress. They have also been shown how to assess the impact of student intervention programs	Yes
All Principals, RTI Coaches and Literacy Coaches have been provided with data that shows all students, with all demographic indicators at their sites and have been trained how to use that data to review patterns and trends that show inequities or persistent performance gaps.	Yes
Diversity, Equity and Inclusion <i>Policies and programs that promote the representation and participation of different groups of individuals, including people of different ages, races and ethnicities, abilities and disabilities, genders, religions, cultures and sexual orientations.</i>	
The Data provided to various stakeholder groups and the training on the use of EduClimber and other data analysis tools is designed to ensure that sites and district level teams are paying close attention to achievement gaps, relationship gaps and opportunity gaps across BUSD. The data that BREA provides and highlights is intentionally organized in a way that spotlights areas of success and areas for growth. The BREA team is planning to function more as a coaching and facilitating team as the use of EduClimber enables sites to review their own data more quickly and efficiently. The overarching goal of the BREA team is to become a data analysis and support team rather than focusing on data provision. In realizing this goal, sites will be able to make more focused, data driven decisions and ensure that resources are allocated where they are most needed in order to improve student outcomes.	

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
HQI Program Evaluation (Measure E1/ Resource 0741 DDF 066)
Revenue and Expenditures
Comparison Report 01/04/2023

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.

Budget Manager: Ruth Steele Brown, Director, Berkeley Research Evaluation and Assessment (BREA)

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget vs. Unaudited Actuals 2021/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
EXPENDITURES							
Certificated Salaries	248,334	225,363	380,966	330,834	50,132	360,451	360,451
Classified Salaries	130,112	118,075	47,635	41,986	5,649	110,781	110,781
Employee Benefits	113,554	103,050	142,822	130,170	12,652	173,055	173,055
Books & Supplies	10,000	0	12,000	1,329	10,671	12,000	12,000
Unallocated Reserve	40,000	0	40,571	0	40,571	43,188	43,188
Contracted Services	126,500	59,753	83,500	58,108	25,392	71,500	229,906
Indirect Costs	0	0	0	0	0	0	0
TOTAL EXPENDITURES	668,500	506,242	707,494	562,426	145,068	770,975	929,381