

PROGRAM EVALUATION

BSEP Measure E1, Resource 0741-066

ANNUAL REPORT: FY 2022-23

PROGRAM UPDATE: FY 2023-24

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 |
| • Director 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 |

2022-23 Highlights

- Redesign of the Assessment Calendar: was completed by June 2022.

¹ BSEP Measure E1 Section 3.a.iv

- 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 data 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.

2022-23 Challenges

- Building eduCLIMBER was a major undertaking during the first semester of 2022-23. It was a huge task without a lot of support from illuminate (the company that owns eduCLIMBER). The goal was to launch the eduCLIMBER platform in January 2023, which was achieved, but there were multiple tech challenges that had to be overcome.
- The BRE team for the 2022-23 school year looks different as one team member went out on maternity leave from November 2022 until August 2023. This left the team short a team member. Additionally, BRE had to onboarding the new Assessment Analyst. Because there was also a new Supt. and Asst. Supt. starting in the fall of 2022 saw a lot of juggling and transition that didn't really settle down until the Spring.
- 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.
- This is the second year post covid so we are still working with only one year of comprehensive academic data when we look at student progress.
- High School alignment articulation with the middle schools is a challenge as they do not have any screening assessments.

Budget Summary

The 2022-23 Revenue and Expenditure Comparison Report shows an increase in expenditures for Contracted Services of \$158,406 above the budgeted amount due to a plan change on 9/13/23 for one time costs for databases including Illuminate, DIBELS, and STAR Assessments. These costs for 2023-24 have been paid for by the General Fund.

2023-24 Program Update

For the 2023-2024 School Year, BRE is staffed with a Director, four TSA's (one full time and three part time) and two classified staff. The Evaluation and Assessment Analyst position was filled at the start of the 2022-23 school year after being vacant for the 2021-22 school year. The other classified position of Student Assessment Specialist remains filled.

The mission and vision of the BRE team has been reviewed and refined each year to reflect current needs and new leadership since the summer of 2021 when the new Director was hired.

With the change in the Superintendency, there is a much clearer and broader focus on the use of data which happily coincides with improved access to data through eduCLIMBER.

BREA has performed many crucial functions since the start of school in August 2023 which includes, but are not limited to the items listed below:

- Fall 2023 was the first time that BUSD started the school year with eduCLIMBER in place. This necessitated a lot of forward planning and training in order to support school sites in being able to review their previous year data as they made decisions about student placement and teachers were able to review their new rosters and look at academic, behavior and attendance patterns for the previous year for their new students.
- Launch of eduCLIMBER to teachers. While eduCLIMBER was rolled out to Principals and RTI/Lit Coaches and VP's in the Spring of 2023, it was not really shared extensively with teachers until the Fall of 2023. BREA has been working with each school site doing data coaching and training to ensure that all schools and their staff understand what eduCLIMBER is and how it can help staff to see students and track the supports being provided to each student.
- High School Assessment. 2023 was the first year that BHS, BTech and BIS have used a Literacy assessment. NWEA was piloted in the Spring by a small group of teachers, and in the Fall of 2023, the entire 9th grade class was assessed for both Math and ELA using NWEA. They will be assessed again in the Spring. This is the first time that the High School has used a common screening tool to gather data about reading and math levels for all students. They will also be piloting STAR to determine which assessment they will be using moving forward.
- BREA continues to manage the implementation of local and State assessments across all grade levels, and three times a year, at the end of each internal assessment cycle, BREA works with Principals and site teams to ensure that schools are reviewing their data and making decisions about instructional next steps. This work is a partnership with the new Office of Curriculum and Instruction.
- Expansion of the use of eduCLIMBER tools such as group building for intervention monitoring, Smart Forms for tracking services and Thresholds for identifying "at risk" populations in terms of attendance, academics etc. These tools form the foundation of an MTSS system and are gradually being adopted by the site RTI Teams, SpEd teams and Counseling teams. The groups are already being used to track interventions for students at the K-5 sites.

Equity Initiatives

- Data support in identifying achievement gaps, relationship gaps and opportunity gaps for the CCEIS plan and for school sites in general. 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	2022-23
Access and Participation <i>Staffing Allocations, Offerings and Activities, Participation rates</i>		
Number of a percent of student assessments completed through Dibels	93-96%	94-98%
Number of a percent of student assessments completed through STAR	93-95%	90-92%
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	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	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	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.		

Program Evaluation Budget Report

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Revenue and Expenditures 04-066 Program Evaluation
Comparison Report 12-15-23

	Adopted Budget 2022-23 as of 6/29/22	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023-24 As of 06/14/23	1st Interim Budget 2023/24 as of 10/31/23
EXPENDITURES				
Certificated Salaries	340,048	334,091	398,991	398,991
Classified Salaries	104,511	119,863	138,696	138,696
Employee Benefits	165,483	155,960	189,349	189,349
Books & Supplies	12,000	4,190	12,000	12,000
Unallocated Reserve	77,433	0	30,090	30,090
Contracted Services	71,500	260,615	71,500	71,500
Capital Outlay	0	0	0	0
Indirect Costs	0	0	0	0
TOTAL EXPENDITURES	770,975	874,719	840,626	840,626