

## **Program Manager**

Ruth Steele, Director Berkeley Research, Evaluation and Accountability, (BREA)

## **BSEP Measure E1 Stated Purpose and Uses?**

“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.”

## **Rationale**

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.

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.

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.

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.

## **Goal**

The goal of the program is to ultimately create high levels of data literacy at each school site and across district level teams. On a foundational level, this begins with making sure that the right data is in the system for teams to use. Decision making will not be focused or effective if teams cannot access the data they need. As BUSD aligns various systems to ensure that data is available and visible (within eduCLIMBER), BREA can focus on supporting teams in accessing this data to assess which programs or actions are most positively impacting levels of student learning and achievement.

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coherent, consistent, and sustainable improvements at scale. There are still some gaps within the BUSD systems in terms of what quantitative or qualitative data is being gathered, and that is part of the continuing work needed to create a complete and transparent data system.

### **Description**

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

- Continuing to build out a complete and comprehensive internal assessment data is collected on all students in a systemic and comprehensive way. This requires collaboration with various district and site teams to ensure that there is alignment across these systems.
- Continuing to provide layers of differentiated training and support for Principals and other site staff on how to pull assessment data from the various assessment platforms with the goal of assessing student progress.
- Continuing to support and improve the comprehensive administration of State assessments.
- Continuing to identify and expand the tools within eduCLIMBER that will make the work of site teams more efficient and effective in assessing student progress and the reasons for increased student performance. Identifying data inaccuracies regarding historically marginalized groups and working across departments to create data correction workflows
- Ensuring that there is a focus within 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.
- Supporting district and site teams in identifying not only where there are achievement or access gaps but serving as a thought partner to identify ways to disrupt those persistent gaps.
- 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 for all students.

Professional learning for the BREA team focuses on two areas. First, we work to ensure that we have a complete and comprehensive data set in all relevant areas: academics, attendance, suspensions, interventions. Second, we focus on enhancing our research and data analysis skills in order to identify patterns and trends in district data.

This work improves our ability to help Berkeley leaders make data-driven decisions around both instructional and intervention programs. It will also help site teams to identify bright spots where students are making accelerated academic progress, and to find students who are struggling and need extra support.

### **Staffing**

**Director of Research, Evaluation, and Assessment 0.4 FTE**

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The Director of BREA is responsible for providing and executing a strategic leadership plan that will ensure that site and district teams are using the data analysis tools available to them in a way that will improve student outcomes. The Director leads the BREA team of TSA's and classified staff in working closely with each site team to support and guide their work in a way that is coaching centered. BREA's working relationships with each district and site team are critical in moving the work with data forward and ensuring that BUSD has a truly data driven culture.

The Director of BREA also collaborates closely with district Leadership to ensure that BUSD Leadership (Superintendent, Associate Superintendent and Department Directors) have access to the data that they need in order to make decisions about broader strategic planning and program evaluation.

**Director of State, Federal, and Special Projects 0.1 FTE**

The 0.1 FTE reflects the work that the Director of Special and Special Projects does in collaboration with BREA in support of the LCAP. The 0.1 FTE continues to be supported within the Program Evaluation budget for 2024-25.

**Teachers on Special Assignment 3.0 FTE**

These staff provide data, 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 quantitative and qualitative 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 1.5 FTE**

These 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.

**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 \$65,000**

The Evaluation and Assessment Office maintains the central repository for all student assessment information in the District. Currently, there are two main platforms that BREA maintains: Illuminate and eduCLIMBER. These are software platforms that are accessed through a web interface by instructional staff district wide. BREA utilizes these platforms as the vehicle for creating and scanning answer sheets for district assessments, sharing transition data, generating report cards as well as analyzing both state and district assessment data. Illuminate includes resources where sites can build formative assessments and includes 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. eduCLIMBER is an additional part of the illuminate platform (but funded separately) and serves as both the data dashboard for BUSD, and a data warehouse where district and site teams can review, track and build data reports for any applications across their sites.

**Supplies and Equipment                      \$12,000**

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

**Changes from Prior Year**

There are no changes in the plan from 2023-24

**Targeted Student Groups**

BREA strives to surface discrepancies in BUSD data that shows issues or challenges connected to specific groups of students. The goal of the team is to bring issues facing our students and community to the forefront of the instructional improvement agenda. The department prioritizes research focused on equity. There are currently several main areas where this work is focused:

- The African American Success Framework (AASF)
- The LatinX Board Resolution
- The Asian American Pacific Islander parent group (AAPI)
- Comprehensive and Coordinated Early Intervening Services (CCEIS)
- Response to Intervention (RTI) Services
- Literacy Lawsuit and Action Plan.
- BUSD LCAP

**Offerings, Access and Participation**

Essentially, the primary function of BREA is to ensure that data is available and accessible for teams to use. BREA is responsible for ensuring that site and district teams are using the data analysis tools available to them in a way that will improve student outcomes. The BREA team of TSA's and classified staff works closely with each site team to support and guide their work in a way that is coaching centered. BREA's working relationships with each district and site team are critical in moving the work with data forward and ensuring that BUSD has a truly data driven culture.

The BREA TSAs provide data, 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 quantitative and qualitative 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.

### **Resources and Information**

[Berkeley Research, Evaluation & Assessment \(BREA\) Website](#)

### **Outcomes**

eduCLIMBER was launched district wide at the start of the 2023-24 school year. This platform provides the foundation for the data work being done across the district. eduCLIMBER serves as a data dashboard where employees in all roles - from classroom teachers to the Superintendent can view student, classroom and school level data. It also displays data in a way that is visually compelling - allowing teams to see patterns, trends and outcomes clearly. BREA's overarching goal is to ensure that everyone knows how to use eduCLIMBER to see student data and to make sure that all relevant data is in the eduCLIMBER system. There are still outstanding data points that need to be gathered, for example, SEL data. BREA is engaged in building a screening tool that will be used with RTI Coaches to gather SEL data.

For the 2024-25 school year, BREA's work will be focused on continuing to build out aspects of eduCLIMBER and to continue training teams on how to use the tools within eduCLIMBER to properly review and assess the impact of services that are being provided to students.

### **Budget**

There are no changes to the budget over the prior year other than an increase in staffing costs.

### **Data and Measures**

BREA works with external community groups and internal teams to gather and analyze data that will enable teams to assess how successful certain programs are and where changes could be made. This applies to programs being managed by external groups working within BUSD schools, and the academic or intervention work happening at each school site.

This is challenging at times because progress or growth cannot always be connected to one variable. Often the work involves ensuring that baseline data is gathered at the beginning of program implementation and comparing it to data collected at the conclusion of a program (or grading period).

**Implementation and Participation Measures**

Program Evaluation	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

**Additional Outcome Measures**

Diversity, Equity and Inclusion		
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		

<p>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 BRE 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.</p>		
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**Qualitative and Survey Data**

There are a variety of ways to collect qualitative data that will show where progress is being made across the district. Surveys and jamboards have been used to gather feedback on what changes or adjustments BRE can make in the way work is approached. This feedback has already been used in the way school teams are supported.

Semi-structured interviews could be analyzed to determine how BRE-provided reports have been used to make more equitable decisions at school sites, and at the end of the year, there will be work done with each school site to assess where additional support can be provided.

In relation to specific programs such as the AASF, CCEIS plan, AAPI parent group, the LatinX Board Resolution and the RTI programs across the district, there will be specific feedback tools used. For example, there is a survey being developed for work being done with the CCEIS plan which will be used once each quarter.

**Budget Details**

**Funding and Resources Overview**

Funding Source	2022-23	2023-24	2024-25 (Projected)
BSEP (includes use of Fund Balance)	929,381	840,626	898,380
LCAP Supplemental	0.6 FTE BREA Director	0.6 FTE BREA Director	TBD
Learning recovery Block Grant	NA	145,266	TBD
General Fund	4,157	4,157	4,157 (anticipated)

**2024-25 BSEP Budget Overview - Proposed**

**Budget Summary for Program Evaluation 2024-25**  
**BSEP Measure E1 Resource 0741**  
**03/26/2024**

	<b>2024-25</b>
	<b>DRAFT</b>
<b>Expense</b>	
Staffing	\$ 764,076
BREA Extra Duty	\$ 12,000
Professional Development (BREA Staff)	\$ 6,500
Supplies and Equipment	\$ 12,000
Contracted Services	\$ 65,000
Reserve for Personnel Variance	\$ 38,804
<b>Subtotal Expense</b>	<b>\$ 898,380</b>



2024-25 Budget Details - Proposed

<b>Program Name 2024-25 Budget Details</b>	<b>898,380</b>
<b>Staffing</b>	<b>5.0 FTE</b>
Director of Research, Evaluation, and Assessment	0.4
Director of State, Federal, and Special Projects	0.1
Teachers on Special Assignment	3.0
Evaluation Assessment Analyst	1.0
Administrative Support	0.5
<b>Total</b>	<b>5.0</b>
<b>Professional Development</b>	
Certificated Hourly - Extra Duty (BREA TSAs)	12,000
Professional Development for BREA Staff	6,500
<b>Total</b>	<b>18,500</b>
<b>Materials, Supplies &amp; Equipment</b>	
Supplies and Equipment	12,000
<b>Contracts and Services</b>	
Contracted Services	65,000
<b>Reserve for Personnel Variance</b>	<b>38,804</b>
<b>Total</b>	<b>898,380</b>