



Program Evaluation

Program Overview

Dr. Lena Sweeney

Director Berkeley Research Evaluation and Assessment (BREA)

Planning and Oversight Committee Presentation

12-09-25

Excellence • Equity • Engagement • Enrichment

Our Mission

Enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.



Equity

Excellence

Enrichment

Engagement

Program Evaluation (BREA)

ENRICHMENT

ENGAGEMENT

EQUITY

EXCELLENCE

BSEP 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.

“Without Data, all you have is an opinion”

Edward Deming

Background:

As the District implements numerous educational programs designed to improve student achievement, including MTSS systems, staff must be able to access and understand data, and to use data systems to assess the effectiveness of 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 Activities

- Share Data with various groups
- Review and Analyze Data for groups.
- Train other groups on how to use data to make decisions and improve learning.
- Use data to assess the effectiveness of programs.
- BREA oversees the Response to Intervention (RtI) program

Staff

- Teachers on Special Assignment
3.2 FTE
- Director of Research and Evaluation
0.4 FTE
- Director of Categorical and Special Projects 0.1 FTE
- Evaluation and Assessment Analyst
1.0 FTE

Contracts and Expenses

- Renaissance (Contract)
- Amplify (Contract)
- Staffing (Personnel)
- Hourly Pay
- Materials and Supplies

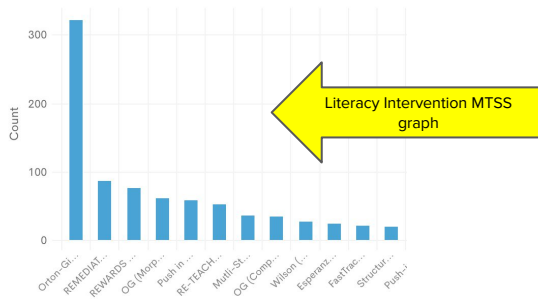
Developed
Literacy
Process
Guide-
working on
Math/SEL

Multi-Tiered Systems of Support

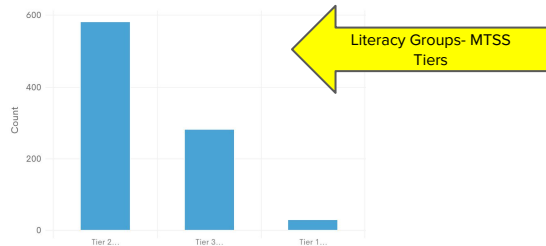
Process Guide

2025-26

By Strategy



By Tier



Continuous Improvement Growth Points:

Creating coherence across data systems and departments (EduClimber, STAR, DIBELS/Amplify, CAASPP, SPED, MTSS) while ensuring accuracy, consistency, and shared understanding.

Lead the redesign and rollout of a new elementary report card to improve standards alignment, consistency across sites, and clarity for families about student progress.

Building data literacy and capacity among interventionists, teachers, programs, and site teams so they can interpret, act on, and communicate data effectively. **Increase the use of DFS to analyze data**

Driving equitable MTSS implementation and continuous improvement, ensuring fidelity across sites, aligning interventions with IEPs, and addressing persistent focal-group gaps without deficit framing.



Improving Data Literacy- Response to Intervention- Professional Learning Group:

- During the Fall of 2025, a primary focus is placed on Data-Informed Decisions, with meeting activities including Data Dives and training on key metrics such as the Distance from Standard (DFS), and data tracking within the data platforms (i.e. eduClimber).
- The group reviews detailed guidance, research and best practice on strengthening universal Tier 1 practices and selecting appropriate Tier 2 and Tier 3 interventions.
- These sessions are structured around a district Theory of Change/Improvement model, emphasizing collaboration and a goal of achieving coherence across sites.
- The overall purpose is to align MTSS systems across school sites, clarify and improve the RTI Role continuity and consistency, and use data to continually adjust student supports.

Data Dive in Action- Coherence and Alignment with RTI
Elementary

Specific Improvement Actions-

Continue to....And improve upon:

- **Improve data accuracy and interpretation** across academic, behavior, SEL, attendance, and Spanish-language assessments by refining thresholds, calibrating scoring practices and refining COS team alignment.
- **MTSS coherence** by expanding the District MTSS Process Guide to include **SEL and Math decision rules**, ensuring consistent Tier 1–3 pathways across content areas
- **Increase CAASPP participation at Berkeley High School** through targeted communication, improved testing structures, student engagement strategies, and strengthened schoolwide testing systems.
- Screen students grades K-11 using effective assessments: STAR/DIBELS and Support Systematic progress monitoring

Specific Change Actions: Pilot SAEBRs in middle schools to introduce a proactive, strengths-aligned SEL screener that supports early identification, intervention planning, and whole-child MTSS implementation.



RTI Middle School: **Learning in Action** (Topic-PBIS Tier II intervention and school-wide Data Based Decision Making)



Onsite support for Math Screening Grades 1 & 2-25/26 SY full implementation across sites

Date of Request	Department	Purpose of Request	Site (if site specific)
9/3/25	BTA BIS	Student Data Tables for Teachers	BTA & BIS
9/12/ 25	VAPA	school enrollment info	all
9/3/25	BHS	eC training for BHS counselors	BHS
9/3/25	Leadership/PAC	Create a new training guide for PAC	
9/3/25	BSEP	Multiple data requests from BSEP	MS & HS
9/3/25	Literacy/ALL	Fishtank tests in Illuminate (ongoing work)	Across Sites
9/4/25	BFT and elementar	Report Card Committee	Across
9/11/25	RTI/Site Admin	Completion rates for each school- Fall Assessment Window	Across
9/8-9/9	Sylvia Mendez	Calibration of Spanish tests- Data Analysis	Mendez
9/15-9/16	Washington	testing support in person	Washington
9/11/25	King	ec training for King Staff	King
9/15/25	Willard	reading intervention data pull	Willard

Screenshot of Ongoing Internal Data Project List

2025-26 Budget - Approved

2025-26 BSEP Budget Overview - Proposed

Budget Summary for Program Evaluation 2025-26	
BSEP Measure H Resource 0841	
03/25/2025	
	2025-26
	DRAFT
	3-25-25
Expense	
Staffing	\$ 725,325
BREA Extra Duty	\$ 12,000
Professional Development (BREA Staff)	\$ 6,500
Supplies and Equipment	\$ 12,000
Contracted Services	\$ 215,000
Reserve for Personnel Variance	\$ 36,866
Subtotal Expense	\$ 1,007,692

Includes \$150k E1 Fund
Balance use for contracts



SY 25/26 Budget Changes:

Measure E1 Fund Balance \$150,000 (\$150,000 for three year using Measure E1 HQI Fund Balance)

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.

	2025-26	2026-27	2027-28
Contracts	Renaissance STAR Reading and Math, EduClimber/DnA (Illuminate) & Amplify/MClass (DIBELS) includes Lectura		
Measure H	65,000	65,000	65,000
Fund Balance E1	150,000	150,000	150,000
Total	215,000	215,000	215,000

2024-25 Annual Report Information



24/25
Annual
Report

BSEP Measure - Section D. Oversight:

*The District shall make available to the Planning and Oversight Committee and the general public, updated revenue and expenditure reports of the proceeds of this Special Tax at least four times annually: before adoption of the District's annual budget, concurrently with the two State-required interim reports, and with the **annual report on the Measure ("Annual Report")**.*

*The Annual Report shall display the **revenues generated by the Measure and the expenditures** of the revenues as of the closing of the fiscal year, and shall include a report on the **status of projects**, including **project metrics**, funded by the revenues. This report shall be organized to display how the expenditures correspond to each of the purposes of the Measure.*

- Increased participation on State Tests up to 95% for district overall and highest participation yet for BHS.
- Provided data, data analysis, and data presentations to all school sites and district programs
- Systematic support of assessment tools: Dibels, STAR, CAASPP, ELPAC used to inform instruction and interventions, to support improved outcomes for students with a heightened urgency for our focal groups
- Professional development across the district- with school based teams, district teams, and specialists aligned with 3x5 target and district aligned programs
- MTSS system implementation: COS team district alignment, as well as district literacy action implementation (3 year process- continuing this year at two sites)
- Use of EduClimber by school teams, interventionists, teachers and leaders to track interventions, intervention attendance, and progress monitoring
- Meet State, Federal, and Funding reporting requirements, CIM for Sig Dis, Attendance, Chronic Absenteeism, incidents, LCAP, BSEP
- Regular assessment cycles for data review and progress monitoring to analyze Tier I, Tier II, and Tier III academics, attendance, behavior and social-emotional supports- expanded STAR Math to 1st/2nd grades and to 9th-10th grades.



English Language Arts



Blue

Mathematics



Blue



Access and Participation <i>Staffing Allocations, Offerings and Activities, Participation rates</i>	2021-22	2022-23	2023-24	24-25
Percent of student assessments completed through DIBELS	93-96%	94-98%	97-98%	96-98%
Percent of student assessments completed through STAR	93-95%	90-92%	80-94%	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	Yes	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	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	Yes	Yes



2024-25 Revenue and Expense Report
Measure E1

Comprehensive 2024-25 HQI Revenue - Expense Report by Program will
be presented in January



Lena Sweeney

Director, Berkeley Research Evaluation
and Assessment

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BUSD Brief SBA Data Dive:

Distance from Standard (DFS)



Distance from Standard (DFS) tells us how far above or below a student is from meeting proficiency (“standard”) on the SBA. The DFS score is calculated by finding the difference between the student’s scaled score and the [scaled score required for proficiency](#).

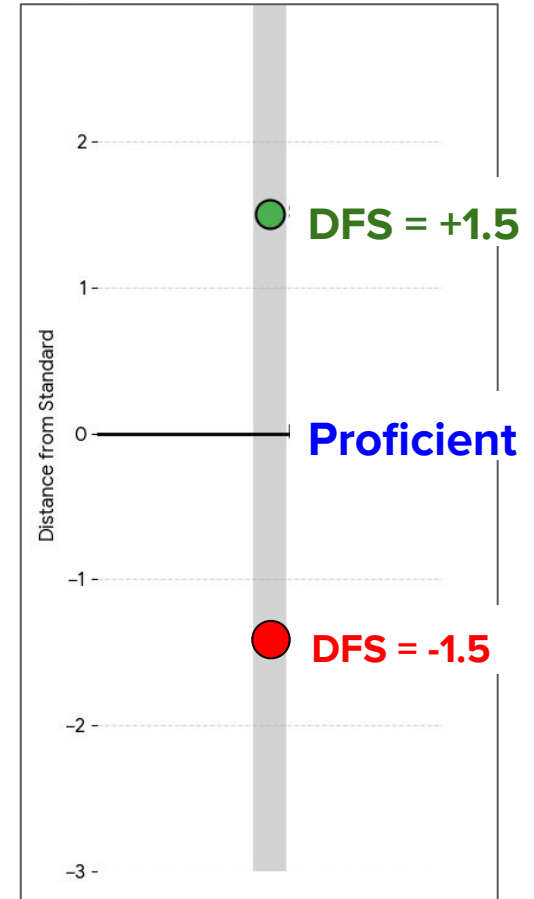
A positive DFS = Proficient

A DFS of 0 = Proficiency Cut Point

A negative DFS = Not proficient

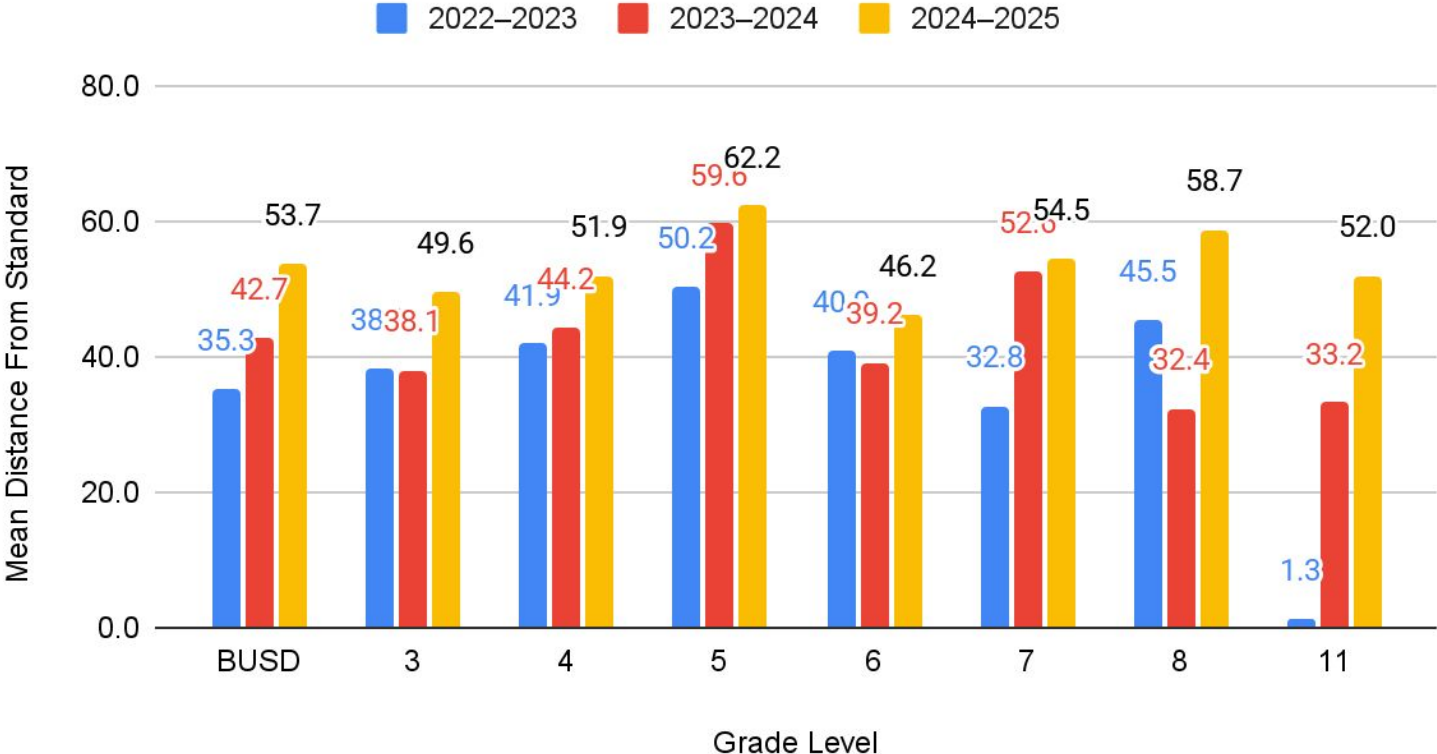
For example, the 5th grade scaled score needed for Math proficiency is 2528.

- A 5th grade student would have a DFS score of 0 if they scored 2528.
- They would have a a DFS score of +2 if they scored 2530.
- They would have a DFS score of -8 if they scored 2520.



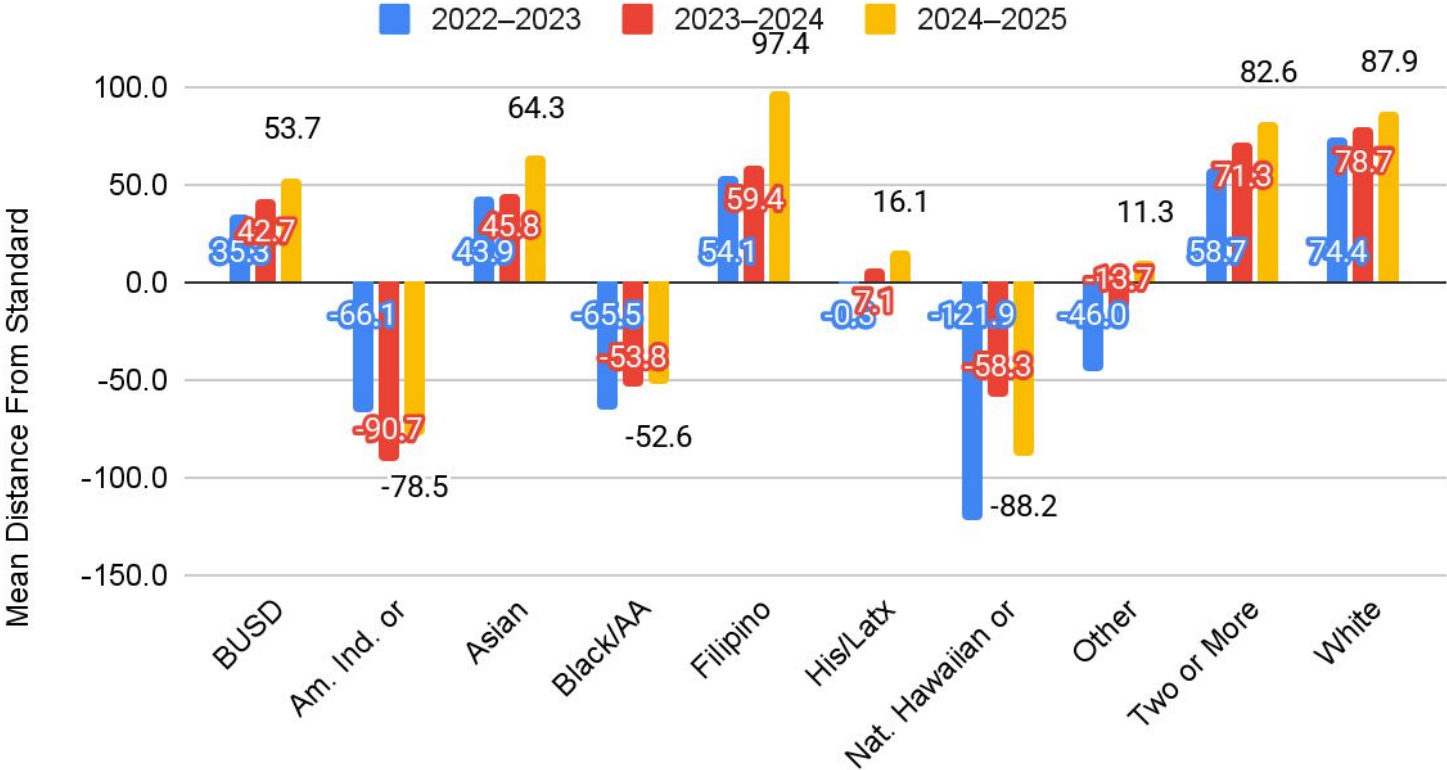
All BUSD

SBA ELA DFS



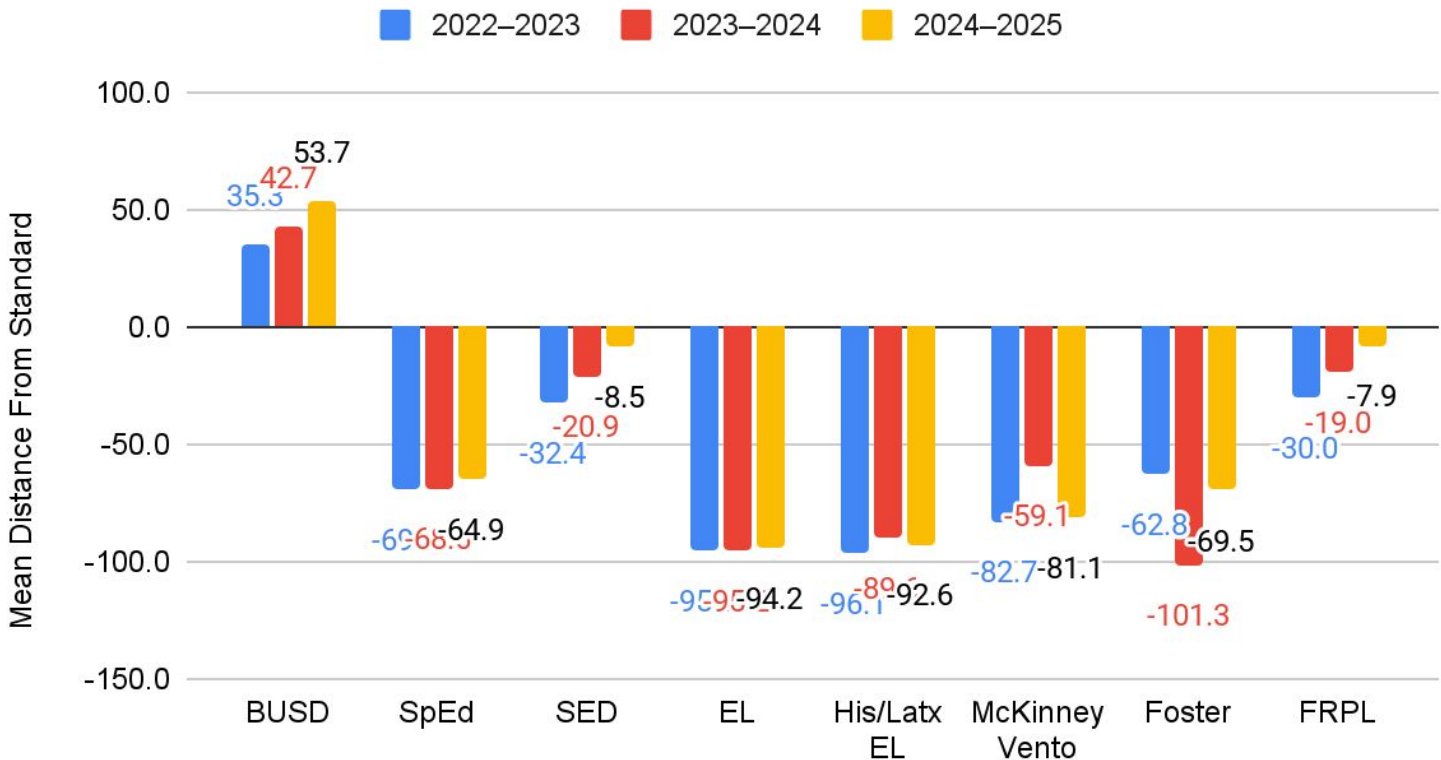
All BUSD

SBA ELA DFS



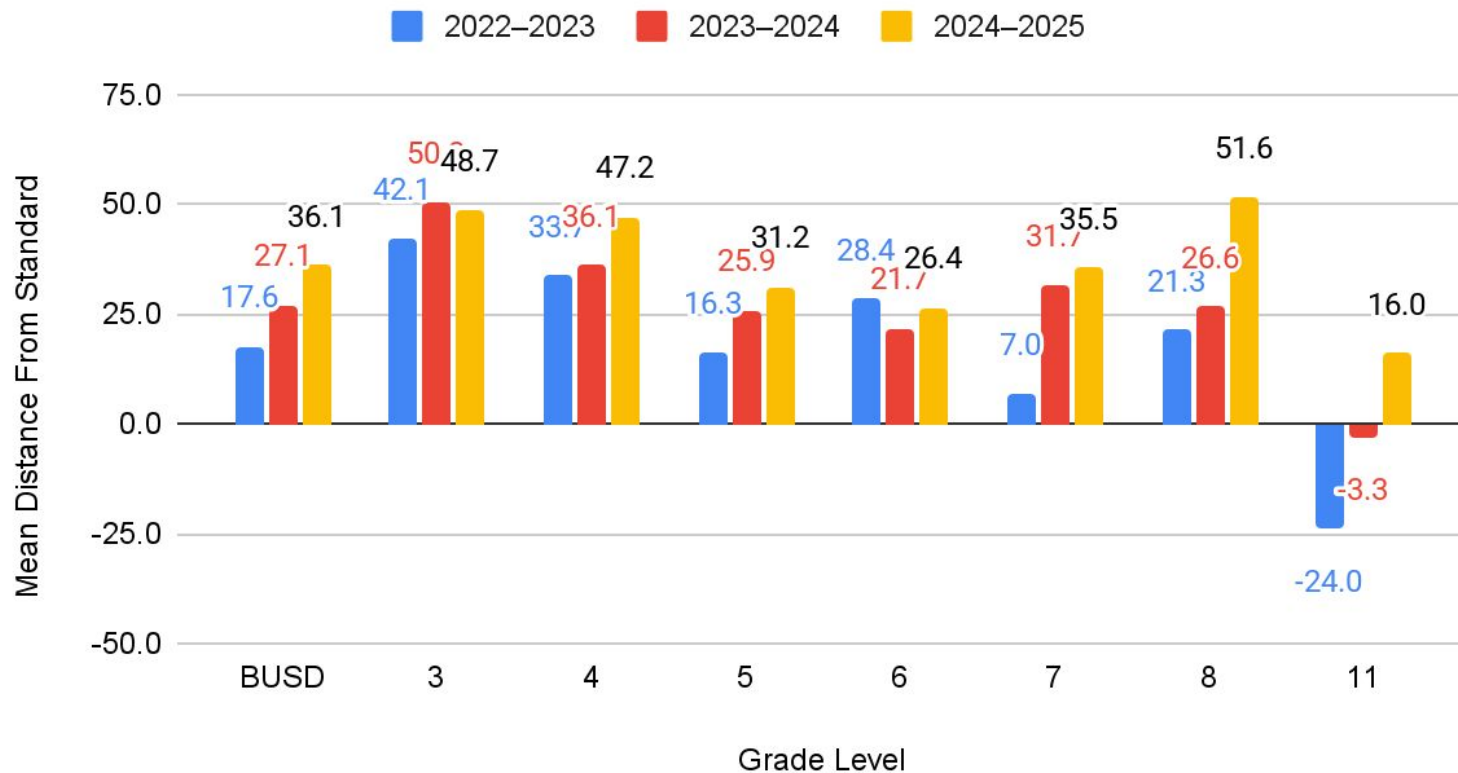
All BUSD

SBA ELA DFS



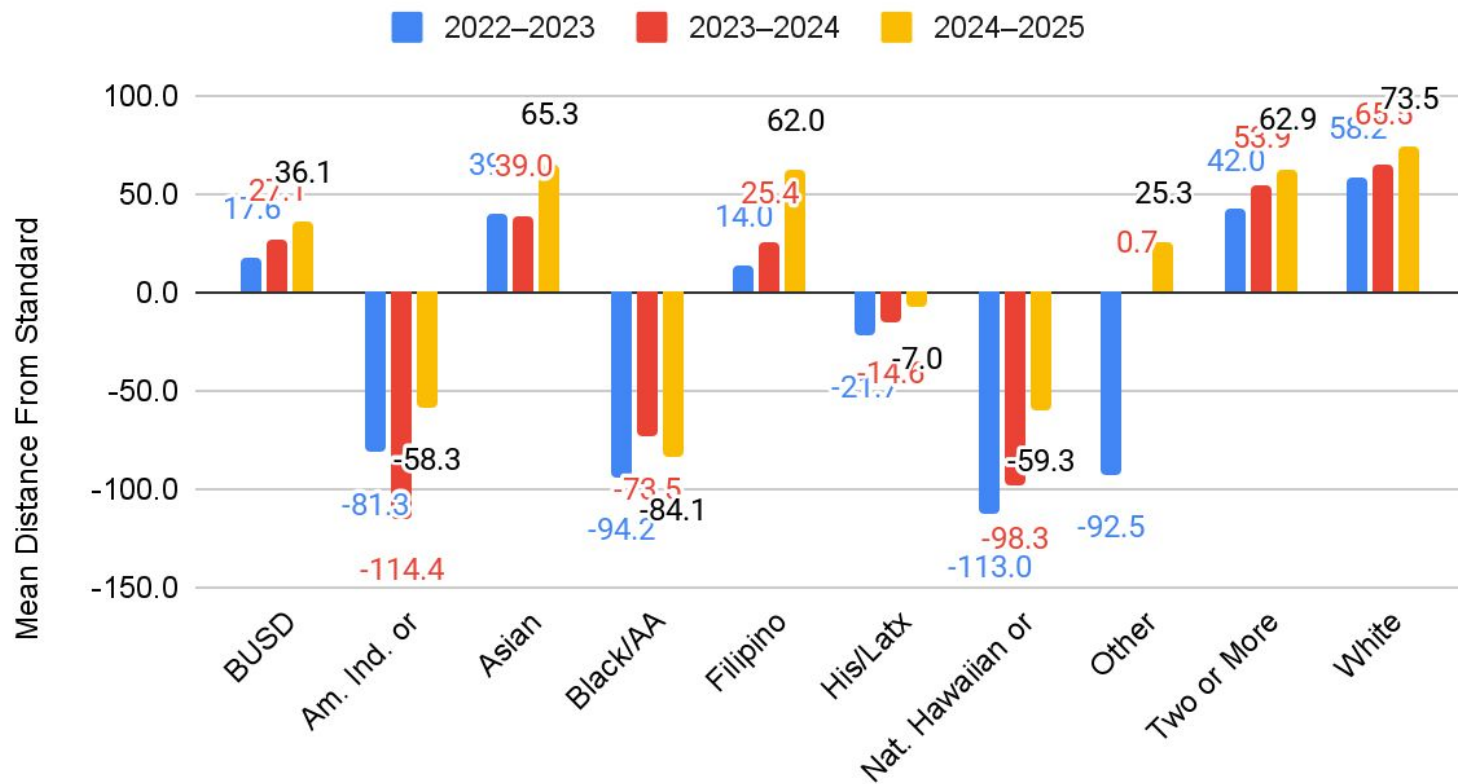
All BUSD

SBA Math DFS



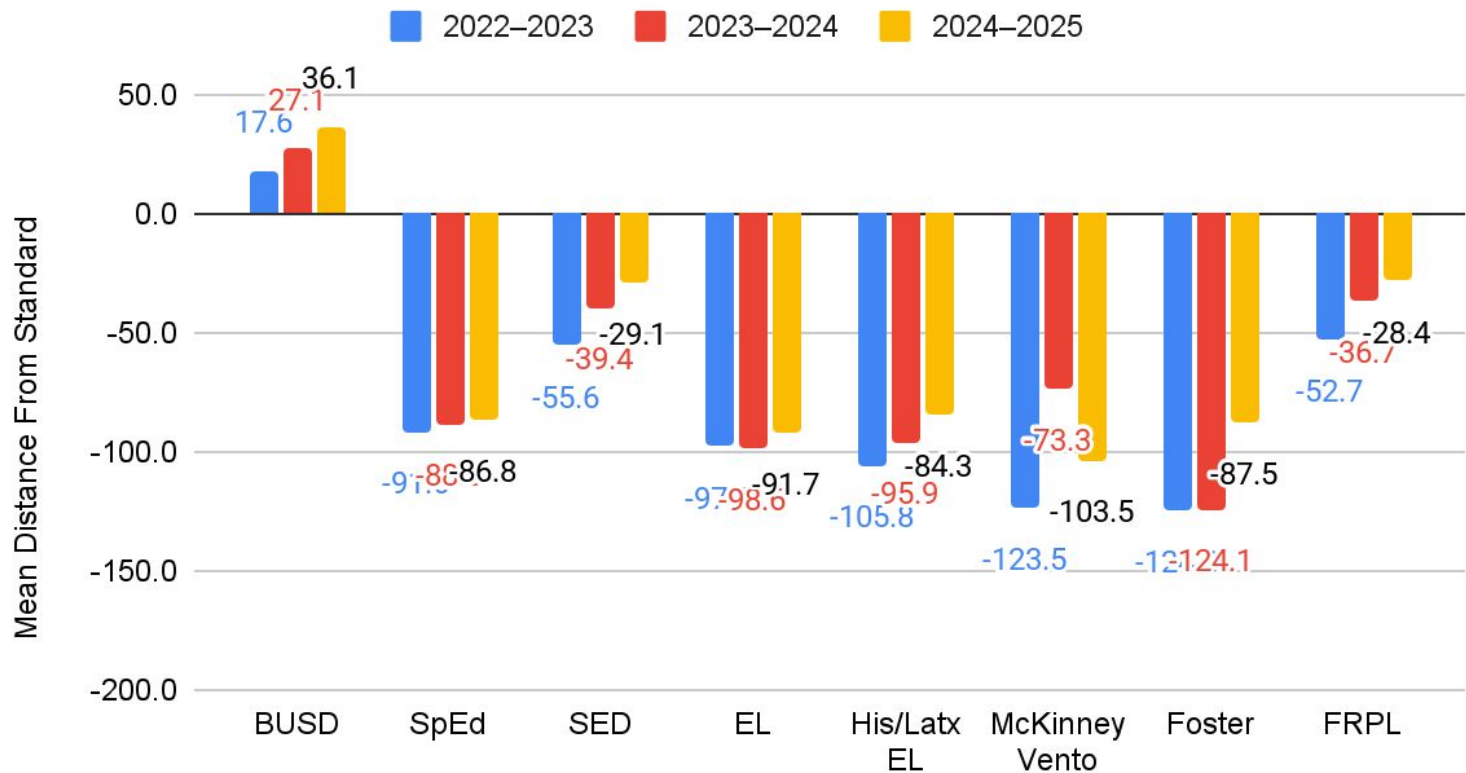
All BUSD

SBA Math DFS



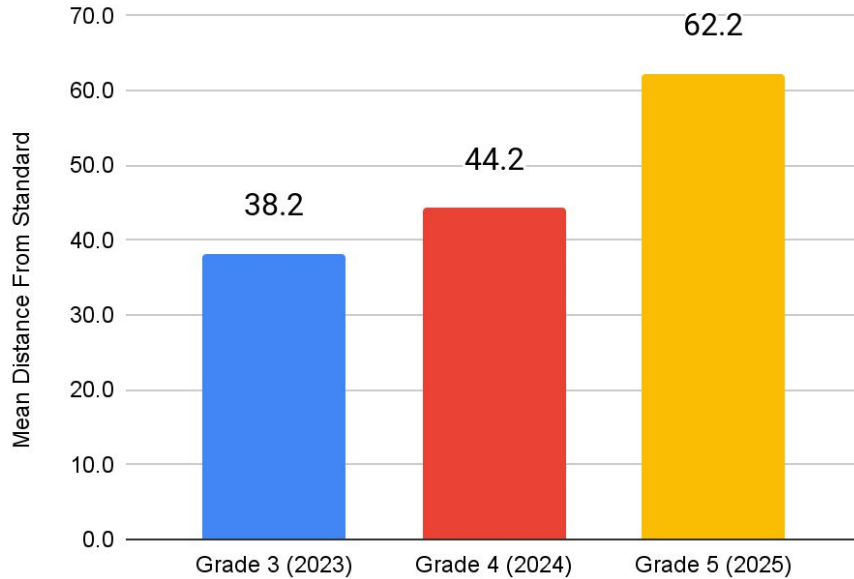
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SBA Math DFS

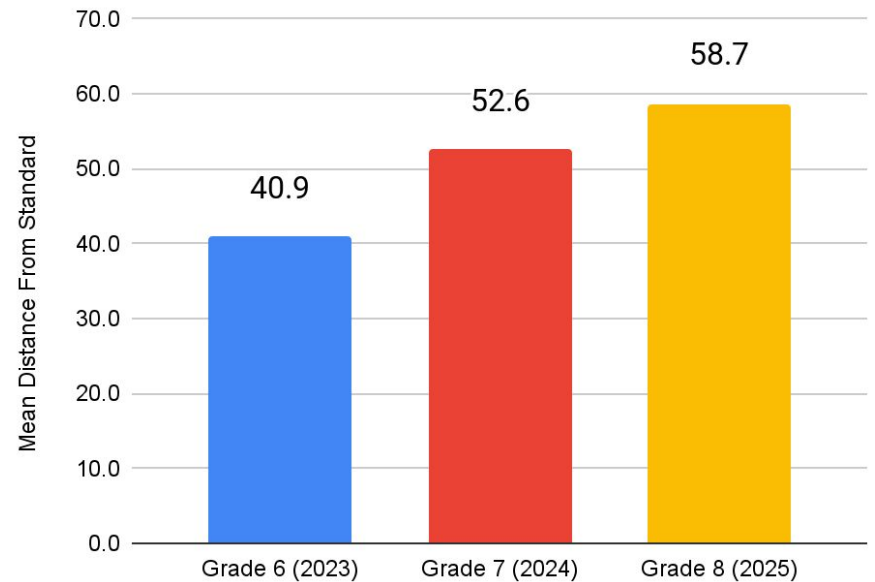


Cohort changes in SBA ELA Distance from Standard over time

ELA Cohort Grades 3–5 (2023 to 2025)

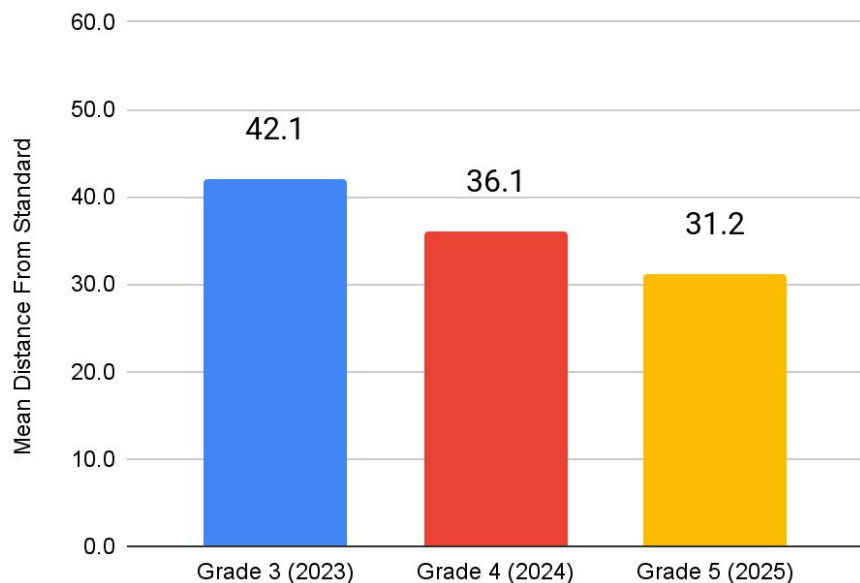


ELA Cohort Grades 6–8 (2023 to 2025)

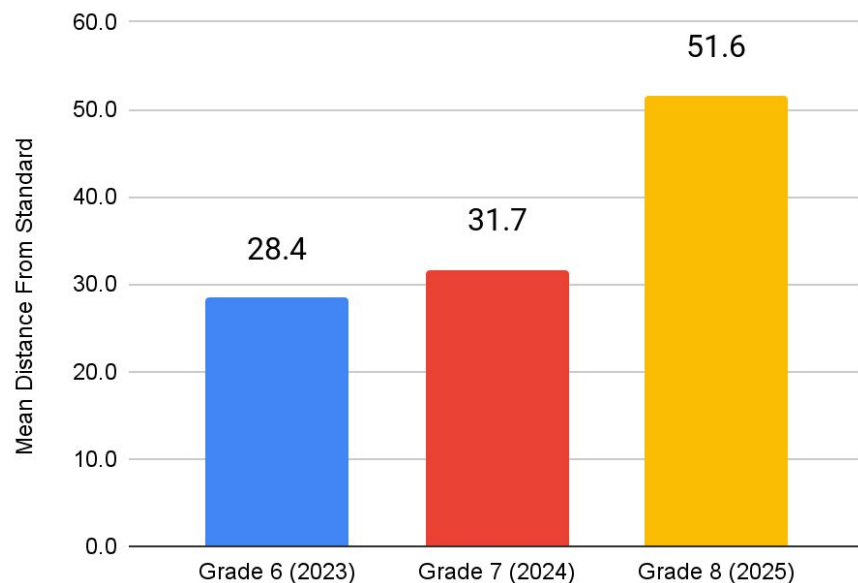


Cohort changes in SBA math Distance from Standard over time

Math Cohort Grades 3–5 (2023 to 2025)



Math Cohort Grades 6–8 (2023 to 2025)



District & School Newsletters

Berkeley PUBLIC SCHOOLS DATA NEWSLETTER: ELEMENTARY SCHOOLS

Berkeley Unified School District: Excellence, Equity, Engagement and Enrichment
Enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

DEMOGRAPHICS (Grades K-5)

Year	Total	Asian	Black/PA	His/Latino	Multicultural	White	Sp.Ed	ELL	His/Late	McKinney	Roster	Free/Red
2018-2019	4444	7.7%	13.6%	22.3%	15.4%	40.7%	9.6%	39.2%	11.2%	5.7%	1.5%	0.1%
2021-2022	3840	8.7%	11.1%	21.6%	15.2%	43.0%	11.1%	34.8%	12.0%	6.2%	1.5%	0.1%
2022-2023	3814	8.4%	10.3%	22.0%	16.3%	43.2%	9.2%	28.9%	9.0%	4.9%	1.6%	0.0%

Smarter Balanced Assessment (SBA)- ENGLISH LANGUAGE ARTS (ELA) and MATH (Grades 3-5) *This is preliminary data (not for distribution).

Performance/Trend
The SBA charts show the percentage of students who are meeting/exceeding standards for ELA or Math in 18-19, 21-22 and 22-23. Most subgroups showed an increase in the percentage of students meeting/exceeding standard. The same patterns can be seen for most subgroups in both ELA and math. The improvements in math and ELA from 18-19 to 22-23 are fairly consistent across groups by race/ethnicity. Math proficiency rates also improved across programs from 18-19 to 22-23, but there are differences in ELA proficiency rates across programs with some groups showing increases and others showing decreases in performance between 18-19, 2022 and 2023.

Achievement Gap
The difference between the highest performing racial/ethnic group (HPRG) and the lowest performing racial/ethnic group (LRPG) for SBA ELA in 2022 is 59%. Black/AA = 28%, White = 87%. The gap for SBA Math in 2022 is 57%. Black/AA = 24%, White = 81%.
*Please note there is no SBA data for 19-20 or 20-21 as testing was suspended during the pandemic.

Go to BREA website page for district newsletters:
[Berkeley Research, Evaluation & Assessment \(BREA\)](#)

- Elementary School
- Middle School
- High School

Go to individual school website page for site level newsletters (see appendix).



Finding School Newsletters

Go to school site webpage: [Berkeley Unified School District](#)

Berkeley PUBLIC SCHOOLS
Excellence • Equity • Engagement • Enrichment


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You are here: [Home](#) » [Schools](#) » [Elementary Schools](#) » [Berkeley Arts Magnet at Whittier \(BAM\)](#)

Berkeley Arts Magnet at Whittier (BAM)

Berkeley Arts Magnet School at Whittier is nestled in the heart of downtown Berkeley. Affectionately known as BAM, the school offers a rigorous and inspiring curriculum in academics, arts, and social emotional learning. The BAM community is deeply committed to equity and engagement through learning experiences that celebrate the diversity of our students. In continuity with the school's traditions, BAM values cross-curricular learning in all domains, and consistently pledges funds and instructional time to incorporate visual arts, performing arts, music and dance into a comprehensive education program.



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The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world. At Berkeley Arts Magnet, you will discover –

- Highly trained and teachers who are committed to achieving academic and equity goals;
- Literacy coaches who provide extra support to students and ongoing professional development for teachers;
- On-site counselor to support the social-emotional needs of students and families;
- Arts specialists who provide dance, percussion, and visual arts instruction in collaboration with your child's teacher;
- Staff who support games at recess and physical education for all students;

2015 Virginia Street, Berkeley, CA 94709
Tel: 510.644.6225
René Molina, *Principal*
Jenefer Hernandez, *School Admin Assistant II*

BAM Bell Schedule

Start time: 9:10 am
Dismissal: TK & Kindergarten: 2:25 pm
Grades 1-5: 3:20 pm (Wed: 2:25)

School Information

- [Directory & Staff List](#)
- [Lunch Menus](#)
- [Library](#)
- [Data Newsletter](#)
- [School Site Plans: 2023-2024 | 2022-23](#)
- [School Accountability Report Cards: 2023 | 2022 | 2021](#)
- [Berkeley Arts Magnet PTA Website](#)
- [Complaint Forms](#)
- [Program Improvement Letter for 2014-15 \(Bilingüe\)](#)
- [Family Guides To Report Cards](#)
- [History of Berkeley Arts Magnet](#)