

## 2026-27 BSEP Annual Plan - Program Evaluation

### Program Manager

Dr. Lena Sweeney, 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, it is essential that staff are able to assess the effectiveness of these programs in meeting their intended goals. When the District enables the insightful use of the right data at the right time by the right people, it creates the conditions for more coherent, consistent, and sustainable improvements at scale.

Data play a critical role in identifying achievement gaps, relationship gaps, and opportunity gaps. This work is particularly important in supporting the District’s CCEIS plan as well as ongoing improvement efforts at school sites. Through careful analysis, this plan highlights patterns and trends in the data that reveal disproportionality across multiple areas, including academic outcomes, behavioral indicators, and relational experiences of students.

To support this work, the District will continue developing data analysis tools that help school sites identify areas where student progress is being made and where opportunities for growth exist in both classroom instruction and intervention systems. These tools will help educators make more informed decisions that support all students.

A central focus of this effort is providing comprehensive and holistic data that capture multiple dimensions of each student’s experience. By bringing together academic, behavioral, and engagement indicators, school teams can more effectively understand and respond to the unique needs of every child.

Progress of this magnitude has the potential to more powerfully impact children’s academic learning, human development, and long-term life opportunities. In order to strengthen the District’s ability to provide data and analysis that support equity-driven decision-making, the current Research, Evaluation, and Assessment department will undergo a process of restructuring and re-envisioning to better meet the needs of schools, educators, and students.

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

[Decision Rules: Data and Literacy Action](#)

[MTSS Resource Articles](#)

*Hamilton, L.; Halverson, R.; Jackson, S.S.; Mandinach, E.; Supovitz, J. A.; & Wayman, J. C.*

[View Research Summary](#)

[Data Based Decision Making in Education](#)

<b>Strategic Plan Pillars</b>	<b>Program Actions</b>
<p>Academic Excellence and Equitable Outcomes for All</p>	<ul style="list-style-type: none"> <li>-Systematic support with screening, diagnostic, and summative assessments for grades PK-12.</li> <li>-Set goals based on data</li> <li>-Progress Monitoring for Tiers 1, 2, and 3</li> <li>-Using Data to determine intervention and instructional needs</li> <li>-Response to Intervention professional development and professional learning communities Tk-5 and 6-8</li> <li>-Development of MTSS systems: Differentiation &amp; Interventions in Tier 2 and 3</li> <li>-EduClimber trainings, support: creation of intervention groups, inputting data for progress monitoring, and decision making</li> <li>-Core members of district multi-tiered systems of support development and implementation</li> </ul>
<p>Wellness and Belonging</p>	<ul style="list-style-type: none"> <li>-Coordination of Services Teams and SST (Student Study Teams)</li> <li>-Systematic work with school psychologists, program supervisors, and board certified behavior analysts</li> <li>-Pilot of SAEBRS</li> <li>-CHKS data analysis and reporting</li> <li>-Attendance and Chronic Absenteeism data collection, analysis and support</li> <li>-Intervention, Suspension data collection and analysis</li> <li>-Systematic interviews (Qualitative data collection and analysis) in the areas of Chronic Absenteeism/Attendance, Intervention, Behavior Support and in the areas of Addressing Culture &amp; Climate</li> </ul>

Strategic Plan Pillars	Program Actions
Partnership & Engagement	<ul style="list-style-type: none"> <li>-Holistic Data Integration: The District is moving toward a "Data-Based Decision Making" model that utilizes 10–12 unique data points to evaluate student needs. This includes academic benchmarks (DIBELS, STAR, CAASPP), attendance records, and behavioral data from platforms like eduClimber.</li> <li>-Three-Tiered Support Model (MTSS): The RTI framework is structured into three levels: Tier 1 (universal classroom support), Tier 2 (targeted, short-term goals), and Tier 3 (intensive support for persistent gaps).</li> <li>Standardized "SST Alignment": A primary goal is to align the Student Success</li> <li>-Shift from Status to Growth: The District is prioritizing Growth Data over just "status" data, measuring year-to-year improvement in student assessment scores to more accurately track the impact of instruction and intervention.</li> <li>Staff Empowerment and Training: Intervention specialists and RTI leads are receiving specialized training (such as Orton-Gillingham and Wilson Reading) to provide high-quality, research-based literacy support</li> <li>-Conducts surveys, focus groups, and interviews to assess the impact of partnerships on student success.</li> <li>-Meeting with parent groups, including literacy groups, parent advisory groups, speaking and sharing data with various parents and parent groups.</li> <li>-Uses qualitative and quantitative data to determine if programs are meeting district goals.</li> <li>-Helps identify which programs are most beneficial based on student outcomes, attendance, and achievement data.</li> </ul>
Talent & Culture	<ul style="list-style-type: none"> <li>-Meeting with Response to Intervention Teams bi-weekly</li> <li>-Meeting with principals, assistant principals systematically.</li> <li>-Supporting professional learning and growth (how to use EduClimber, how to use report cards, how to use MClass (Amplify), how to give STAR</li> <li>-Providing insights on how school culture impacts attendance, behavior, and academic success</li> <li>-Using data to refine training opportunities and align them with district goals</li> <li>-On the ground and hands on support, as well as in the moment support teachers (present during testing, consistently available for professional development and consultation).</li> </ul>
System Efficiency and Fiscal Responsibility	<ul style="list-style-type: none"> <li>-Using data-driven decision-making to optimize resources, improve educational outcomes, and ensure accountability</li> <li>-Team analyzes student performance, attendance, and behavior trends to identify what programs and interventions are working, reducing effort on ineffective strategies.</li> <li>-Ensuring all students receive adequate support by examining disparities in</li> </ul>

Strategic Plan Pillars	Program Actions
	discipline, special education placement, intervention programs -By systematically assessing the impact of instructional programs, professional development, and interventions, help schools focus on high-impact initiatives. -Streamlining testing practices ensures that assessments are necessary, efficient, and minimally disruptive. -By identifying trends in enrollment, staffing needs, and resource utilization, help district leaders make informed decisions. -Provide insight and analysis to district leadership and site administrators, classroom teachers, and district partners.

## 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.

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. 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.

## 2026-27 Budget Balancing

It has become necessary to change the staffing and activities included in this plan due to a deficit in the General Fund and expiring or reduced grants and resources. As part of BUSD’s budget balancing process for 2026-27, this program is presented with a reduction for some line items and an increase in others (shifting in other costs from the General Fund or reduced or expiring grants). In this budget, the following changes have been made:

Budget Summary for Program Evaluation 2026-27						
BSEP Measure H Resource 0841						
05/26/2026						
		2025-26		2026-27		Change
		FTE	Final Budget	FTE	Action 5-26-26	
<b>Expense</b>						
	Staffing	4.70	725,325	4.30	742,443	17,117
	BREA Extra Duty		12,000		0	(12,000)
	Professional Development (BREA Staff)		6,500		5,000	(1,500)
	Supplies and Equipment		12,000		1,000	(11,000)
	Contracted Services Measure H		65,000		55,900	(9,100)
	Contracted Services Measure E1 Fund Balance		150,000		150,000	0
	Reserve for Personnel Variance		36,866		44,547	7,680
	<b>Subtotal Expense</b>		<b>1,007,692</b>		<b>998,889</b>	<b>(8,802)</b>

## 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 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

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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.

**Program Logic Model**

<p><b>Inputs</b> (what will the funding support)</p>	<p><b>Implementation Measures</b> (implementation measures e.g enrollment, number of PDs)</p>	<p><b>Short Term Outcomes</b> (immediate results of the Implementation Measures, e.g., attendance, surveys)</p>	<p><b>Long term Outcomes</b> (e.g., test scores, grad. rates)</p>	<p><b>Goal</b></p>
<p>- Salaries for teacher leaders, data analyst, and leader.            -MTSS Data platform (EduClimber/DnA)            -Screening, Benchmark, and progress monitoring assessment tools</p>	<p>- Number of teachers, interventionists, staff, and leaders receiving professional development in the area of data platforms, progress monitoring, goal monitoring tools, or progress monitoring tools.            -Number of students screened on universal screening tools, or progress monitoring tools.            -Intervention groups on EduClimber with correlated progress monitoring data input and visuals</p>	<p>-Access to accurate and disaggregated data through EduClimber and other platforms            -Principals, teachers and staff regularly access and analyze assessment and intervention data            -Participation in targeted professional development on data interpretation and application            -practitioners use data dashboards and reports to inform instructional strategies and interventions            -teams progress monitor measurable goals based on assessment, attendance, and discipline data            -intervention groups and track progress on eC            -increased use of screening, diagnostic and progress monitoring assessment to guide Tier 2 and 3 interventions</p>	<p>-Data literacy is embedded in BUSD's decision making at all levels            -Educators and staff routinely use data to identify gaps and implement targeted interventions            -eC provides a holistic view of each student's academic, social-emotional, and interventions (including COS team form alignment at all levels)            -Schools effectively use early warning systems to identify students at risk and provide timely and targeted support            -Tier 2 and Tier 3 interventions are supported by frequent and systematic progress monitoring (as reflected by eC)            -Data driven interventions reduce chronic absenteeism and improve student sense of belonging</p>	<p>The goal of BREA is to support <b>data-driven decision-making</b> in BUSD by collecting, analyzing, and using data to improve instructional programs, promote student success, and address the needs of students and educators.</p>

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## Staffing

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

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. The Director of BREA also collaborates closely with special education, literacy and professional development teams, technology, and district MTSS teams. The Director of BREA is the response to intervention team lead as well, supporting professional learning, as well as COS and SST alignment.

### **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 ~~3.2 FTE~~ 2.8 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 to staff across the district, from certificated staff and management, to classified employees. The current 2.8 FTE is a .4 decrease from the previous year. This reduction of a .4 FTE was necessary to create capacity to shift in costs from the General Fund. The reduction of 0.4 FTE significantly impacts a team responsible for highly complex, districtwide work that supports every school site and nearly every district initiative. These staff provide critical leadership in data analysis, research, continuous improvement planning, staff development, and compliance support across the district. Their work extends beyond technical support; they partner directly with teachers, principals, district departments, and School Site Councils (SSC) to translate quantitative and qualitative data into actionable improvement strategies that drive student outcomes.

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Because this team supports virtually every district program and department—including assessment, accountability, MTSS, LCAP, curriculum, intervention systems, attendance, school climate, and state/federal reporting—the reduction in staffing capacity may impact the team’s ability to provide timely coaching, responsive technical assistance, professional development, and data analysis support. The loss of 0.4 FTE also reduces flexibility to respond to emerging district priorities, increased reporting demands, and the growing need for cross-department coordination and on-the-ground implementation support at school sites.

Despite the reduction, the team continues to prioritize high-leverage supports and maintain critical district functions; however, the decrease in staffing creates additional strain on a small team managing complex systems and districtwide initiatives.

#### **Evaluation Assessment Analyst 1.0 FTE**

This position is 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. During the 2025-26 school year, we have not had an administrative assistant (previously .5FTE). We continue to have a 1.0 FTE Evaluation Assessment Analyst.

#### **Student Assessment Specialist 0.4 FTE**

0.4 of this 1.0 position was shifted in from the General Fund due to the budget deficit. This position is responsible for providing critical districtwide support for student assessment systems, data coordination, accountability reporting, and multilingual learner services. This position helps coordinate state and local assessments, maintains compliance with state and federal requirements, supports data collection and reporting processes, and provides technical and operational support to school sites and district departments. The role also assists with professional development, communication with families and staff, and the implementation of programs that support student achievement and continuous improvement across the district

### **Program Expenditures**

#### **Certificated Hourly - Extra Duty (BREA TSAs) Reduced from \$12,000 to \$0**

There is no longer funding to continue certificated hourly or Extra Duty for BREA TSAs.. The elimination of funding for Certificated Hourly/Extra Duty for BREA TSAs reduces the district’s capacity to complete critical assessment, data, and professional learning work outside of the

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contracted school year. Previously, TSAs provided essential summer and after-hours support during periods when Berkeley Federation of Teachers members were off contract, ensuring schools and district staff were prepared for the start of the school year. This work included preparing data newsletters, supporting beginning-of-year assessment and reporting systems, developing and delivering professional development for managers and new teachers, and assisting with districtwide operational readiness. Without this funding, much of this additional work will no longer be able to continue at the same level of support or timeliness.

**Professional Development for BRE Staff reduced from \$6,500 to \$5,000**

Professional development funding has been decreased.

**Contracted Services - Measure H \$56,900, Measure E1 Fund balance to provide \$150,000**

The Evaluation and Assessment Office maintains the central repository for all student assessment information in the District. Currently, there are two main platforms that BRE maintains: Illuminate and eduCLIMBER. These are software platforms that are accessed through a web interface by instructional staff district wide. BRE 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 - Reduced from \$12,000 to \$1,000**

Supplies and Equipment will be decreased. Supplies and Equipment funding was reduced from resulting in a significant decrease in available resources for materials, supplies, and supplemental equipment purchases. As a result, expenditures were prioritized to support only the most essential operational and programmatic needs. While core implementation efforts continued, the reduction limited the district's flexibility to purchase additional materials and resources that support site-based programming, staff implementation, and student engagement activities. The district will continue to maximize existing resources and prioritize critical needs while operating within the reduced allocation.

## Focal 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:

- Response to Intervention (RTI) Services
- Professional Development
- Literacy Action Plan
- Report Card Committee
- BUSD LCAP
- CIM-Sig Dis (Significant Disproportionality)
- The African American Success Framework (AASF)
- The LatinX Board Resolution

## Resources and Information

[Berkeley Research, Evaluation & Assessment \(BREA\) Website](#)  
[3-10-26 Presentation to Planning and Oversight Committee](#)

### **Implementation Measures - 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.

Program Evaluation	21-22	22-23	23-24	24-25
<b>Access and Participation</b> <i>Staffing Allocations, Offerings and Activities, Participation rates</i>				
Number of a percent of student assessments completed through Dibels	93-96%	94-98%	97-98%	96-98%
Number of a percent of student assessments completed through STAR	93-95%	90-92%	80-94%	95%
<b>Professional Capacity</b> <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

## Outcome Measures

eduCLIMBER was implemented districtwide at the beginning of the 2023–24 school year and now serves as a central tool supporting data use across the District. The platform functions as a comprehensive data dashboard, allowing staff at every level—from classroom teachers to district

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leadership—to access information about student performance, classroom outcomes, and schoolwide trends.

Through its visual displays and user-friendly interface, eduCLIMBER presents data in ways that make it easier for teams to identify patterns, track progress, and examine outcomes over time. This helps educators and leaders engage in more meaningful analysis when reviewing student performance and determining appropriate supports.

A key focus of BREA's work is ensuring that staff across the District feel confident using eduCLIMBER to access and interpret student data. This includes providing training and guidance so that teams can use the platform effectively in their instructional and intervention decision-making. BREA is also working to ensure that relevant data sources are fully integrated into the system, creating a comprehensive and accessible data environment for educators across the District.

eduCLIMBER functions as a data dashboard accessible to employees in all capacities—ranging from classroom educators to the Superintendent—for viewing student, classroom, and school-level data. Furthermore, it presents data in a visually compelling manner, facilitating the clear identification of patterns, trends, and outcomes by teams.

In our work with teachers, teacher leaders, and staff, we focus on Holistic Data Integration: The District is moving toward a "Data-Based Decision Making" model that utilizes 10–12 unique data points to evaluate student needs. This includes academic benchmarks (DIBELS, STAR, CAASPP), attendance records, and behavioral data from platforms like eduClimber.

The District's Multi-Tiered System of Supports (MTSS) is structured through a three-tiered framework designed to provide increasingly targeted levels of academic and instructional support. Tier 1 represents universal classroom instruction and supports provided to all students through high-quality, standards-aligned teaching practices. Tier 2 includes targeted interventions for students who require additional assistance to meet short-term learning goals, typically delivered in small groups and monitored closely for progress. Tier 3 provides intensive, individualized support for students experiencing persistent learning gaps, ensuring that instruction and interventions are tailored to address specific student needs.

A central component of the District's MTSS work is the alignment and strengthening of the Student Success Team (SST) process across all school sites. To support greater coherence and consistency, the District is implementing a standardized digital "Smartform" system that allows educators to document interventions, track student progress, and ensure clear follow-through

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across teams. This standardized process is intended to improve coordination among educators and support staff while providing a clearer record of the supports students receive.

The District’s intervention efforts are also designed to address persistent disproportionality in student outcomes. Particular attention is being given to improving academic proficiency for focal groups who have historically experienced opportunity gaps, including African American students, Long-Term English Learners, and students with disabilities. To support this work, the District has allocated more than \$2.7 million to coordinated intervention services aimed at strengthening instruction, expanding access to targeted supports, and improving overall student outcomes.

In addition, the District is shifting its emphasis from focusing solely on student “status” measures—such as proficiency rates—to prioritizing student growth data. By examining year-to-year changes in student assessment performance, educators and leaders can better understand how instruction and interventions are contributing to student progress over time. This growth-oriented approach provides a more nuanced picture of student learning and helps guide more responsive instructional decision-making.

The District continues to invest in building staff capacity to ensure that interventions are implemented with fidelity and grounded in research-based practices. Intervention specialists and RTI leads participate in targeted professional learning, including training in structured literacy approaches such as Orton-Gillingham and Wilson Reading. These efforts are designed to strengthen literacy instruction and equip educators with the knowledge and tools needed to provide high-quality, evidence-based interventions for students who require additional support.

During the 2025–26 school year, the work of the Berkeley Research, Evaluation, and Assessment (BREA) team is focused on continuing to strengthen key components of the District’s Multi-Tiered System of Supports (MTSS), including the expansion of eduCLIMBER data systems and coordinated intervention structures. BREA is supporting school teams through ongoing professional learning on how to effectively use eduCLIMBER tools to review student data, monitor interventions, and evaluate the impact of services being provided. In addition, the team is expanding the use of digital Smartforms to support coordination among Student Study Teams and Coordination of Services teams, helping to ensure clearer documentation and more consistent tracking of student supports across sites.

Another focus of BREA’s work during the 2025–26 school year is building staff capacity to integrate multiple sources of student data into MTSS decision-making. This includes continued training for school teams on how to use available data systems to examine the effectiveness of academic and intervention services. As part of this effort, the District is also exploring ways to

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incorporate additional indicators—such as social-emotional and behavioral data—into MTSS analysis. During the 2025–26 school year, the District is piloting the CASEL-aligned social-emotional screener SAEBRS at Longfellow to better understand how SEL indicators can complement academic data when identifying student needs and supports.

BREA collaborates closely with both internal teams and external community partners to collect, analyze, and interpret data that informs program evaluation and continuous improvement. This work supports efforts to understand the effectiveness of programs implemented by external organizations operating within BUSD schools, as well as the Tier I, Tier II, and Tier III academic and intervention practices occurring at each school site.

Evaluating program effectiveness can be complex, as improvements in student outcomes are rarely attributable to a single factor. For this reason, a key component of the work involves establishing clear baseline data at the outset of a program or initiative and comparing it with data collected at later points in time, such as the end of a program cycle or grading period. This approach allows teams to more thoughtfully examine patterns of student progress and consider how instructional practices, interventions, and supports may be contributing to observed outcomes.

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.

## Qualitative and Survey Data

In addition to quantitative measures, the District gathers qualitative data to better understand how initiatives are being experienced across school sites and where meaningful progress is occurring. Tools such as surveys and collaborative platforms, including Jamboard, have been used to collect feedback from educators and school teams regarding the effectiveness of current practices and the supports provided by BREA.

This feedback has provided valuable insight into areas where adjustments or refinements may be needed in the way the work is implemented. Input gathered through these processes has already informed changes in how BREA partners with and supports school teams, helping to ensure that the department’s work remains responsive to site needs and aligned with the goal of continuous improvement across the District.

## Budget Summary

<b>Budget Summary for Program Evaluation 2026-27</b>			
<b>BSEP Measure H Resource 0841</b>			
<b>05/26/2026</b>			
	<b>2025-26</b>	<b>2026-27</b>	
	<b>Final</b>	<b>DRAFT</b>	<b>Change</b>
	<b>4-08-25</b>	<b>5/26/26</b>	
<b>Expense</b>			
Staffing	\$ 725,325	\$ 742,443	17,117
BREA Extra Duty	\$ 12,000	\$ -	(12,000)
Professional Development (BREA Staff)	\$ 6,500	\$ -	(6,500)
Supplies and Equipment	\$ 12,000	\$ 3,000	(9,000)
Contracted Services Measure H	\$ 65,000	\$ 55,900	(9,100)
Reserve for Personnel Variance	\$ 36,866	\$ 44,547	7,680
<b>Subtotal Expense</b>	<b>\$ 857,692</b>	<b>\$ 845,889</b>	<b>(11,802)</b>
<b>BSEP Measure E1 HQI Resource 0741</b>			
Contracted Services	\$ 150,000	\$ 150,000	\$ -
<b>TOTAL Budget</b>	<b>\$ 1,007,692</b>	<b>\$ 995,889</b>	<b>(11,802)</b>