

Support for Teaching: Program Evaluation

Plan Overview: FY 2017-18

Budget Managers:

Pasquale Scuderi, Assistant Superintendent for Educational Services

Debbi D'Angelo, Director of Evaluation and Assessment

Program Objectives

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.

2017-18 BUDGET AND PLAN DETAILS

Educational Program Evaluation Staff

\$512,750

- Director - 1.0 FTE, Certificated
- Teacher on Special Assignment – 1.0 FTE
- Teacher on Special Assignment – 0.2 FTE
- Teacher on Special Assignment: High School and Middle School Data Support - 0.4 FTE
- Teacher on Special Assignment (Research Requests and Internal Curriculum Audits) – 0.2 FTE (.8 assigned to state and federal programs)
- Evaluation and Assessment Analyst - 1.0 FTE
- Administrative Staff - 0.5 FTE (out of 1.0 FTE)

Director of Research Evaluation and Assessment

1.0 FTE

The Director of Research, Evaluation and Assessment designs, implements and oversees all aspects of the evaluation and assessment activities related to student achievement and program effectiveness, including research and evaluation methodologies, instruments, data collection, data warehouse/ assessment system/dashboard design and implementation, data integrity processes, and statistical analysis and interpretation.

The Director works with principals, teachers, School Site Councils, District Office staff, the School Board, LCAP Committees, the 2020 Vision Design Team and local colleges to interpret student data and improve student learning. The Director serves as a liaison between the Technology Department and Educational Services, interpreting the needs of Curriculum and Instruction for the programming and system software, and improving data integrity, development and accessibility for teachers. The Director works with the Coordinator of Professional Development to provide training to lead teachers and professional developers on the development of new Common Core State Standards (CCSS) local and state assessments and for K-5 teachers and families, the new Elementary CCSS Report Card.

The Director prepares and provides 40-50 presentations annually to different stakeholder groups including the Board, City of Berkeley, the Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC), the Educator Advisory Group, West Ed, Education Source, Family Nights, Principals, Teacher leaders and more.

Teachers on Special Assignment (TSA)

1.8 FTE

These positions provide staff development and technical support to teachers, principals, and School Site Council (SSC/SGC) members in how to use data and determining appropriate actions based on these 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 TSAs provide structured technical assistance in the implementation of *Illuminate*, a software system for assessment data management, analysis, assessment creation and scan-based scoring. Sites are also supported in how to interpret the data to further inform instruction in the classroom, and determine students' academic and social intervention needs and the effectiveness of programs. Along with district-wide projects such as District Assessments, TSAs serve as the link between the site-based Professional Learning Community (PLC) and the District. TSAs provide facilitation/support at the school sites both through bi-monthly PLC Inquiry sessions as well as bi-weekly technical support sessions.

Evaluation and Assessment Analyst (1.0 FTE) and Administrative Support (0.5 FTE)

These two classified 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* and PowerSchool; generate a variety of other reports and documents; and develop and maintain various databases and files. In addition, the Evaluation and Assessment Analyst serves as the manager of the data warehouse and supports staff by providing data requested for program evaluation.

Program Expenditures

Certificated Hourly - Extra Duty (TSA)

\$20,000

The TSAs and Illuminators for Evaluation will work during the summer to prepare student data reports for schools and teachers for the opening of the school year. They will also work additional days in June to provide teacher staff development and to prepare end-of-year assessment and evaluation reports.

Summer / School Year Staff Development

\$18,000

This year, funds will be used to ensure that the data system is ready for full implementation of the LCAP/School Improvement Plan Dashboard in the fall. In order to assure full implementation, a portion of these funds will be used to pay a daily stipend to lead teachers at each site who will train the teachers at their school.

Classified Hourly (Student Helpers)

\$5,000

Student helpers and Interns from the Cal in Local Government grant program will be used to provide support for the BREA department.

Teacher Leader Stipend/Illuminate Transition Support

\$18,500

In order to assure full implementation of *Illuminate*, funds will be used to pay one-half of an annual stipend to one lead teacher at each site who will serve as “Illuminators” for the first half of the year and Site Local and State Assessment Teacher Leaders the second half of the year (paid for by the General Fund testing budget). The eleven Elementary Illuminators will attend a monthly meeting, be trained on the new Elementary Report Card, and then coach others at their site on how to report progress and use local and formative assessments in *Illuminate* and tie them to the Elementary Report Card. The six middle and high school illuminators focus on the new State Standards local assessments, and all Teacher Leaders help with implementation of the new state-mandated Smarter Balanced Assessment (this half of the funding would come from the General Fund Testing Budget). Additionally, a small portion of this fund, and any additional funds that may become available as a result of school sites not filling their positions, may be directed toward the general efforts of training staff as the District transitions from using Powerschool to Illuminate as its primary student data base which includes the critical gradebook and attendance functions.

Contracted Services

***Illuminate*, Key-Data Systems, Survey Monkey**

\$55,000

The Evaluation and Assessment Office maintains the central repository for all student assessment information in the District. Currently, these data are stored by Illuminate software, and accessed through a web interface by instructional staff. BREA has been the vehicle for creating and scanning answer sheets for district assessments as well as analyzing both state and district assessment data. Key Data Systems provides 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. Key Data Systems is a partner with *Illuminate* and will serve to enhance the Item Bank particularly because it is aligned to the new State Standards. In addition, both the World Language and Science departments at BHS have committed to developing a greater number of common assessments using Key Data Systems.

Finally, the BREA department oversees the District’s subscription to Survey Monkey, an online survey tool used by School Site Councils and other District offices to collect survey data. Survey Monkey also serves as the District “WE CARE” survey tool for analysis of District Family Engagement and Parent Involvement as well as BFT’s use of data to inform site performance.

Professional Development for BREA Staff**\$8,000**

Professional development will support staff facilitation of district evaluation and assessment activities and the roll-out of the on-line and instructional components of *Illuminate*.

Supplies and Equipment**\$10,000**

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

2017-18 SMART Goals Include:**A. Illuminate Goal:**

In 2017-2018, BREA will have a systematic assessment / evaluation focus, beginning with lead teacher, BREA and PD staff training over the summer. The main objectives for staff (teachers, principals, inquiry teams) will be to access *Illuminate* to better understand both their students who are underserved as well as those needing enrichment. By 2017-18, 100% of staff will

- access *Illuminate* daily to understand their classroom and student profiles to identify students needing intervention as well as those needing to expand their learning
- use formative and summative assessments to inform instruction and use *Illuminate* and BREA staff to best understand the correlation between the two.
- use the inquiry process embedded in the Professional Learning Community (PLC) to evaluate student learning through the rigorous use of data.

B. Professional Learning Community Goal:

BREA staff members will work with the Professional Learning Community team leaders to ensure the site “Inquiry” Teams engage in data-driven dialogue through the use of BREA / *Illuminate* data sources, including common and formative assessments. By 2017-18, 100% of the PLCs will work with BREA staff to:

- make critical, research-based instructional improvements based on data
- monitor the impact of these improvements at quarterly PLC / BREA meetings
- ensure the ongoing monitoring of student learning improve results for students.

To ensure they can lead targeted, aligned discussions, BREA will use and model the Professional Learning Community Model. 100% of BREA members will have attended a full-round of PLC professional development and be able to use the data available both online and in authentic form to guide them to look at their achievement gaps to reflect upon teaching and learning. Each PLC and BREA sessions will focus the staff as a Professional Learning Community to ask these questions:

1. What is it we want ALL students to know? (Plan)
2. What instructional strategies target the needs and abilities within the classroom?
What interventions are needed? (Teach)
3. How will we know if students have learned it? (Assess)
4. How will we respond when students experience difficulty in learning? How will we respond when students already know it? (Reflect)

Following is a summary of the recommendation for BSEP expenditures for Professional Development for 2017-18.

2017-18 PROGRAM EVALUATION – PROPOSED EXPENDITURES

Expense

Program Evaluation Staff	512,750
Certificated Hourly (Extra Duty)	20,000
Summer and School Year Staff Development	18,000
Classified Hourly (Student Helper)	5,000
Teacher Leader Stipends (Illuminate)	18,500
Professional Development - BREa Staff	8,000
Supplies and Equipment	10,000
Contracted Services	55,000
Unallocated Reserve	25,000

Total Expense	672,250
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Carryover Funding Priorities: Measure A Funds

If at the close of the 2016-17 Fiscal Year there are remaining funds for Program Evaluation from BSEP Measure A, it is proposed that these funds are targeted towards assuring that classroom teachers feel comfortable with and can readily use Illuminate as both a data-system AND a student information system.