

Berkeley Unified School District  
**Literacy Improvement Program Monitoring Report 2**  
June 2023  
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## INTRODUCTION

This report is the second in a series of seven semi-annual reports to monitor the ongoing progress by the Berkeley Unified School District (BUSD) on the Literacy Improvement Program (LIP) to be implemented as part of the Class Action Settlement Agreement (Appendix A) executed on December 11, 2020 in the United States District Court for the Northern District of California (Case No. 3:17-cv-02510). The primary purpose of this document is to monitor and report on BUSD's compliance with the Literacy Improvement Program and review progress toward implementation of the four major goals of the LIP:

- **Goal 1:** Develop Programs to Improve General Education Reading and Language Arts Achievement for all Students, especially those Students with or at risk for Reading Disabilities, including Dyslexia.
- **Goal 2:** Increase the Systematicity and Intensity of Tier 2 and 3 Reading and Language Arts Intervention of the MTSS Framework to Reduce the Achievement Gap for Students at risk for Reading Disabilities.
- **Goal 3:** Ensure Fidelity of Literacy Improvement Program Implementation through District Monitoring of Literacy Improvement Program and Staff Engagement.
- **Goal 4:** Special Education Programs: Increase Reading Achievement by Improving the Quality of IEP Goals and Section 504 Plan Development, Progress Monitoring, and use of appropriately intensive, Research-based Interventions.

This Monitoring Report is based largely on the second and third quarterly reports from BUSD for 2022-2023 (Appendix C and D), in addition to a thorough review of meeting notes from all Accountability Leads for the 4 LIP Goals, and data analysis from both DIBELS and Star assessment systems. Data for this report was also gathered through attendance at Implementation Team Meetings, individual meetings with Accountability Leads and BUSD's Literacy Consultant, informal interviews with BUSD staff and community members, multiple meetings with BUSD Administration, as well as attendance at the district's Professional Learning series and Curriculum Review.

The first section of this report includes the Progress Report component of the monitoring plan. In an effort to provide more explicit connections between the 35 individual Actions from the Literacy Improvement Program, five 5 Cross-Cutting Themes were identified that are essential to the success of this initiative: 1) Accountability, 2) Assessment, 3) Instruction, 4, Intervention, and 5) Systems of Support.

Each of the five cross-cutting themes is evaluated in a separate section, using a leveled rubric of progress-to-date, based on expectations for actions considering the recommendations from Implementation Science detailed at the end of this report. The rubric consists of four evaluative bands: **substantial progress**, **adequate progress**, **minimal progress**, and **progress not evident**, with the goal of celebrating substantial and adequate advancements in the implementation, while providing recommendations for next steps for any LIP Actions where minimal or no progress has been observed. To more easily identify the unique tasks from the original Settlement Agreement, each of the 35 Actions from the BUSD Literacy Improvement Program is listed first with the corresponding LIP Action Number [ex: “6”], followed by the narrative description of the Action taken directly from the LIP [ex: “Evaluate staff perceptions about changes in general and special education research-based reading practices and MTSS-RDS”], and ending with the exact citation from the Settlement Agreement [ex: “II.B.2.c.i”].

## PROGRESS REPORT - JUNE 2023

### Cross-Cutting Theme 1- Accountability

The success of any long-term literacy plan is based in large part by the structures created by the district to ensure a high level of **Accountability** among the Implementation Team and with the outside community as well. Establishing a clearly articulated and publicly available plan, along with frequent community updates, is necessary for monitoring progress and for an effective implementation of the literacy plan. This theme of Accountability surfaces throughout the specific actions listed in the Literacy Improvement Program and is essential for establishing transparency in the implementation process that leads to trust among all stakeholders.

The table below captures the progress to date on the cross-cutting theme of **Accountability**.  
**[Actions in bold represent movement across bands of progress]**

Substantial Progress
<p>6. Evaluate staff perceptions about changes in general and special education research-based reading practices and MTSS-RDS. <i>II.B.2.c.i</i></p> <p>24. Provide the Monitor with implementation reports. <i>II.C.1.d</i></p> <p>26. Monitor will provide a Monitoring Plan to the School Board, and BUSD Implementation Team. <i>II.C.1.c</i></p> <p><b>28. Review and assess feedback to refine the Literacy Improvement Program as needed to accomplish stated goals in consultation with the Outside Consultants. <i>II.A.1.b.vi</i></b></p>
Adequate Progress
<p><b>7. Consult with the Outside Consultants with regard to development of appropriate and measurable literacy goals. <i>II.A.1.b.iii</i></b></p> <p>25. Monitor will issue Monitoring Reports on a semi-annual basis addressing progress on Literacy Improvement Program implementation to the School Board and BUSD Implementation Team. <i>II.C.1.e</i></p>

<p>27. Develop and implement a monitoring component to the Literacy Improvement Program. <i>II.B.2.c.i</i></p> <p>29. Provide the Literacy Improvement Program to the Monitor, Outside Consultants, and Plaintiffs' Counsel. <i>II.C.1.b</i></p> <p><b>33. Implement policies, procedures, and practices to ensure that all students with IEP reading goals will have their progress monitored appropriately according to the student's stated IEP goals. <i>II.B.2.d.iii</i></b></p>
Minimal Progress
-
Progress Not Evident
<p>34. Implement policies, procedures, and practices to ensure that when current students with disabilities' IEPs are subject to review, new goals will be written on a case-by-case basis using the MTSS-RDS. Special education teachers will monitor progress according to the students' stated IEP goals. <i>II.B.2.d.iii</i></p>

**Summary of Findings - Accountability**

Since November of 2022, there has been adequate growth in **Accountability**, most notably in three key areas: the creation of actionable literacy goals, the new BUSD Literacy website, and increased communication with local literacy advocacy groups. With the guidance of Dr. Kim Gibbons ( Outside Literacy Consultant from University of Minnesota), BUSD has created actionable literacy goals for Grade K-8 students, using the DIBELS and Star assessment data. Principal teams have also participated in multiple data protocols facilitated by the Berkeley Research, Evaluation & Assessment (BREA) team to deconstruct literacy data for K-2 students by subskills (phoneme segmentation, letter recognition, nonsense word reading, sight word recognition, and oral reading fluency). More detailed information on these data protocols can be found in the subsequent theme of Assessments.

As this work moves forward, there has been a clear difference in the progress of the LIP at the elementary schools and at the middle schools. BUSD has focused much of its attention on the Action Items at K-5, and there has been significant growth to document at these grade levels. BUSD is well aware that there has been less progress at the middle school level, and much of this is due to a lack of staffing to lead these efforts. With the hiring of the two new positions (see Systems of Support below), it is recommended that BUSD utilize these new resources to more clearly focus efforts on improving literacy in Grades 6-8 for 2023-2024 while continuing its successful efforts in improving literacy instruction at K-5. One recommendation in the area of Accountability to more clearly reflect this unequal progress is for the Implementation Team to review and update the current BUSD Literacy Tracker (Monitoring Component II.B.2.c.i) to separate elementary and middle school Action Items. This will provide more precise documentation to track progress along these two separate grade level bands.

Another area of growth this past semester has been in how BUSD has proactively begun to share the progress of the LIP with the larger Berkeley community. In addition to regular meetings with community advocacy groups, on June 1 the district launched the [Literacy at BUSD](#) website. This

web page includes direct access to the Settlement Agreement, all Quarterly Reports and Monitoring Reports, and Highlights Key Actions around implementation of the Literacy Plan. The link is also easily accessible to the community, as it is listed as a Quick Link on the district's home page. As the implementation increases, my recommendation is that this site becomes central to increasing transparency of BUSD's compliance with the Agreement, while also bringing more visibility to the district's literacy initiative as a whole. It is recommended that BUSD publicize the launch of the *Literacy at BUSD* website through the district's external communication channels (ex: Social Media and local media) and regularly update its content to reflect progress on the Literacy Plan in the time between formal reports.

In addition to the new website, increasing staff awareness around the LIP is another recommendation in the area of **Accountability**. The level of awareness of BUSD staff (teachers, instructional aides, district staff) around the Literacy Plan is inconsistent: some staff are fully aware of the specific efforts to improve literacy, while other staff members are unaware of the Literacy Plan. It is recommended that BUSD also improve the internal communication around the LIP to staff through existing channels of communication (Staff Bulletins, Special Education Bulletins) and consider new ways of communicating with staff to highlight progress in student literacy achievement and motivate staff around the overall goals of the Literacy Plan.

A continued area of improvement for **Accountability** purposes would be to increase the involvement by BUSD Board Leadership in the implementation process. After a brief, initial meeting with Board President Laura Babitt and Director Ka'Dijah Brown, only one Board Member (Director Jennifer Shanoski) has reached out to the Program Monitor for a detailed overview of the Literacy Improvement Plan. It is recommended that Director Mike Chang and Director Ana Vasudeo meet with the Program Monitor as well to discuss their potential role in the success of this initiative.

### **Recommendations - Accountability**

1. Increased communication with internal BUSD Staff and external Berkeley community on progress of Literacy Improvement Plan (ex: Social Media, Staff Bulletin, Special Education Bulletin, etc.) by December 2023
2. Update BUSD Literacy Tracker (Monitoring Component II.B.2.c.i) to separate elementary and middle school Action Items for greater accuracy in tracking progress by September 2023.
3. Ensure that new and continuing IEPs Goals are using DIBELS and/or STAR data, when applicable beginning in Fall, 2023.

## Cross-Cutting Theme 2- Assessment

The use of **Assessment** data to drive instruction, track student progress, and identify students at risk for reading difficulties is the second cross-cutting theme that arises among the LIP tasks. The Settlement Agreement calls for students' progress in the acquisition of foundational reading skills to be monitored carefully. When used correctly, a valid and reliable Reading Data System (RDS) can identify the correct instructional supports individual students need in the general education classroom in order to become proficient readers. Screening assessments should occur at least three times a year, and identification of students' existing skills and knowledge should drive instructional planning.

The RDS can also be used in the universal screening process to identify which students would benefit from supplemental Tier 2 and Tier 3 early intervention, both within the general education setting and with support from outside specialists. The data obtained from the assessment system, along with targeted progress monitoring, can also be considered when determining eligibility for special education under the category of specific learning disability. Reports from the RDS are also important for providing parents with timely information regarding their child's progress in reading, and how the school district is monitoring their child's growth.

The table below captures the progress to date on the cross-cutting theme of **Assessments**.

Substantial Progress
<p>2. Select a reading data system that uses a single, time and cost efficient, and research-based authentic reading testing system (DIBELS and Star) for use in Grades K-8. <i>II.B.2.a.i</i></p> <p>5. Conduct Benchmark Assessments in the fall, winter, and spring. <i>II.B.2.a.i</i></p> <p><b>9. Provide K-5 general education teachers, Grades 6-8 Reading and Language Arts teachers, and K-8 special education teachers professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians. <i>II.B.2.a.i</i></b></p>
Adequate Progress
<p><b>5. Conduct Benchmark Assessments and support early intervention through universal screening. <i>II.B.2.a.i</i></b></p> <p><b>8. Train grade-level teams and Tier 2 and Tier 3 service providers to use their screening and progress monitoring data. <i>II.B.2.b.i</i></b></p> <p>11. Provide <b>K-5 general and special education teachers</b> professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians. <i>II.B.2.a.i</i></p> <p>32. Provide IEP and Section 504 teams training on use of the MTSS-RDS (DIBELS or Star), and other relevant information, including diagnostic surveys of academic skills, and student goal-setting practices. <i>II.B.2.d.iii</i></p>
Minimal Progress
<b>10. Provide professional development to school-based teams to use of Benchmark Assessment data the</b>

MTSS-Reading Data System (“MTSS-RDS”) to triage students into appropriately intensive Tier 2 or Tier 3 reading interventions, write reading goals that meaningfully reduce the reading achievement gap, and monitor progress and report progress to parents/guardians to ensure growth and development.

*II.B.2.b.i*

Progress Not Evident

11. Provide **Grades 6-8 Reading and Language Arts teachers** professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians. *II.B.2.a.i*

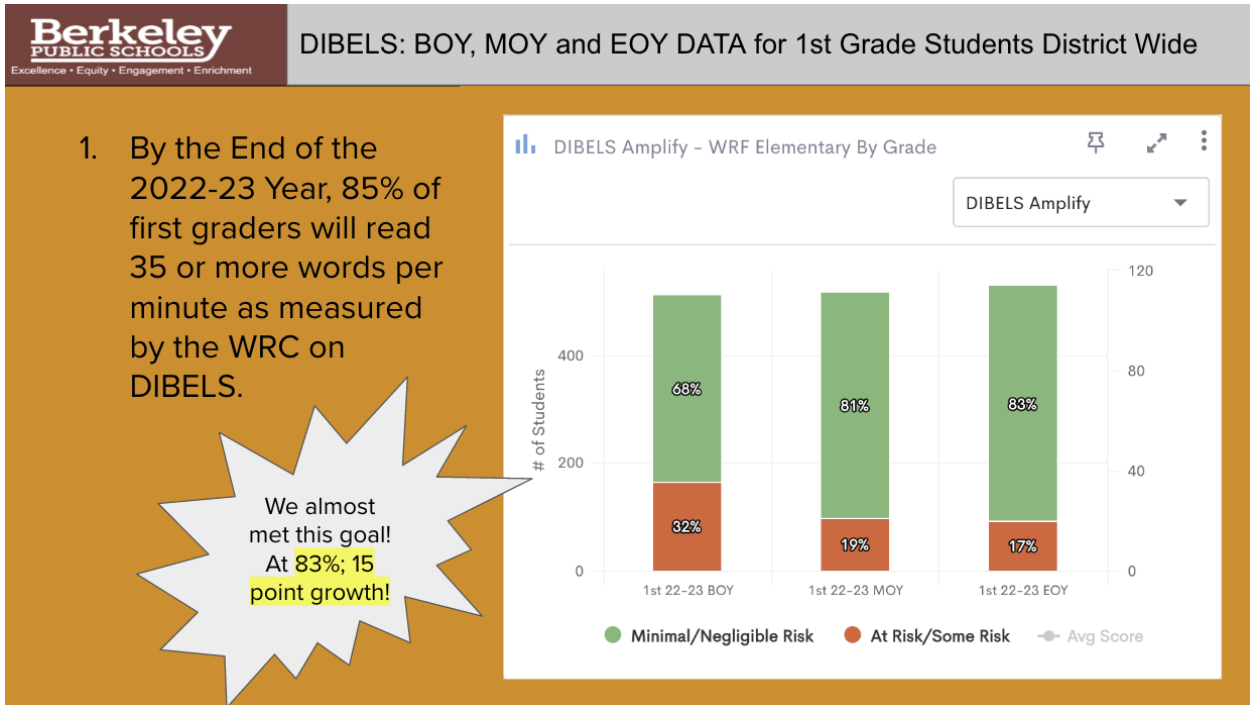
### Summary of Findings - Assessments

As detailed in Monitoring Report 1, Berkeley Unified has adopted DIBELS (K-2) and Star (3-8) as the screening tools for its Reading Data System. This semester, there has been a substantial increase in how the data from these assessments are being used to set goals, identify students at risk for reading difficulties, and communicate progress in literacy with parents and caregivers. Members of the Implementation Team, along with Literacy Coaches and Principals have participated in a data protocol facilitated by the BRE team at multiple times throughout the year to analyze DIBELS and Star data to create literacy goals that are Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART Goals). These SMART Goals were created to gauge progress at individual school sites, specific grade levels, and for targeted populations. Below are examples of the SMART Goals created by the BUSD team for First Grade using DIBELS assessment data:

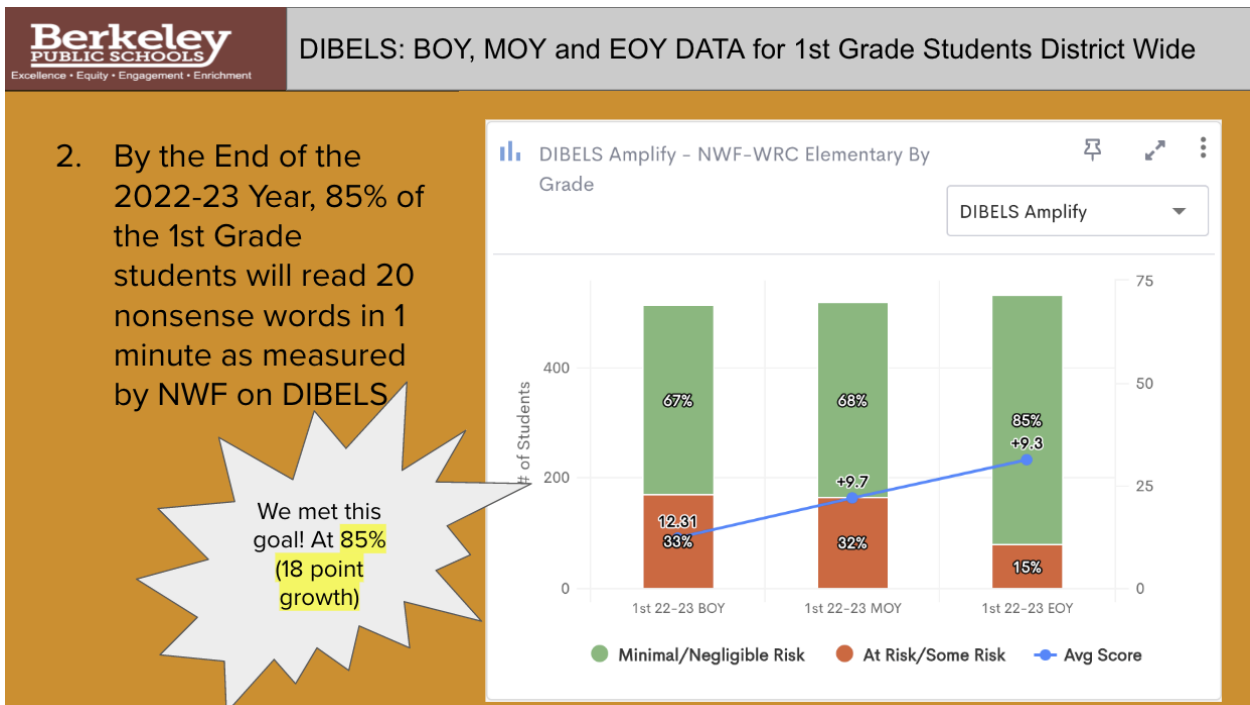
1. By the End of the 2022-23 Year, 85% of First Graders will read 35 or more words per minute as measured by the WRF on DIBELS.
2. By the End of the 2022-23 Year, 85% of the 1st Grade students will read 20 nonsense words in 1 minute as measured by NWF on DIBELS.
3. By the end of the 2022-23 Year 80% First Graders identifying as Black/African American or LatinX will meet the Composite score benchmarks in DIBELS.

During the Expanded Implementation Team’s final data analysis session in May, this process included a detailed analysis of the Spring RDS data to monitor end-of-year progress on these SMART Goals, and to reflect on next steps for improving foundational reading skills instruction for 2023-2024. The following graphs summarize the process used to reflect on Spring DIBELS data through the lens of the SMART Goals. The data for First Grade students is included as an example, and a similar process was completed for deconstructing data at all grades from K-8:

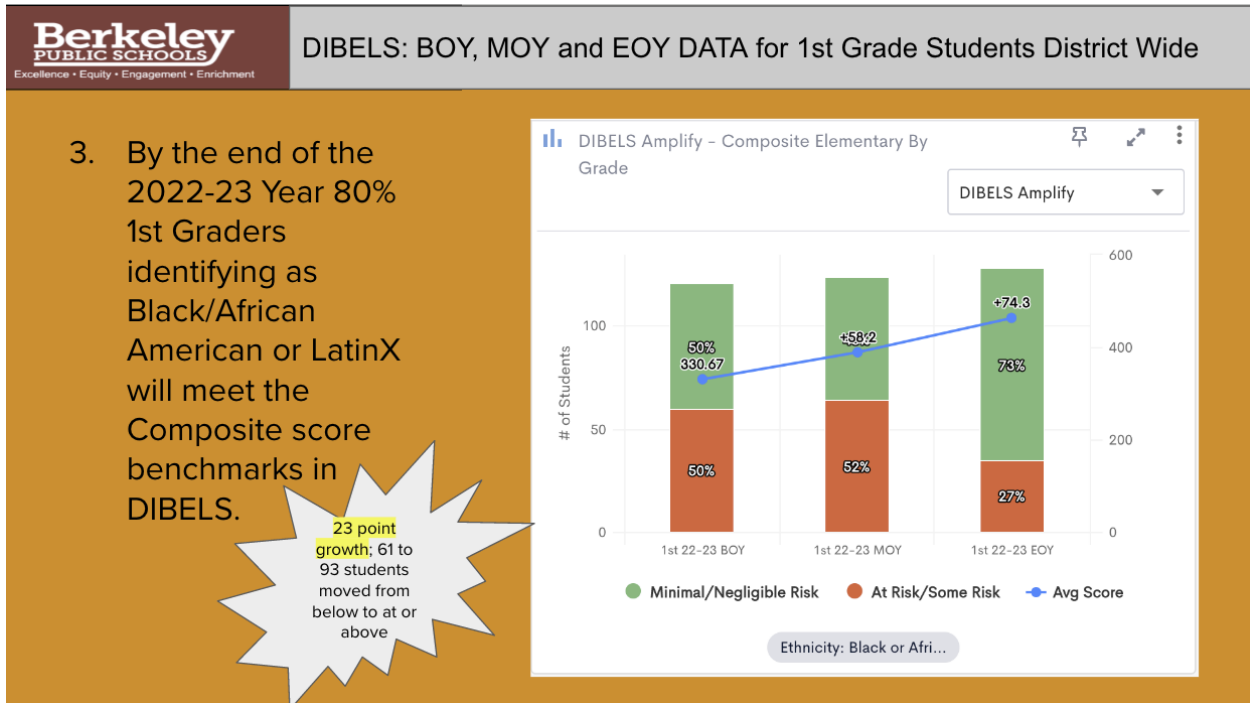
## 1. SMART Goal 1



## 2. SMART Goal 2



### 3. SMART Goal 3



Now that the RDS system has been implemented across K-5 classrooms, it is recommended that these SMART Goals have greater visibility throughout the district. For example, a similar data protocol might take place at the classroom level to allow teachers to reflect on district-level SMART Goals, set meaningful SMART Goals for their own classrooms, and monitor progress after each assessment window. It is also recommended that a similar process leveraging these SMART Goals be used during the Coordinator of Services (COS) meetings and Student Success Team (SST) meetings for goal setting and progress monitoring, and be included in the BUSD MTSS Process Guide (see Section 5- Systems of Support).

Another recommendation around goal setting is to include SMART Goals that address the disparity in achievement between White/Asian students and Black and Hispanic ELs, and make these equity-centered goals the focal point for data conversations and deciding next steps for instruction. Finally, it is recommended that BUSD include the SMART Goals on the *Literacy at BUSD* website (see Accountability above) as another strategy for improving community awareness of the efforts of BUSD to improve literacy for all students in conjunction with its larger Mission of Excellence, Equity, Engagement, and Enrichment.

The final area under Assessments still in need of improvement is a systematic data protocol for guiding 6th-8th grade teachers in using RDS assessment data to craft student literacy goals and to monitor progress for students experiencing reading difficulties. This is a recommendation from the last Monitoring Report that still needs to be addressed, and should be included in the first Quarterly Report for the 2023-2024 academic year.



## Recommendations - Assessments

1. Provide more detailed information on the professional development plan for using Benchmark Assessments in Grades 6-8 by Fall 2023.
2. Clearly define the Universal Screening process for identifying students at risk for reading difficulties for Grades K-5 by Fall 2023.
3. Create and disseminate goals for literacy achievement at the site and individual classroom level for targeted populations (African-American Students, Hispanic English Learners, Students with IEPs, etc.) using DIBELS and STAR data by Fall 2023.

## Cross-Cutting Theme 3- Instruction

Improving the scope and quality of general education Reading and Language Arts programs (**Tier 1 Instruction**) is key to the success of the Literacy Improvement Program. As per the Settlement Agreement, BUSD aims to provide effective and appropriate core reading programs to all general education students to enable them to become successful readers, at the same time reducing the district's opportunity gap in student performance for students with or at risk for reading disabilities. The goal is that students receive high quality, comprehensive, and standards-aligned instruction that meets the full range of student needs determined by the RDS. This all begins with the implementation of evidence-based reading curricula that are in alignment with the California ELA Curriculum Framework and develop the key components of the Common Core State Standards for ELA: meaning making, language development, effective expression, content knowledge, and foundational reading skills.

The table below captures the progress to date on the cross-cutting theme of **Instruction**.

Substantial Progress
<b>16. BUSD will assess and monitor the success of the FastTrack phonics program along with K-3 benchmark data to ensure FastTrack is an appropriately intensive, research-based phonics program, aligned with the needs of BUSD students and reading science. II.B.2.a.iii</b>
Adequate Progress
12. Provide <i>K-5 general education teachers</i> professional development in research and practice of Reading and Language Arts instruction consistent with the curriculum framework. <i>II.B.2.a.ii</i> <b>13. Begin implementation of the Targeted PDP to provide Grades K-5 general education teachers professional development in how to use their chosen Reading and Language Arts Tier 1 curriculum through coaching and observations to provide feedback on implementation. II.B.2.a.iii</b> <b>15. Conduct a review and assessment of its core reading program in conjunction with school site principals, teachers, school personnel and bargaining units. II.B.2.a.i</b>
Minimal Progress
-

## Progress Not Evident

12. Provide *Grades 6-8 Reading and Language Arts teachers* professional development in research and practice of Reading and Language Arts instruction consistent with the curriculum framework. *II.B.2.a.ii*
13. Begin implementation of the Targeted PDP to provide *Grades 6-8 Reading and Language Arts teachers* professional development in how to use their chosen Reading and Language Arts Tier 1 curriculum through coaching and observations to provide feedback on implementation. *II.B.2.a.iii*
14. Identify supports to Tier 1 curriculum for Grades 4-8 in consultation with the Outside Consultants. *II.B.2.a.iii*

## Summary of Findings - Instruction

In the area of Instruction, there has been substantial progress this past semester, most notably in the following two areas: the curriculum audit and the creation of a comprehensive Professional Learning Plan for K-8 Staff.

Beginning in mid April, Berkeley Unified assembled a team of administrators, teachers, coaches from all elementary school sites to begin a review and assessment of its core reading program, Teachers College *Units of Study in Reading and Writing* as well as the *FastTrack* phonics program. This review included three additional sessions in May, and was concluded on May 30. In order to conduct a comprehensive, evidence-based review, Dr. Gibbons and her team at the Center for Applied Research and Educational Improvement (CAREI) created a tool that allowed BUSD staff to explore and evaluate both curricula in the following nine areas: 1) Phonemic Awareness, 2) Phonics/ Morphology, 3) Cultural Responsiveness, 4) Fluency, 5) Vocabulary, 6) Comprehension, 7) Writing, 8) Assessment, and 9) Accessibility/Usability. This review also included multiple, in-depth professional learning sessions for the review team in the latest developments in reading science relevant to the Literacy Improvement Program from the Outside Consultant. The complete record of this curriculum audit will be released in the Quarter 4 report, and will include the detailed analysis of both curricula, as well as a final recommendation on next steps for Tier 1 curriculum. In addition to the specific recommendations from the curriculum review, and in accordance with the Settlement Agreement (Section II.B.2.a.i), BUSD should also “consider alternative core reading programs” in its next steps.

To build on the 2022-2023 targeted professional learning around understanding shifts in the science of reading for K-5 teachers, BUSD has contracted with CORE Learning to provide the CORE Reading Academy Training to BUSD K-8 staff for the 2023-2024 school year. The CORE collaboration will include separate, targeted learning cohorts tailored to K-2, 3-5, and 6-8 teacher bands in addition to Admin training modules, dual immersion modules for teachers at Sylvia Mendez, and ongoing training and support for Literacy coaches, RTI, and SpEd in structured literacy for Tier 2 and Tier 3 instruction.

As the focus of Tier 1 instruction this past year has centered primarily around K-5 literacy instruction, there has been little progress when it comes to professional learning for middle school Tier 1 instruction. As middle school staff are participating in the CORE Adolescent Literacy Solutions next year, it is recommended that BUSD utilize its expanded curriculum team to provide

middle school staff support in implementation of key literacy practices from the professional learning series.

### Recommendations - Instruction

1. Publish Review and Assessment of core reading programs in BUSD's fourth quarterly report.
2. Based on Review and Assessment of core reading programs, explore alternative reading programs to pilot for the 2023-2024 academic year.
3. In collaboration with CORE Learning, Identify specific supports to Tier 1 middle school Language Arts curriculum by Fall 2023.

### Cross-Cutting Theme 4- Intervention

The fourth theme that is integrated across the actions of the Literacy Improvement Program is how **Interventions** are provided for students within the larger Multi-Tiered Systems of Support (MTSS) model. As BUSD is simultaneously strengthening its use of assessment data to strengthen Tier 1 Instruction, it is important to consider how this process can also lead to improvements in supplemental services for Tier 2 and Tier 3 Interventions. In the original Settlement Agreement, BUSD agreed to provide appropriately intensive and early research-based reading intervention services, related services, supplementary aids and services, accommodations, and modifications to students with reading disabilities, including dyslexia.

The table below captures the progress to date on the cross-cutting theme of **Intervention**.

Substantial Progress
-
Adequate Progress
<p>21. Implement the Wilson Reading System. <i>II.B.2.d.ii</i></p> <p><b>20. Consult with the Outside Consultants with regard to development and implementation of progress monitoring guidelines for Tier 2 and Tier 3 students. <i>II.A.1.b.v</i></b></p>
Minimal Progress
<p><b>18. Provide professional development to school-based teams to use of Benchmark Assessment data the MTSS-Reading Data System (“MTSS-RDS”) to triage students into appropriately intensive Tier 2 or Tier 3 reading interventions, write reading goals that meaningfully reduce the reading achievement gap, and monitor progress and report progress to parents/guardians to ensure growth and development. <i>II.B.2.b.i</i></b></p> <p>19. Develop and implement an MTSS staffing plan that supports Tier 2 service delivery model by coordinating available remedial programs such as Title 1, English Learner, and reading specialists with input from the Outside Consultants. <i>II.B.2.b.iii</i></p>

23. Consult with the Outside Consultants regarding proposed changes to District-wide reading intervention and special education policies, procedures and practices as outlined in the Literacy Improvement Program before presentation by the Implementation Team to the School Board for approval. *II.A.1.b.i*

Progress Not Evident

35. Develop and implement an MTSS staffing plan that supports Tier 3 service delivery by special education personnel with input from the Outside Consultants. *II.B.2.b.iii*

### Summary of Findings - Intervention

As stated in the first Monitoring Report, it is in the area of Intervention that Berkeley Unified has shown disproportionate progress on the Literacy Improvement Program. The most significant advancements in the area of Tier 2 and Tier 3 Interventions occurred recently when the majority of Literacy Coaches and Response to Intervention Teachers (in addition to a few Special Education Teachers) participated in a weeklong, Orton Gillingham (OG) structured literacy professional learning series through the Institute for Multisensory Education (IMSE). This professional learning fills two important gaps in the Berkeley MTSS model: 1) providing evidence-based intervention materials for Grades K-1, so that BUSD can discontinue the use of Reading Recovery and Fountas and Pinnell Leveled Literacy Intervention (LLI), and 2) developing a deeper understanding of the principles of structured literacy to improve the implementation and use of the Wilson Reading System in Grades 3-5. This first round of training included thirty hours of PD for Tier 2 and Tier 3 service providers, and the second round of training is recommended to take place in the first half of the the 2023-2024 school year, so that **all** staff providing additional reading intervention will have received a training in OG principles, and gain access to the materials needed to effectively provide this level of instruction.

The remaining tasks involving Intervention continue to show little to no progress, particularly in the area of Special Education. Special Education services are an area that is difficult to assess, given the limited amount of evidence that the BUSD SpEd department has provided for the Action Items listed in this area. Many of the actions around Special Education are connected to the IEP process, and the Director of Special Education has denied requests for the Monitor to attend IEP meetings, arguing that IEP meetings are confidential spaces and are not included in the Settlement Agreement. Since the existing Monitoring Agreement currently includes a confidentiality clause (Term 31 of the BUSD Independent Contractor Agreement) specifying the confidentiality requirements of all information received in the course of the monitoring process, it is strongly recommended that BUSD administration figure out a way to provide access to IEP-related data (documents, meetings, scheduled IEPs) in order to allow the Monitor to verify progress on all IEP-related Action Items listed in the LIP.

## Recommendations - Intervention

1. Implement the IMSE Orton Gillingham structured literacy for Tier 2 and Tier 2 support at Kindergarten and First Grade to replace use of Reading Recovery and LLI by Fall 2023.
2. Create a policy to document exceptional learning circumstances for use of remedial Language Arts programs for Tier 2 and Tier 2 support not in alignment with the International Dyslexia Association’s Knowledge and Practice Standards for Teachers of Reading by Fall 2023.
3. Train all SpEd teachers in either the IMSE Orton Gillingham training or the Wilson Reading System (WRS) Certification by late Fall, early Winter.
4. Provide Monitor with access to the IEP process by Fall 2023.

## Cross-Cutting Theme 5- Systems of Support

Similar to the first cross-cutting theme of Accountability introduced in this report, **Systems of Support** is a critical piece of the Literacy Improvement Program to ensure that Berkeley Unified is able to sustain changes in literacy instruction, intervention, and assessment well beyond the scope of this plan. The CA ELA/ELD Framework identifies three critical components of an effective implementation model that are also relevant to the success of the LIP: “professional learning , leadership, and program supports”. Effective program supports create a learning community in which teachers, administrators, and support staff are engaged in an ongoing cycle of learning, reflecting on, and improving their own practice, thus encouraging innovation of new ideas to lead to sustainable change.

Clear and consistent communication is another principal tenet of effective program supports. Implementing new assessment systems, high-quality instructional materials, and evidence-based instructional practices and intervention are not enough for sustaining these changes long-term. It is also important that the school district successfully integrate program components across complementary initiatives, in order to sustain these program shifts to ensure high-quality teaching and learning experiences for all students. Explicitly connecting the dots between multiple district initiatives can help lead to greater implementation efficiency and also encourage cross-departmental collaboration. The final key component of effective Systems of Support is the school district’s ability to demonstrate flexibility. By allowing space for the LIP to evolve and by capturing these innovations back into the larger LIP, the district will be more responsive to unforeseen areas of concern that may emerge at a later stage of the implementation process.

The table below captures the progress to date on the cross-cutting theme of **Systems of Support**.

Substantial Progress
<p>1. Form a District Implementation Team <i>II.A.1.a</i></p> <p><b>3. Consult with the Outside Consultants with regard to development of the Targeted Professional Development Plan (PDP). <i>II.A.1.b.ii</i></b></p> <p>22. Identify and secure the services of an impartial outside Monitor to monitor and report on</p>

BUSD's compliance with the Literacy Improvement Program. <i>II.C.1.a</i>
Adequate Progress
4. Review and implement reforms to District policies, procedures and practices as needed to fulfill the goals of the Literacy Improvement Program, including RTI. <i>II.B.1.a</i> 31. Develop corollary Section 504 goal development and progress monitoring standards. <i>II.B.2.d.iii</i>
Minimal Progress
17. BUSD will consult with the Outside Consultant with regard to development of guidelines and criteria used to place at-risk students into Tier 2 and Tier 3 interventions. <i>II.A.1.b.iv</i>
Progress Not Evident
30. Develop a plan with the Outside Consultants to increase use of the MTSS as part of the comprehensive evaluation to identify students with SLD, including dyslexia. <i>II.B.2.d.i</i>

**Summary of Findings - Systems of Support**

In the area of **Systems Support**, there continues to be steady progress around the work of the Implementation Team throughout the final semester of the 2022-2023 school year. The most notable progress has taken place in the areas of increased staffing to implement the Literacy Improvement Plan, the creation of an MTSS Process Guide, and the creation of a Professional Learning Plan.

The success of many literacy initiatives is directly linked to the amount and quality of resources allocated to the project. As mentioned in Monitoring Report 1, one area in which BUSD was not ready to fully implement this Settlement Agreement was in the lack of an administrative lead to manage the many moving pieces of the Literacy Improvement Plan. At the May 17 Board Meeting, BUSD approved the creation of two new positions (the *Director of Curriculum and Instruction* and the *Coordinator of Early Literacy*) that will be central in sustaining this literacy reform work over the long term. This is an important step in also proving that BUSD is committed to the importance and urgency of this plan, and is willing to align resource allocation to best support improvements in literacy instruction across all Berkeley schools. Once these two new positions are staffed, it will be crucial that they receive a detailed orientation to the Literacy Improvement Plan, what has been accomplished to date in this plan, and how to best coordinate efforts to address the Actions Items where there has been little to no progress evident to date.

Other progress in **Systems Support** has been the result of the work of the Expanded Implementation Team and Principals, facilitated by Dr. Gibbons, in creating a BUSD MTSS Process Guide to detail policies, procedures, and practices around Assessments and Data-Driven Decision Making. As part of the MTSS Process Guide development, this semester BUSD began observations of Tier 2 and Tier 3 interventions for literacy instruction, updated 504 guidelines to

include goal development for students experiencing reading difficulties, coordinated Section 504 professional development for TK-8 Principals, and participated in a series of learning sessions around progress monitoring for 6-8 special education teachers. This MTSS Guide is still in progress, but once it is complete, it will strengthen the current processes the district uses to coordinate IEP meetings, 504, meetings, SST meetings, and Coordination of Services (COS) Team meetings. The completion of the Process Guide will also help to address Action Items 17 and 30 above, where there has been little to no progress to date.

The final area in which **Systems of Support** has demonstrated improvement is in the development of the comprehensive, multi-tiered Professional Learning Plan to span both the 2023-2024 and 2024-2025 academic years. As mentioned in the above section on Instruction, BUSD has partnered with the CORE Reading Academy to provide a yearlong series exploring the foundations of reading science to build on the exploratory professional learning around *Shifting the Balance* from this school year. What makes this professional development plan an effective model for staff support is that it includes differentiated learning for all levels of the system that serve students in reading: from K-5 teachers to 6-8 teachers, Humanities teachers, administrators, Literacy Coaches, RtI Specialists, Special Education teachers, and instructional aides. It also spans two academic years- allowing for teachers, administrators, and support staff to receive structured time and support to process, implement, and innovate these new teaching and learning practices so that they can become sustainable across all Berkeley schools . Finally, it is highly recommended that BUSD Board Directors also receive an overview of this learning series in order to be able to gain a more complete understanding of the complexities of this Literacy Plan.

### **Recommendations - Systems of Support**

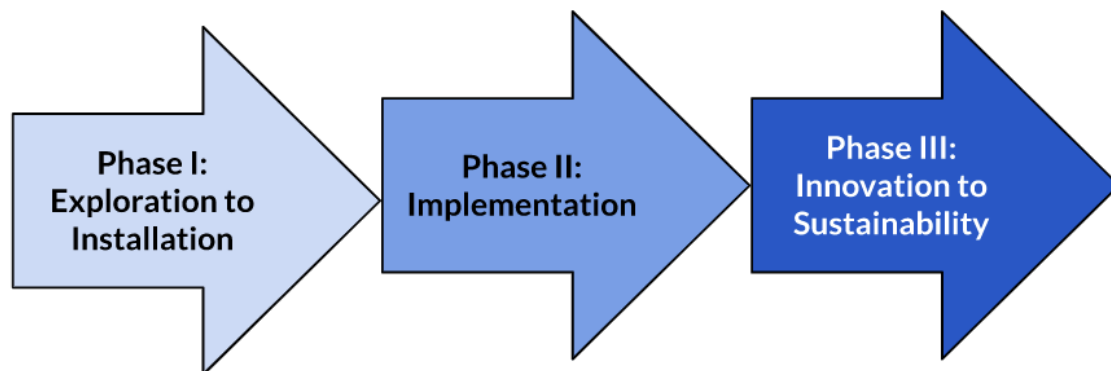
1. Work with Outside Consultant to onboard new Director of Curriculum and Instruction and Early Literacy Coordinator to provide guidance on supporting implementation of the LIP during Summer 2023.
2. Provide overview of Core Learning series to Administrators and School Board in Fall of 2023.

## METHODOLOGY - IMPLEMENTATION SCIENCE

The logic model on which this report is based is taken from the *California English Language Arts/ English Language Development Framework* (CDE, 2014). Chapter 11 of this framework details the phases of the Implementation Science model, comprising distinct stages that an organization will experience when attempting to fully implement a new set of strategies or innovations across multiple schools and departments. These stages are identified as “exploration, installation, initial implementation, full implementation, innovation, and sustainability”. In the context of the BUSD Literacy Improvement Program, these phases can be useful for evaluating the amount of progress expected over the life of the long-term change initiative. While the Science of Reading figured prominently in the creation of the 35 Actions in the LIP (defining “what” changes should be implemented and “why”), it is helpful to use Implementation Science and Change Theory (“how” and “when” we can expect these changes to take place) to best determine what full implementation will entail, and set realistic expectations for the appropriate rate of change for a successful translation of these evidence-based theories and models into practice.

The image below illustrating the effective Phases of Implementation (Fixsen and Blase, 2009) can help approximate where Berkeley Unified currently falls in its implementation of the Literacy Improvement Program, and is useful for ascertaining if sufficient progress has been made to date.

### Effective Phases of Implementation



Literacy Improvement Program Vision: At BUSD, we have the opportunity to continue building a comprehensive literacy program that is aligned to research and will support every student in reaching grade-level proficiency. The goal of the literacy plan is to provide universal access to core curriculum, reduce inequities, align our systems, and promote partnerships between families and the school, so that every student can flourish.



Based on analysis of the work of the Implementation Team as of Quarter 3 of the 2022-2023 academic year, Berkeley Unified is most likely still at the early stages of Phase II: Implementation. Now that BUSD has entered into the initial implementation of Phase 2, we should expect to see more concrete progress in all areas of the Literacy Improvement Program. It is expected that many components of the district-level literacy plan will now begin to begin to take effect more concretely and universally across K-5 classrooms next year.

## CONCLUSION

As stated earlier, this is the second in a series of seven Monitoring Reports. The primary purpose of all Monitoring Reports is to evaluate progress on the Literacy Improvement Plan using a detailed format designed to provide concrete next steps for the school district, while also incorporating user-friendly language accessible to parents and members of the larger Berkeley community. Adequate progress on the LIP has been identified in the cross-cutting areas of **Accountability, Assessments, Instruction, and Systems of Support**, while the area of and **Intervention** is progressing at an uneven rate that will require more attention from the district to ensure successful implementation of the Literacy Plan. In the area of **Intervention**, it is recommended that the district reassess how it is implementing LIP Action Items connected to Special Education, documenting this progress, and sharing progress throughout the Monitoring Process with the Program Monitor.

For the 2023-2024 academic year, Monitoring Reports will include an expanded focus on site-level implementation of the Literacy Improvement Plan. The third Monitoring Report in this series will be based on the findings from BUSD's internal 2022-2023 Quarter 4 and 2023-2024 Quarter 1 Reports, and will be shared in November of 2023.

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## Appendices

- A) [Full Class Action Settlement Agreement](#)
- B) [2022 Q1 Report on Status of Required Actions](#)
- C) [2022 Q2 Report on Status of Required Actions](#)
- D) [2022 Q3 Report on Status of Required Actions](#)
- E) [Literacy at BUSD Website](#)

## References

California Department of Education (2014). *English language arts/English language development framework for California public schools: kindergarten through grade twelve*. Sacramento, CA: California Department of Education Press

Fixsen, D. L., Blase, K. ( 2009). *Implementation: The Missing Link Between Research and Practice*. NIRN Implementation Brief #1. Chapel Hill: The University of North Carolina, FPG, NIRN.

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