

Berkeley Unified School District  
**Literacy Improvement Program Monitoring Report 1**  
November, 2022  
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## INTRODUCTION

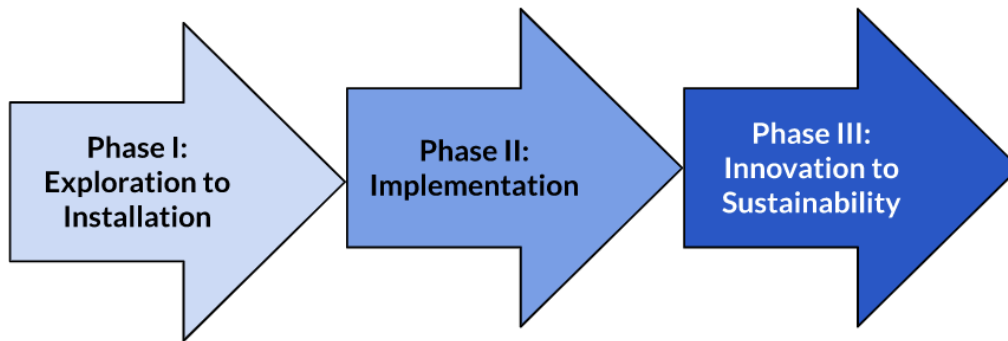
This report is the first in a series of seven semi-annual reports to monitor the ongoing progress by the Berkeley Unified School District (BUSD) on the Literacy Improvement Program (LIP) to be implemented as part of the Class Action Settlement Agreement (Appendix A) executed on December 11, 2020 in the 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.

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 1 of 2022, Berkeley Unified has most likely exited Phase 1: Exploration to Installation, and is now at the early stages of Phase II: Implementation. In Phase 1, Berkeley Unified administrators became familiar with the intricacies of the Literacy Improvement Program, formed the Implementation Team, and worked to connect new Action items to existing structures at BUSD. In this initial Phase, the district piloted new Reading Data Systems (RDS), and ultimately adopted DIBELS and Star for this purpose, while teachers received initial training in how to administer and interpret this data. Phase 1 took much longer than expected, and this is due in part to the COVID-19 pandemic, but more importantly due to the administrative turnover at the Superintendent and Associate Superintendent levels that slowed down implementation. Given these circumstances, both the school district and the Plaintiffs agreed in April 2021 to set July 1, 2022, as the new start date for Year 1 Activities listed in the Settlement Agreement.

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. For example, this shift in the area of Assessment will become evident in the following actions: Phase 2 activities will go beyond simply administering DIBELS to all students, to installing a systematic effort to use DIBELS data to inform Tier 1 instruction, to provide universal screening and progress monitoring for

students at risk for reading difficulties, to guide parent/teacher conferences, and to write reading goals that meaningfully reduce the reading achievement gap. Phase 2 activities (both initial implementation and full implementation) can take from 1-2 years to implement, so it is important to set reasonable expectations when evaluating progress on individual tasks.

It is also important to note the data collection processes used in the creation of this report, including the multiple measures used to determine appropriate progress on each LIP Action. This Monitoring Report is based largely on the first quarterly report from BUSD from October 2022 (Appendix B), 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 by attendance at all 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. In future reports, data will also be collected from school site visits, as this type of data collection is not the most appropriate for Phase 1 of an implementation report.

In identifying a structure for this report, the *Program Evaluation Toolkit* from the Institute of Education Science (IES, 2021) was chosen based on its detailed data collection considerations and the flexibility of the evaluation design process. The next section of this report includes the Progress Monitoring component. In an effort to provide more explicit connections between the 35 individual Actions from the Literacy Improvement Program, five 5 Cross-Cutting Themes have been 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 earlier in this section. 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 - NOVEMBER 2022

### 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**.

Substantial Progress
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> 24. Provide the Monitor with implementation reports. <i>II.C.1.d</i> 26. Monitor will provide a Monitoring Plan to the School Board, and BUSD Implementation Team. <i>II.C.1.c</i>
Adequate Progress
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> 27. Develop and implement a monitoring component to the Literacy Improvement Program. <i>II.B.2.c.i</i> 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> 29. Provide the Literacy Improvement Program to the Monitor, Outside Consultants, and Plaintiffs' Counsel. <i>II.C.1.b</i>
Minimal Progress
7. Consult with the Outside Consultants with regard to development of appropriate and measurable literacy goals. <i>II.A.1.b.iii</i> 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>
Progress Not Evident
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>

## Summary of Findings - Accountability

The first step in implementing the Literacy Improvement Program carried out by Berkeley Unified was to create structures to support high levels of **Accountability** both within BUSD and to members of the outside community as well. This began with the creation of a district Implementation Team, retaining the services of an Outside Literacy Consultant (Dr. Kim Gibbons - *Director of the Center for Applied Research and Educational Improvement* at the University of Minnesota) and an impartial Program Monitor (George Ellis - *Director of the California Reading & Literature Project* at the University of California, Berkeley), as well as creating systems of reporting accountability for the BUSD School Board, Plaintiffs, and the larger Berkeley community.

Most of the progress in the area of **Accountability** has taken place since the arrival of the Superintendent (Enikia Ford Morthel) and Associate Superintendent (Jill Hoogendyk) in July of 2023. Before July 2023, there were no visible structures in place for capturing progress on the Literacy Improvement Program, limited cooperation across departments at the district level, and a general lack of urgency to this work among BUSD administration. Assoc. Sup. Hoogendyk has been instrumental in prioritizing the work of the LIP, motivating Implementation Team members to collaborate across departments, and holding individuals and teams accountable for their contributions to the success of the overall plan.

One area of improvement for accountability purposes would be to increase the involvement by BUSD Board Leadership in the implementation process. Much of the non-COVID related delay in the implementation of the LIP was due to administrative turnover and a lack of structures to guide this work during a transition of leadership. Accountability to the community could also be improved by creating a web page to keep the community updated on LIP-related documents, the latest quarterly reports, upcoming literacy-related events, as well as annual literacy goals from the Literacy Improvement Program. In addition to improving communication with the public, a dedicated web page for the LIP will increase the level of transparency to BUSD staff, while also bringing more visibility to this literacy initiative as a whole. As we get deeper into the more nuanced work of this three-year plan, it would also be beneficial for each of the Accountability Leads from the four overarching LIP Goals to meet individually with the Monitor to provide updates and answer questions that may arise in preparation of future reports.

## Recommendations - Accountability

1. Increased involvement from School Board Leadership with the Implementation Team, beginning in 2023
2. Creation of district webpage with all LIP-related information for the community by June 2022, to be included in BUSD's fourth quarterly report.
3. Quarterly meeting with Accountability Leads and Program Monitor

## 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
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> 5. Conduct Benchmark Assessments in the fall, winter, and spring. <i>II.B.2.a.i</i>
Adequate Progress
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> 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>
Minimal Progress
5. Conduct Benchmark Assessments and support early intervention through universal screening. <i>II.B.2.a.i</i> 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>
Progress Not Evident

10. 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. *II.B.2.b.i*
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*
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. *II.B.2.d.iii*

### Summary of Findings - Assessments

As per the original Settlement Agreement, one of the first steps BUSD took in implementing the Literacy Improvement Program was to investigate and pilot a Reading Data System (RDS). DIBELS was chosen for Grades K-2, and Star was chosen as the screening tool for Grades 3-8. Berkeley Unified uses an assessment calendar to communicate to teachers and administrators which assessments are administered in each of the three trimesters of Fall, Winter, and Spring. In the Fall of 2022, 97% of K-2 students were assessed using DIBELS, and 97% of students 3-8 were administered the STAR Reading Assessment. BUSD also builds structured time at the elementary level for data analysis through Response to Intervention (RtI) cycles where teachers review classroom data from both RDS to determine next steps for Tier 1 and Tier 2 instruction in general education.

Now that the RDS system has been implemented across K-8 classrooms, focus in this area can begin to shift to how to make the best use of this data for universal screening and progress monitoring. It is unclear if BUSD uses a coherent system across all schools for identifying students at risk for reading difficulties and tracking their growth. The role and function of the Coordinator of Services teams (COS) seems to vary greatly across school sites, and this existing structure might be an effective starting point for the creation of a systematic universal screening process. Another task needing action is how middle school teachers are using assessment data to monitor progress for students experiencing reading difficulties. In the Quarterly Report for 2022 Q3, more information on the status of the data analysis systems in Grades 6-8 will be useful for determining next steps.

### Recommendations - Assessments

1. Provide more detailed information on the professional development plan for using Benchmark Assessments in Grades 6-8 by April 2022 to be included in BUSD's third quarterly report.
2. Clearly define the Universal Screening process for identifying students at risk for reading difficulties for Grades K-5 by June 2022 to be included in BUSD's fourth quarterly report.
3. Refine system to disseminate parent reports from Universal Screening for all K-2 students to launch in Q1, 2023 (September, 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 achievement 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
-
Adequate Progress
12. Provide <b>K-5 general education teachers</b> professional development in research and practice of Reading and Language Arts instruction consistent with the curriculum framework. <i>II.B.2.a.ii</i>
Minimal Progress
13. Begin implementation of the Targeted PDP to provide <b>Grades K-5 general education teachers</b> professional development in how to use their chosen Reading and Language Arts Tier 1 curriculum through coaching and observations to provide feedback on implementation. <i>II.B.2.a.iii</i> 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. <i>II.B.2.a.iii</i>
Progress Not Evident
12. Provide <b>Grades 6-8 Reading and Language Arts teachers</b> professional development in research and practice of Reading and Language Arts instruction consistent with the curriculum framework. <i>II.B.2.a.ii</i> 13. Begin implementation of the Targeted PDP to provide <b>Grades 6-8 Reading and Language Arts teachers</b> professional development in how to use their chosen Reading and Language Arts Tier 1 curriculum through coaching and observations to provide feedback on implementation. <i>II.B.2.a.iii</i> 14. Identify supports to Tier 1 curriculum for Grades 4-8 in consultation with the Outside Consultants. <i>II.B.2.a.iii</i> 15. Conduct a review and assessment of its core reading program in conjunction with school site principals, teachers, school personnel and bargaining units. <i>II.B.2.a.i</i>



### Summary of Findings - Instruction

Most of the progress in the area of Instruction has occurred with BUSD's implementation of the FastTrack phonics program, as well as the 2022-2023 targeted professional learning around understanding shifts in the science of reading for K-5 teachers. All K-5 classrooms have access to FastTrack materials and have received multiple training sessions in how to use the program. BUSD has also provided optional coaching for teachers who would like to improve their delivery of FastTrack with Literacy Coaches. In addition, district Literacy Coaches are leading site-based and grade-level learning sessions to provide teachers with evidence-based literacy practices in teaching phonemic awareness, phonics, high-frequency words, fluency, reading comprehension, and oral language, and how to best leverage beginning reading materials to promote student independence in these reading sub-skills.

There has been limited progress in three instructional areas: professional learning for middle school ELA teachers, classroom observations of ELA instruction across K-8, and the ELA curriculum audit and review. Although the bulk of professional learning at BUSD this year has targeted K-3 classrooms, the Professional Learning Plan (PDP) should also include short- and mid-term goals for improving general education instruction in Grades 4-8. In alignment with Implementation Science, classroom observations and feedback on fidelity and quality of implementation of FastTrack would be most appropriate sometime next year, when the district will have entered the end of Phase 2: Full Implementation. Finally, the district is past due on the audit and review of its core reading curricula, Teachers College *Units of Study in Reading*, and should begin this process as soon as possible. During this review of curricular materials, it is recommended that BUSD elicit feedback from parents, administrators, teachers, and any relevant bargaining units, in addition to collaborating with outside consultant Dr. Gibbons on an evidence-based process for the most thorough and effective audit. In an effort to improve the quality and depth of the Curriculum Audit, elevate the importance of Tier 1 instruction, and strengthen shared language around best practices in reading instruction, it would also be beneficial for the Implementation Team itself to receive professional learning in the latest developments in reading science relevant to Literacy Improvement Program.

### Recommendations - Instruction

1. Begin Curriculum Audit of core reading programs starting January 2023, including a status update in BUSD's third quarterly report.
2. Identify supports to Tier 1 middle school Language Arts curriculum by April 2023 including a status update in BUSD's third quarterly report.
3. Create Professional Learning Plan for middle school Reading and Language Arts teachers by April 2023 to be included in BUSD's third quarterly report.
4. Provide Science of Reading professional development for Implementation Team during the 2022-2023 academic year.

## 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
21. Implement the Wilson Reading System. <i>II.B.2.d.ii</i>
Minimal Progress
<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> <p>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></p> <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. <i>II.A.1.b.i</i></p>
Progress Not Evident
<p>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></p> <p>35. Develop and implement an MTSS staffing plan that supports Tier 3 service delivery by special education personnel with input from the Outside Consultants. <i>II.B.2.b.iii</i></p>

## Summary of Findings - Intervention

It is in the area of Intervention that Berkeley Unified has made the least amount of progress on the Literacy Improvement Program. However, purchasing and implementing the Wilson Reading System for Tier 2 and Tier 3 Intervention has been a highlight of implementation in this area. BUSD Literacy Coaches, Special Education Teachers, and Response to Intervention (RtI) Coordinators at both the elementary and middle school have been trained in Wilson, and there is a comprehensive plan in place for ensuring that future staff joining the team will receive similar training.

The remaining tasks involving Intervention have shown little to no progress. Intervention was also an area that was difficult to assess, given the limited amount of evidence BUSD provided for tasks listed in this area. The key actions needed to demonstrate progress in this area include: developing guidelines used to place at-risk students into Tier 2 and Tier 3 interventions, providing the Monitor with a clear MTSS staffing plan, and developing changes to District-wide reading intervention and special education policies, procedures and practices. It is recommended that a substantial focus of the 2022 Q2 Report focus on providing an update on short- and mid-term goals to begin implementation of the five action items listed above lacking evidence of progress (Actions 18, 19, 20, 23, and 35). These five actions currently fall solely under the supervision of Accountability Lead Mathew Espinosa (Director of Equity), however the district may wish to consider adding Shawn Mansager (Director of Special Education) as a second Accountability Lead for these actions, since the majority of these tasks have a shared responsibility that falls under both departments.

## Recommendations - Intervention

1. Create MTSS staffing plan for Tier 2 and Tier 3 service delivery by April 2023 to be included in BUSD's third quarterly report.
2. Collect data on the fidelity of implementation of the Wilson Reading System by June 2022 to be included in BUSD's fourth quarterly report.
3. Increased collaboration between Director of Equity and Director of Special Education on the specific Actions 18, 19, 20, 23, and 35, as well as LIP Goal #2 in general.

## 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>22. Identify and secure the services of an impartial outside Monitor to monitor and report on BUSD's compliance with the Literacy Improvement Program. <i>II.C.1.a</i></p>
Adequate Progress
<p>3. Consult with the Outside Consultants with regard to development of the Targeted Professional Development Plan (PDP). <i>II.A.1.b.ii</i></p> <p>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></p> <p>31. Develop corollary Section 504 goal development and progress monitoring standards. <i>II.B.2.d.iii</i></p>
Minimal Progress
<p>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></p>
Progress Not Evident
<p>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></p>

### Summary of Findings - Systems of Support

There has been much progress in this area of System Support, particularly around the work of the Implementation Team in the first quarter of 2022. The most meaningful growth is evidenced in the restructuring of the Implementation Team's scope and responsibilities based on the leadership of Associate Superintendent Hoogendyk. Under this new leadership, there has been an increased

focus on addressing the root causes of problem areas, and investigating the underlying systems that have led to unfavorable outcomes in literacy for target populations. The other important area of progress was the creation of a targeted Professional Learning Plan (PDP) in such a short amount of time. Most PDPs are crafted in the Spring of the previous academic year, and the Accountability Leads for Goal 1 (Literacy Teacher on Special Assignment Rose James and Director of Schools Debbie Dean) were able to pull together a comprehensive plan to meet the professional learning requirements for K-5 teachers in a short amount of time at the onset of the current academic year.

The tasks in this area with limited progress are scheduled to be addressed over the week of December 5-9, when literacy consultant Kim Gibbons will be working with the Implementation Team and site administration to address the MTSS issues previously discussed. A more detailed evaluation on the progress of MTSS reforms should be included in the Q3 district report to the Berkeley School Board.

The final observation of systems-level progress is the fear that the Literacy Improvement Program may not be sustainable without a point person dedicated to this work. Most districts of a similar size can rely on a Director of Curriculum and Instruction or a Director of Early Literacy to spearhead literacy reforms. I strongly recommend that the school district investigate the feasibility of creating a similar position to show that it is serious about the urgency of this work.

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

1. Create administrative position to coordinate current and future literacy efforts (ex: Director of Curriculum and Instruction, Director of Early Literacy).
2. Implementation Team to perform Learning Consolidation at the end of Q3 (April, 2023): What have we learned so far, and how can we create space for this plan to evolve?
3. Create the Professional Learning Plan (PDP) for 2023-2024 at the beginning of Q4 (April and May, 2023).

## CONCLUSION

As stated earlier, this is the first in a series of seven Monitoring Reports. The primary purpose of this first report was to evaluate progress on the Literacy Improvement Plan using a detailed format designed to provide concrete next steps for the school district, while also using 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**, and **Systems of Support**, while the areas of **Instruction** and **Intervention** are progressing at a slower pace that will require more attention from the district to ensure successful implementation of the literacy plan. This limited progress in the areas of **Instruction** and **Intervention** is understandable, considering that the successful establishment of **Systems of Support** and **Assessments** are prerequisites that lead to sustainable changes in **Instruction** and **Intervention**. However, there are several tasks in these two areas that should begin at this current implementation phase (ex: curriculum audit) in order to meet BUSD's long-term vision of "providing universal access to core curriculum, reduce inequities, align our systems, and promote partnerships between families and the school, so that every student can flourish."

Now that an initial assessment on progress has been performed, future Monitoring Reports will focus on investigating more deeply the barriers that may be leading to lack of progress on specific Actions. The second Monitoring Report in this series will be based on the findings from BUSD's internal Quarter 2 and Quarter 3 Reports, and will be disseminated in May of 2023.

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## Appendices

- A) [Full Class Action Settlement Agreement](#)
- B) [2022 Q1 Report on Status of Required Actions](#)

## References

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