Board of Education Agenda Item

**Item:** B. ____________________  **Date:** January 11, 2006

**Topic:** First Review of Additions to the Board-Approved List of Instructional Models/Programs that Include Instructional Methods to Satisfy Provisions in Regulations Establishing Accrediting Standards for Public Schools in Virginia

**Presenter:** Dr. Linda M. Wallinger, Assistant Superintendent for Instruction

**Telephone Number:** (804) 225-2034  **E-Mail Address:** Linda.Wallinger@doe.virginia.gov

**Origin:**

___ Topic presented for information only (no board action required)

X Board review required by

___ State or federal law or regulation

X Board of Education regulation

___ Other: ________________

X Action requested at this meeting  ___ Action requested at future meeting:

**Previous Review/Action:**

___ No previous board review/action

X Previous review/action
date: July 27, 2005
action: The Board of Education approved additions to the list of models.

**Background Information:**

Section 8 VAC 20-131-310 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia as adopted by the Virginia Board of Education on July 28, 2000, require:

B. Any school that is rated Accredited with Warning in English or mathematics is expected to adopt an instructional method that has a proven track record of success at raising student achievement in those areas as appropriate.

C. The superintendent and principal shall certify in writing to the Board that such a method has been adopted and implemented.

D. The Board shall publish a list of recommended instructional methods which may be amended from time to time.

E. Adoption of instructional methods referenced in subdivisions B and D of this subsection shall be funded by eligible local, state, and federal funds.
On January 6, 2003, the Board of Education approved revisions to the criteria for identifying and selecting these models/programs that include instructional methods. The revisions are based on the No Child Left Behind Act of 2001 (NCLB) emphasis on the use of scientifically-based research as a criterion for evaluating programs, particularly those programs purchased with federal funds.

Criteria for Recommended Models/Programs

1. **Scientifically-based evidence of effectiveness**: The effectiveness of models/programs is justified based on scientific research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge on the models/programs. The major components of the model/program include instructional methods and practices that have been verified through scientifically-based research. The research that documents improvement in student achievement has presented convincing evidence that the observed results were based on the model/program intervention. The effectiveness of the model/program in improving student achievement has been demonstrated in Virginia and is based on effective research-based strategies. Gains in student achievement on Virginia’s Standards of Learning tests have been sustained over time.

2. **Implementation and capacity for technical assistance**: The model/program has explained the essential ingredients necessary to make the program fully operational, including estimates of the costs, with respect to time and money, and the requirements for implementation. The program managers have described in detail their capacity, in terms of technical assistance, to provide the staff development, consultation, and support necessary for successful implementation in a number of Virginia schools.

3. **Replicability**: The effectiveness of the model/program has been demonstrated through multiple investigations in numerous locations with low-achieving students.

4. **Correlation with or adaptability to the Virginia Standards of Learning in English or mathematics**: The content of the model/program correlates with the Virginia Standards of Learning in English or mathematics or the model/program can be adapted to the Virginia Standards of Learning.

At the February 26, 2004, Board of Education meeting, revisions to the disclaimers for identifying and selecting models/programs that include instructional methods as provided in 8 VAC 20-131-310 B-E were approved.

Disclaimers:

1. Recommendation of instructional methods or models/programs with a proven track record is not intended as a guarantee that the program will be successful as implemented in a particular school. Prior to or concurrently with adopting any model/program, a school is expected to align its curriculum with the Standards of Learning. School divisions are permitted to choose instructional methods or models/programs that are not recommended so long as they meet the Board of Education’s criteria. School divisions selecting this option must submit for approval, on forms provided by the Department of Education, documentation that the instructional methods or models/programs chosen meet the board’s criteria prior to implementation.
2. Some of the instructional models/programs have an associated textbook that may not be on the list of instructional materials reviewed or recommended as part of the state textbook adoption process. Recommendation of a model or instructional method should not be interpreted as endorsement of the associated textbook materials. Before adopting any model/program with associated materials, the school should determine whether there is sufficient Standards of Learning correlation for the grade level or course where the method will be used.

3. Products and services on the list may not be available in all areas of the commonwealth. School divisions are responsible for negotiating contracts with vendors for products or services.

Summary of Major Elements

The Board of Education established that there would be a quarterly review of instructional models/programs to satisfy the provisions of the Regulations Establishing Accrediting Standards for Public Schools in Virginia. Attached is a list of proposed additional models/programs for consideration by the Board of Education.

Superintendent's Recommendation:

The Acting Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt the two additional programs as proposed for the board-approved list.

Impact on Resources:

Adoption of instructional models/programs to meet the provisions of 8 VAC 20-131-310 B and D shall be funded by eligible local, state, and federal funds. The Department of Education reviews and evaluates instructional models/programs submitted for inclusion in the board’s list. This impact can be absorbed by the existing resources of the agency. If the agency is required to absorb additional responsibilities related to this review and evaluation, other services may be impacted.

Timetable for Further Review/Action: N/A
Virginia Board of Education Approved Models/Programs that Include Instructional Methods That Have Proven to Be Successful with Low-Achieving Students
January 11, 2006

<table>
<thead>
<tr>
<th>Model/Program</th>
<th>K - 3</th>
<th>4 - 8</th>
<th>9 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental/Intervention:</td>
<td></td>
<td></td>
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<tr>
<td>Destination Reading</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SuccessMaker Enterprise</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
**Destination Reading**

### IN BRIEF

<table>
<thead>
<tr>
<th>Developer</th>
<th>Riverdeep</th>
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</thead>
<tbody>
<tr>
<td>Year Established</td>
<td>1998</td>
</tr>
<tr>
<td># Schools Served</td>
<td>Nine Schools in Virginia</td>
</tr>
<tr>
<td>Level</td>
<td>PreK-3</td>
</tr>
<tr>
<td>Primary Goal</td>
<td>Provide a comprehensive, electronically based reading curriculum that keeps children motivated, on task, and eager to return to the program.</td>
</tr>
<tr>
<td>Main Features</td>
<td>Destination Reading Courses I and II are Riverdeep’s reading software programs via site-based or Web-based delivery. Riverdeep provides professional development focusing on implementation of the software and also provides technical support for installation and upgrades. Destination Reading’s key to achieving success with low achieving students is to individualize their instruction via a model that begins with student assessment. The assessment features of Destination Reading identify where the student is having difficulty and provide prescriptive lessons and tutorials that address those specific needs. A post-test helps the teacher track student learning. Engaging graphics and animation are designed to capture and hold students’ attention.</td>
</tr>
<tr>
<td>Results</td>
<td>Destination Reading is a relatively new program and has two years of data available. Low achieving students in Hanover County and Wise County have shown improvement using the Destination Reading Program.</td>
</tr>
</tbody>
</table>

#### Impact on Instruction
- None

#### Impact on Organizational Staffing
- None

#### Impact on Schedule
- Yes, scheduling access to computers

#### Subject-Area Programs Provided by Developer
- Reading

#### Students Served
- Title I/Economically Disadvantaged: Yes
- English-language learners: Yes
- Students with Disabilities: No
- Minority Students: No
- Urban: Yes
**Origin/Scope**
Course I, for grades PreK-1, has seventeen units focusing on emergent literacy, phonemic awareness, and phonics. Course II, for grades 2-3, has twenty-four units focusing on building fluency, vocabulary, and comprehension.

**General Description**
Destination Reading Course I and II is a software program that presents a comprehensive PreK-3, electronically based reading curriculum. Using diagnostic tests that assess student and class mastery of learning objectives and state standards, individualized prescriptive content assignments and post-tests are generated.

**For more information, contact:**
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### IN BRIEF

<table>
<thead>
<tr>
<th>Developer</th>
<th>Pearson Digital Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Established</td>
<td>2002</td>
</tr>
<tr>
<td># Schools Served</td>
<td>Over 250 in Virginia</td>
</tr>
<tr>
<td>Level</td>
<td>PreK-8</td>
</tr>
<tr>
<td>Primary Goal</td>
<td>Provide a research-based, balanced program to use in combination with any adopted reading texts.</td>
</tr>
<tr>
<td>Main Features</td>
<td>SuccessMaker Reading courses build on the following essential skills: phonemic awareness, phonics, reading fluency, vocabulary development, reading comprehension and reading strategies via electronic instruction.</td>
</tr>
<tr>
<td>Results</td>
<td>Significant increases in student achievement in Loudoun County and Henry County</td>
</tr>
<tr>
<td>Impact on Instruction</td>
<td>None directly, but the program typically requires staff development</td>
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<tr>
<td>Impact on Organizational Staffing</td>
<td>None</td>
</tr>
<tr>
<td>Impact on Schedule</td>
<td>Yes, scheduling access to computers</td>
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<tr>
<td>Subject-Area Programs Provided by Developer</td>
<td>Reading</td>
</tr>
</tbody>
</table>

### Students Served

- Title I/Economically Disadvantaged: Yes
- English-language learners: Yes
- Students with Disabilities: Yes
- Minority Students: Yes
- Urban: Yes
- Rural: Yes

### Parental Involvement

None

### Technology

Instruction via computers

### Materials

All online

### Origin/Scope

SuccessMaker Reading Foundations include: Reading Readiness (preK-K), Initial Reading (K-2), Readers Workshop (2-5) and Spelling Skills (2-8). The SuccessMaker Exploreware includes: Discover English (preK-1), First Adventures Bookshelf (preK-2), Reading Adventures Primary/Story Painter (K-2), Writer’s Studio (3-8), Reading Adventures (3-6) and Reading Investigations (6-8).

### General Description

SuccessMaker Reading provides easily accessible information on each student’s learning and individualized instruction. Teachers can then deliver focused instruction, practice activities, and coaching needs. Focused tutoring can be provided based on specific information identified in individual student reports. With weekly diagnostic reviews and monthly program reviews, teachers can continually improve instruction and program results.
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