



VIRGINIA BOARD OF EDUCATION

AGENDA ITEM

Agenda Item: G

Date: April 25, 2024

Title: Final Review of Virginia Literacy Act Intervention Instructional Program Guide and Supplemental Instructional Program Guide

Presenter: Dr. Michelle Wallace, Assistant Superintendent of Instruction

Purpose of Presentation

Action required by state law.

Executive Summary

The Virginia Literacy Act (“VLA”), passed by the Virginia Legislature in 2022, and expanded in 2023, focuses on improving literacy outcomes for all students in the Commonwealth. The VLA requires that “each local school board shall provide a program of literacy instruction that is aligned with science-based reading research and provides evidence-based literacy instruction to students in kindergarten through grade eight” (§ [22.1-253.13:1](#) G). To support school divisions to comply with this requirement, the VLA requires the Virginia Department of Education (“VDOE”) to develop a list of instructional programs in literacy – including core, supplemental, and intervention – that consist of evidence-based literacy instruction (“EBLI”) and align with science-based reading research (“SBRR”). Recommended resources must also be aligned with the Virginia Standards of Learning (“SOL”).

The VBOE approved the Core Instructional Program Guide K-5 in compliance with the VLA in 2023. VDOE in partnership with Virginia Literacy Partnerships (“VLP”) at the University of Virginia conducted a cycle of reviews for intervention and supplemental programs for grades K-5.

The instructional review process is unique to Virginia. Initial rubric drafts for both intervention programs and supplemental programs were developed by VLP and reviewed by national experts, Virginia higher education partners, and Virginia educators. Final rubrics were posted online. The review process was designed to align with Virginia’s textbook adoption process. Reviews were conducted by Virginia educators comprised of competitively-selected teams of

administrators, reading specialists, division representatives, and teachers from all eight superintendent's regions in Virginia. Teams were led by literacy experts facilitating the process. Reviewers conducted independent reviews using comprehensive rubrics. Facilitators met with review teams weekly for discussion of norming and building consensus. Facilitators compiled final rubric results, consulting as a facilitator team for consistency across all program submissions. The review process resulted in two recommended guides: the Intervention Instructional Program Guide K-5 and the Supplemental Instructional Program Guide K-5

Intervention programs provide systematic, explicit evidence-based instruction ("EBLI") aligned to science-based reading research ("SBRR") to students who persistently struggle to master literacy skills including phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Supplemental programs provide additional evidence-based literacy instruction and practice on a specific literacy skill (i.e., phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, writing) aligned to science-based reading research. Supplemental programs are used to enhance a core instructional program during whole class or small group instruction. Teachers use supplemental programs when the core instructional program does not provide adequate instruction or practice opportunities in a specific literacy skill to meet student needs.

These Program Guides enable school divisions to begin the following:

- Select and implement evidence-based literacy instruction for intervention instructional programs as defined in the VLA;
- Select and implement evidence-based literacy instruction for supplemental instructional programs as defined in the VLA;
- Understand the strengths and challenges of each approved program to guide purchasing decisions and implementation;
- Select the option(s) that best meets the needs of their students, educators and communities; and
- Ensure compliance with the VLA by the 2024-2025 school year as required by the law.

Action Requested

Final Review: Action requested at this meeting.

Superintendent's Recommendation

The Superintendent of Public Instruction recommends that the Board of Education ("Board") approve the recommendation for Intervention Instructional Programs and Supplemental Instructional Programs to comply with the VLA.

Previous Review or Action

Previous review or Action:

The Board previously voted the Core Instructional Program Guide on June 15, 2023, and an updated version on December 12, 2023. The Board has previously received briefings and updates on the VLA at the following meetings: March 16, 2022; November 16, 2022; March 22, 2023; and October 18, 2023.

Date: March 28, 2024

Action: Board accepted the Virginia Literacy Act Intervention Instructional Program Guide and Supplemental Instructional Program Guide for First Review.

Background Information and Statutory Authority

Subsection H 2 of § [22.1-253.13:1](#) state that “[t]he Department shall develop a list of core literacy curricula, supplemental instruction practices and programs, and intervention programs that consist of evidence-based literacy instruction aligned with science-based reading research. The list shall be approved by the Board.”

Stakeholder Engagement

Public access to all program materials included in the Guides were made available on the VDOE website. Public feedback was shared via vla@doe.virginia.gov.

Implementation and Communication

Following the Board of Education’s acceptance of the Recommended Intervention Instructional Program Guide and Supplemental Instructional Program Guide on April 25, 2024, the approved Guides will be shared with school divisions and made publicly available on the VDOE website. Additionally, the VDOE will continue to provide VLA implementation support and network implementation series in all eight Superintendent’s Regions for divisions in Spring 2024. Divisions will include their selected programs from these Guides in their Division Literacy Plan, and the VDOE will provide divisions with ongoing feedback and support on their plans.

Impact on Fiscal and Human Resources

The VDOE receives state general funds to conduct the instructional materials process and produce resources to school divisions to support curriculum and resource implementation. The state is providing additional funding for reading specialists and statewide training for reading specialists, teachers, and principals that will support educators in implementing quality curriculum and other instructional resources.