



VIRGINIA BOARD OF EDUCATION

AGENDA ITEM

Agenda Item: T

Date: July 25, 2024

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

Presenter: Em Cooper, Deputy Superintendent of Teaching and Learning

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 evidenced-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 VBOE approved the initial Intervention Instructional Program Guide K-5 and initial Supplemental Instructional Program Guide K-5 at the April 25, 2024 meeting.

The instructional review process is unique to Virginia. Initial rubric drafts for both intervention materials and supplemental materials 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 regions. 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.

A supplemental program provides 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. The supplemental program is used to enhance a core instructional program during whole class or small group instruction. Teachers use a supplemental program when the core instructional program does not provide adequate instruction or practice opportunities in a specific literacy skill to meet student needs.

These updated 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; and
- Select the option(s) that best meets the needs of their students, educators and communities

Divisions must submit updated Division Literacy Plans by December 6, 2024, to reflect their choices for K-5 supplemental and intervention programs.

Action Requested

First review. Action will be requested at the September 2024 meeting of the Board.

Superintendent’s Recommendation

The Superintendent of Public Instruction recommends that the Board of Education receive for first review the recommendation for updated Intervention Instructional Programs and Supplemental Instructional Programs to comply with the VLA.

Previous Review or Action

The Board previously approved the initial version of the Intervention Instructional Program Guide and Supplemental Instructional Program Guide on April 25, 2024.

The Board voted on the Core Instructional Program Guide K-5 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.

Background Information and Statutory Authority

Subsection H 2 of § [22.1-253.13:1](#) states 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.”

Implementation and Communication

After first review, VDOE staff will post a general notice on Town Hall requesting public comment, in accordance with § 22.1-17.5 of the Code of Virginia and will post material on the VDOE website for inspection by the public. Public comment will go to vla@doe.virginia.gov.

Final review of the Updated Intervention Instructional Program Guide and Supplemental Instructional Program Guide will take place at the next meeting on September 26, 2024.

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 to implement quality curriculum and other instructional resources.