



# VIRGINIA BOARD OF EDUCATION

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# AGENDA ITEM

**Agenda Item:** E

**Date:** March 28, 2024

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

**Presenter:** 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 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 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 EBLI aligned to SBRR for 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 Program Guides enables school divisions to begin the following:

- Select and implement EBLI for intervention instructional programs as defined in the VLA;
- Select and implement EBLI 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**

First review. Action requested at the April 25, 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 Intervention Instructional Programs and Supplemental Instructional Programs to comply with the VLA.

### **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.

### **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.”

### **Stakeholder Engagement**

After first review, VDOE staff will post material on the VDOE website for inspection by the public. Public feedback will go to [vla@doe.virginia.gov](mailto:vla@doe.virginia.gov).

Final review of the Intervention Instructional Program Guide and Supplemental Instructional Program Guide will take place at the next meeting on April 23-25, 2025. Additional recommendations for a Supplemental Program Guide and Intervention Program Guide will come later in 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.