

Board of Education Agenda Item

Item: I.

Date: July 27, 2005

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 Wallinger, Assistant Superintendent for Instruction

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Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting:

Previous Review/Action:

No previous board review/action

Previous review/action
date: October 28, 2004
action: The Board of Education approved additions to the list of models.

Background Information:

At the January 6, 2003, Board of Education meeting, revisions to the criteria for identifying and selecting models/programs that include instructional methods as provided in 8 VAC 20-131-310 B-E were approved. 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. The revised criteria are:

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 model's/program's effectiveness 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 model's/program's effectiveness 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. The revised disclaimers are:

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 the Board of Education's consideration.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt the three 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 agency's existing resources at this time. 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

Proposed Additions
Virginia Board of Education Approved Models/Programs that Include Instructional Methods
That Have Proven to Be Successful with Low-Achieving Students
July 27, 2005

Mathematics

Model/Program	K - 3	4 - 8	9 - 12
Comprehensive:			
I CAN Learn Middle School Mathematics		X (Grades 6-8)	

English/Reading

Model/Program	K - 3	4 - 8	9 - 12
Supplemental/Intervention:			
<i>Fast ForWord</i> Products	X	X	X
Scholastic Read 180 Stage B		X (Grades 6-8)	

I CAN Learn Middle School Mathematics

IN BRIEF

Developer	JRL Enterprises, Inc.
Year Established	1995
# Schools Served	500 schools in 24 states
Level	Grades 6-8
Primary Goal	To provide direct instruction in middle school mathematics
Main Features	Computer delivered instruction includes a pre- and post- test, review, lesson presentation, and guided practice
Results	Gains in student achievement were confirmed by the U.S. Department of Education's What Works Clearinghouse. The I Can Learn Program had the highest level of student achievement gains out of more than 800 studies on middle school mathematics since 1984, according to the clearing house
Impact on Instruction	Students are presented with content via computers
Impact on Organizational Staffing	One teacher/tutor needed per 30 student workstations
Impact on Schedule	None
Subject-area Programs Provided by Developer	Mathematics
Students Served	
Title I	Yes
Limited English Proficient (LEP)	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	Fully used
Materials	Program provides all required materials

Origin/Scope: The Interactive Computer Aided Natural Learning system (I CAN Learn) was created in 1995 as a complete education software system to deliver standards-based pre-algebra courses to middle school students. It was designed as a primary mode of instruction, not solely for remediation or enrichment.

General Description: Students work on the I CAN Learn curriculum at their own pace in a classroom with a one-to-one student to computer ratio. Teachers facilitate instruction by offering individual and small-group instruction as needed. The objective of the program is to deliver middle school mathematics curriculum through a direct instruction approach. Staff development, technical assistance, consultation, and support are provided as part of a three-year service and support package.

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Fast ForWord Products

IN BRIEF

Developer	<i>Fast ForWord Products</i>
Year Established	1997
# Schools Served	3,400 Nationwide - 2 Virginia School Divisions
Level	K-12 supplemental
Primary Goal	To improve achievement of struggling readers. To build learning capacity of students through cognitive skills development quickly with significant results and lasting gains.
Main Features	Individually adaptive, CD-ROM/Internet-based products that offer explicit and systematic development of phonemic awareness, phonics, vocabulary, fluency, and comprehension, as well as building the critical cognitive skills of memory, attention, processing and sequencing that are necessary for learning and becoming an effective reader.
Results	Studies conducted by Scientific Learning and independently from 1996 – 1999 reveal that the four-to eight-week <i>Fast ForWord Language</i> product accelerated the progress of language acquisition by an average of one to two grade levels.
Impact on Instruction	Gains occur in a wide variety of student populations and ages, including English language learners, special education, academically at-risk, and students performing below their potential. Districts have discovered that providing this intervention product dramatically decreases the number of students with language and reading difficulties.
Impact on Organizational Staffing	Computer directed learning, which can be facilitated by paraprofessionals.
Impact on Schedule	50 minutes/day; five days/week for 9 to 12 weeks or an appropriate alternate protocol
Subject-Area Programs Provided by Developer	<i>Fast ForWord Bookshelf</i> <i>Fast ForWord Language Basics</i> <i>Fast ForWord Language-Elementary</i> <i>Fast ForWord Language-Middle & High School</i> <i>Fast ForWord Language to Reading</i> <i>Fast ForWord to Reading Prep</i> <i>Fast ForWord to Reading 1</i> <i>Fast ForWord to Reading 2</i> <i>Fast ForWord to Reading 3</i> <i>Fast ForWord to Reading 4</i> <i>Fast ForWord to Reading 5</i>
Students Served	515,000
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Parent Awareness Workshops and the ability to e-mail student reports to parents
Technology	The <i>Fast ForWord Gateway Edition</i> family of products runs on both Windows and Macintosh computers. It is also compatible with OSX 10.2 (Jaguar) and OSX 10.3 (Panther). A complete specifications list can be found on the web at http://www.scilearn.com/techspec .
Materials	Program CDs- Training books- Progress Tracker book- Program Manual- Best Practices- Quick Reference Guides

Origin/Scope: The *Fast ForWord* products are patented, individually adaptive, research-based products that build the foundational skills needed for learning and reading - phonological awareness, phonemic awareness, comprehension, fluency, vocabulary, listening accuracy, working memory, syntax, grammar, sequencing, and other critical skills.

The exercises in the *Fast ForWord* products offer learning conditions that include intense practice of specific skills, a participation protocol, reinforcement or reward for correct performance, and adaptivity to each participant's individual skill level. The exercises calibrate a 75-80 percent success rate for the student to reinforce motivation; as the student improves, the exercises automatically become more challenging. The product's ability to evaluate the student's progress and automatically increase or decrease the task difficulty creates a highly motivating learning opportunity.

General Description: By means of the research proven techniques of frequency and intensity, adaptivity, simultaneous development, and timely motivation, the *Fast ForWord* products develop the basic cognitive skills – memory, attention, processing, and sequencing . The *Fast ForWord* products develop these cognitive abilities in the context of oral language and reading skills such as phonemic awareness, phonics, vocabulary, fluency, comprehension, syntax, grammar, and morphology. The exercises of the *Fast ForWord* products are delivered via computer software designed to enhance a student's ability to process sounds, words, and sentences.

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Scholastic READ 180, Stage B

IN BRIEF

Developer	Scholastic Education Group, a division of Scholastic Inc.
Year Established	Scholastic Inc. was established in 1920. <i>READ 180</i> was developed in 1999.
# Schools Served	Approximately 5,000
Level	<i>READ 180</i> Stage B supports students in middle school, grades 6-8.
Primary Goal	The primary goal of <i>READ 180</i> is to increase the reading ability of students reading significantly below grade level.
Main Features	<p><i>READ 180</i> delivers reading achievement gains through four core instructional activities:</p> <ol style="list-style-type: none"> 1. Individualized instructional software: The <i>READ 180</i> software provides each student with customized reading instruction plus continuous assessment of his/her progress. The software has built-in supports, such as anchor videos, that build background knowledge for reading passages. 2. Data-driven small-group instruction: Comprehensive reports provide detailed and immediate feedback to identify students' needs and to inform small-group instruction. 3. Direct instruction in whole or small groups: <i>READ 180</i> provides teachers with a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development, and text comprehension. 4. Independent reading. <i>READ 180</i> provides students with an independent reading library of high-interest and leveled paperbacks plus grade-level Audiobooks.
Results	Efficacy studies across different populations document the effectiveness of <i>READ 180</i> at raising student achievement. In particular, large-scale studies were conducted in the Los Angeles Unified School District, the Department of Defense Schools, and in four large, urban school districts in conjunction with the Council of Great City Schools. Copies of these studies are available from Virginia's Scholastic Territory Manager, Cindy Lawrence.
Impact on Instruction	The recommended instructional model for <i>READ 180</i> is 90 minutes per day.
Impact on Organizational Staffing	Scholastic recommends a dedicated <i>READ 180</i> teacher with a background in reading instruction and/or a commitment to ongoing professional learning.
Impact on Schedule	The recommended instructional model for <i>READ 180</i> is a daily 90-minute block of whole- and small-group instruction.
Subject-Area Programs Provided by Developer	Scholastic publishes supplemental reading and language arts materials, as well as intervention programs for struggling readers.
Students Served	There are approximately 500,000 students using <i>Scholastic READ 180</i> . The program serves any student who is reading below grade level and provides special support for English-language learners.
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	<p>The <i>READ 180</i> program promotes parental involvement in the following ways:</p> <ul style="list-style-type: none"> • <i>READ 180's</i> paperback books can be shared with parents at home. • Individual diagnostic reports generated by the <i>READ 180</i> software can be shared with parents during conference times. • A Parent Letter is generated by the software to provide parents with a record of student progress and suggestions about how parents can be supportive at home.
Technology	<p><i>READ 180</i> includes computer-adaptive instruction as part of its rotational model. A small group of students works with the software while others are being instructed by the teacher or reading independently. A typical <i>READ 180</i> classroom requires five student workstations for a class of 15 students. Every student participating in the program uses the software on a daily basis. The software:</p> <ul style="list-style-type: none"> • Provides customized reading instruction and practice that is individualized and adjusted based on continuous assessment and immediate feedback.

	<ul style="list-style-type: none"> • Offers Spanish-language support features. • Incorporates customizable options for students with visual and auditory difficulties. • Includes video segments that are closed-captioned. • Provides engaging, relevant, and age-appropriate leveled reading material in multi-cultural contexts. <p>Internet connectivity is required for teachers to participate in the online professional development course from <i>Scholastic Read</i>. Teachers also use the Internet to receive advice and support from an experienced <i>READ 180</i> teacher, as well as download resources such as lesson plans, graphic organizers, and professional articles.</p> <p>A complete list of hardware specifications can be downloaded at www.read180.com.</p>
Materials	<p>All the <i>READ 180</i> components work together following a proven instructional model to provide individually adjusted instruction for every student and support for every <i>READ 180</i> teacher.</p> <ul style="list-style-type: none"> • 60 perpetual student licenses • <i>Topic Software</i> for instructional reading • Instructional materials for teachers • <i>Audiobooks</i> for modeled reading • Leveled paperbacks for independent reading • <i>Scholastic Reading Inventory</i> for placement and ongoing assessment • Scholastic Management System • In-person training and professional development • Online professional development • Email support and advice from Scholastic

Origin/Scope

READ 180, Stage B for middle school students provides individualized and direct instruction for students reading as low as the first grade level and accelerates learning based on each student's progress.

General Description

READ 180, Stage B is a research-based, intensive reading intervention program designed to meet the needs of students in grades six through eight whose reading achievement is below the proficient level. *READ 180* effectively integrates technology to raise student achievement by delivering a systematic program of reading intervention that directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills.

READ 180 follows a 90-minute instructional model that research has shown is an effective way to structure a classroom for teaching and learning. This instructional model fosters daily student-teacher interaction through whole-group, small-group, and one-on-one instruction. The *READ 180* model follows a three-part plan on a daily basis:

1. Teacher-led whole-group literacy instruction
2. Three small-group rotations:
 - a. Teacher-led instruction targeted to specific needs
 - b. Independent reading with *Audiobooks* and paperbacks
 - c. Individual computer-adapted instruction using the *READ 180 Software*
3. Whole-class teacher-led discussion that may cover books, videos, progress, and program issues.

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