



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

**Attachment**

**Proposed Additions**

**Virginia Board of Education Approved Models/Programs that Include Instructional Methods  
That Have Proven to Be Successful with Low-Achieving Students  
January 11, 2006**

**English/Reading**

<b>Model/Program</b>	<b>K - 3</b>	<b>4 - 8</b>	<b>9 - 12</b>
<b>Supplemental/Intervention:</b>			
Destination Reading	<b>X</b>		
SuccessMaker Enterprise	<b>X</b>	<b>X</b>	

## Destination Reading

### IN BRIEF

Developer	Riverdeep
Year Established	1998
# Schools Served	Nine Schools in Virginia
Level	PreK-3
Primary Goal	Provide a comprehensive, electronically based reading curriculum that keeps children motivated, on task, and eager to return to the program.
Main Features	<p>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.</p> <p>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.</p>
Results	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.
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

Rural	Yes
Parental Involvement	No
Technology	Yes
Materials	No

**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.

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## SuccessMaker Enterprise

### IN BRIEF

Developer	Pearson Digital Learning
Year Established	2002
# Schools Served	Over 250 in Virginia
Level	PreK-8
Primary Goal	Provide a research-based, balanced program to use in combination with any adopted reading texts.
Main Features	SuccessMaker Reading courses build on the following essential skills: phonemic awareness, phonics, reading fluency, vocabulary development, reading comprehension and reading strategies via electronic instruction.
Results	Significant increases in student achievement in Loudoun County and Henry County
Impact on Instruction	None directly, but the program typically requires staff development
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	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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