

- D. The Board shall publish a list of recommended instructional interventions which may be amended from time to time.
- E. Adoption of instructional interventions referenced in subdivisions B and D of this section shall be funded by eligible local, state, and federal funds.

The criteria for identifying and selecting instructional models/programs were originally approved at the January 6, 2003, Board of Education meeting. At the January 26, 2004, Board of Education meeting, disclaimers for identifying and selecting models/programs were also approved. A revision to terminology used is required to reflect the recent revisions in the SOA.

Summary of Major Elements

Changes in Section 8 VAC 20-131-310 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* as adopted by the Virginia Board of Education on May 24, 2006, revised the term instructional “models/programs” to “instructional interventions.” The change of terms must also be reflected in the criteria and disclaimers approved by the Board. Attachment A reflects the change in terms.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt a revision to the terminology used in the criteria and disclaimers to identify and select instructional interventions.

Impact on Resources:

The responsibility can be absorbed by the agency’s existing resources at this time. If the agency is required to absorb additional responsibility related to this activity, other resources may be required.

Timetable for Further Review/Action: Following approval, a revision will be made to the terminology used in the criteria and disclaimers to identify and select instructional interventions.

Instructional Interventions Models/Programs ~~That Include Instructional Methods~~ That Have Proven to Be Successful with Low-Achieving Students

Program Descriptions for Board of Education

Disclaimers:

1. Recommendation of instructional ~~methods or models/programs~~ interventions 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~~ instructional intervention, a school is expected to align its curriculum with the Standards of Learning. School divisions are permitted to choose instructional ~~methods or models/programs~~ interventions 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~~ interventions chosen meet the Board's criteria prior to implementation.
2. Some of the instructional ~~methods or models/programs~~ interventions 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 an ~~model or~~ instructional intervention method should not be interpreted as endorsement of the associated textbook materials. Before adopting any ~~model/program~~ instructional intervention with associated materials, the school should determine whether there is sufficient Standards of Learning correlation for the grade level or course where the ~~method~~ instructional intervention 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.

Instructional Interventions Models/Programs that Include Instructional Methods That Have Proven to be Successful with Low-Achieving Students

The *Regulations Establishing Accrediting Standards for Public Schools in Virginia* (SOA), effective ~~September 28, 2000~~, May 24, 2006, require schools accredited with warning in English or mathematics to adopt and implement instructional methods interventions that have a proven track record of success at raising student achievement. The Board of Education is required to publish a list of recommended instructional methods interventions, which may be amended from time to time. The following is a list of ~~models/programs~~ instructional interventions that ~~incorporate instructional methods~~ that have proven to be successful in working with low achieving students. Prior to or concurrently with adopting any ~~model/program~~ instructional intervention a school is expected to align its curriculum with the Standards of Learning.

School divisions will be required to submit requests to use locally developed or selected ~~models~~ instructional interventions that are not on the Board's list to the Department of Education for approval at least 60 days prior to implementation. The request with supporting documentation must be submitted on forms obtained from the Department of Education. Documentation is not required for textbooks selected from the state textbook adoption lists.

The forms for requesting approval of a ~~model/program~~ an instructional intervention are available on the Virginia Department of Education Web site at

<http://www.pen.k12.va.us/VDOE/Forms>

<http://www.doe.virginia.gov/VDOE/Instruction/title1/index.shtml>. School divisions will be asked to certify that their chosen ~~instructional method or model/program~~ intervention has been approved by the Department of Education in their pre-accreditation submission to the Division of Education Accountability.

Criteria for Recommended ~~Models/Programs~~ Instructional Interventions

1. **Scientifically-based evidence of effectiveness:** The effectiveness of ~~models/programs~~ instructional interventions are 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~~ instructional interventions. The major components of the ~~model/program~~ instructional intervention 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~~ instructional intervention. The ~~model's/program's~~ instructional intervention'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~~ instructional intervention 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/program~~ instructional intervention 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~~ instructional intervention correlates with the Virginia Standards of Learning in English or mathematics or the ~~model/program~~ instructional intervention can be adapted to the Virginia Standards of Learning.