



At the February 26, 2004, Board of Education meeting, the original criteria were approved for identifying and selecting research-based instructional models/programs that have a proven track record of success at raising student achievement in English and/or mathematics. At today's meeting, revisions were proposed to reflect an update in the terminology from "models/programs" to "instructional interventions."

#### Criteria for Recommended Instructional Intervention

1. **Scientifically-based evidence of effectiveness:** The effectiveness of interventions is justified based on scientific research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge on the interventions. The major components of the 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 intervention. The effectiveness of the intervention 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 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 effectiveness of the intervention 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 intervention correlates with the Virginia Standards of Learning in English or mathematics or the intervention 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 instructional interventions were approved. At today's meeting, revisions were proposed to reflect an update in the terminology from "models/programs" to "instructional interventions."

#### Disclaimers:

1. Recommendation of instructional 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 intervention, a school is expected to align its curriculum with the Standards of Learning. School divisions are permitted to choose instructional interventions that are not on the recommended list as long as they meet the Board of Education's criteria. School divisions selecting this option must submit for approval, documentation that the instructional interventions chosen meet the Board's criteria prior to implementation.
2. Some of the instructional 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 instructional intervention should not be interpreted as endorsement of the associated textbook materials. Before adopting any intervention with associated materials, the school

should determine whether there is sufficient Standards of Learning correlation for the grade level or course where the 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.

### **Summary of Major Elements**

The Board of Education established that there would be a quarterly review of instructional interventions to satisfy the provisions of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. Attached is a proposed additional instructional intervention for consideration by the Board of Education.

### **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt the additional instructional intervention as proposed for the Board-approved list.

### **Impact on Resources:**

Adoption of instructional interventions 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 interventions submitted for inclusion on the Board's list. The impact can be absorbed by 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

**Proposed Addition**  
**Virginia Board of Education Approved Research-Based Instructional Interventions That Have a**  
**Proven Track Record of Success at Raising Student Achievement in English and/or Mathematics**  
**January 10, 2007**

**English/Reading**

<b>Model/Program</b>	<b>K - 3</b>	<b>4 - 8</b>	<b>9 - 12</b>
<b>Supplemental/Intervention:</b>			
<i>Saxon Phonics and Spelling K-3</i>	<b>X</b>		

## Saxon Phonics and Spelling K-3

### IN BRIEF

Developer	Harcourt Achieve
Year Established	2005
# Schools Served	Six schools in five school divisions
Level	Grades K-3
Primary Goal	The primary goal for students at the kindergarten level is to recognize and replicate the sounds of the letters of the alphabet. The goal for students in grades 1-3 is to read all assigned materials and to experience the pleasure of independent reading.
Main Features	The structure is incremental development and continual review, building on prior learning. New learning is presented in small increments and reviewed through the year. The program consists of a series of self-contained lesson booklets that guide the teacher and students. The program provides a model dialogue and lesson plans for the teachers.
Results	A Virginia pre- and post-test research study of 40 kindergarten students showed a significant increase in the number of students receiving perfect scores on Phonological Awareness and Literacy Screening (PALS). Five Virginia school divisions are listed as willing to testify to the quality of the program. Pre- and post-test studies from elementary schools in eight other states also demonstrated significant increases in phonics achievement in grades 1-3.
Impact on Instruction	The program is designed to be taught in a specific order. The program developer does not recommend skipping lessons or teaching them out of sequence.
Impact on Organizational Staffing	None
Impact on Schedule	Teachers and administrators must participate in professional development to ensure proper implementation of the program.
Subject-Area Programs Provided by Developer	The following areas are addressed: <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Comprehension</li> <li>• Fluency acquisition and practice</li> <li>• Handwriting practice</li> <li>• Spelling</li> <li>• Assessment and remediation</li> </ul>
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes

Rural	Yes
Parental Involvement	None
Technology	None
Materials	Materials provided by Harcourt Achieve

**Origin/Scope**

*Saxon Phonics and Spelling K-3* is an enhancement of Saxon's original *Phonics K-2* program.

**General Description**

*Saxon Phonics and Spelling K-3* is a supplemental series that teaches phonemic awareness, phonics, spelling and fluency. It is based on the premise that students learn best if instruction, practice, and assessment are incremental and repeated across the grade level.

**For more information, contact:**

Larry Ferguson

1264 Druid Place, NE

Atlanta, GA 30307

Phone: 770 329-8600

E-mail: [larry.ferguson@harcourtachieve.com](mailto:larry.ferguson@harcourtachieve.com)