Continuing the Journey: Virginia Literacy Act Implementation

Virginia Association of School Superintendents

Dr. Lisa Coons – Superintendent of Public Instruction

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January 8, 2024

Grounding Ourselves in the Literacy Vision

WHO? WHAT? WHEN?

Superintendent: Literacy Vision

Design: November-December
Roll Out- School Leaders: January-March
Roll Out-School Board, Teachers and Families: April -June

School: Structures & Support

Schedule: January

Walk Through Plan: Feb-March

Professional Learning: March-August

Support and Tracking Plan: April-June

Teachers

Phase I: Pedagogy (SOR) Professional Development
Phase II: Materials Professional Development
Phase III: Collaborative Lesson Planning
Phase IV: Time with Teacher Team

VDOE

TABLE TALK

What progress has been made since we last talked?

K-5 Core Instructional Programs & The WHY Behind HQIM

WHY HQIM?

A growing body of [academic studies](#) show [evidence](#) that putting strong curriculum in the hands of teachers can lead to increased learning for students. Johns Hopkins Best Evidence Encyclopedia, for example, suggests that improving curricula has the same impact as adding between 25 and 50 additional instructional days to the school year.

TNTP's study *The Opportunity Myth* showed that students who consistently receive stronger assignments, like those included in the best curricula, make 1.7 months of additional learning gains compared to their peers who do not. The impact is even stronger for the lowest performing students, who make *7.3 months* of additional learning gains

In TNTP's study, *The Opportunity Myth*, researchers looked at the impact of receiving greater access to standards-aligned grade-level work.

Students who received more grade-level assignments made 1.7 months of additional learning gains compared to their peers who did not.

But the gains were even greater for the lowest performing students in the study. Compared to similarly low performing students with less access to grade-level work, these students made 7.3 months of additional learning gains.

7.3 months

1.7 months

more months of academic progress when they had access to BETTER ASSIGNMENTS.

more months of academic progress when they had access to BETTER ASSIGNMENTS.

The evidence of the impact of improved instructional materials is growing and increasingly clear.

Curricular improvements have an effect size equivalent to adding between 25 and 50 additional days of learning each year.*

When paired with more proficient readers in dyad reading, struggling readers who engaged with texts 2-4 grade levels beyond their instructional level made greater gains than those who worked only with texts at their level.**

If all schools used a top-quartile textbook (in terms of quality and alignment), student achievement would increase by an average of 3.6 percentile points, greater even than the gain that students exhibit from being taught by an experienced teacher with three or more years classroom as opposed to a novice one.***

Access to more rigorous coursework improves outcomes for black and Latino students.****

* Johns Hopkin's Best Evidence Encyclopedia via Can Tracking Raise the Test Scores of High   -Ability Minority Students? American Economic Review. October 2016
** Effect of Difficulty Levels on Second   -Grade Delayed Readers Using Dyad Reading" The Journal of Educational Research Volume 94, Number 2, December 2000 Pp. 113   -119
*** Hiding in Plain Sight: Leveraging Curriculum to Improve Student Learning, August 8, 2017
**** Can Tracking Raise the Test Scores of High   -Ability Minority Students? American Economic Review. October 2016

Imagine Learning EL Education Language Arts
First Edition
CURRICULUM SNAPSHOT

OVERALL RATING

K	Meets Expectations
1st	Meets Expectations
2nd	Meets Expectations
3rd	Meets Expectations

PROGRAM STRENGTHS

- Provides an explicit and systematic curriculum that combines a strong phonics component in grades K-2 with content-centered comprehension instruction that builds vocabulary and background knowledge.

- Provides many resources (e.g., lesson slides, teacher notes) for teachers that support both whole group instruction and small group instruction. Small group instruction for grades K-3 is mapped out for teachers, including the independent activities for students not occupied with the teacher during small group time.

- Provides specific instructional guidance, including teacher language, clear student definitions for vocabulary terms, stopping points for read alouds, and language for modeling comprehension skills.

- Provides specific suggestions to help teachers support English Learners. Lessons highlight content that might be challenging for English Learners and provide differentiated scaffolds based on levels of English proficiency.

PROGRAM CHALLENGES

- Expects that most students in grade 3 have mastered basic phonics skills taught in grades K-2. Students who need additional phonics support utilize the Unlock Phonics computer program to receive asynchronous differentiated phonics instruction through videos and activities. Divisions may want to consider providing additional high-quality intervention programming in small groups beyond what is offered through the computer program.

- Provides limited decodable text per week. The program includes one decodable text per week in grades K-2. Divisions should consider providing students with additional practice decoding practice and may need to supplement the program with additional decodable texts.

- Requires 3 hours (1 hour for Skills, 1 hour for Modules, and 1 hour for Labs) to implement the full K-2 instructional program. Divisions may need to revise their school schedule to fully implement this instructional program with fidelity.

- Although teacher's guides are detailed and

THE BOTTOM LINE

Imagine Learning EL Education provides a strong integrated and research-based literacy curriculum in an easy-to-use digital platform. Divisions may find it challenging to allocate the time required to implement all parts of the curriculum in grades K-2. Additionally, divisions may consider additional decodable text for all grade levels as well as how to enrich phonics instruction in grade 3.

IMAGINE LEARNING EL EDUCATION	K	1st	2nd	3rd
Phonological & Phonemic Awareness	Meets	Meets	N/A	N/A
Phonics & Word Study	Meets	Meets	Meets	Partially
Vocabulary	Meets	Meets	Meets	Meets
Text Reading & Fluency	N/A	Partially	Partially	Partially
Developing Comprehension & Background Knowledge	Meets	Meets	Meets	Meets
Small Group Instruction & Independent Practice	Meets	Meets	Meets	Meets
Writing	Meets	Meets	Meets	Meets

- Meets Expectations
- Partially Meets Expectations
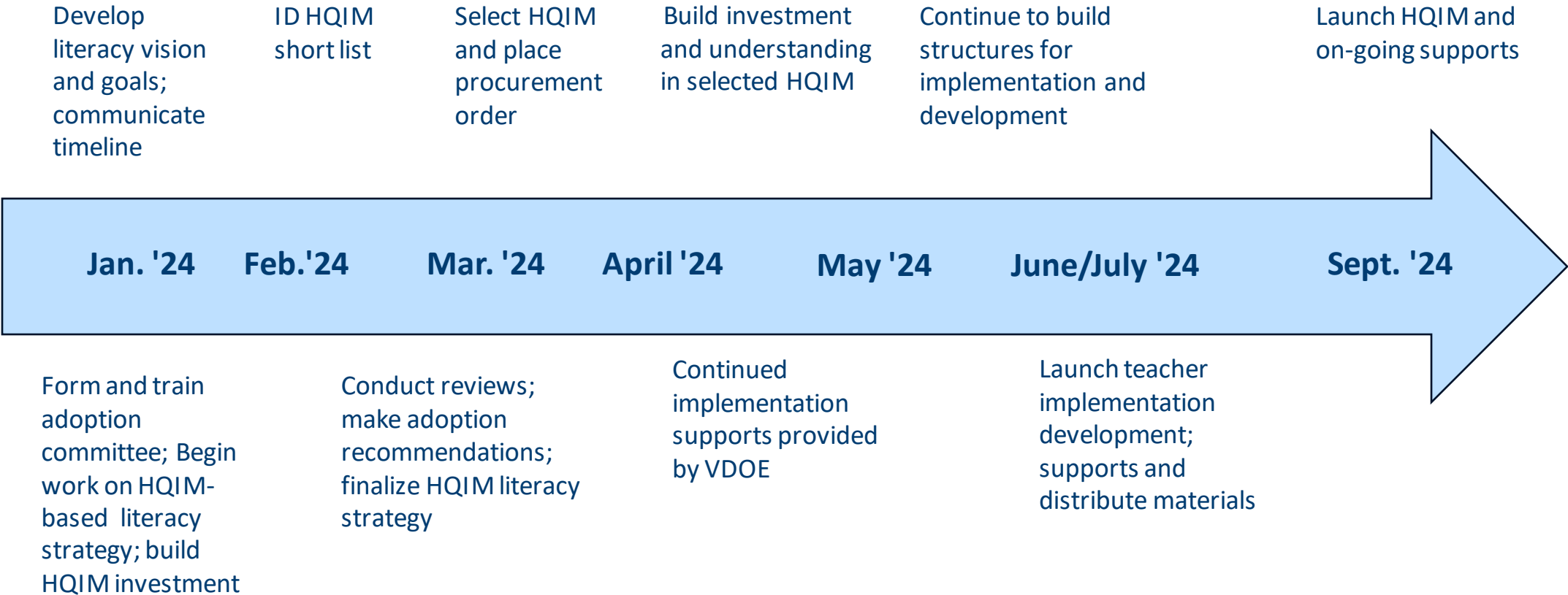- Does Not Meet Expectations

APPEALS PROCESS

The Superintendent's will launch an appeals process for publishers.

1. During the appeals process, PUBLISHERS will submit their resources for appeal to the department

2. The appeal will be grounded in national reviews of curriculum. This will be the gateway for a department level review

3. During the department review, the department will take into consideration whether curricular materials have been approved in states with strong science of reading legislation

➡ Links to the application will be ready for distribution no later than Tuesday, January 16, 2024 on the VDOE website

HQIM Timeline

Develop literacy vision and goals; communicate timeline

ID HQIM short list

Select HQIM and place procurement order

Build investment and understanding in selected HQIM

Continue to build structures for implementation and development

Launch HQIM and on-going supports

| Jan. '24 | Feb.'24 | Mar. '24 | April '24 | May '24 | June/July '24 | Sept. '24 |

Form and train adoption committee; Begin work on HQIM-based literacy strategy; build HQIM investment

Conduct reviews; make adoption recommendations; finalize HQIM literacy strategy

Continued implementation supports provided by VDOE

Launch teacher implementation development; supports and distribute materials

Division Literacy Plan

Division Literacy Plan

The literacy plan is designed to improve early literacy outcomes for students in grades PK-8 by requiring divisions to address how the local school board will align the mission, vision, and practices with evidence-based literacy instruction practices aligned with science-based reading research.

Section One: Planning for Comprehensive Communication

- ❑ Communicating a literacy vision & sharing information with stakeholders on goals, outcomes, and expectations

Section Two: Selecting High-Quality Instructional Materials (HQIM)

- ❑ Selecting Core, Supplemental, and Intervention curriculum

Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

- ❑ Providing Science of Reading and HQIM training support for educators

Section Four: Monitoring Student Assessment and Progress

❑ Monitoring VALLS results and student progress and additional division level progress monitoring tools that may be used by school division

Section Five: Assessing Division Level Progress

❑ Requiring the division to share how progress will be assessed, monitored, and adjusted as needed

Section Six: Engaging Parents and Community

❑ Communicating strategies to engage parents, caregivers, and community members in literacy development including resources

DIVISION LITERACY PLAN

Virginia Department of EDUCATION

DIVISION CONTACT INFORMATION

School Division:

Superintendent: (First, Last)   name@division.domain

Local School Board Chair: (First, Last)   name@division.domain

Division VLA Lead: (First, Last)   name@division.domain

Local Board Adoption Date for Divisionwide Comprehensive Plan: 00/00/0000

SECTION ONE: Planning for Comprehensive Communication

Directions: Describe the division literacy vision and when and how the vision will be communicated with all stakeholders to be certain that all members of the community understand what progress towards this vision looks like as the VLA is implemented.

School Division Literacy Vision:

SECTION TWO: Selecting High-Quality Instructional Materials

Directions: List below the HQIM selected from the Virginia Board of Education approved list for each of the following tiers and populations.

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core:		
Supplemental Instruction: (K-8)		
Intervention: (K-8)		

SECTION THREE: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

Directions: List below the evidence-based reading research training that will be utilized in the division. Include name of training, who will attend each training, and when the training will be provided.

NAME OF TRAINING	ATTENDEES	DATE

Please describe what additional training will be provided for educators on adopted curricular materials and when this training will occur.

SECTION FOUR: Monitoring Student Assessment and Progress

Directions: List below the student assessments, screeners, and diagnostic tools that will be utilized in the division. Include how often these tools will be used.

ASSESSMENT	HOW OFTEN

DIVISION LITERACY PLAN   2   UPDATED 12/04/23

SECTION FIVE: Assessing Division Level Progress

Directions: Provide below the progress monitoring tools and resources utilized to monitor literacy progress in the division, who is responsible, and how often monitoring will occur.

SECTION SIX: Engaging Parents and Community

Directions: Complete the chart including information regarding parent and community engagement.

Describe your plan to involve parents in the development and implementation of the Student Reading Plans based on diagnostic screener results.

Describe your plan to build successful school, parent, and community partnerships especially in relation to literacy development.

Per the Virginia Literacy Act, each local school board shall post, maintain, and update as necessary on each school board's website a copy of its divisionwide literacy plan and the job description and contact information for any reading specialist employed by such school division pursuant to subsection G of § 22.1-253.13:2 and for any dyslexia specialist employed by such school division The Department shall post each divisionwide literacy plan on its website.

Division Literacy Plan Feedback Form

http://tinyurl.com/VASSDLP

Implementation Support

VDOE VLA Implementation Playbook

High-Quality Instructional Materials Implementation Playbook

Chapter I: Why HQIM?

Chapter II: Developing a Strong HQIM-Based Literacy Strategy

Will include:
- Sample instructional tools (walkthrough, progress monitoring, trainings)
- Recommended implementation strategies
- Recommended HQIM strategies and evidence-based practices
- Suggested roles, responsibilities, and progress monitoring structures

IMPLEMENTATION PROFESSIONAL LEARNING

Session 1	Session 2	Session 3	Session 4
Launching Our Work and Building Investment in a Literacy Vision	Effective Leadership during Adoption and Early Implementation of HQIM	Establishing the Conditions for Successful HQIM Implementation	Deepening Support for Teachers: Professional Learning and Common Planning

- *Implementation support will be 1x per month, per region*
- *Sessions will begin in late February*
- *Sessions are half day sessions and will last 4 hours per session*
- *Sessions are in person and with teams from each school division*

Implementation Professional Learning

Division Teams of up 7 people:

- Superintendent

- Assistant Superintendent of Instruction or CAO/ Director of Instruction

- Division Level Literacy Lead (supervisor/coordinator/director)

- Principal(s) – on or two who can help carry the message back to the Division

If possible and highly recommended:

- Director of Special Education

- Director of Multilingual Learning/ESL or special populations that will need literacy support

- Reading Specialist(s) – one or two who can help lead from the Division perspective

NEXT STEPS

Refining Your Literacy Vision & Taking Action

So, now that you know the next steps, how will you continue to refine your literacy vision and act locally, at your division?

Questions to consider:

- Where, as a system, are you strong? What are your greatest areas of need?
- What is your vision for improving literacy outcomes?
- What stakeholders have you already communicated with?
- What goals have you created around the implementation of your vision?
- What benchmarks are you discussing with your internal team right now to ensure readiness for 2024-2025?

VDOE COLLABORATIVE PLANNING SUPPORTS

1. Division Literacy Plan & Instructions – January 2024

2. Appeals Process Posted – January 2024

3. Division Literacy Plan & Implementation Playbook (VDOE) – February 2024

4. Implementation Training Series (VDOE) – Spring 2024 (starting February 2024)

5. Student Reading Plans (VLP) – Spring 2024

6. ELA Standards Tentative Approval (VDOE) – January/March 2024 *(Implementation SY24-25)*

7. Supplemental & Intervention Materials List (VLP) – March 2024

8. SOR Central Office Training Series (VLP) – Summer 2024

9. Summer Training OPTIONS for teachers (VDOE & VLP) – Spring 2024

CONTACT INFORMATION

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VIRGINIA DEPARTMENT OF EDUCATION