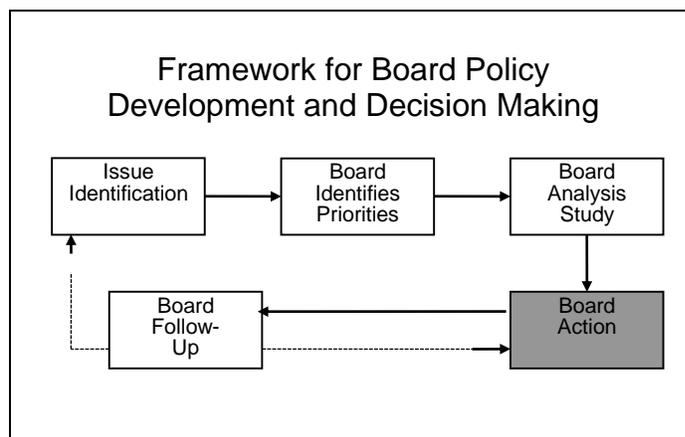


Iowa State Board of Education

Executive Summary

September 17, 2015



Agenda Item: Rules: 281 IAC Chapter 61 - Iowa Reading Research Center - Intensive Summer Literacy Program Criteria (Notice)

Iowa Goal: All PK-12 students will achieve at a high level.

State Board Role/Authority: Iowa Code section 256.7(5) gives the State Board of Education the statutory authority to adopt rules under chapter 17A.

Presenter: David Tilly
Deputy Director

Attachments: 1

Recommendation: It is recommended that the State Board give public notice of its intent to amend Chapter 61.

Background: 281 Iowa Administrative Code (IAC) Chapter 61 establishes the Iowa Reading Research Center (IRRC). One of the charges of the IRRC is to adopt program criteria and guidelines for the intensive summer literacy program required by Iowa Code section 279.68 dealing with student progression toward literacy.

The criteria and guidelines contained in this Noticed rule are based on the work and recommendations of a multiple-member team convened by the IRRC, which examined current practices in Iowa schools and evidence-based research on summer reading acceleration.

EDUCATION DEPARTMENT [281]

Notice of Intended Action

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education hereby gives Notice of Intended Action to amend Chapter 61, “Iowa Reading Research Center,” Iowa Administrative Code.

The Iowa Reading Research Center is charged to adopt program criteria and guidelines for the intensive summer literacy programs required by Iowa Code section 279.68. These criteria and guidelines contained in this notice of intended action are based on the work and recommendations of a multiple member task team convened by the Center, which examined current practices in Iowa schools and evidence-based research on summer reading acceleration.

An agencywide waiver provision is provided in 281 – Chapter 4.

Interested persons may submit comments orally or in writing by November 3, 2015, at 4:30 p.m. Comments on the proposed amendments to Chapter 61 should be directed to Phil Wise, Iowa Department of Education, Second Floor, Grimes State Office Building, Des Moines, Iowa 50319-0146; telephone (515)281-4835; e-mail phil.wise@iowa.gov ; or fax (515)242-5988.

A public hearing will be held on November 3, 2015, 2:00 to 3:00 p.m., in the State Board Room, Second Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa, at which time persons may present their views either orally or in writing. Any persons who intend to attend the public hearing and have

special requirements, such as those related to hearing or mobility impairments, should advise the Department of Education of their specific needs by calling (515)281-5295.

After analysis and review of this rule making, no impact on jobs has been found.

This proposed amendments to Chapter 61 are intended to implement Iowa Code sections 256.7(31) and 256.9(53)“c”.

The following amendments are proposed.

281—61.3 (256) Intensive summer literacy program. The center shall establish program criteria and guidelines for implementation of the program by school districts, under rules adopted by the state board of education.

61.3(1) Program criteria. Each district’s intensive summer literacy program shall be implemented consistently with Iowa administrative code chapter 281—62(256,279) and shall meet the following program criteria.

a. Criterion 1. Each district shall adopt instructional practices or programs that have demonstrated success. To meet this criterion, each district must (1) adopt an instructional program from the Department’s review of evidence-based early literacy interventions or (2) adopt instructional practices or programs that have been empirically shown to increase student literacy achievement, which shall include explicit and systematic instruction in foundational reading skills based on student need.

b. Criterion 2. Each district shall employ skilled, high-quality instructors, provide instructors with required training, or both. To meet this criterion, a district must hire instructors whose qualifications and training meet the requirements of the

evidence-based intervention chosen. In the absence of specifications from the intervention chosen, a district must hire instructors who, at a minimum, hold a current Iowa teaching license with an endorsement in elementary education or in K-8 reading or as a reading specialist.

c. Criterion 3. Each district shall allow sufficient time for intensive reading instruction and student learning. To meet this criterion, a district must implement at a minimum the total number of hours of instructional time described by the evidenced-based intervention chosen. In the absence of specifications from the intervention chosen, a district must provide a minimum of seventy-five hours of intensive reading instruction.

d. Criterion 4. Each district shall provide intensive instruction in small classes and small groups. To meet this criterion, a district must employ the same instructional grouping formats described in the evidence-based intervention chosen. In the absence of specifications from the intervention chosen, a district must ensure it delivers whole-class instruction in class sizes of fifteen or fewer students and it delivers targeted intervention based on student need in small groups of five or fewer students. A district may elect to provide smaller class and group sizes than specified in this criterion.

e. Criterion 5. Each district shall monitor and promote student attendance. To meet this criterion, each district must adhere to an attendance policy that requires ninety percent attendance by each student.

f. Criterion 6. Each district shall evaluate student outcomes and program implementation. Evaluation of student outcomes includes attendance data and student

achievement data. Each district shall evaluate student achievement weekly on third grade progress monitoring material using Department-approved literacy assessments used during the school year. Evaluation of program implementation shall align with the district's plan to address reading proficiency in its comprehensive school improvement plan, as required by rule 281—62.9(256,279). Program evaluation shall also include a measure of fidelity in implementing the following requirements, at a minimum: instructor qualifications, amount of instructional time, grouping size, attendance data, and progress monitoring data.

g. Criterion 7. Each district shall identify whether each student successfully completes the program. Each student who successfully completes the program is eligible for promotion to grade four. Each district shall provide written notice to the parents or legal guardians of each student about whether the student successfully completed the program, which shall include information about attendance, academic performance, additional or continuing areas of need, and whether the child is eligible for promotion. Successful completion shall be defined as meeting either of the following standards:

(1) Consistent attainment of an end-of-third-grade proficiency standard pursuant to paragraph “f”, or

(2) Attendance of no less than ninety percent of the program's sessions.

h. Criterion 8. Each program shall be under the leadership and supervision of at least one teacher, as described in paragraph “b”, and at least one appropriately licensed administrator. Those two roles may be filled by the same individual. Either the teacher

or the administrator shall hold a reading endorsement K-8 or reading specialist K-12.
Leadership and supervision under this paragraph shall include monitoring the program
for compliance with the program criteria in this subrule.

61.3(2) *Guidelines for implementation by school districts.* The center shall
periodically publish guidelines to assist school districts in applying the program criteria
contained in subrule 61.3(1) and in improving the performance of intensive summer
literacy programs. The center shall make such guidelines available on its web page.