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Legislative Report

Iowa Reading Research

Center

STATE BOARD OF EDUCATION

State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

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INTRODUCTION

Pursuant to the authority of Iowa Code section 256.7(5), Iowa Code 2013, Section 279.68 and 2012 Acts, Senate File 2284, section 31, the State Board of Education hereby adopts new Chapter 61. Iowa Reading Research Center (IRRC) – Iowa Administrative Code.

The purpose of the IRRC is to apply current research on literacy to provide for the development and dissemination of the following:

- Instructional strategies for prekindergarten through grade 12 to achieve literacy proficiency that includes reading, reading comprehension, and writing for all students
- Strategies for identifying and providing evidence-based interventions for students, beginning in kindergarten, who are at risk of not achieving literacy proficiency
- Models for effective school and community partnerships to improve student literacy
- Reading assessments
- Professional development strategies and materials to support teacher effectiveness in student literacy development
- Data reports on attendance center, school district, and statewide progress toward literacy proficiency in the context of student, attendance center, and school district demographic characteristics
- An intensive summer literacy program

The legislation also identified that the IRRC's first focus should be kindergarten through grade three.

The IRRC facilitates and coordinates literacy efforts across the state of Iowa. Collaboration among several groups and individuals is often needed to address complex issues, and the IRRC is in a unique position to collaborate with the major stakeholders across Iowa to impact literacy outcomes for children. Examples of Stakeholders include:

- Local school districts (LEAs)
- Nonpublic Schools
- Area education agencies (AEAs)
- Iowa's institutes of higher education (IHEs), both private and public
- Community Partners such as United Way of Iowa
- Iowa Department of Education (DE)
- Professional organizations such as Iowa Reading Association
- Educators such as literacy consultants, teachers, administrators, and curriculum directors
- Parents

Grant Wood AEA is the fiscal agent and provides office space for the center's staff, the IRRC functions under the direction of the DE and through legislative action. The Center disseminates tools, resources and research practices via the IRRC [website](#). Additionally, communication occurs through the [blog](#), [Twitter](#) and [Facebook](#).

READING RESEARCH ADVISORY COUNCIL

The director of the department of education or the director's designee appoints the members. For the 2014 calendar year the advisory council met on the following dates: January 30, 2014; March 12, 2014; May 21, 2014; September 9, 2014; December 3, 2014.

Current members represent a cross-section of organizations and institutions involved in supporting reading practices in the state. Membership for 2014 included the following:

Category	First Name	Last Name	Organization
Institutes of Higher Education	Elizabeth	Beschorner	Drake University
	Salli	Forbes	University of Northern Iowa
	Lindsay	Grow	Grand View University
	Amy	Hutchison	Iowa State University
	Kristen	Missall	University of Iowa
	Nita	Schmidt	University of Iowa
	Deb	Tidwell	University of Northern Iowa
	Cathy	Wilt	Morningside College
Department of Education	Amy	Williamson	Iowa Department of Education
	Barbara	Ohlund	Iowa Department of Education
	David	Tilly	Iowa Department of Education
	Sarah	Brown	Iowa Department of Education
AEAs	Kris	Donnelly	Grant Wood AEA
	Barb	Shafer	AEA 267
	Wendy	Robinson	Heartland AEA
LEAs (public and non-public)	Kimberly	Buryanek	Sioux City School District
	Jason	Ellingson	Collins-Maxwell School District
	Shari	Kuehl	Davenport School District
	Mary	Smock	Seton Catholic School
Teachers	Mike	Berenak	Iowa State Education Association
	Tania	Johnson	Cedar Rapids School District
Educational Associations and Organizations	Susan	Pecinovsky	Iowa Association for Supervision and Curriculum Development
	Claudia	Reyes-Fry	Iowa Branch of International Dyslexia Association
	Clark	Goltz	Iowa Reading Association
	Sarah	Ramsey	United Way
Community Partners	Michael	Bunde	Early Childhood Iowa
	Charlie	Bruner	Child & Family Policy Center
	Becky	Miles-Polka	Campaign for Grade Level Reading
Parents	Brad	McDowell	Parent Representative
	Shelly	Hanson	Parent Representative

IRRC STRUCTURE FOR IMPLEMENTATION OF READING PRACTICES

The IRRC is involved in many different initiatives for reading in Iowa. Research-oriented tasks are completed in many ways including but not limited to: Request for Proposal (RFP); Request for Information (RFI); contracting with experts in the field both locally and nationally; vetting groups; and lead teams. In order to systematize our work, we implement the following process:

1. Questions to ask before beginning:
 - a. Is this work needed?
 - b. Who does it impact (e.g., DE, LEAs, AEAAs, IHEs, and community partners, and families)?
 - c. What are the consequences of making the wrong decision and/or not doing this work?
 - d. What are the benefits for doing this work?
 - e. What are the barriers related to this work?
2. Identify a small lead team (3 – 10 people)
 - a. Ask advisory council to volunteer (must not be a conflict of interest)
 - b. Review prior work, research/evidence base and determine if national expert is needed
 - c. Determine timelines and outcomes for the work
 - d. Schedule meetings; set goals and timelines; and how progress will be evaluated
3. Identify national experts: if needed (conducted by small lead team)
 - a. Seek names of “experts” from one or more of the following groups:
 - DE personnel
 - IRRC Advisory Council
 - Other organizations as appropriate
 - b. Review professional background (curriculum vitas)
 - c. Prioritize the list and contact first person until someone is identified and hired
 - d. Determine: deliverables, timelines, and payment
4. Identify a vetting group that represents those involved in the success of the work across the state: (e.g., DE, AEAAs, LEAs, IHEs, community partners, families)
Schedule at least two meetings to:
 - Review work and provide feedback (including national and local experts if used)
 - Understand how feedback was incorporated
 - Provide feedback for implementation
5. Based upon feedback from the vetting group:
 - a. Complete RFP or RFI
 - b. Develop a written report
 - c. Publish guidelines and criteria
 - d. Provide training if applicable

Progress 2014	
IA Code Citations	Description
Evidence-based Interventions and Strategies IAC § 284.32 1(b)	<p>The IRRC worked with the DE to develop and support the RFI and RFP to gather information on Early Literacy Interventions for review.</p> <p>The IRRC provided financial support to multiple national experts, Jeannie Wanzek, Laura Justice, and Andy Porter, to help develop the criteria and rubric to be used by reviewers.</p> <p>The IRRC provided financial support for reviewers to be trained on how to apply a Quality Review Rubric and a Teacher Usability Rubric.</p>
School and Community Partnerships IAC § 284.32	<p>Identification of family and educator resources available on the IRRC website:</p> <ul style="list-style-type: none"> • National Experts Joan Walker and Catherine Compton-Lilly developed criteria to evaluate resources • Resources were evaluated by three trained reviewers, including educators, consultants, and parents • October, 2014: PreK-1st grade resources were available on website • December, 2014: 2nd-6th grade resources available on website
Reading Assessments IAC § 284.32 1(d) IAC § 279.68 1(a)	<p>Assisted with costs for statewide Formative Assessment System for Teachers (FAST) and Individual Growth and Development Indicators (IGDIs) and for LEAs.</p> <p>IRRC provided two trainings (May 2014 and August 2014) for all IHEs on the Early Warning System—facilitated by the developers of FAST, IGDIs, and Iowa’s Tools for Innovation in Educational Results (Iowa TIER). One hundred percent (100%) of Iowa’s colleges and universities that train elementary pre-service teachers participated in the training. Ongoing support and assistance is provided to them via webinars and responding to requests for assistance.</p>

<p>Data Reports IAC § 284.32 1(f)</p>	<p>The data system, Iowa TIER, allows for integration of the state purchased assessments, works with existing student information systems, and logs, stores, and graphs assessment and intervention information. Iowa TIER is provided to Iowa schools at no cost. The IRRC has assisted with the annual licensing fee associated with this database. For the 2014-2015 school year, over 90 percent of Iowa schools are using this system.</p> <p>The IRRC financially supports the data system identical to Iowa TIER that allows IHEs to train future educators on FAST, IGDIs, and Iowa TIER in practicum and pre-service settings.</p>
<p>Intensive Summer Reading Program IAC § 279.68 4(c)</p>	<p>The IRRC is establishing criteria and guidelines for an intensive summer reading program that schools must use by summer 2017.</p> <ul style="list-style-type: none"> • A small task team was created to develop guidelines and criteria for programs that are to be implemented in 2017. <ul style="list-style-type: none"> ○ Members include: IRRC staff, community partners, district assistant superintendent, district reading consultant, elementary principal, and curriculum director. • The task team is working with national expert, Geoffrey Borman, to identify research related to summer reading programs and to develop the criteria and guidelines. • The IRRC has met with all superintendents at each AEA to gather information related to current practices as well as to determine what their needs are related to summer programs. • The IRRC is also working with the three regent universities to conduct a follow-up landscape assessment of current summer reading in Iowa. • The IRRC will hold multiple meetings with key stakeholders to vet the criteria and guidelines. • The IRRC will write and disseminate the criteria and guidelines in the spring/summer 2015.
<p>National and State Experts IAC § 284.32 2</p>	<p>The IRRC has worked with the following experts in the field of literacy:</p> <p><u>Evidence Based Interventions</u> Jeannie Wanzek – Florida State University (Florida Center for Reading Research) Laura Justice – Ohio State University Andy Porter - University of Pennsylvania</p> <p><u>Intensive Summer Reading Program</u> Geoffrey Borman – University of Wisconsin Salli Forbes – University of Northern Iowa Amy Hutchison – Iowa State University Kristen Missall – University of Iowa</p> <p><u>School Community Partnerships</u> Catherine Compton-Lilly – University of Wisconsin Joan Walker – Pace University</p>

Professional Development IAC § 284.32 1(e)	Upon appropriations: Unfunded
Dyslexia Senate File 2319 Chapter 1077	Upon appropriations: Unfunded