



Iowa Department of Education

Iowa Reading Research Center Report

Iowa Department of Education

Grimes State Office Building
Des Moines, IA 50319

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State of Iowa
Department of Education
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Des Moines IA 50319-0146

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Introduction

Pursuant to the authority of Iowa Code section 256.7(5) and 2012 Acts, Senate File 2284, section 31, the State Board of Education hereby adopts new Chapter 61, "Iowa Reading Research Center" 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 3.

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 because the IRRC is not attached to any one entity it is in a unique position to collaborate with the major stakeholders across Iowa to impact literacy outcomes for children. Examples of Stakeholders include:

- Collaborating for Iowa Kids (C4K), a consortium of local education agencies (LEAs), area education agencies (AEAs), and Department of Education staff
- Iowa's Institutes of Higher Education, both private and public
- Community Partners such as United Way of Iowa
- Iowa's AEAs
- Iowa Department of Education (DE)
- Professional organizations such as Iowa Reading Association

Grant Wood AEA is the fiscal agent and provides office space for the center's staff, the IRRC functions under the auspices of the DE and through legislative action.

Reading Research Advisory Council

To gather input from a variety of stakeholders, the DE convened a Reading Research Committee. The committee was charged with creating a detailed description and recommendations, based on Senate File 2284, of the specific functions and structures

necessary to establish the Iowa Reading Research Center. Sharon Kurns, regional director for Heartland AEA, was selected to serve as the chair of the committee. The committee met for two days during the summer of 2012, to develop the overview of the work of the center.

The first formal meeting of the IRRC advisory council was held on January 22, 2013. The committee converted to an advisory council with additional members added and meets quarterly. The director of the department of education or the director's designee appoints the members. Current members represent a cross-section of organizations and institutions involved in supporting reading practices in the state. Membership for 2012-13 included the following:

Last Name	First Name	Organization
Beranek	Mike	Iowa State Education Association; Vice President
*Beschorner	Elizabeth	Drake University; Assistant Professor
Bruner	Charlie	Iowa Child and Family Policy Center; Director
*Bunde	Michael	Early Childhood Iowa State Board; Board Member
*Buryanek	Kimberly	Sioux City Schools; Director of Curriculum Instruction and Assessment
Cormack	Mike	Iowa Department of Education; Consultant, Policy Liaison
Davidson	Lea	Iowa Department of Education; Chief, Bureau of Standards and Curriculum
Donnelly	Kris	Grant Wood AEA 10; Programs and Services Administrator
Ellingson	Jason	Collins-Maxwell Community Schools; Superintendent
Forbes	Salli	University of Northern Iowa; Associate Professor, Director of the Jacobson Center
Goltz	Clark	Iowa Reading Association; Executive Director
Grow	Lindsay	Grand View University; Assistant Professor
Hindman	Deb	Iowa Department of Education; Consultant, Literacy
**Hosp	John	University of Iowa; Professor and Chair
Hutchison	Amy	Iowa State University; Assistant Professor
Johnson	Tania	Cedar Rapids School District; 2013 Iowa Teacher of the Year; Educator
Kuehl	Shari	Davenport Community Schools; Reading Specialist
Lawrence	Jobi	Iowa Department of Education; Consultant, Title III
**Martens	Rita	Iowa Department of Education; Lead Consultant, Iowa Core
*McMahon	Geri	Iowa Department of Education; Administrative Consultant, Title I
*Milburn	Penny	Iowa Department of Education; Consultant, Preschool Programs
Missall	Kristen	University of Iowa; Associate Professor
Nelson	Sandy	Iowa Department of Education; Consultant, Special Education Innovation and Improvement
Ohlund	Barbara	Iowa Department of Education; Administrative Consultant
Pecinovsky	Susan	Marshalltown Schools; Associate Superintendent
*Ramsey	Sarah	United Way of Central Iowa; Advocacy Officer
Reyes-Fry	Claudia	Iowa Branch of International Dyslexia Association;

		Board Member
Reynolds	Ralph	Iowa State University; Professor
Robinson	Wendy	Heartland AEA 11; Assistant Director of Learning Development and Support
*Schmidt	Renita	University of Iowa; Associate Professor
Shafer	Barb	Area Education Agency 267; Special Education Consultant
Tidwell	Deborah	University of Northern Iowa; Professor
Tilly	David	Iowa Department of Education; Deputy Director
**Traw	Rick	University of Northern Iowa; Associate Professor
*Wilt	Cathy (Barbara)	Morningside College; Assistant Professor
Wise	Phil	Iowa Department of Education; Consultant, Policy Liaison

* New members added in December 2013

** Members no longer serving on Advisory as of December 2013

Statewide Collaborative Structure for Implementation

The IRRC works with Collaborating for Iowa's Kids (C4K), a partnership between the DE, AEA's and LEAs. The intent of the C4K collaborative is to effectively and efficiently work as a comprehensive educational system to accomplish agreed-upon high-impact priorities. The initial work for the group's collaborative efforts is preK-6 reading with a focus on early literacy. The IRRC works with C4K to engage in the development and dissemination of tools and resources to ensure scientifically-based reading research is used in practice for Iowa schools and community programs. The IRRC supports the work of the task teams and national experts to enhance the work of C4K.

Progress of Work 2013

IA Code Citations	Progress
61.7(1) Director and other personnel. The center shall have a director who shall be an employee of the host. IAC § 281.61.1(256)	Dr. Sara McInerny was hired as the interim director and served from January 03, 2012, until July 1, 2013. Dr. Michelle Hosp was hired as the permanent director on July 1, 2013, until present. Additionally, a secretary and a consultant were hired to support the work of the IRRC in August and September 2013.
Reading assessments. IAC § 284.32 1(d) A school district shall assess all students enrolled	The DE, with assistance from IRRC advisory members, completed selection of valid and reliable universal screeners and progress monitoring tools in January 2013. The assessments selected include: Formative Assessment System for Teachers (FAST)

<p>in kindergarten through grade three at the beginning of each school year for their level of reading or reading readiness on locally determined or statewide assessments, as provided in section 256.7, subsection 31.</p> <p>IAC § 279.68 1(a)</p>	<p>for K–6 grades and Individual Growth and Development Indicators (IGDIs) for four-year olds. The assessments are provided to Iowa schools at no cost and the IRRC is assisting with the annual licensing fees associated with these assessments.</p>
<p>Data reports on attendance center, school district, and statewide progress toward literacy proficiency in the context of student, attendance center, and school district characteristics.</p> <p>IAC § 284.32 1(f)</p>	<p>The DE, with assistance from IRRC advisory members, completed the selection of a data system in 2013. The data system (TIES) allows for integration of the state purchased assessments, works with existing student information systems, and logs, stores, and graphs assessment and intervention information. This statewide database is named Iowa TIER (Tools for Innovation in Educational Results) and is provided to Iowa schools at no cost. The IRRC is assisting with the annual licensing fee associated with this database.</p>
<p>An intensive summer literacy program Rule 281-61.3(256). school district shall notify the student's parent or guardian that the parent or guardian may enroll the student in an intensive summer reading program offered in accordance with subsection 2, paragraph e.</p> <p>IAC § 279.68 4(c)</p>	<p>The IRRC is establishing criteria for components of a summer reading program that schools can use as a guide (to be completed January 2014). The guide will include mediating factors that have an impact on summer reading programs along with considerations. Additional instructional guidance will be available in the spring and will be coordinated with the instructional strategies and interventions identified through the work of the DE and C4K.</p>
<p>The Center shall draw upon national and state expertise in the field literacy proficiency, including experts from Iowa's institutions of higher education and area education agencies with backgrounds in literacy development.</p> <p>IAC § 284.32 2</p>	<p>The IRRC in March of 2013, commissioned the three regent universities in Iowa to form a consortium to conduct a "needs assessment" to determine the current status of literacy instructional practices in Iowa schools. This included teacher knowledge of the curriculum, instructional practices around early literacy, and content knowledge about reading instruction.</p> <p>Results:</p> <ol style="list-style-type: none"> 1. A lack of consistency across our school systems in the understanding and implementation of approaches to teaching literacy. 2. Variation of the number of minutes schools allot

	<p>each day for literacy instruction.</p> <ol style="list-style-type: none"> 3. Limited time for implementation of the Iowa Core. 4. Inconsistency in the number of schools who offer a summer reading program.
<p>Strategies for identifying and providing evidence-based interventions for students, beginning in kindergarten, who are at risk for not achieving literacy proficiency. IAC § 284.32 1(b)</p>	<p>The IRRC works with the DE and C4K to provide evidence based interventions and strategies in the following areas:</p> <ul style="list-style-type: none"> • Early Literacy Framework • Standard Treatment Protocol • Parent Resources <p>This work is ongoing and is supported by the IRRC by providing guidance and funding to employ national experts. The goal is to assist the state to ensure the work represents research-based practices that have a positive impact on student’s literacy proficiency.</p>
<p>Professional development strategies and materials to support teacher effectiveness in student literacy. The purpose of the center shall be to apply current research on literacy to provide for the development and dissemination of literacy materials. IAC § 284.32 1(e)</p>	<p>Dissemination of evidence-based literacy materials is done through the IRRC website. The IRRC led a bid and contracted with a web developer to produce a website that allows dissemination of literacy materials to educators and parents across Iowa. The website became live in June 2013 and can be accessed at http://www.iowareadingresearch.org/</p> <p>Purchase of literacy supports. The IRRC worked with the AEA media directors to identify quality resources to support literacy. Resources selected aligned with state reading lists, book award lists, and national standards lists. The following web-based resources were purchased for all Iowa Schools:</p> <ul style="list-style-type: none"> • Scholastic BookFlix Annual License • TrueFlix • TeachingBooks.net Annual License
<p>The advisory council shall consist of representatives of the department, school districts, area education agencies, accredited nonpublic schools, institutions of higher education, organizations representing reading and literacy teachers,</p>	<p>The advisory council currently represents those groups identified. They currently meet four times a year in order to review and discuss initiatives that the IRRC is engaged in. The role of this council is to advise on the work of the IRRC.</p>

<p>community-based nonprofit organizations that are focused on literacy, statewide literacy organizations, and parents. Rule 281—61.7(2)</p>	
<p>In addition to required reading enhancement and acceleration strategies, provide parents of students who are identified as having a substantial deficiency in reading under subsection 1, paragraph a, with a plan outlined in a parental contract, including participation in regular parent-guided home reading. IAC § 279.68 6(c)</p>	<p>Identification of parent and educator resources that will be included on the website is underway. A national expert for parent literacy resources is developing criteria to be used for reviewing all parent materials. Only those materials that are reviewed and determined to be research based and high quality will be posted on the IRRC website. The parent resources are expected to be available in Spring and Summer 2014.</p>
<p>Models for effective school and community partnerships to improve student literacy. IA Code § 284.32 (c) ...seek public and private partnerships in developing and accessing necessary tools and technical assistance. IAC § 284.32</p>	<p>Ongoing collaboration with community partners including Iowa Reading Corp, The Campaign for Grade-Level Reading, United Way of Iowa, Early Childhood Iowa, and Iowa Commission on Volunteer Services.</p> <p>The IRRC is working with teacher training programs to provide access to Iowa TIER for training pre-service students in the use of statewide database, FAST and IGDIs.</p>