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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 legislative purposes of the IRRC include:

- Identifying instructional strategies for prekindergarten through grade 12 to achieve literacy proficiency that includes reading, reading comprehension, and writing for all students.
- Developing strategies for identifying and providing evidence-based interventions for students, beginning in kindergarten, who are at risk of not achieving literacy proficiency.
- Identifying models for effective school, parent, and community partnerships to improve student literacy.
- Identifying reading assessments.
- Developing professional development strategies and materials to support teacher effectiveness in student literacy development.
- Developing 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.
- Developing 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, both private and public
- Community partners such as United Way
- Iowa Department of Education (Department)
- Professional organizations such as the Iowa Reading Association
- Educators such as literacy consultants, teachers, administrators, and curriculum directors
- Parents

During the spring of 2015, the University of Iowa was chosen as the new home for the IRRC because of its strength as one of the nation’s top public research universities, with a great deal of faculty expertise in literacy as well as resources to support the continued growth of the Center. The University of Iowa is the fiscal agent and provides office space for IRRC staff. The

staff works with the Department, and its priorities are guided by legislative action and the recommendations of its Advisory Council. The IRRC disseminates resources and research findings via their [website](#). Additionally, communication occurs through social media such as [blogs](#), [Twitter](#), and [Facebook](#).

The IRRC hired a new director, Dr. Deborah Reed, during the summer of 2015. Dr. Reed started work at the IRRC in August. She spent the first ten years of her career as a secondary teacher and reading specialist and earned her Ph.D. in special education at the University of Texas at Austin. Since 2003, she has been active in the field as a researcher and technical assistance provider. Most recently, Dr. Reed has served as an assistant professor at Florida State University and the Florida Center for Reading Research. She has developed numerous instructional materials and professional development programs on evidence-based literacy practices, particularly for middle and high school students.

Dr. Reed was awarded the Council for Learning Disabilities' 2010 Outstanding Researcher of the Year award, served as the chair of that organization's Research Committee from 2012-2015, and is now in the Presidential Chain. She has over 30 peer reviewed journal articles and serves on the editorial boards of *Learning Disability Quarterly*, *Learning Disabilities Research & Practice*, and the *Elementary School Journal*. Her current research interests include appropriate uses of reading data in instructional decision making, addressing the literacy demands of science classes, and providing reading instruction to vulnerable populations.

READING RESEARCH ADVISORY COUNCIL

The Director of the Department or the Director's designee appoints the members of the Advisory Council. For the 2015 calendar year, the Advisory Council met on the following dates: January 26, 2015; May 19, 2015; September 23, 2015; and December 1, 2015.

Current members represent a cross-section of organizations and institutions involved in supporting reading practices in the state. Membership for 2015 included the following:

Category	First Name	Last Name	Organization
Institutes of Higher Education	Salli	Forbes	University of Northern Iowa
	Amy	Hutchison	Iowa State University
	Lindsay	Woodward	Drake University
	Nita	Schmidt	University of 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	Mark	Draper	Green Hills AEA
	Jaci	Jarmes	Great Prairie AEA

Category	First Name	Last Name	Organization
LEAs (public and nonpublic)	Kimberly	Buryanek	Sioux City School District
	Jason	Ellingson	Collins-Maxwell School District
	Shari	Larsen	Davenport School District
	Mary	Smock	Seton Catholic School
Teachers	Mike	Beranek	Iowa State Education Association
	Tania	Johnson	Cedar Rapids School District
	Kara	Dietrich	Ballard School District
Educational Associations and Organizations	Clark	Goltz	Iowa Reading Association
	Claudia	Reyes-Fry	Iowa Branch of International Dyslexia Association
	Sarah	Ramsey	United Way
Community Partners	Michael	Bunde	Early Childhood Iowa
	Angelica	Cardenas-Chaisson	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 reading initiatives in Iowa.

With the opportunity for a renewed focus on research, the IRRC will be conducting the following types of applied research in collaboration with stakeholders:

1. Research to guide the development of literacy policy and practice.
2. Research to inform the effective implementation of literacy policy and practice.
3. Research to evaluate the impact of literacy policy and practice.

Progress 2015	
IA Code Citations	Description: In the last calendar year, the IRRC has...
Evidence-based Interventions and Strategies IAC § 284.32 1(b)	Worked with the Department to develop and support the request for information and the request for proposal to gather and review information on early literacy interventions. Provided financial support to multiple national experts to help develop the criteria and rubric to be used by reviewers.
School and Community Partnerships IAC § 284.32	Identified family and educator resources and posted them on the IRRC website. The steps were as follows: <ul style="list-style-type: none"> • National experts developed criteria to evaluate resources. • Resources were evaluated by three trained reviewers, including educators, consultants, and parents.

	<ul style="list-style-type: none"> • PreK-1st grade resources were made available on the IRRC website in October 2014. • 2nd-6th grade resources were made available on the IRRC website in December 2014. • Resources for English language learners began to be identified in Spring 2015.
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).</p> <p>Provided ongoing support for institutes of higher education on Iowa's Early Warning System (FAST, IGDIs, and Iowa's Tools for Innovation in Educational Results [Iowa TIER]) via webinars and responding to requests for assistance.</p>
Data Reports IAC § 284.32 1(f)	<p>Supported the data system, Iowa TIER, which allows for integration of the state-purchased assessments; works with existing student information systems; and logs, stores, and graphs assessment and intervention information.</p> <p>Financially supported a data system parallel to Iowa TIER that allows institutes of higher education to train future educators on FAST, IGDIs, and Iowa TIER in practicum and pre-service settings.</p>
Intensive Summer Reading Program IAC § 279.68 4(c)	<p>Assisted the Department with establishing criteria and guidelines for an intensive summer reading program that schools must use by summer 2017. Steps were as follows:</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 included: IRRC staff, community partners, district assistant superintendent, district reading consultant, elementary principal, and curriculum director. • The task team worked with a national expert to identify research related to summer reading programs and to develop the criteria and guidelines. • The IRRC met with all superintendents at each AEA to gather information related to current practices as well as to determine their needs related to summer programs. • A follow-up survey for superintendents was conducted to delve more deeply into the challenges, concerns, and successes of existing summer programs. • The IRRC worked with the three Regent Universities to conduct a follow-up landscape assessment of current summer reading in Iowa. • The IRRC held five meetings with key stakeholders to vet the criteria and guidelines. • The Department, in collaboration with the task team, developed the criteria and filed a Notice of Intended Action with the State Board of Education on September 17, 2015.

	<ul style="list-style-type: none"> • A public hearing was held on November 3, 2015. • The Administrative Rules Review Committee met on November 10, 2015, to review the proposed rules. • The State Board adopted the proposed rules on December 14, 2015.
National and State Experts IAC § 284.32 2	<p>Worked with literacy experts from all three Regent Universities on the landscape assessment:</p> <p><u>Intensive Summer Reading Program</u></p> <p>Salli Forbes – University of Northern Iowa Amy Hutchison – Iowa State University Kristen Missall – University of Iowa</p> <p>Consulted with national experts from outside the state on summer reading programs and school-community partnerships to ensure decisions were aligned with current knowledge in the field.</p>
Professional Development IAC § 284.32 1(e)	Upon appropriations: Unfunded
Dyslexia Senate File 2319 Chapter 1077	Upon appropriations: Unfunded