

The Collaborating for Iowa's Kids (C4K) is a partnership among the Area Education Agencies (AEA), the Iowa Department of Education (DE) and local school districts. The intent of C4K is to work more effectively and efficiently as a full educational system to accomplish a few agreed upon priorities. The initial priority focus, collective efforts and resources are on early literacy. See additional information about C4K at the end of this document.

All elementary schools, districts, and AEAs are being asked to complete a survey, supported by C4K, for the scale up of Response to Intervention (Rtl) in Iowa as part of a statewide effort to improve early literacy results. This survey will help identify the first group of schools that will have free access to the Rtl data system, assessments, training, support, and coaching. The survey also will also help guide development of statewide, regional and local resources and supports.

The following will be available to the first group of participating elementary schools by fall 2013, at no cost:

1. Access, training and support to use Iowa's Rtl data system;
2. Access, training and support to use Iowa's universal screening and progress monitoring assessments;
3. Processes, tools and coaching to support consensus, leadership, resource mapping, collaborative inquiry and Iowa's early literacy framework within the Iowa Core; and
4. Professional development, coaching and support to implement solutions based on building need:
 - (a) Support to enhance your core literacy instruction
 - (b) Assistance in building targeted supports for literacy.

In order to support the most effective use of the survey, the information in this document is organized as follows:

- (1) Description of who needs to complete the survey – READINESS SURVEY;
- (2) Information about Iowa's Rtl data system – RTI DATA SYSTEM; and
- (3) Information about Iowa's universal screening and progress monitoring assessments - ASSESSMENTS.

READINESS SURVEY

Elementary buildings are defined as buildings that serve PK/K up to 6th grade, excluding PK-only schools.

To determine elementary schools as part of the first group, C4K is implementing a Readiness Survey on behalf of the state. Results from the survey will be made available to schools, districts, and AEAs for their own planning purposes.

Who should take the survey?

1. The District Superintendent. The responses should focus on all elementary schools within the district, as well their own beliefs. Some questions will address building bandwidth, access to computers and other specific technical inquiries to determine adequate support for Iowa's Rtl Data System and Assessments.
2. Elementary Building Principal. The responses should focus on all staff within the school, as well as their own beliefs/work.
3. Elementary Building Faculty/Staff. All school faculty and educational staff need to complete the survey with a focus on districts/building supports, as well as their own beliefs/work.
4. AEA Administration/Staff. All AEA administration and those personnel who work with schools need to complete the survey with a focus on their own beliefs/work.
5. Iowa Department of Education – Division of Learning and Results. All staff within the Division of Learning and Results will complete the survey with a focus on their own beliefs/work.

What does First Group (Transformation Phase One) mean?

C4K will scale up the data system, assessments, training, support and coaching in the area of early literacy by engaging groups of elementary schools in four different groups (phases) for implementation. The first group will begin fall 2013. The four groups are distributed as follows:

- The first group will be approximately 10% of the schools in Iowa;
- The second group will be approximately 20% of the schools in Iowa;
- The third group will be approximately 30% of the schools in Iowa;
- The fourth group will be approximately 40% of the schools in Iowa;

Transformation phases do not denote years – it may be that the first two groups engage in 2013-2014, and the remaining groups engage in fall 2014. The pace at which groups engage will be determined on the basis of criteria met across specific components of implementation.

Important Note---

Completion of the survey does not commit a school or district to implementation in any of the groups (phases). Also, it is important to note that NOT ALL SCHOOLS WITHIN A DISTRICT may be selected as part of the first group to access the data system, assessments, training, support and coaching in the area of early literacy. It may be that only one school in district will be selected to participate; it may be that all schools will be selected to participate. Results of the survey combined with equitable distribution across the state will determine this.

What is the timeline for the Readiness survey and invitation to participate?

The survey will be open from April 26 through May 3. Analysis and verification of results will conclude May 15. We anticipate district and school invitations will be provided May 16-17.

RTI DATA SYSTEM

The Rtl Data system enables educators to access one-click reports on student data to use and share immediately after administration of assessments. It also allows the teacher to:

- Capture and display universal screening data online
- Capture and display progress monitoring data online
- Schedule students into intervention groups and track progress
- Collaborate in real time with other educators

For more information about the RTI Data System, including short videos about the Rtl Data System, please visit this link: http://educateiowa.gov/index.php?option=com_content&view=article&id=2562:iowas-response-to-intervention&catid=1237:response-to-intervention-rti&Itemid=5221

ASSESSMENTS – Universal Screening and Progress Monitoring

The state will provide the following assessments for PK through 6th grade at no cost to schools:

FAST: Formative Assessment System for Teachers, purchased to support universal screening and progress monitoring needs for students across Kindergarten through 6th grade. FAST has a suite of assessments – earlyReading, CBMReading and aReading.

IGDIs: Individual Growth and Development Indicators, purchased to support universal screening for 4 year old learners.

Both FAST and IGDIs will provide a fully online assessment administration environment, complete with teacher directions, built-in timer, scoring, and immediately accessible results through the Rtl data system.

For more information about the RTI Data System, including short videos about the Rtl Data System, please visit this link: http://educateiowa.gov/index.php?option=com_content&view=article&id=2562:iowas-response-to-intervention&catid=1237:response-to-intervention-rti&Itemid=5221

ADDITIONAL INFORMATION ABOUT COLLABORATION FOR IOWA'S KIDS – C4K

Each month more than one hundred members of C4K come together to discuss, guide and enact strategies that support Iowa's educational system. The C4K initial priority focus, collective efforts and resources are on **early literacy and closing the achievement gaps** with the **goal that every child is proficient by the end of third grade**. The C4K selected this priority focus because of the integral role literacy proficiency plays for success in all other academic and social areas.

To attain this goal, C4K studied high-performing systems around the world, reviewed Iowa's performance across Iowa Assessments and the National Assessment of Educational Progress, reviewed Iowa's strengths and challenges, and distilled what has been shown to work into four inter-connected strategies that when leveraged, result in higher performance and greater success for children/youth:

- Standards and Curriculum (the what)
- Educator Quality (the who)
- Response to Intervention (the how)
- School Improvement (assessing quality and need for improvement)

Work Teams have been commissioned by C4K to identify/develop evidence-based frameworks, practices, actions, programs and related supports to accomplish the four major strategies. To ensure coherence between these four strategies, a work coordination team has been established to coordinate among work teams and across C4K.

Brief History

C4K was conceptualized within the Area Education Agency system to more effectively work as partners with the Iowa Department of Education (DE) as well as across the AEA system. C4K was established in 2011-12, and resulted in several outcomes; four of these outcomes include:

1. Collective commitment across AEA's and the DE to work as a unified system;
2. Agreement that the role of the DE is to set direction and lead, and the role of the AEA's is to implement;
3. Agreement that LEA's are integral, and need to be included in C4K; and
4. Commitment to focus efforts and resources on selected priorities.

Beginning Fall 2012, the DE broadened commitment to C4K by increasing personnel participation from five to twenty-five departmental staff from the Division of Learning and Results. By January 2013, C4K expanded to include representation across local districts. To date, C4K membership includes all AEA Chiefs, special education directors, educational service directors, and media directors, local district superintendents, principals and teachers, as well as twenty-five DE administrative and consultant personnel. C4K meets each month to guide Iowa's educational system toward attaining the goal that every child will be proficient in reading by the end of third grade across subgroups.

For more information about the Rtl data system and assessments, please visit the Collaborating for Iowa's Kids website at: <https://sites.google.com/a/aea8.k12.ia.us/c4k>