Leading Change... Improving Results for Iowa Children
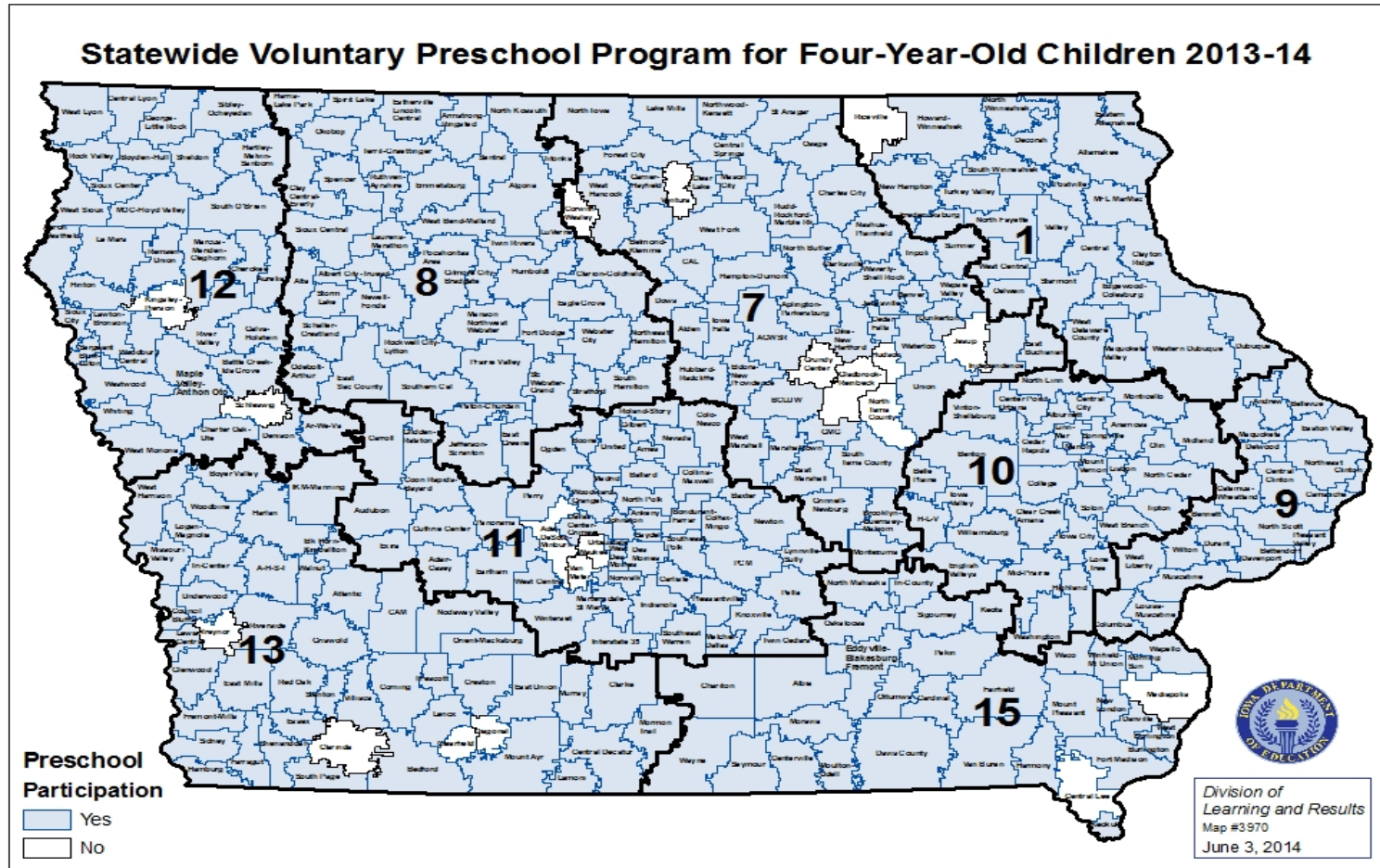
Kindergarten Assessment

NAEYC Professional Development Institute; June 8, 2014

Iowa's Structure

Area: 55,857 square miles
Population: 3,090,460
Total AEAs: 9
Total LEA in UPK: 328 of 346
Children served: Fall 13 --24,147 (22,749)
Total ECI Areas: 39
Head Start Grantees 18

Iowa UPK Districts

Statewide Voluntary Preschool Program for Four-Year-Old Children 2013-14

Iowa's History

State initiative–90s to present

- Kindergarten survey
- Iowa Learns Council
- Kindergarten readiness assessment
- Cross Agency Planning Group Task Force
- GOLD and universal screening legislated
- Grade level reading legislation

Grassroots initiative– 2000 to present

- Iowa Area Education Agencies
- Collaborating for Kids
- Achievement data analyzed
- Priority work defined
- Partnership developed regarding Early Literacy Implementation

Iowa's History

- In 2005 Iowa Code 279.60 dictated DIBELS or other literacy assessment for Kindergarten readiness

- In 2012 SF 2284 charged DE with forming a task force to study Kindergarten Readiness Assessments—Report located at https://www.educateiowa.gov/early-childhood-assessment-task-force

SF 2284 Cross Agency Planning Group

- Study and select one standard multidomain assessment instrument for implementation by all school districts for the purposes of Iowa Code 279.60.

- Select an instrument that may be administered at least at the beginning and end of the school year to measure student skills and academic growth.

- Select an instrument that is aligned with state and national curriculum standards.

- Study all costs associated with implementing a universal assessment instrument.

Identifying the Assessment Instruments

- State Survey (Spring 2012) identified what UPK, at-risk targeted, ECSE, and Head Start use for literacy/reading in PK for:
  - Universal Screening
  - Progress Monitoring
- Question regarding assessment instruments used in PK for:
  - Readiness Assessments (Cross Agency Assessment Instrument Planning Group)

Identifying the Assessment Instruments

▸ Additional recommendations from:
  ◦ CRTIEC (Center for RTI in Early Childhood)
  ◦ Iowa Early Childhood Stakeholders
▸ Survey Task Force Members

Criteria for Practical and Construct Features
❖Review Process

Practical	Technical	Construct
Key elements of tools: name, what it measures, grades it is used with, how it is administered, cost, time to administer	**Technical features:** reliability, validity, classification accuracy, relevance of criterion measure	**Application features:** alignment with IELS, training time, computer system feasibility, turn around time for data, sample, disaggregated data

Conducting the Work

❖Tool List

Assessments: (12 Total)
▸ Get Ready to Read – Revised
▸ Brigance Developmental Inventory
▸ Ages and Stages Questionnaires-3
▸ GOLD
▸ Individual Growth and Development Indicators (EL-IGDIs & IGDIs 2.0)
▸ DIBELS
▸ PALS Pre-K
▸ High Scope COR
▸ AEPS
▸ Kindergarten Readiness Test
▸ DRDP
▸ Work Sampling System

Goal and Outcome

- All children will enter school ready to learn
  - ENTER KINDERGARTEN READY TO LEARN TO READ

- Task Force recommended GOLD
- 2013 Legislature mandated GOLD for all prekindergarten students enrolled by their parents in a district sponsored program and directed the DE to include this in the data system

Early Literacy Implementation

- SF 2284 Passed in 2012 Legislative Session
- Law was placed at 279.68 (Director's Powers and Duties)
- Little attention due to fiscal triggers
- No dollars appropriated for this section of code in 2012
- In 2013 funds were appropriated

Main requirements of 279.68

- Universal screening in reading grades K-3
- For students with a "substantial deficiency" in reading:
  - Progress monitoring
  - Intensive instruction, including 90 minutes a day of scientific, research-based reading instruction
  - Notice to parents:
    - The student has a substantial deficiency
    - Strategies they can use to help the child succeed
    - Student progress reports
  - Retention if the student is not proficient by the end of third grade, did not attend the summer program, and does not qualify for a good cause exemption

Partnering with Iowa's Local Schools

Collaborating for Iowa's Kids

1. The intent [and goal] of C4K

INTENT

▸ To work more effectively and efficiently as a full educational system to accomplish a few agreed upon priorities.

GOAL

▸ All learners will be proficient in reading by the end of 3rd grade across subgroups.

Collaborative Governance Structure

State Board, AEA Boards, LEA Boards, Public

COLLABORATIVE OVERSIGHT

Advisory

COMMUNICATION

WORK COORDINATION

IMPLEMENTATION
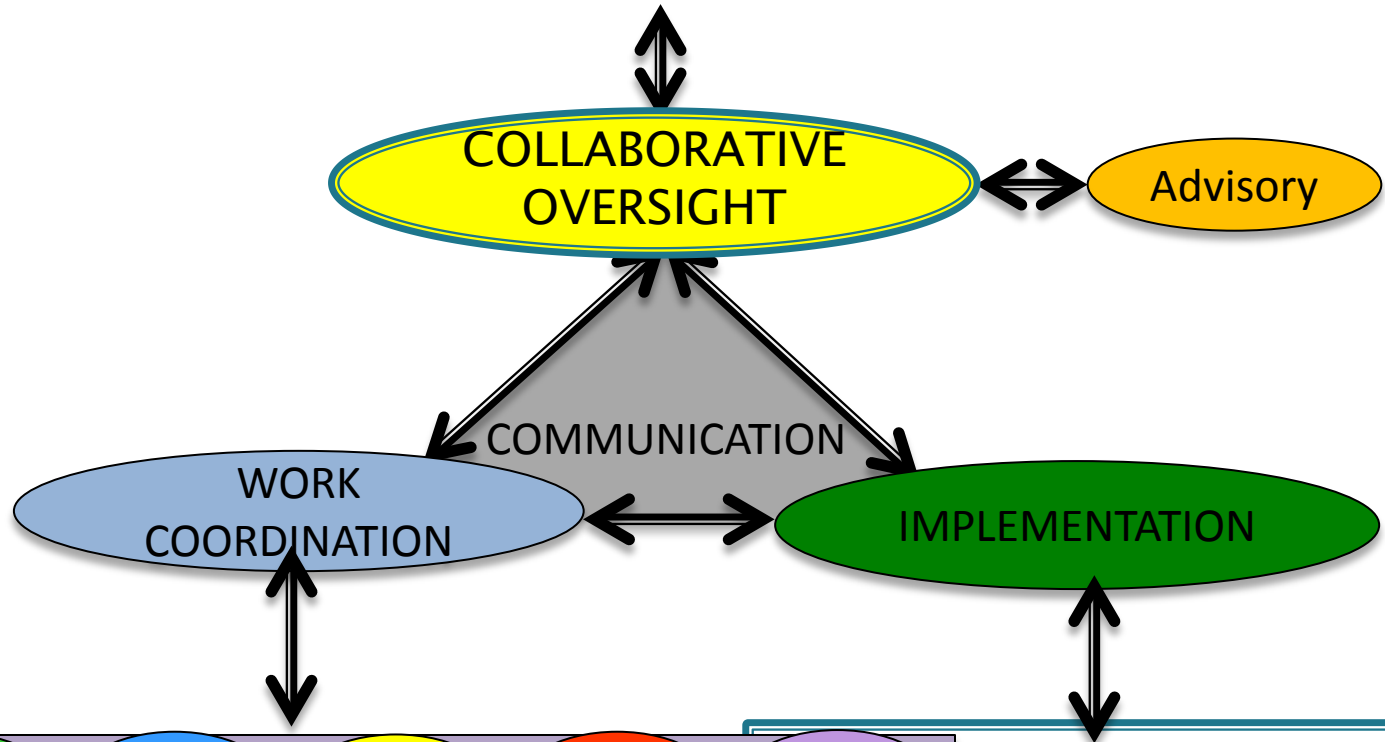
Evaluation

Early Learning Standards – Iowa Core

Educator Quality

Multi-Tiered System of Supports

School Improvement

Professional Learning

WORK TEAMS

PHASE SCHOOLS

· Collaborating for Iowa's Kids · Making Connections Among Stakeholders · MAY 2014 ·

C4K Work Coordination Team ensures coherency, alignment and coordination across work teams

Early Learning Standards & Iowa Core

1. Early literacy framework
2. Collaborative Inquiry Questions (CIQ)
3. CIQ – Universal Tier
4. Early Literacy Criteria Task Group – Class-wide [Tiered Supports]:
5. Early Literacy Criteria Task Group – Targeted [Tiered Supports] with Iowa Reading Research Center

Multi-Tiered System of Supports

1. Data-Based Decision-Making:
2. Early Warning System – Screening and Progress Monitoring:
3. Early Literacy Task Group – Intensive Supports
4. Collaborative Inquiry Questions 6-10
5. Subgroup Teams – TAG, ELL, Intensive Instruction

School Improvement

1. Implementation & Scaling
2. Improvement process
3. Data System
4. Healthy Indicators

Educator Quality

1. Collaborative Inquiry Framework
2. Leadership Teams
3. Professional Learning Communities

Professional Learning

1. Training
2. Coaches Network
3. Phase One Supports

Process for selecting Universal Screening and Progress Monitoring

Surveyed schools
Reviewed universal screening tools for literacy
Selected FAST K–6 and IGDIs for four-year-old children

Practical	Technical	Construct
Key elements of tools: name, what it measures, grades it is used with, how it is administered, cost, time to administer	**Technical features:** reliability, validity, classification accuracy, relevance of criterion measure	**Application features:** alignment with IELS, training time, computer system feasibility, turn around time for data, sample, disaggregated data

Supports for 279.68

Early Literacy Implementation: all districts and schools will receive, if desired	Phase 1 – 4 MTSS: accepted schools will receive

• **Access to Iowa TIER**
     o **Assessment administration**
     o **Knowledge base**
 • **List of approved universal screening and progress monitoring assessments**
 • **Training on Iowa TIER, FAST, and IGDIs**
 • **Technical support for Iowa TIER, FAST and IGDIs**
 • **Standards for evidence-based early literacy curricula and instructional materials**
	• Access to Iowa TIER
	     o Assessment administration
	     o Knowledge base
	 • List of approved universal screening and progress monitoring assessments
	 • Training on Iowa TIER, FAST, and IGDIs
	 • Technical support for Iowa TIER, FAST and IGDIs
	 • Standards for evidence-based early literacy curricula and instructional materials
	 • Access to and support through the statewide coaching network
	 • Training and support for
	     o Multi-Tiered System of Supports framework;
	     o Leadership and Consensus building;
	     o Collaborative Inquiry Questions;
	     o Evidence-based universal tier;
	     o Universal Tier Triage;
	     o Standard Treatment Protocol;
	     o Diagnostic Assessment;
	     o Intensive Interventions;
	     o Data-Based Decision-Making

PK Early Childhood specifically for the future...

- C4K Phase I schools—the original schools that did/did not include their PK programming
- Early Literacy Implementation— not PK however training on IGDIs Fall 14
- Phase II—the next 20% of Districts

AND…private community programs unaffiliated with UPK including Shared Visions not affiliated with districts (*our intention*)

Measures of Results: Child Outcomes

Kindergarten Readiness Data

PRE-K data
- GOLD Assessment
- IGDI's

K data
- FAST

GOLD Assessment: Kindergarten Readiness Data

Things to consider:

- Spring 2012/2013
- All children are included
- Interrater Reliability was not completed by 100% of all teachers
- Gives us an idea of the types of data available in the future

    (Fall 2013/2014 = around 30,000 children)

Data Source: Teaching Strategies *GOLD* Online Assessment System (Spring 2013)

GOLD Kindergarten Readiness is determined by the benchmark where the blue meets the purple but does not overlap.

Above the benchmark: Accomplished
Below the benchmark: Emerging

Objective 16 Demonstrates knowledge of the alphabet

a. Identifies and names letters

Not Yet	1	2	3	4	5	6	7	8	9
		Recognizes and names a few letters in own name		Recognizes and names as many as 10 letters, especially those in own name		Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order		Identifies and names all upper- and lowercase letters when presented in random order	
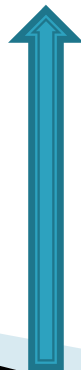
GOLD Kindergarten Readiness

Language (3 objectives)	Spring 2012/2013						
	# Children	Average	*GOLD* Readiness Benchmark	# Children Emerging	% Children Emerging	# Children Accomplished	% Children Accomplished
Iowa DE	**13414**	**678.2**	**597**	**1375**	**10.3%**	**12039**	**89.7%**

Cognitive (4 objectives)	Spring 2012/2013						
	# Children	Average	*GOLD* Readiness Benchmark	# Children Emerging	% Children Emerging	# Children Accomplished	% Children Accomplished
Iowa DE	**13328**	**689.1**	**609**	**1170**	**8.8%**	**12158**	**91.2%**
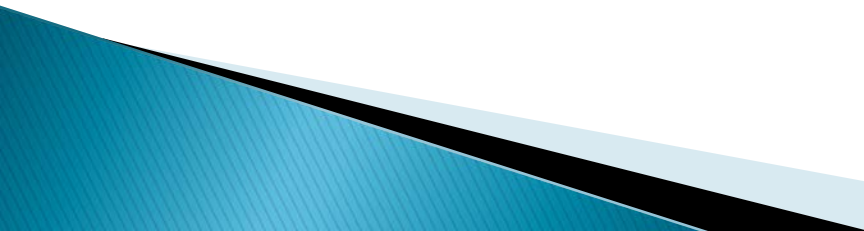
GOLD Kindergarten Readiness

Literacy (5 objectives)	**Spring 2012/2013**						
	# Children	Average	*GOLD* **Readiness Benchmark**	# Children Emerging	% Children Emerging	# Children Accomplished	% Children Accomplished
Iowa DE	13462	676.7	599	1019	7.6%	12443	92.4%

Mathematics (4 objectives)	**Spring 2012/2013**						
	# Children	Average	*GOLD* **Readiness Benchmark**	# Children Emerging	% Children Emerging	# Children Accomplished	% Children Accomplished
Iowa DE	13457	678.9	641	2700	20.1%	10757	79.9%

C4K Preschool Literacy--IGDIs

Things to consider:

- Phase I—53 districts – 87 buildings,
  PK participation—40 districts – 50 buildings
- Represents 1,725 4 year old children
- All children are included
- Certification requirement (Winter 2013)
- Gives screening data predictive of later reading success

C4K Preschool Literacy--IGDIs

Individual Growth & Development Indicators

- Picture Naming *(oral language)*
- Rhyming *(phonological awareness—rhyming)*
- Sound Identification *(alphabet knowledge)*
- Which One Doesn't Belong *(comprehension)*
- First Sounds *(Phonological awareness—alliteration)*

Proficiency on IGDIs

▸ State-wide, 38% of <u>preschoolers</u> were on track for proficiency

▸ <u>Buildings</u> with 80% or more of children were on track for proficiency = 1

▸ <u>Buildings</u> with 20-79% of children were on track for proficiency = 44

▸ <u>Buildings</u> with fewer than 20% of children were on track for proficiency = 5

GOLD and IGDIs–unique & complementary

- Clarifying the
  - why, who, how and what
- Defining
  - Screening, diagnostic, assessment for learning (formative) and summative

Lessons Learned

- Take the long view
- Identify your champions
- Create a collaborative structure
- Plan the professional development before implementing
- Plan data use
- Prepare your data systems
- Align with K-6 initiatives when possible
- Support instructional strategies

Iowa DE, 2013-2014

Thank you!

Iowa Department of Education
Early Childhood

Penny Milburn