



COLORADO

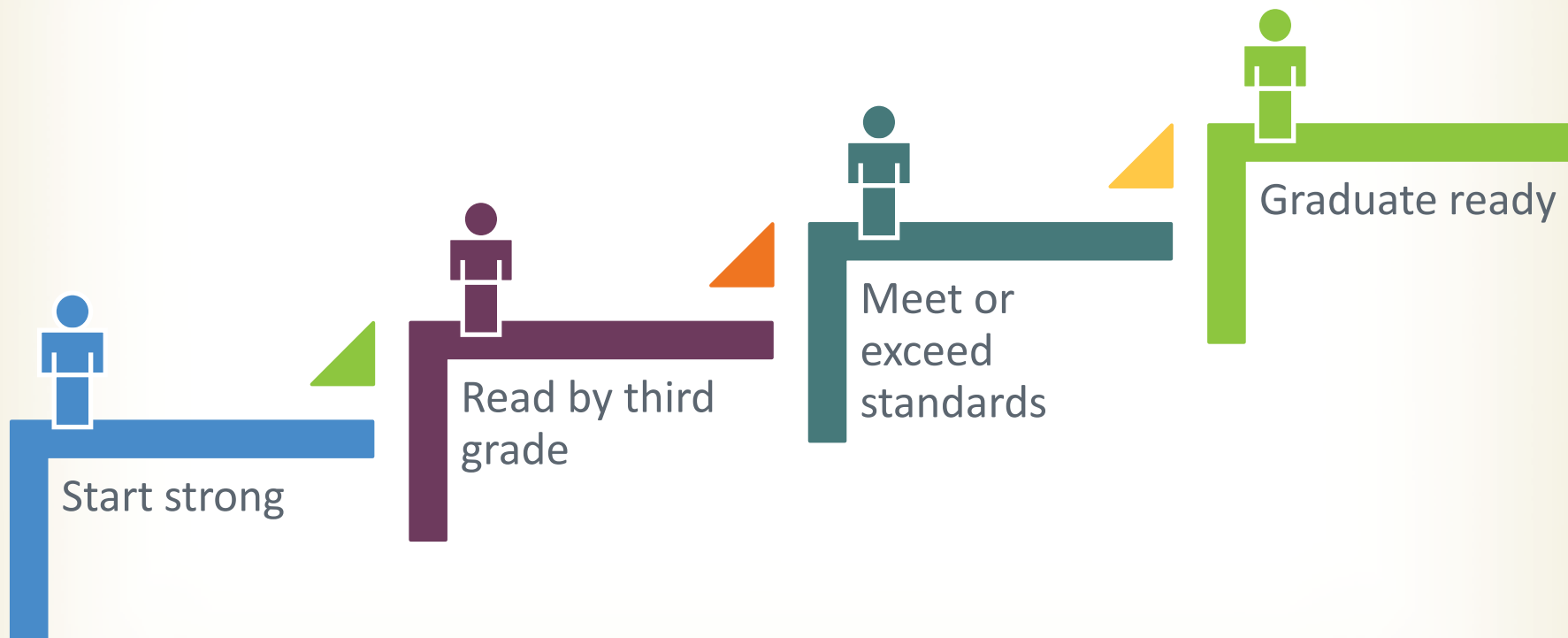
Department of Education

P – 3 Assessment: Requirements and Recommendations for Supporting Early Learning

August 25, 2015

CDE Strategic Goals:

Every Student Every Step of the Way



Kindergarten School Readiness and the READ Act

Overview and Connections



READ Act and Kindergarten School Readiness Assessment

- Kindergarten students will be assessed with both READ Act assessments and school readiness assessments beginning this year.
- If a READ Act interim assessment is administered within the first 60 days, the LEA is not required to administer the literacy component of the school readiness assessment.
- For kindergarten students identified as having a significant reading deficiency, the READ Plan should be created as a component of the school readiness plan.
- Kindergarten students designated as having a significant reading deficiency should be provided reading intervention supports.

Overview of Legislation



Overview of Kindergarten School Readiness Within SB 08-212

- SB 08 – 212, also known as Colorado's Achievement Plan for Kids (CAP4K)
- Preschool through postsecondary alignment act
- Included a provision related to school readiness
 - By fall of 2013*, ensure all children in publicly funded preschool and kindergarten receive an Individual School Readiness Plan.
 - Individual School Readiness Plans are informed by a State Board approved school readiness assessment.

*The State Board approved a phase-in this provision with full implementation in the 2015 -16 school year.



What is Meant by “School Readiness”?

- CAP4K required that the State Board of Education define school readiness in 2008.
- **State Board Adopted Definition:**
 - School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten.
- The definition can be thought of as “ready child, ready school”



Overview of the READ Act

- Passed by the Colorado Legislature in the 2012 session, repealing the Colorado Basic Literacy Act.
- Focuses on K-3 literacy development and directs support to students with significant reading deficiency.
- Includes specific guidance regarding literacy assessment and individual intervention plans for students identified with a significant reading deficiency.
- Contains requirements for parent communication and involvement.
- Holds districts and schools accountable for student progress through the Unified Improvement Plan process.
- Includes provisions for retention decisions for students completing grades K-3 with a significant reading deficiency beginning in the 2013 school year.
- Provides funding to support intervention.



Kindergarten School Readiness Assessment Domains

Minimal Requirements

Assessment of only the 6 statutorily required domains:

- social-emotional
- physical
- language
- cognition
- literacy
- math

Recommendations

Assessment of all domains/areas outlined within the tools.

Benefits:

- Use of the tool for all domains yield comprehensive “whole child” information to provide a Multi-Tiered System of Supports for children
- Additional information available by using the entire tool provides rich reports and action steps for families and teachers

Legislative Intent of Kindergarten School Readiness Assessment

- **Kindergarten school readiness assessments...**
 - Provide real-time, high quality, useful information to teachers and families that informs instruction and intervention.
 - Guide the development of an Individual School Readiness Plan for each student.
- **By law, school readiness assessment information CANNOT be used to deny a student admission or progression to kindergarten or first grade.**



Nature of Kindergarten School Readiness Assessment

It IS:

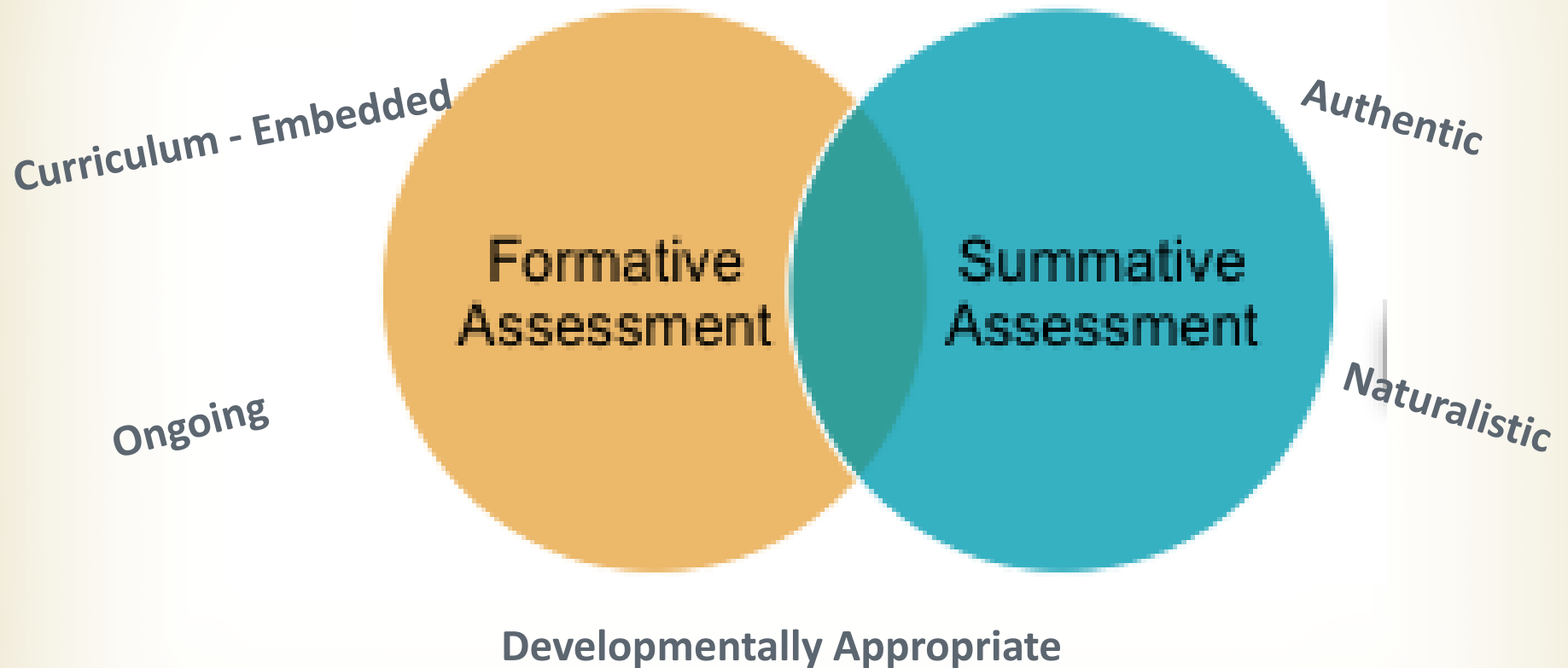
- **Observation-Based, Over-Time, Contextual**
 - Routine school and classroom activities
 - Teachers target opportunities to observe children
- **Teachers Record Observations**
 - Calibrated observations guided by widely held expectations
 - Connected to the degree to which students are meeting learning objectives and outcomes

It is NOT:

- A Beginning of Year Screener
- Formal “Pull-Out”, Standardized, Paper-Pencil



Observation-Based



Kindergarten School Readiness Assessment Tool Options

Three State Board Approved Tools:



- Teaching Strategies GOLD
 - TS GOLD Kindergarten Entry Assessment (KEA) Survey option added as a “stand-alone” for fall checkpoint only*
- Desired Results Developmental Profile: Kindergarten (DRDP-K)*
- Riverside Early Assessment of Learning (REAL)*

*Approved November 2014 by State Board of Education



Kindergarten School Readiness Assessment Timing and Frequency

Minimal Requirements

CAP4K does not have requirements pertaining to the timing of school readiness assessment. However, it does note that the purpose of ongoing assessment is to help direct teachers' practice within the classroom with each student and thereby maximize each students' progress toward demonstrating school readiness.

HB 15-1323 requires the local education provider to complete the school readiness assessment during the first 60 days of the school year.

- This is consistent with the first checkpoint for the school readiness tools.
- The TS GOLD Survey may be used as the first checkpoint in lieu of the standard check pointing process for TS GOLD users.
- This is do not apply to CPP which requires the first checkpoint to be completed by October 30.

Recommendations

Progress monitoring with tools to include mid-year and end-of-year checkpoint.

Benefits:

- Reduces “duplication of effort”
- Reports generated by the tools are powerful child progress communication tools
- Yields whole class and individual child data over time
- Data can be used to show growth



READ Act Assessment

- Interim – given to all students at the beginning of the year as a screener and throughout the year to monitor progress
- Diagnostic – given to students after they have been designated as having a significant reading deficiency to inform instructional plans
- Summative – not required, but may be given to students to determine if important reading skills have been mastered

www.cde.state.co.us/coloradoliteracy/readact/resourcebank

READ Act Interim Assessments

- aimsweb
- DIBELS Next
- FAST
- i READY
- ISIP ER, Istation
- PALS
- STAR Early Learning
 - *DRA2 and DIBELS 6th Edition are allowed through July 1, 2016.*

Impact of HB 15-1323 on READ Act Assessment

- Kindergarten students assessed within first 90 days; if assessed within first 60 days, may use READ assessment as literacy component of school readiness assessment
- Diagnostic assessment administered within 60 days of previous assessment
- Students who demonstrate “reading competency appropriate for their grade level” on approved reading assessment are not required administer the approved interim assessment the remainder of the year
- WEBINAR: Monday, August 31 at 3:30 PM

<http://www.cde.state.co.us/coloradoliteracy>



Relationship Between Kindergarten School Readiness and READ Act Assessments

Minimal Requirements

HB 15-1323 allows that if a district administers the READ Act assessment in the first 60 days of the school year, it is not required to administer the literacy component of the school readiness assessment.

- If READ assessments are not administered within the first 60 days, the literacy portion of the school readiness assessment is required.

Recommendations

READ Act data in conjunction with authentic assessment methods will support a clear “whole-child” picture to inform instruction and intervention.

Benefits:

- Use of multiple data points based on standardized and non-standardized assessments helps triangulate data and provides thoughtful teacher reflection and planning so interventions do not occur in isolation.



Plans

Kindergarten School Readiness Plans

- **Legislative requirements**

- All children in publicly funded preschool and kindergarten will have a individual school readiness plan.
- Individual School Readiness Plans are informed by a State Board approved school readiness assessment.

- **CDE Recommendations**

- School Readiness Plans incorporate student strengths and goals in both developmental and academic areas, depending on the specific needs of the student.
- Plans are developed in collaboration with families whenever possible.
- School Readiness Plans are intended to be living documents which are updated periodically throughout the year to focus on the next steps and support and celebrate continuous growth of the student.
- School readiness plans can serve as report cards.
- There is flexibility for districts to select reports generated by the assessment tool or choose to use a template.



READ Act Plans

- **Students designated as having a significant reading deficiency must have a READ Plan that includes the following:**
 - Specific, diagnosed reading skill deficiencies that need to be remediated for the student to obtain reading competency
 - Goals and benchmarks for student's growth in attaining reading competency
 - Type of additional instruction and intervention services the student will receive in reading
 - Scientifically-based or evidence-based reading instructional programming used daily by the teacher
 - The manner in which student progress will be monitored
 - Strategies parents are encouraged to use
 - Any additional services deemed necessary

Relationship Between Kindergarten School Readiness Plans and READ Plans

Minimal Requirements

Both the READ Act and HB 15-1323 allows that if a kindergarten student is identified as having a significant reading deficiency, the district will include the student's READ plan as a component of the student's school readiness plan.

Recommendations

Individual school readiness plans should incorporate all of the elements of other individual student learning plans currently in use:

- READ plans (pursuant to the READ Act and HB 15-1323)
- Response to intervention (RtI) plans
- English language development plans
- Advanced learning plans (ALPs)
- Provide appropriate connections to Individualized Education Programs (IEPs).

School Readiness and READ Plans

	School Readiness Plan	School Readiness and READ Plan
Requirements	<ul style="list-style-type: none">• Informed by school readiness assessment• Includes domains from CAP4K	<ul style="list-style-type: none">• Informed by school readiness assessment• Includes all READ components
Recommendations	<ul style="list-style-type: none">• Individual plan for kindergarten students, except students with IEPs• May serve as report card• Contains strengths and goals• Informed by READ assessment	<ul style="list-style-type: none">• Individual plan for kindergarten students, except students with IEPs

School Readiness and READ Plans

	School Readiness Plan	School Readiness and READ Plan
Options to create and implement	<ul style="list-style-type: none">• Use report from school readiness assessment system• Use Student Information System (SIS) reports• Revise report card to serve as plan• Use locally developed template	<ul style="list-style-type: none">• Use Student Information System (SIS) reports• Merge or combine reports/plans from two different systems• Use locally developed template

Resources

School Readiness

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<http://www.cde.state.co.us/schoolreadiness>

READ Act

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