



Overview

Senate Bill 08-212, also known as Colorado’s Achievement Plan for Kids (CAP4K), passed in 2008. The law called for a revision of Colorado’s preschool through high school standards and the state assessment system with a focus on postsecondary and workforce readiness for Colorado’s students. The goal of CAP4K is to ensure an aligned preschool through postsecondary education system that provides Colorado students with the knowledge and skills needed to be successful in college and careers.

Pursuant to section 22-7-1019 (2) C.R.S., the Colorado Department of Education (CDE) is required to provide annual reports related to the provisions of CAP4K, including the results achieved through the implementation of school readiness, the preschool through elementary and secondary education standards, and postsecondary workforce readiness.

Kindergarten School Readiness

Background

CAP4K requires the Colorado State Board of Education and school districts to implement several provisions designed to support and ensure each child’s readiness for success in school. CAP4K requires the State Board of Education to (1) define school readiness, (2) adopt assessments appropriate for determining students’ levels of school readiness, and (3) adopt a system for reporting population-level results. Colorado school districts are required to ensure all children in publicly funded kindergarten programs receive an individual school readiness plan that is informed by a State Board approved school readiness assessment.

School readiness describes the status and ongoing progress a child makes within the domains of physical well-being and motor development, social and emotional development, language and comprehension development, and cognition and general knowledge. By monitoring each child’s progress in these areas, teachers, parents, schools, and caregivers can provide needed support to ensure each child’s success in school. Information gathered from kindergarten school readiness assessments should be used for supportive and instructional purposes. According to CAP4K,

Kindergarten School Readiness Description

“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. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.”

Source: Adopted by the Colorado State Board of Education (April 2017).



results from the kindergarten school readiness assessment cannot be used to deny a student admission or progression to kindergarten or first grade.

The State Board of Education voted to offer districts a menu of school readiness assessments, and the menu includes four options for Colorado School Districts: (1) Teaching Strategies GOLD®, (2) Teaching Strategies GOLD® Kindergarten Entry Assessment Survey (an abbreviated version of GOLD), (3) Desired Results Developmental Profile for Kindergarten, and (4) HighScope Child Observation Record (COR). Since 2013, CDE has been supporting a phased-in implementation of the school readiness requirements of CAP4K. This has been necessary to allow assessment publishers to catch up to national demand for quality kindergarten school readiness assessments.

Implementation Status

CDE Support to Colorado School Districts

The 2015-16 school year was the first year of full implementation of the kindergarten school readiness initiative. As noted in the 2016 CAP4K report, CDE worked to address implementation issues that Colorado school districts experienced with the school readiness initiative, primarily due to functionality issues with the most widely used assessment system. System functionality improved for the 2016-17 school year, allowing kindergarten teachers to implement the assessment system. Another upgrade to the GOLD system occurred in 2017 which again created technology challenges for users of the assessment tool. CDE continues to work with Teaching Strategies to improve customer experience.

Through Colorado's Race to the Top Early Learning Challenge (ELC) grant which ended in December 2017, CDE was able to support the implementation of school readiness assessments through two full-time staff members. These consultants provide technical assistance and training to Colorado school districts with the kindergarten school readiness initiative. Specific training has been provided to school districts in the use of approved kindergarten school readiness assessments, design and use of individual school readiness plans, and high quality kindergarten instructional practice. The department has also been able to work as an intermediary between Colorado school districts and the publisher of the most commonly used kindergarten school readiness assessment, Teaching Strategies GOLD® to support districts through functionality issues with the assessment.

Adoption of a Kindergarten School Readiness Reporting System

In March 2016, the Colorado State Board of Education approved the data reporting elements for kindergarten school readiness required by CAP4K (section 22-7-1014 (2)(b) C.R.S.). Specifically, CAP4K requires the State Board of Education to “adopt a system for reporting population-level results that provide baseline data for measuring overall change and improvement in students' skills and knowledge over time.” Further, CDE must produce an annual progress report to the Colorado General Assembly to include the levels of kindergarten school readiness on a statewide basis and disaggregated by school district, school, free or reduced-cost lunch eligibility status, gender, and ethnicity, and “by any other characteristic deemed by the department to be meaningful.”



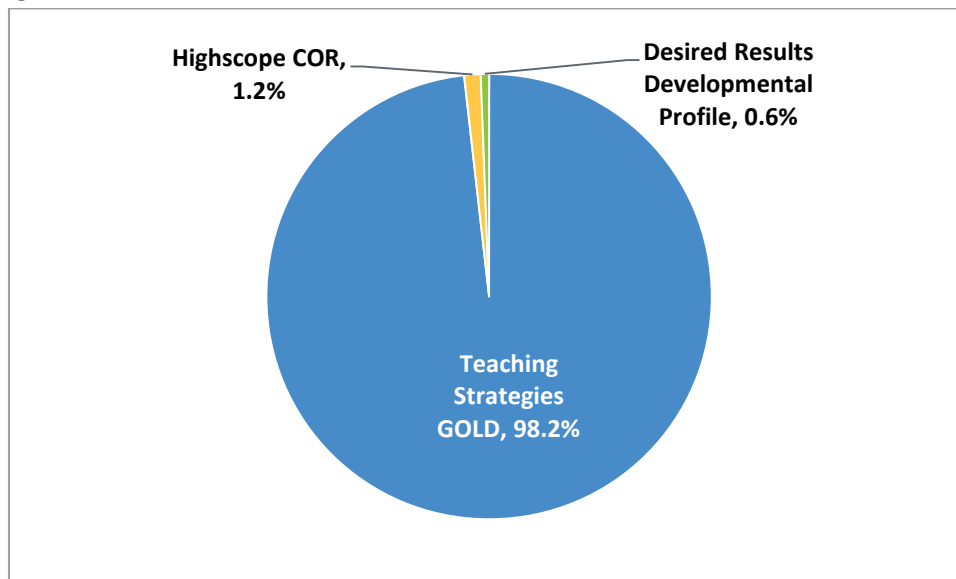
Each approved kindergarten school readiness assessment provides information on whether a kindergartner is meeting age expectations in each of the required school readiness domains:

- physical well-being and motor development,
- social and emotional development,
- language and comprehension development,
- cognition, and
- general knowledge.

For reporting purposes, the general knowledge domain consists of math and literacy, such that six domains are reported to the state.

The first year of implementation of the reporting system occurred in the 2017-18 school year. Data reported to the state came from the initial school readiness assessment window, which is the first 60 calendar days of the school year. Data included in this report comes from one of the following approved assessment tools: Teaching Strategies GOLD®, HighScope Child Observation Record (COR), and the Desired Results Developmental Profile for Kindergarten 2015 (DRDP-K 2015). Teaching Strategies GOLD® was used by 98.2 percent of districts throughout the state. HighScope COR was used by 1.2 percent of districts, and DRDP-K 2015 was used by 0.6 percent (Figure 1). Data from districts and charter schools with waivers for use of a State Board approved kindergarten school readiness assessment have been excluded from this report.

Figure 1. Kindergarten School Readiness Assessment Used in Colorado School Districts



The kindergarten school readiness reporting system adopted by the State Board of Education requires districts to submit only aggregate kindergarten school readiness information without specifying specific domains of readiness (i.e., physical well-being and motor development, social and emotional development, language and

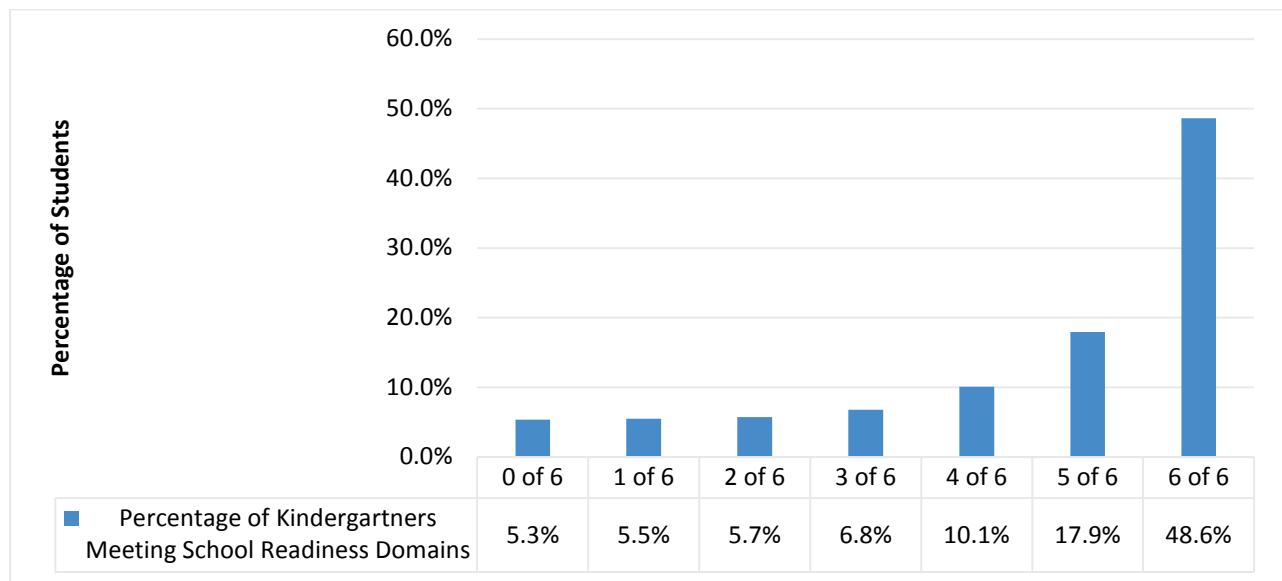


comprehension development, cognition, of math and literacy). Instead, districts submit aggregate information on the number of domains in which students demonstrate readiness. For example, if a student met kindergarten entry expectations in all domains except cognition, the district would report this information as meeting 5 of 6 domains. In contrast, if a student was only meeting kindergarten entry expectations in physical well-being and motor development, the district would report this information as meeting 1 of 6 domains.

Kindergarten School Readiness Findings

The following results were gathered from the 2017 reporting window. As illustrated in Figure 2, nearly two-thirds (65.96%) of Colorado’s kindergartners meet 5 or 6 of the school readiness domains.

Figure 2: Percentage of Colorado Kindergartners Meeting School Readiness Domains



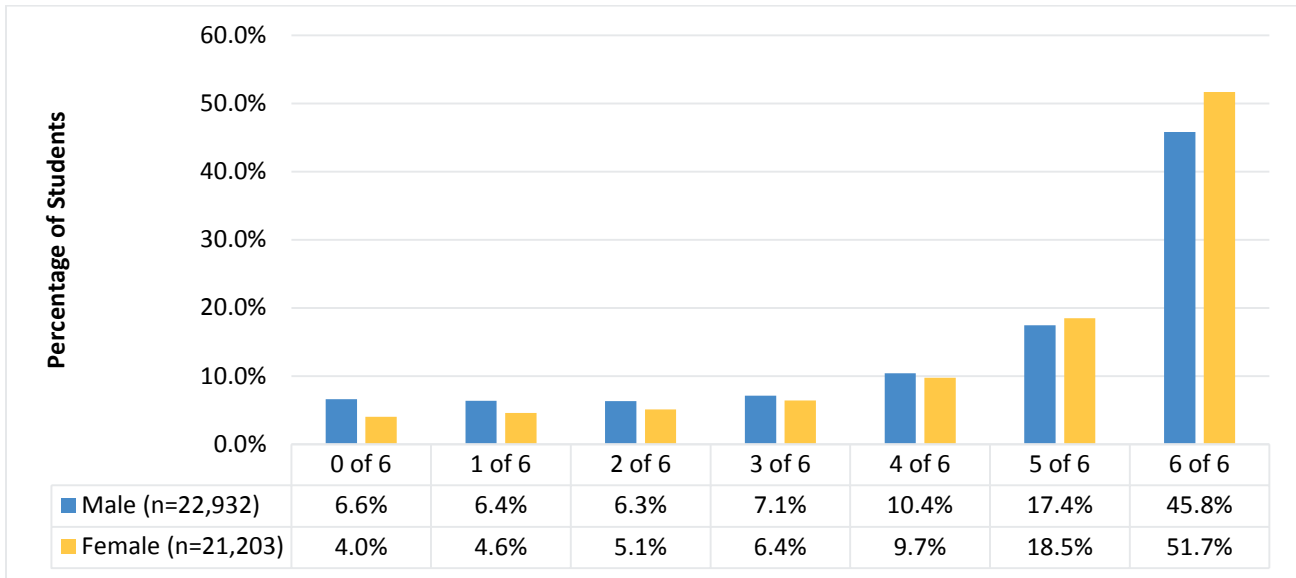
N = 44,135

Disaggregation of kindergarten school readiness information by gender, free or reduced-lunch status, and race and ethnicity can be found in the following figures.

Kindergarten School Readiness By Gender: Readiness data by gender (Figure 3) indicate a higher percentage of males compared to females meeting four or fewer domains (36.8 percent compared with 29.8 percent), with a higher percentage of females meeting five or six domains in comparison to males (70.2 percent compared with 63.2 percent).

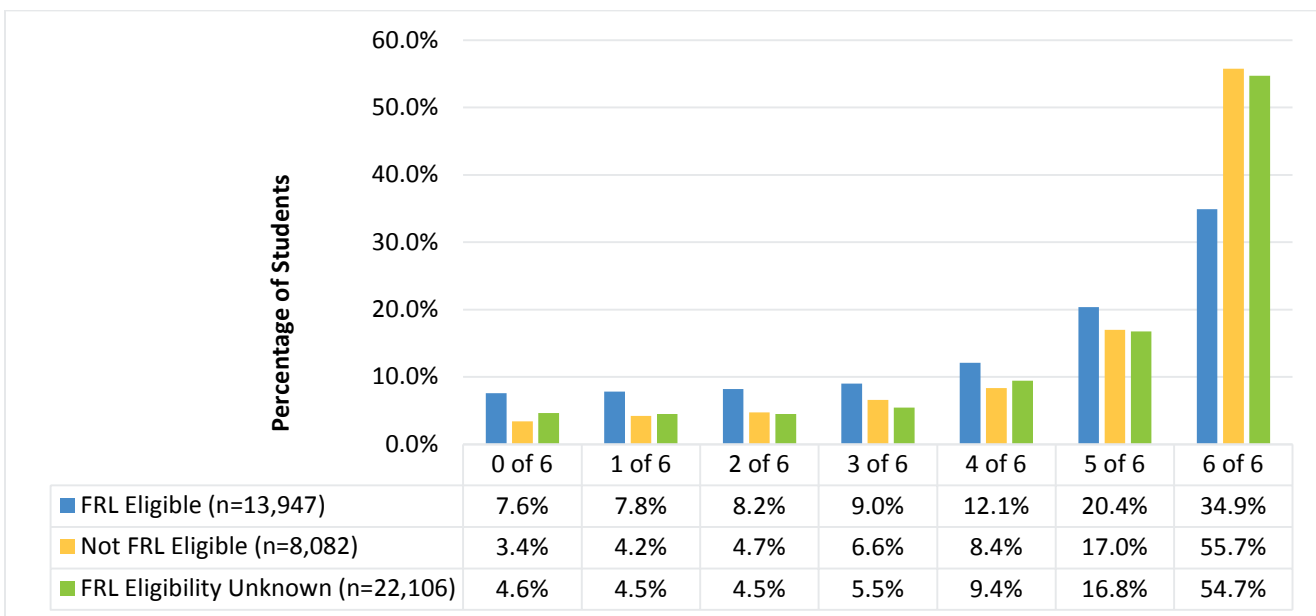


Figure 3: Percentage of Colorado Kindergartners by Gender Meeting School Readiness Domains



Kindergarten School Readiness by Free or Reduced Lunch Eligibility: Readiness data by free or reduced lunch qualification (Figure 4) indicates that more than half of students who do not qualify for free or reduced price lunches (FRL) meet expectations in all six domains. This is in comparison to students who do qualify for free or reduced price lunches (FRL), where more than half meet expectations in either five or six domains.

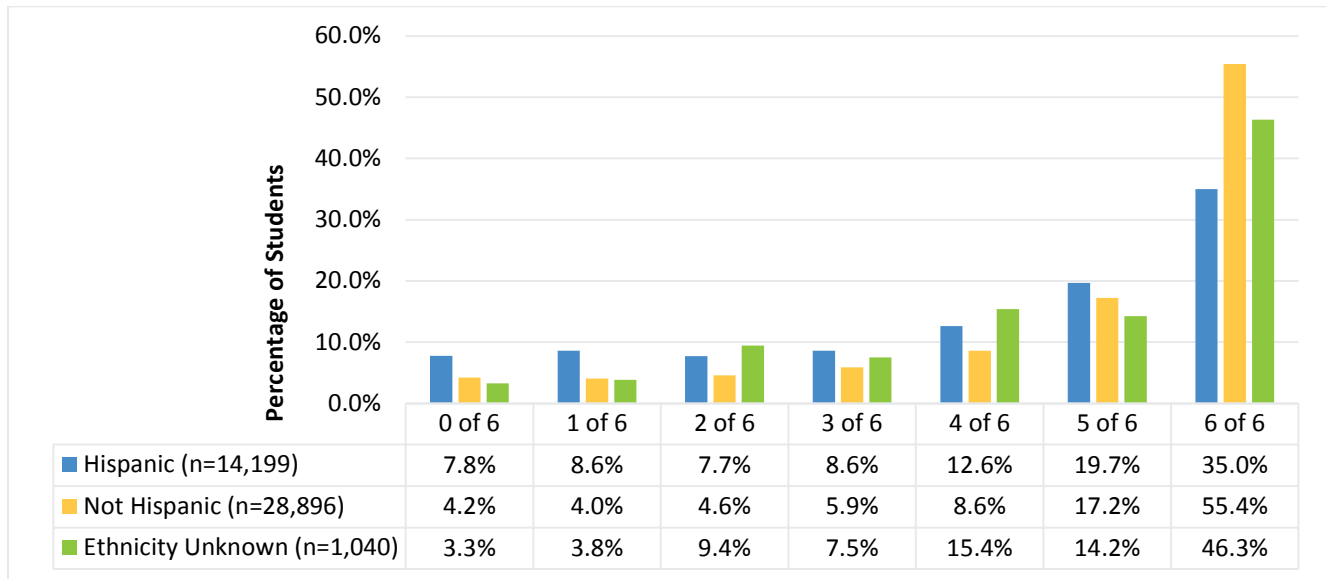
Figure 4: Percentage of Free or Reduced Lunch Eligible Colorado Kindergartners Meeting School Readiness Domains





Kindergarten School Readiness by Ethnicity and Race: Readiness data by ethnicity (Figure 5) indicates that there are differences in the number of domains in which students meet age expectations according to ethnicity. As shown below, more than half of students who are not Hispanic met expectations in all six domains. In comparison, more than half of students who are Hispanic met expectations in either five or six domains.

Figure 5: Percentage of Colorado Kindergartners by Ethnicity Meeting School Readiness Domains



Readiness data by race shown in Table 1 indicates that the distribution of students across the number of domains is fairly consistent across different race groupings.

Table 1: Percentage of Colorado Kindergartners by Race Meeting School Readiness Domains

Subgroup	Total Student Count	Domain Count						
		0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
American Indian/Alaska Native	2,023	6.87%	7.37%	8.40%	8.30%	13.89%	21.55%	33.61%
Asian	1,199	6.17%	5.42%	5.17%	7.67%	9.84%	18.52%	47.21%
Black	2,112	7.58%	6.77%	6.30%	7.81%	12.50%	22.44%	36.60%
Native Hawaiian or Other Pacific Islander	130	5.38%	6.92%	9.23%	6.92%	10.00%	17.69%	43.85%
Two or More Races	2,230	5.20%	4.71%	4.62%	6.05%	9.60%	17.44%	52.38%
White	31,848	4.88%	5.03%	5.34%	6.41%	9.38%	17.33%	51.64%
Race Unknown	4,593	6.68%	7.75%	7.53%	8.47%	12.39%	18.64%	38.54%