



**COLORADO**  
Department of Education

# Kindergarten School Readiness Updates

# Today's Webinar

- School Readiness Overview
- School Readiness Plans
- School Readiness Assessment Menu
- School Readiness Data Collection
- Reimbursement
- Resources

# Overview of Kindergarten School Readiness Within SB 08-212

- SB 08 212, known as Colorado's Achievement Plan for Kids (CAP4K)
- Preschool through postsecondary alignment act
- Included a provision related to school readiness
  - 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.

# School Readiness Definition

- 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.
  - 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.

# Individual School Readiness Plans



# School Readiness Plans

## Individual School Readiness Plans are informed by a State Board approved school readiness assessment

- Legislative requirements
  - All children in publicly funded preschool and kindergarten will have an 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, and updated periodically throughout the year to focus on the next steps and support and celebrate continuous growth of the student.
  - There is flexibility for districts to select reports generated by the assessment tool or choose to use a template.

# Sample School Readiness Plans

- District Developed
- CDE Template
- GOLD Development & Learning Report
- GOLD Report Cards
- Reports available in other tools on the school readiness menu

**Sample Individual School Readiness Plan**

Teacher Name:	Child Information	Plan Date:
Child's Name:	School:	DOB:
<input type="checkbox"/> Other programs and supports for this student: _____		

Consider all appropriate goals from the child's IEP, READ plan, or other plans as priority growth areas are identified and strategies are developed.

Developmental Domains	Academic Domains
Strengths:	Strengths:
Goals and Next Steps (including suggested strategies):	Goals and Next Steps (including suggested strategies):

**Skills, knowledge, and behaviors**

Social Emotional	CP1	CP2	CP3	CP4	Assessment Comments
1a Manages feelings	P	M			<p><b>Currently, Bella:</b> Is beginning to be able to look at a situation differently or delay gratification</p> <p><b>Next, Bella will:</b> be able to look at a situation differently or delay gratification</p>
1b Follows limits and expectations	P	M			<p><b>Currently, Bella:</b> Manages classroom rules, routines, and transitions with occasional reminders</p> <p><b>Next, Bella will:</b> Begin to apply basic rules in new but similar situations</p>
1c Takes care of own needs appropriately	P	M			<p><b>Currently, Bella:</b> Is beginning to demonstrate confidence in meeting own needs</p> <p><b>Next, Bella will:</b> Demonstrate confidence in meeting own needs</p>
2a Forms relationships with adults	P	M			<p><b>Currently, Bella:</b> Manages separations without</p>

**Development and Learning Report: Joey Alblue**

Date: May 31, 2017  
 Class: Shannon's Practice Class  
 Teacher: Shannon Montalbano  
 Child: Joey Alblue

**Areas of Development and Learning:** Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics

**Period:** 4th Term 2016/2017 — All Levels (Preliminary, Unfinalized, Finalized)

This report highlights your child's strengths in particular areas of development and learning.

**Social-Emotional**

Currently, Joey:

- Controls strong emotions in an appropriate manner most of the time
- Takes responsibility for own well-being
- Is beginning to recognize that others' feelings about a situation might be different from his or her own
- Interacts cooperatively in groups of four or five children
- Is beginning to cooperate and share ideas and materials in socially acceptable ways
- Is beginning to resolve social problems through negotiation and compromise

**Next Joey will:**

- Begin to manages strong emotions using known strategies
- Begin to practice skills to reach desired level of personal achievement
- Recognize that others' feelings about a situation might be different from his or her own
- Begin to work with a group toward a shared goal; participate in group games with rules
- Cooperate and share ideas and materials in socially acceptable ways
- Resolve social problems through negotiation and compromise

**Social-Emotional**

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a Manages feelings	Kindergarten									2nd Term 2016/2017 2nd Term 2016/2017*					
<p><b>Currently, Joey Alblue:</b> Controls strong emotions in an appropriate manner most of the time</p> <p><b>Next, Joey Alblue will:</b> Begin to manages strong emotions using known strategies</p>															
1b Follows limits and expectations	Kindergarten									2nd Term 2016/2017*					
1c Takes care of own needs appropriately	Kindergarten									2nd Term 2016/2017*					
<p><b>Currently, Joey Alblue:</b> Takes responsibility for own well-being</p> <p><b>Next, Joey Alblue will:</b> Begin to practice skills to reach desired level of personal achievement</p>															
2a Forms relationships with adults	Kindergarten									2nd Term 2016/2017*					
2b Responds to emotional cues	Kindergarten									2nd Term 2016/2017*					
<p><b>Currently, Joey Alblue:</b> Is beginning to recognize that others' feelings about a situation might be different from his or her own</p> <p><b>Next, Joey Alblue will:</b> Recognize that others' feelings about a situation might be different from his or her own</p>															
2c Interacts with peers	Kindergarten									2nd Term 2016/2017					
<p><b>Currently, Joey Alblue:</b> Interacts cooperatively in groups of four or five children</p> <p><b>Next, Joey Alblue will:</b> Begin to work with a group toward a shared goal; participate in group games with rules</p>															
2d Makes friends	Kindergarten									2nd Term 2016/2017*					
3a Balances needs and rights of self and others	Kindergarten									2nd Term 2016/2017*					
<p><b>Currently, Joey Alblue:</b> Is beginning to cooperate and share ideas and materials in socially acceptable ways</p> <p><b>Next, Joey Alblue will:</b> Cooperate and share ideas and materials in socially acceptable ways</p>															
3b Solves social problems	Kindergarten									2nd Term 2016/2017*					
<p><b>Currently, Joey Alblue:</b> Is beginning to resolve social problems through negotiation and compromise</p>															



# Relationship Between Kindergarten School Readiness Plans and READ Plans

School Readiness Plan	READ Plan	How they work together
Required for all kindergarten students	Required for kindergarten students with a Significant Reading Deficiency (SRD)	Information required in the READ Plan will be embedded in the School Readiness Plan

## 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).



# Kindergarten School Readiness Assessment Menu



# School Readiness Assessment Menu

- In the spring of 2017, CDE solicited Requests for Information (RFIs) for both kindergarten school readiness assessment systems and additional assessment tools for Colorado's menu of Results Matter Early Childhood Assessments.
- Assessment systems were reviewed by teams of stakeholders including teachers and administrators from various regions and programs in the state. Review teams used the assessment evaluation and the criteria established in CAP4K.

# CAP4K: Qualities of Kindergarten School Readiness Assessments

- Assessments shall be:
  - Research-based
  - Nationally recognized as reliable
  - Suitable for informing instruction and support
  - Suitable for measuring increasing knowledge and skills
- Assessments shall be used to inform the development and implementation of individual school readiness plans
- Assessments should be used on a continuing basis to guide teacher practice
- Approved assessments must be aligned with school readiness description
- The State Board may approve one or more assessments

# Timeline for the Kindergarten School Readiness Initiative

- 2010: State assessment system review process conducted
  - First kindergarten school readiness subcommittee provides recommendations
- 2012: First kindergarten school readiness assessment review process conducted
  - Only Teaching Strategies GOLD found to meet legislative criteria
  - State Board votes to offer districts a menu of school readiness assessments, approved Teaching Strategies GOLD as the first assessment, and confirms department recommendation to phase-in implementation over two years
- 2013: Second assessment review process conducted
  - No additional assessments found to meet criteria
  - State Board agrees with department recommendation to extend phase-in period to 2015-16

# Timeline for the Kindergarten School Readiness Initiative

- 2014: Third assessment review process conducted
  - Department presents assessment menu addition recommendations to State Board
  - State Board votes to add Desired Results Developmental Profile (DRDP-K), Riverside Early Assessment of Learning (REAL), and allow use of the Survey version of Teaching Strategies GOLD
- 2015: First year for full implementation; CDE recommends districts continue phase-in process due to technical issues with one assessment system platform
- 2016: State Board adopts system for reporting population-level results
- 2017: Fourth assessment review process conducted
  - Department presents assessment menu recommendations to State Board

# School Readiness Subcommittee Recommendation

- Continue to include:
  - Desired Results Developmental Profile (DRDP-K 2015)
  - Teaching Strategies GOLD
    - Full and/or abbreviated version
    - Kindergarten Entry Assessment Survey and/or Traditional Checkpoints
- Remove Riverside Early Assessment of Learning (REAL)
  - This tool is no longer being published
- Add HighScope Child Observation Record (COR)
- Approve a pilot of the North Carolina Kindergarten Entry Assessment for two-years to provide time for the completion of a validation study of the tool.
  - Consider adding the tool to the menu of assessments upon satisfactory outcomes of the validation study

# School Readiness Assessment Implementation

- 60 Calendar Days (from your start date)
  - HB 15-1323 provides a 60 calendar day window at the beginning of the school year for the initial kindergarten entry information to be completed in the areas mandated by CAP4K
  - Districts determine and set the initial 60 day window in accordance with their individual kindergarten student start dates.
- Districts using Teaching Strategies GOLD
  - The Kindergarten Entry Assessment (KEA) Survey can be used
  - A reduced item set is available for kindergarten and can be used to meet the minimum school readiness assessment requirements
  - The abbreviated item set will still be the default view for kindergarten teachers.
- Flexibility
  - Districts determine to what degree, if at all, they assess additional areas within the tool or additional items beyond the minimal legislative requirements.
  - Districts may choose to implement school readiness assessments after the first 60 days, in accordance with local needs and goals.

# READ Act and Kindergarten School Readiness Assessment

READ Act Requires	School Readiness Requires	READ and Readiness Work Together
<p><b>Interim Literacy Assessment</b></p> <p>Administration of READ Act assessment for kindergarten is required in the first 90 days.</p> <p>However, if administered within the first <u>60 days</u> of the school year, it is not required to administer the literacy component of the school readiness assessment (HB 15-1323).</p>	<p><b>School Readiness Assessment</b></p> <p>School Readiness assessment for kindergarten is required in the first 60 calendar days of the school year (HB 15-1323).</p> <p>The literacy area of the school readiness assessment must be completed within the assessment system to meet the school readiness data reporting requirement.</p>	<p><b>Literacy</b></p> <p>Data from READ assessments can be used for all, or a portion of the literacy area of the school readiness assessment.</p> <p>Or, READ data may be used to inform the literacy area or the school readiness assessment as one of multiple data points.</p> <p>Use of multiple data points based on standardized and non-standardized assessments helps triangulate data and provides thoughtful teacher reflection and planning opportunities.</p>



# Literacy: School Readiness and READ

- The reduced items within the Teaching Strategies GOLD KEA Survey address important literacy skills that teachers are already observing and assessing at the beginning of kindergarten.
- Kindergarten teachers can use READ assessment data to inform items contained in the literacy section of the KEA survey within the first 60 days of school.
- The complete picture within TS GOLD will ensure that all six areas within the School Readiness assessment can be easily reported.

# School Readiness and READ: A complete picture of literacy

TS GOLD KEA Reduced Items	How is information gathered
Notices and discriminates alliteration	<ul style="list-style-type: none"> <li>• Observations during classroom lessons, routines and activities in whole group, small group, and individually.</li> </ul>
Notices and discriminates smaller units of sound	<ul style="list-style-type: none"> <li>• Observations during classroom lessons, routines and activities in whole group, small group, and individually.</li> <li>• <b>READ interim assessments</b></li> </ul>
Identifies and names letters	<ul style="list-style-type: none"> <li>• Observations during classroom lessons, routines and activities in whole group, small group, and individually.</li> <li>• <b>READ interim assessments</b></li> </ul>
Uses and appreciates books	<ul style="list-style-type: none"> <li>• Observations during classroom lessons, routines and activities in whole group, small group, and individually.</li> </ul>
Uses print concepts	<ul style="list-style-type: none"> <li>• Observations during classroom lessons, routines and activities in whole group, small group, and individually.</li> </ul>
Interacts during read-aloud and book conversations	<ul style="list-style-type: none"> <li>• Observations during classroom lessons, routines and activities in whole group, small group, and individually.</li> </ul>
Uses emergent reading skills	<ul style="list-style-type: none"> <li>• Observations during classroom lessons, routines and activities in whole group, small group, and individually.</li> </ul>
Retells stories	<ul style="list-style-type: none"> <li>• Observations during classroom lessons, routines and activities in whole group, small group, and individually.</li> </ul>

# Documentation

- Documentation is not required to be entered into any of the any of the school readiness assessment systems for kindergarten.
- For districts using Teaching Strategies GOLD and Documentation in the assessment system there is an opt-in requirement.
  - Individual written parent/guardian consent is required for the use of photos and videos in Teaching Strategies GOLD™ for kindergarten.
  - Implementation of the documentation opt-in is not managed by CDE or Teaching Strategies, but by the school or district.
  - Teaching Strategies is working on functionality to improve the user experience with in the opt-in requirement.

# Kindergarten School Readiness Data Collection



# Overview of Kindergarten School Readiness Data Reporting

- Passed in 2008, Colorado Achievement Plan for Kids (CAP4K) requires districts to report school readiness data to the Colorado Department of Education.
- In March 2016, the State Board of Education voted to adopt a system for reporting school readiness data.
- The system calls for districts to submit only aggregate readiness information not by domain, but by number of domains in which students demonstrate readiness as illustrated in the following sample tables.

# Data Reporting Elements

- As required by CAP4K(Section 22-7-1004 (1)(b) C.R.S.), school readiness includes both developmental and academic areas: physical well-being and motor development, social and emotional development, language and comprehension, cognition, and general knowledge (math and literacy).
  - Teaching Strategies *GOLD*® areas: Social-Emotional, Physical, Language, Cognitive, Literacy and Math.
- The reporting system is intended to provide baseline data for measuring improvement in students' knowledge and skills over time.

# Data Reporting Elements

- Data reported to CDE will be from the initial fall assessment window and will include all required areas: Social-Emotional, Physical, Language, Cognitive, Literacy and Math.
- The initial assessment is to be completed within the first 60 calendar days of the school year as required by HB 15-1323.
  - Kindergarten teachers may complete the initial assessment by using the Kindergarten Entry Assessment (KEA) Survey in GOLD® for the first checkpoint.
  - The Colorado reduced item set of objectives and dimensions can be used to complete the KEA.
  - Teaching Strategies is developing a customized report within the assessment tool that will allow districts to automatically aggregate and report on the state board approved data reporting elements. The report will be available in the early Fall.
  - The School Readiness collection will be open from mid October to mid December.
  - Data will be submitted through Data Pipeline.

# Determination of School Readiness Data Reporting by the State Board of Education

## Sample School Readiness Report by District

District code	Total # students	# out of 6 Domains	Total # per domain
XXXXX	347	0	4
XXXXX	347	1	23
XXXXX	347	2	34
XXXXX	347	3	20
XXXXX	347	4	49
XXXXX	347	5	40
XXXXX	347	6	177



# Determination of School Readiness Data Reporting by the State Board of Education

## Sample School Readiness Report by School

Total # students	# out of 6 Domains	Total # per domain	Gender		SES			Race/Ethnicity										
			Female	Male	Not eligible for Free and reduced lunch	Eligible Free and reduced lunch	Eligibility unknown for Free and reduced lunch	Hispanic or Latino	Not Hispanic or Latino	Unknown Ethnicity	American Indian or Alaska Native	Asian	Black or African American	White	Native Hawaiian or Other Pacific Islander	Two or more races	Unknown Race	
69	0 of 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
69	1 of 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
69	2 of 6	2	1	1	0	2	0	0	2	0	1	0	0	1	0	0	0	0
69	3 of 6	2	1	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0
69	4 of 6	15	5	10	8	7	0	5	10	0	0	1	1	11	0	2	0	0
69	5 of 6	4	3	1	2	1	1	1	3	0	0	0	0	3	0	1	0	0
69	6 of 6	46	26	20	14	20	12	16	30	0	1	0	3	40	0	2	0	0

# Data Reporting “Next Steps”

## Data Reporting Pilot SY 16-17

- Ten districts from across the state participated in a data reporting pilot. Each region was represented and the pilot included small rural, rural, suburban, and urban districts.
- CDE is working with Teaching Strategies to develop a customized report within the assessment tool that will allow districts to automatically aggregate and report on the state board approved data reporting elements. The report is in development and will be available in Teaching Strategies administrator’s accounts in early Fall.

## Data Reporting SY 17-18

- Statewide School Readiness data reporting will begin in the fall of 2017.
  - The School Readiness collection will be open from mid October to mid December
- The Colorado Department of Education will produce an annual report.

# Kindergarten School Readiness Assessment Reimbursement



# District Reimbursement

- For the final year of the Race to the Top Early Learning Challenge grant, CDE will be able to reimburse district purchased kindergarten school readiness assessment subscriptions for the 2017-18 school year.
- The grant funds will reimburse the full cost of the same number of student portfolios that were active for the 2016-17 school year at \$9.95 per portfolio.
- In June, district fiscal managers and school readiness contacts will receive a Grant Award Notification (GAN), and Request for Funds from CDE's Grants Fiscal Office. The award amount will be based on the number of kindergarten student portfolios from the 2016-17 school year.
- Districts can submit their request for reimbursement after they have purchased portfolios for the 2017-18 school year. Any kindergarten portfolios purchased beyond the number of portfolios from 2016-17 will not be reimbursed.
- Due to final spend down timing requirements, districts are asked to make note of the shortened timeline for this final reimbursement.
- **All requests for reimbursement for the 2017-18 school year must be received by the end of September to receive reimbursement.**
- Districts are reminded to include the charter schools they authorize in their request for reimbursement, as CDE can only reimburse school districts/LEAs for kindergarten assessment portfolios purchased and not individual schools.

# Resources

- **Check Out The Resource Tab On Our School Readiness Page**
  - Resources are available for Kindergarten Teachers and School Leaders including our Guide to Implementation and Best Practices in Kindergarten, our Guidance Document, articles to support kindergarten practices, as well as School Readiness Fact Sheets  
<http://www.cde.state.co.us/schoolreadiness/kindergartenresources>
- **Summer Learning Labs**
  - The Kindergarten School Readiness Team will host regional Kindergarten Summer Learning Labs to support teachers in learning about the *MyTeachingStrategies™* upgrade, school readiness requirements and, Kindergarten Best Practices and Play! More information about the Summer Learning Labs as well as registration is available on the School Readiness Trainings and Meeting Page at  
<http://www.cde.state.co.us/schoolreadiness/trainings>
- **Available Support in the Fall 2017**
  - Customized training and support is available for kindergarten teachers and elementary principals for the kindergarten school readiness initiative from CDE staff. Please contact us to schedule support for your district or school.

# Contact

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