



COLORADO
Department of Education

State of Kindergarten: Learning During School Disruptions

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Executive Summary

School disruptions and transitions between learning environments during the 2019-2020 and the 2020-2021 academic years have alerted researchers, educators, and policy makers to the impact of these disruptions on school readiness and student learning.

The intent of this report is to provide current information on kindergarten to aide in informing the resources necessary to meet the continuum of needs now and in preparation for the coming academic year. This report analyzes available statewide data in kindergarten. Specifically, this report reviews 2020-2021 enrollment, student performance data, and teacher professional development data specific to kindergarten.

Primary Findings

Enrollment

- Kindergarten enrollment decreased by 5,800 students (or 9.1%) in 2020, from 64,009 students in 2019 to 58,209 students in 2020.

Student Performance on Fall 2020 Interim Literacy Assessments

- 33% of kindergarten students assessed well below grade level benchmark, indicating a risk for future reading difficulty. This was a 6% increase from 2019-2020.
- Nearly two in every three students identified as Alaska Native/American Indian (61%), Black/African American (60%), or Hispanic/Latino (72%) assessed below grade level benchmark.
- The proportion of children experiencing literacy growth from mid-year in preschool to the beginning of kindergarten this fall (16.1%) was half from the previous year (31.9%).
- 46% of first grade students assessed well below grade level benchmark following disruptions during the spring of their kindergarten year. This was a 64% increase from 2019-2020.

Student Performance on Mid-year Interim Literacy Assessments

- Nearly half (48%) of all kindergarten students assessed below grade level benchmark, with 30% of kindergarten students assessing well below grade level benchmark as compared to 16% of students during the previous academic year.
- One in every two students identified as Alaska Native/American Indian (59%), Black/African American (63%), or Hispanic/Latino (66%) assessed below grade level benchmark.

Professional Development

- As of December 31, 2020, over 4,000 teachers, administrators, and coaches who identified as teaching kindergarten or supporting teachers of kindergarten students had registered for one of the Colorado Department of Education's literacy trainings.

Introduction and Background

Disruptions during the 2020 calendar year impacted the learning and development of over 55.1 million children across the country.¹ During the summer of 2020, researchers estimated learning loss by analyzing seasonal learning research, and projected that younger students may be more negatively impacted by school disruptions.² Estimations had students returning to school in the fall of 2020 with only 50-67% of learning gains in math and 70%-87% of learning gains in reading in comparison to a typical year.³ Bao et al., predicted a 32% loss of literacy skills among students in kindergarten during school closures from January 1 to September 1, 2020. Moreover, researchers predicted “kindergarten children will have 67% less literacy ability gain during COVID-19 school closures than they would have had without the school closures.”⁴

These studies also note several disparities impacting instructional loss, including the unequal effect of disruptions of formal learning for students living in poverty, students of color, and students with a disability.⁵ Additionally, variances in access to internet and technological devices, quality of remote learning provided during school closures, and accessibility of quiet, supervised, and safe places to learn outside of the school building differently impacted the educational experiences of young children.⁶ These studies indicate that state and district leadership would expect to see an increase in the number of students with moderate to high risks of academic difficulty in reading and math as students returned to school for the 2020-2021 academic year.⁷

Nationally, as students returned to either in-person, remote learning, or a combination of learning environments in the fall of 2020, initial fall assessment data showed nationwide trends of students losing an average of one-and-a-half to three months of learning when compared to previous years.⁸ Learning loss was most pronounced in schools serving predominately students identified as American Indian/Alaskan Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, or two or more races.⁹

In Colorado, district superintendents echoed concerns of instructional loss across the state, especially for the youngest students. A recent needs inventory of districts conducted by the Colorado Department of Education (CDE) and the Colorado Education Initiative indicated 56% of district superintendents identified K-3 student reading loss as one of their top three priorities.¹⁰ Additionally, 26% of responding district superintendents indicated K-3 student math loss and 19% indicated elementary mental health were among their top three priorities.¹¹ At this



This report will present enrollment, student performance, and teacher training data to inform system and policy decisions to continue this commitment to ready child, ready school, and ready system.

¹ [Map: Coronavirus and school closures](#) (March 6, 2020). Education Week.

² [COVID Slide: Research on learning loss & recommendations to close the gap](#) (August 2020). Illuminate Education.

³ [COVID-19 and learning loss—disparities grow and students need help](#) (December 8, 2020). McKinsey & Company; [The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement](#) (April 2020). NWEA.

⁴ [Literacy loss in kindergarten children during the COVID-19 school closures](#) (2020). Bao, Xue & Qu, Hang & Zhang, Ruixiong & Hogan, Tiffany.

⁵ *Ibid.*; [COVID-19 and learning loss—disparities grow and students need help](#) (December 8, 2020). McKinsey & Company.

⁶ *Ibid.*; [Literacy loss in kindergarten children during the COVID-19 school closures](#) (2020). Bao, Xue & Qu, Hang & Zhang, Ruixiong & Hogan, Tiffany.

⁷ [COVID Slide: Research on learning loss & recommendations to close the gap](#) (August 2020). Illuminate Education.

⁸ [COVID-19 and learning loss—disparities grow and students need help](#) (December 8, 2020). McKinsey & Company.

⁹ *Ibid.*

¹⁰ [Colorado School District Needs Inventory](#) (Fall 2020). The Colorado Department of Education and Colorado Education Initiative.

¹¹ *Ibid.*




point in the 2020-2021 academic year, student data are available from both beginning and middle of year assessments. While student performance data do not address individual student learning loss or regression, they do make it possible to view statewide progress during the disruptions of formal schooling during the 2019-2020 and 2020-2021 academic years. Furthermore, middle of the year student assessment data provide insight into the success of instructional supports and interventions implemented during the fall of 2020.

Why A Focus on Kindergarten?

School before the age of 6 is not mandated in the state of Colorado, meaning families have greater influence over whether to enroll students in formal education during the years prior to the child's sixth birthday.¹² Furthermore, some of the greatest impacts of school disruptions are felt in early grades due to the impact of toxic stress on young children's cognitive, physical, and emotional health and development, and young children's developmental need for safe, secure emotional attachments with adults.¹³ Additionally, students in early grades have less experience in formal schooling, are less familiar with school routines, and lack the study skills required to complete work independently.¹⁴

School readiness continues to be a priority in Colorado, both in 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. This report will present enrollment, student performance, and teacher training data to inform system and policy decisions to continue this commitment to ready child, ready school, and ready system.



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.

State Board of Education, 2017.

¹² CRS §22-33-104(1)(a)

¹³ [Pandemic-Related Transitions: P-3 learning contexts](#) (December 2020). National P-3 Center.

¹⁴ [Restart & Recovery: Considerations for teaching and learning: Pre-K to 3rd grade recovery in school year 2020-2021](#) (2020). Council of Chief State School Officers.

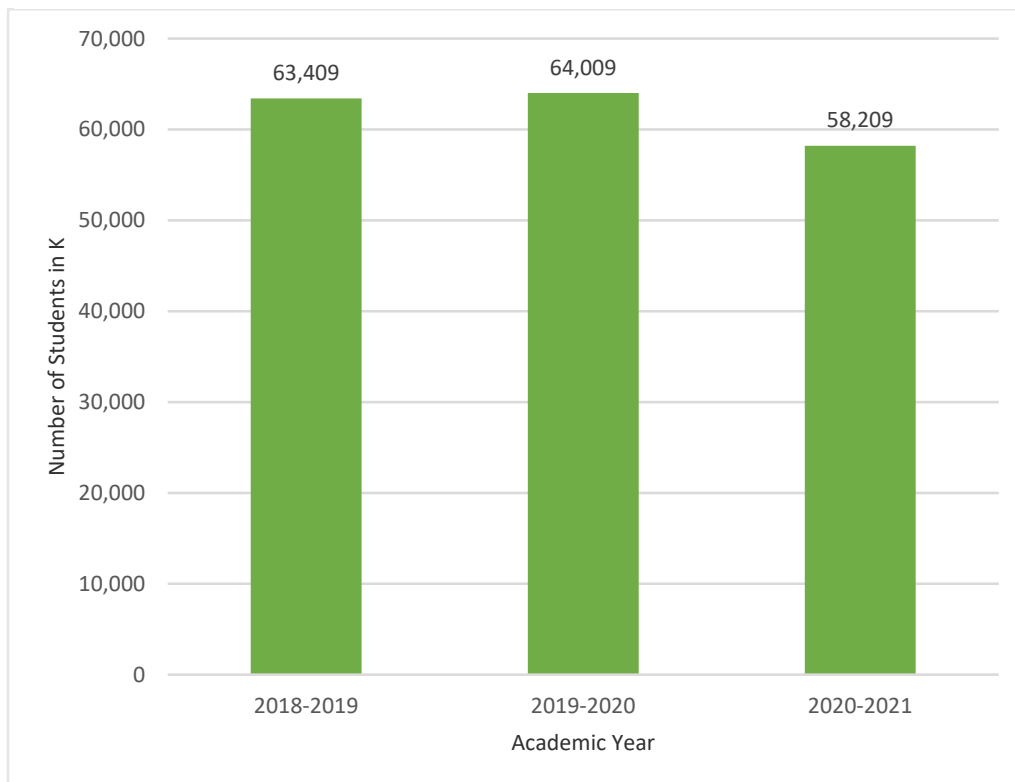
Kindergarten Enrollment

Enrollment declines have been observed across the country; however, these declines have been especially marked among the nation’s youngest students. A survey by EdWeek Research Center found that nationally, 62% of school and district leaders reported declines in preschool enrollment and 58% of school and district leaders reported declines in kindergarten enrollment.¹⁵ The Council of Chief State School Officers reports “this unplanned drop in 2020-2021 enrollments is having a negative impact on public education in multiple regards—most concerning, by causing or exacerbating deep educational inequities in terms of missed learning opportunities, especially for vulnerable student populations, leading to long-term disparities in academic outcomes.”¹⁶

Across Colorado school districts, 79% reported declines in total enrollment with 22% reporting an increase in overall student enrollment.

In figure 1, statewide student enrollment for kindergarten decreased by 9.1%, from 64,009 kindergarten students in 2019 to 58,209 in 2020.¹⁷ In Colorado, students eligible to enroll in kindergarten are not eligible for continued participation in the Colorado Preschool Program (CPP).¹⁸ Furthermore, the CPP reported just under a 17% reduction in preschool enrollment compared to 2019 CPP enrollment.¹⁹

Figure 1: Kindergarten Enrollment



¹⁵ [Teacher morale and student enrollment declining under COVID-19](#) (Sept. 16, 2020). Survey Shows. Education Week Research Center.

¹⁶ [Restart & Recovery: Declining kindergarten enrollment in 2020-2021: Recommendations for state education agencies](#) (2020). Council of Chief State School Officers.

¹⁷ [2020-2021 Student October Data](#) (January 2021). The Colorado Department of Education.

¹⁸ 1 CCR 301-32

¹⁹ *Ibid.*; The Colorado Preschool Program count includes any preschoolers currently enrolled in the CPP as of the School Finance Fall Pupil Count.

Figure 2 shows the total percentage of students enrolled in kindergarten during the 2020-2021 academic year disaggregated by race and ethnicity in comparison to 2019-2020.

Figure 2: Kindergarten Enrollment by Race and Ethnicity

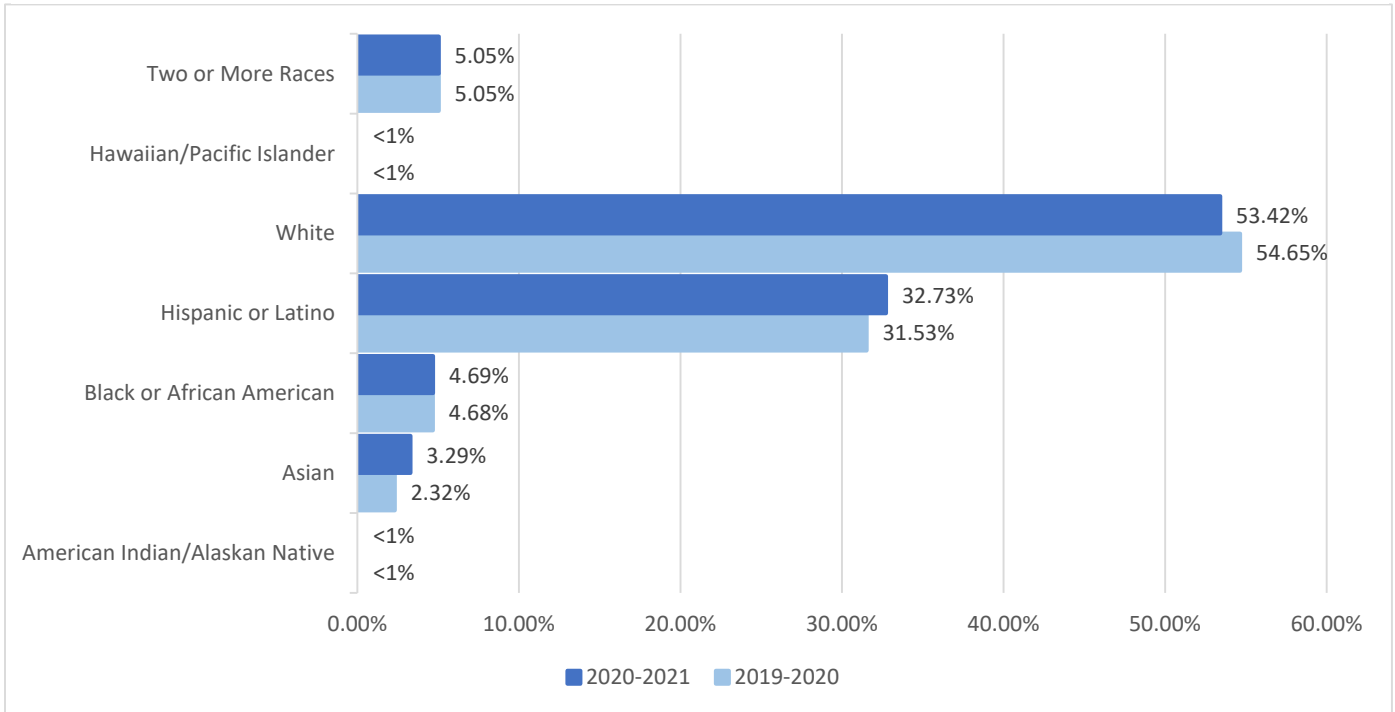
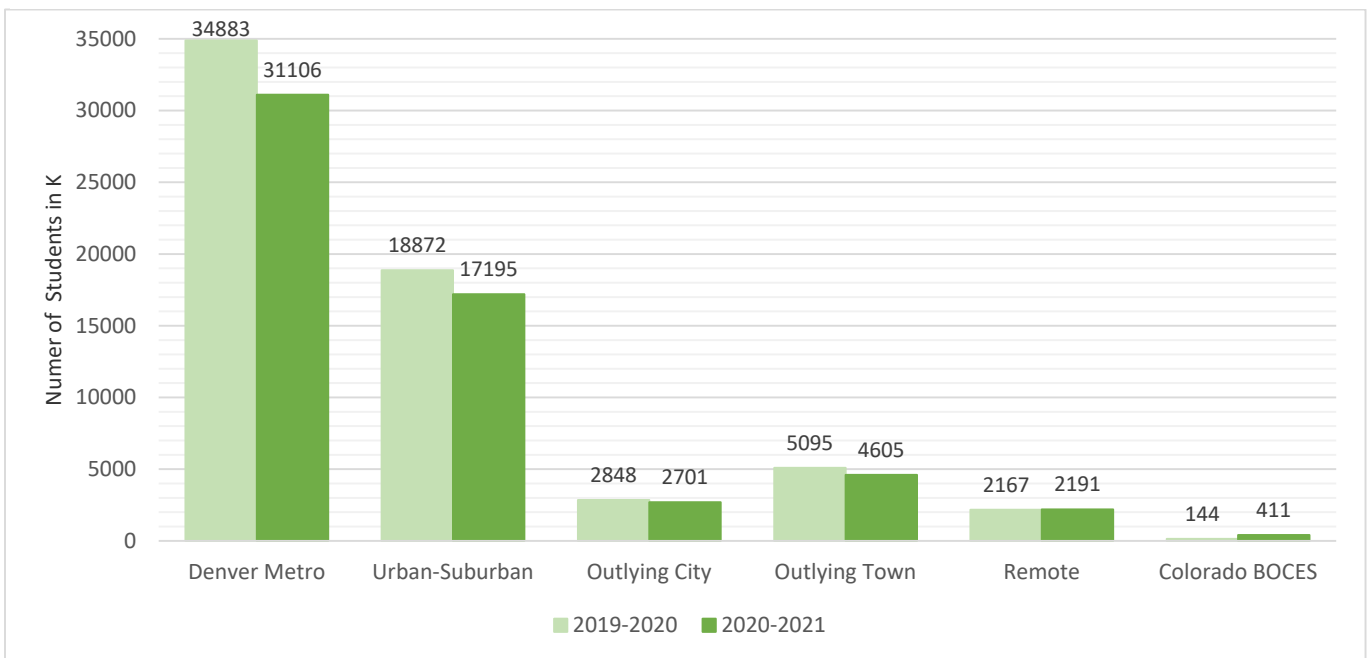


Figure 3 depicts the changes to kindergarten enrollment by district setting between the 2019-2020 and 2020-2021 academic years.²⁰

Figure 3: Kindergarten Enrollment by District Setting

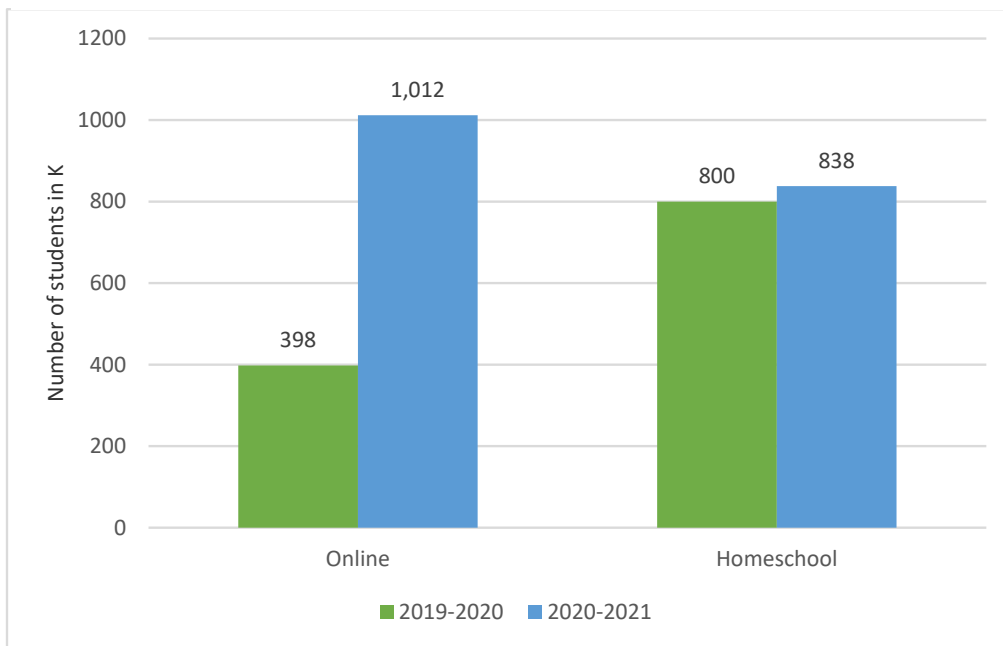


²⁰ For additional information on district settings, visit [2020-2021 PK-12 Membership by District and District Setting](#).

Across Colorado, total Preschool-12th grade enrollment in online educational programs increased by 43% from 2019 to 2020 and the number of students reported as homeschooled increased from 7,880 in 2019 to 15,773 in 2020.²¹

Specific to kindergarten, figure 4 shows a total of 1,012 students were enrolled in online kindergarten.²² This includes a statewide total of 472 kindergarten students enrolled in the online Colorado Digital Learning Solutions as of October 2020.²³ The number of kindergarten students reported as homeschooled increased by 38 students.²⁴

Figure 4: Kindergarten Students Homeschooled and Enrolled in Online Education Programs



Student Performance

Kindergarten School Readiness

In Colorado, the kindergarten school readiness assessment serves three primary purposes: to inform instruction, to inform families regarding their child’s progress toward school readiness, and to provide an aggregate collection of school readiness data at kindergarten entry to inform state policy.²⁵ Each State Board of Education approved assessment tool measures each child’s academic and developmental progress across 6 domains:

²¹ [2020-2021 October Count News Release](#) (January 22, 2021). The Colorado Department of Education.

²² Refers to students enrolled in kindergarten in an online school for the 2020-2021 academic year.

²³ Colorado Digital Learning Solutions was made available to support local education providers (LEPs) with providing an online option for families.

²⁴ Home school count includes students who are eligible for funding and receiving some sort of services from the district.

²⁵ [The “why” behind kindergarten entry assessments](#) (August 18, 2020). National Institute for Early Education Research.



physical well-being and motor development, social and emotional development, language and comprehension development, cognition, literacy and mathematics.²⁶

As the kindergarten school readiness collection was paused for the 2020-2021 academic year, statewide aggregate data of students' academic and developmental progress are not available. However, local education providers continue to collect school readiness data.

The Colorado Reading to Ensure Academic Development Act (Colorado READ Act)

The Colorado READ Act was passed by the Colorado legislature in 2012 and revised in 2019. This legislation supports early literacy and the overarching goal that all students are reading on grade level by third grade. Among other requirements, the READ Act requires:

- Teachers assess the literacy development of Kindergarten-3rd grade students in the five areas of reading development (phonemic awareness, phonics, fluency, vocabulary, and comprehension) using an approved assessment.
- Teachers develop individual intervention plans (READ Plans) for students identified with a significant reading deficiency (SRD).
- Schools implement the READ plan by providing targeted, scientifically based reading intervention addressing the goals indicated on the READ plan.

Under the Colorado READ Act, local education providers (LEPs) are required to report student-, school-, and district-level data to inform the number of and progress of students who are significantly below grade-level benchmarks.

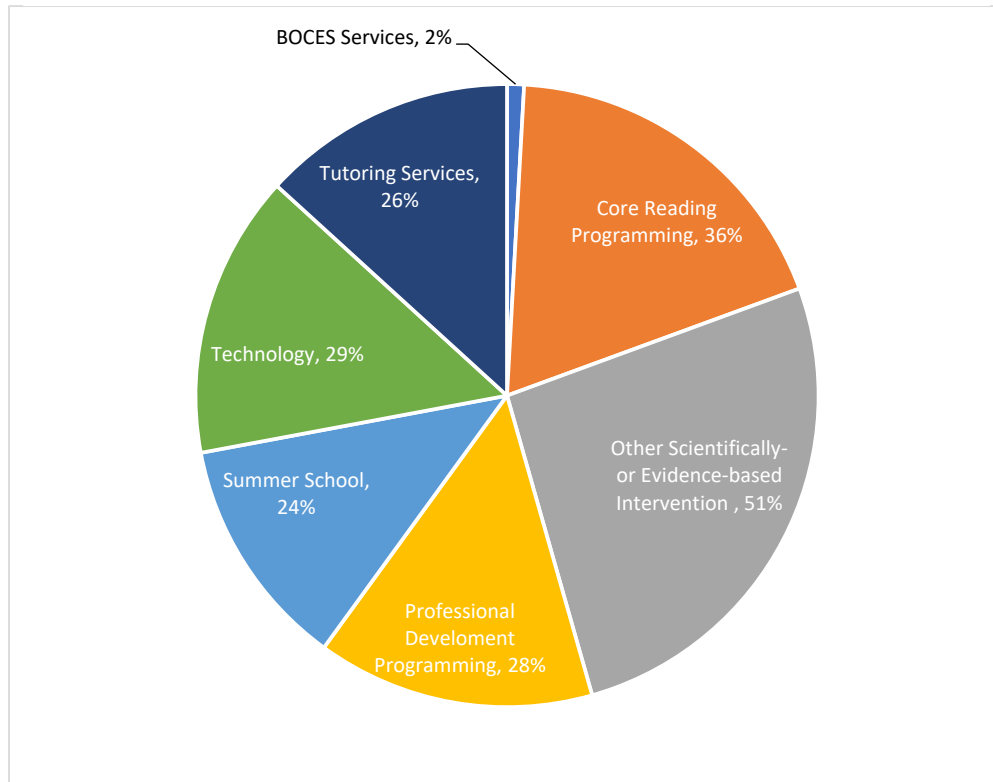
Approved READ Act assessment vendors determine thresholds for identification of an SRD based on the design of their assessment. Assessments have established benchmark cut scores that can be used to identify students with an SRD throughout the school year. To learn more about the specifics of each assessment, please visit the [READ Act Resource Bank of Approved Assessments webpage](#). This information is reported annually in the READ Act Legislative Report.

As this reporting requirement was paused during the spring of 2020, current statewide SRD numbers will not be available until spring 2021. However, LEPs report how READ Act funds are used to support the progress of students with an SRD. Preliminary budgets for 2020-2021 indicate most LEPs intend to use some funds on other scientifically- or evidence-based interventions (51%). Additionally, as shown in figure 5, 36% of LEPs intend to spend funds on core reading programming, 29% on technology, 28% on professional development, 26% on tutoring services, and 24% summer school.²⁷ [The READ Budget Submissions webpage](#) provides additional information on allowable uses of READ Act funds.

²⁶ CRS §22-7-1004

²⁷ Percentage does not equal 100 as local education providers can use READ funds on more than one allowable expenditure.

Figure 5: Preliminary 2020-2021 READ Act Funding Expenditures



Early Literacy Assessment Tool (ELAT) Project

The 2012 School Finance Act required the CDE to select a contractor or contractors to supply an early literacy assessment tool (ELAT) that teachers may use to obtain real-time assessments of the reading skill levels of students in K-3rd grade. The intent of this ELAT Project is to support state purchase of software to provide individualized assessments with immediate results, store and analyze those results, and recommend activities based on those results.

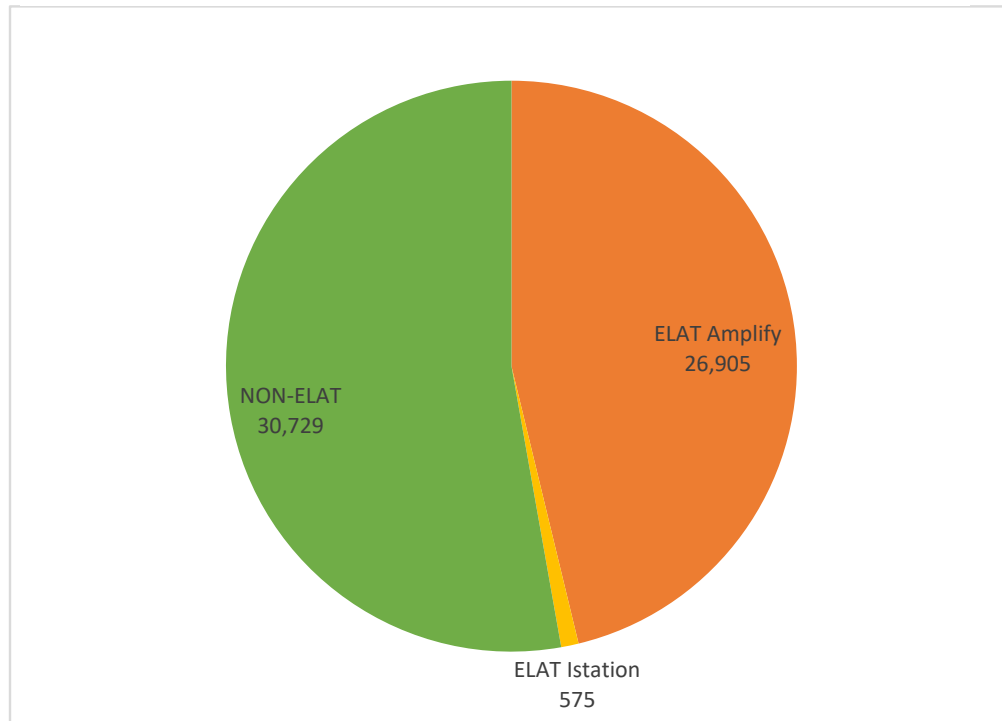
Schools and districts participating in the ELAT Project select one of the two approved vendors and receive the tools to support the assessment. The approved vendors are:

- Amplify for Acadience Reading (formerly named DIBELS Next) and IDEL, and
- Istation for ISIP Early Reading and ISIP Lectura Temprana

These tools screen students at risk for future reading difficulty by measuring students against grade-level benchmarks for specific skills identified as predictors of reading success by grade level. Students below this benchmark are provided intervention and supports through the school’s multi-tiered system of supports. For students scoring well below this benchmark, a diagnostic assessment identifying specific reading skill deficits is administered to further inform the individual instructional support for each student. [The Early Literacy Assessment Tool Project webpage](#) provides additional information on these assessment tools and administration during the 2020-2021 academic year.

Currently, approximately 612 schools participating in ELAT use Amplify and 20 use Istation. As shown in figure 6, a total of 27,480 students in kindergarten were assessed through ELAT as of the middle of the 2020-2021 academic year, including approximately 47% of total students enrolled in kindergarten in Colorado. Amplify reported 26,905 kindergarten students assessed through Acadience Reading during both the beginning of the year (BOY) and middle of the year (MOY) assessment periods.²⁸ Additionally, Istation reported 575 kindergarten students assessed through ISIP Early Reading or ISIP Lectura Temprana.

Figure 6: Number of Kindergarten Students Assessed through ELAT 2020-2021



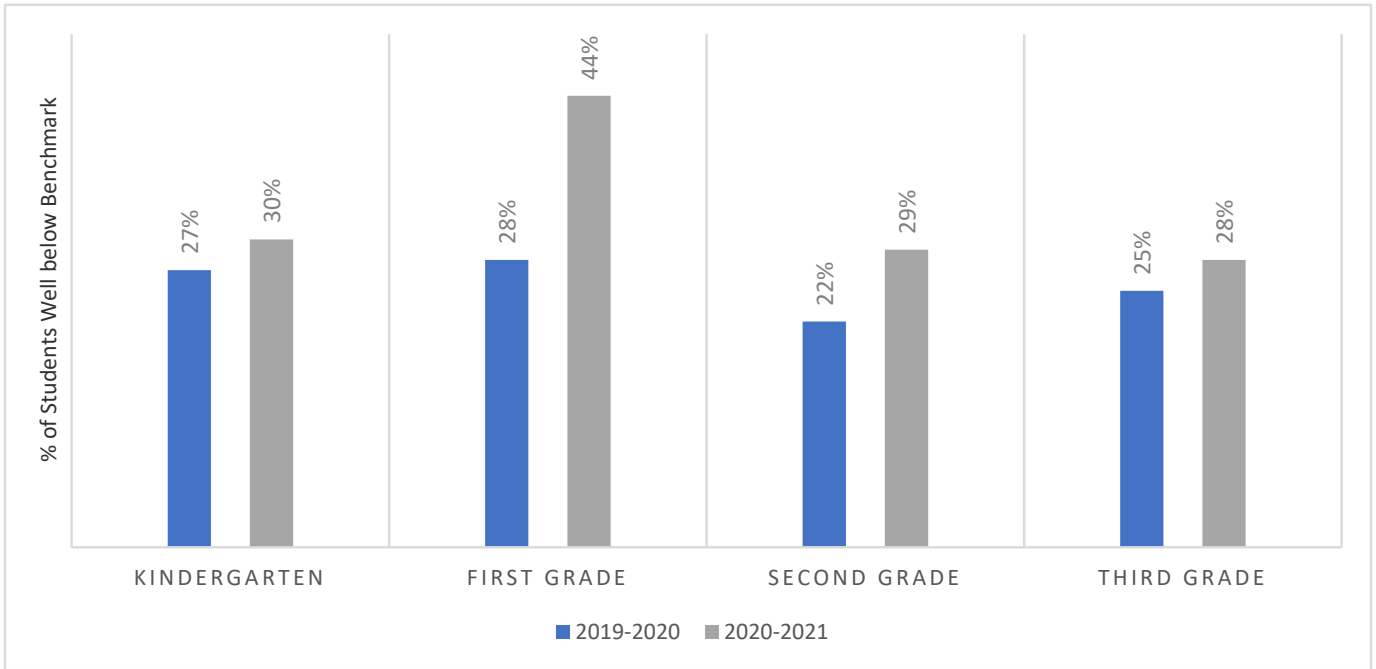
ELAT: Amplify

Nationally, Amplify has noted an increase in K-3rd grade students assessing well below benchmark during the 2020-2021 academic year. This indicates a higher percentage of students may be at risk for future reading difficulty. Figure 7 depicts a nationwide increase of kindergarten students assessing well below benchmark on BOY interim literacy assessments.²⁹

²⁸ Aggregate data are included only for students who were assessed in both BOY and MOY assessment periods.

²⁹ Amplify report to the CDE, January 2021.

Figure 7: National Amplify Perspective



Specific to Colorado, figure 8 indicates the percentage of kindergarten students assessing well below, below, at, and above grade level benchmark. During the fall of 2020, 33% of students enrolled in kindergarten assessed well below grade level benchmark as compared to 31% of students enrolled in kindergarten during the fall of the 2019-2020 academic year. This is slightly higher than the 30% of all kindergarten students assessing well below benchmark nationally during the fall of 2020.

Figure 8: ELAT Amplify Kindergarten BOY Comparison

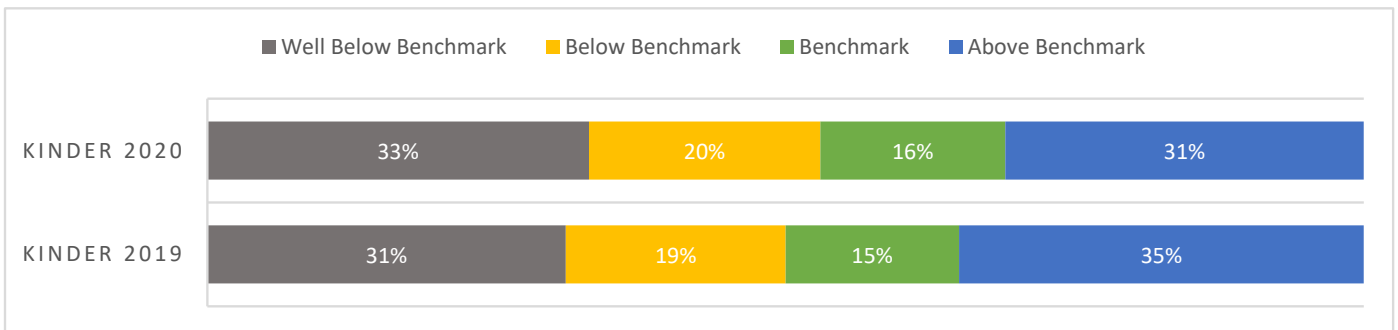
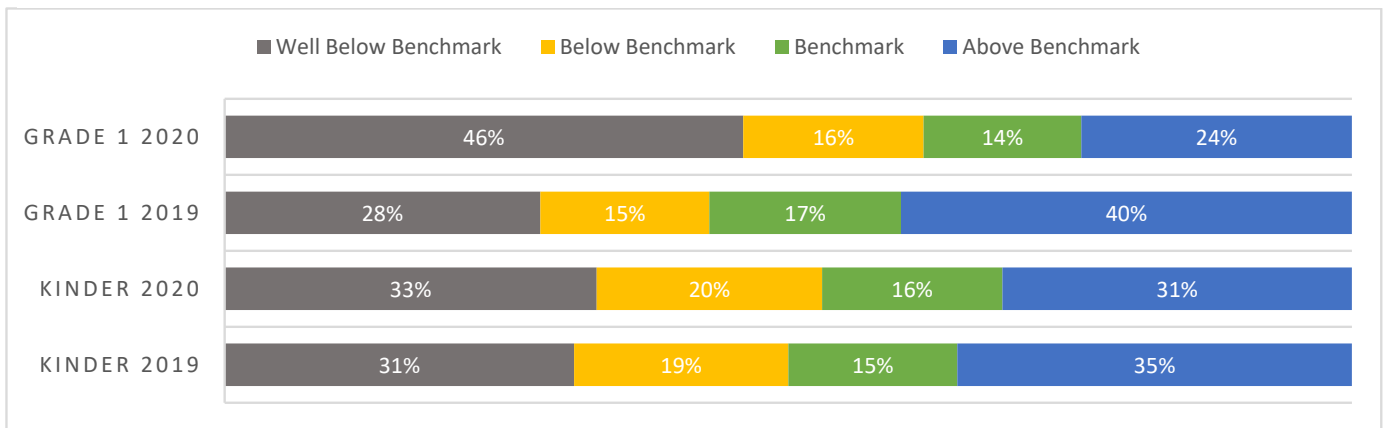


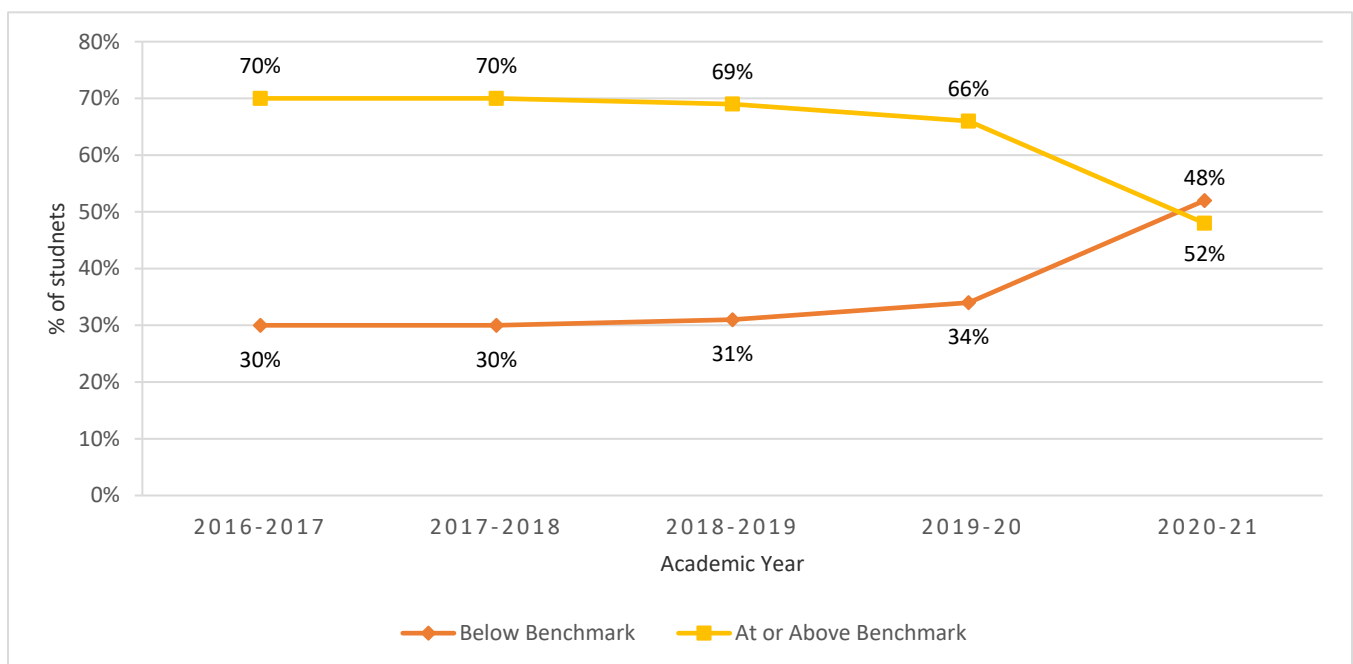
Figure 9 extends this view to include students currently enrolled in first grade who were kindergartners during the school disruptions of the spring of 2020.³⁰ Figure 9 indicates 62% of first grade students assessed below grade-level benchmark during the fall of 2020. Additionally, 46% assessed well below grade-level benchmark as compared to 28% of students during 2019-2020 BOY assessments.

Figure 9: ELAT Amplify Kindergarten and First Grade BOY Comparison



A review of MOY data presented in figure 10 shows a year over year comparison of the percentage of students assessing below and above grade level benchmarks. During MOY 2020-2021, 48% of students in kindergarten assessed below grade level benchmark as compared to 34% of students during 2019-2020.

Figure 10: ELAT Amplify Kindergarten MOY Comparison



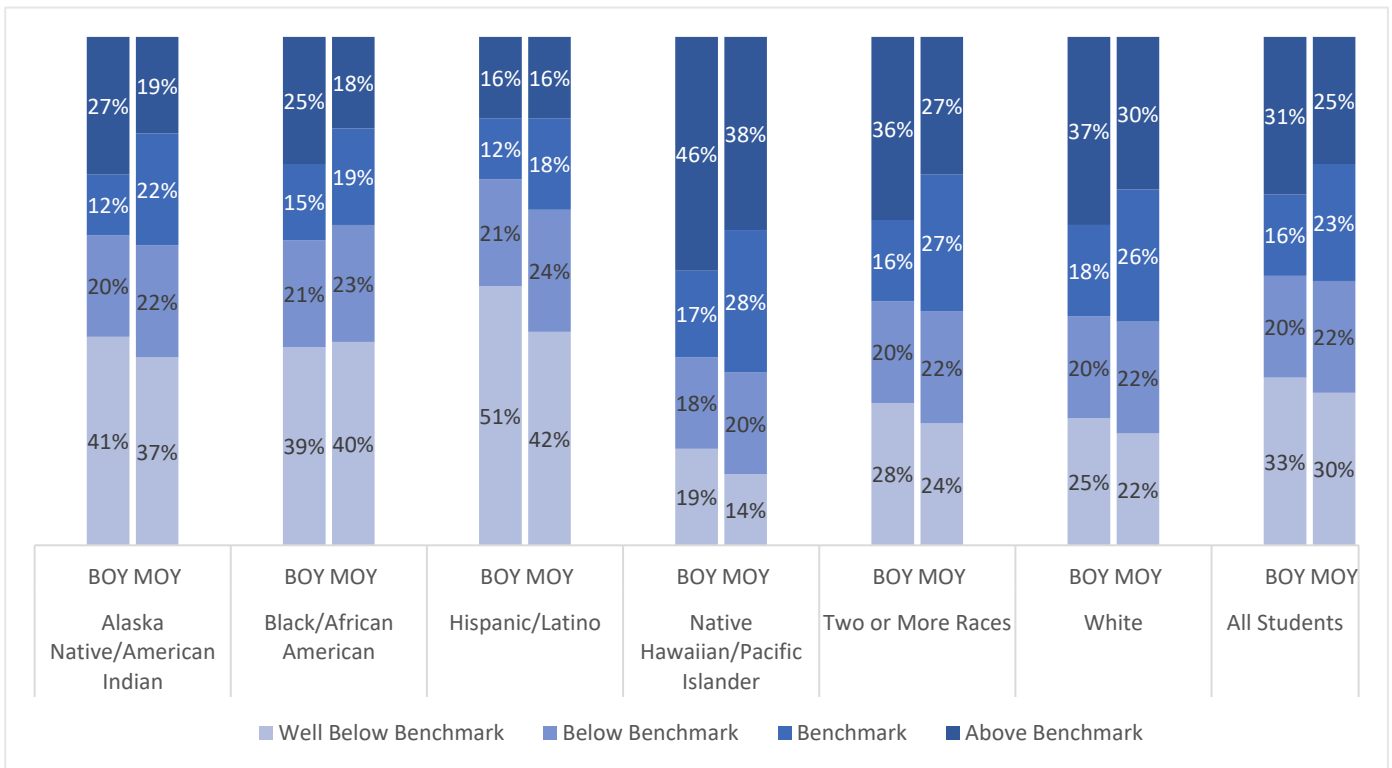
³⁰ For national and Colorado specific survey data describing the changes to how K-12 students have received education throughout 2020, please visit the [National Kids Count Data Center](https://www.nkc.org/).

Figure 11 depicts the progress of all kindergarten students from BOY to MOY, disaggregated by race and ethnicity. The percentage of students who assessed well below benchmark during BOY was highest among students identified as Black/African American, Alaska Native/American Indian, or Hispanic/Latino.

The percentage of students assessing well below benchmark increased from BOY to MOY for students identified as Black/African American. For Black/African American students, the percentage of students assessing both below and well below grade level benchmarks increased.

A decrease in the percentage of students assessing well below benchmark from BOY to MOY is seen among students identified as Alaska Native/American Indian, Hispanic/Latino, Native Hawaiian/Pacific Islander, two or more races, or White; however, 66% of students identified as Hispanic/Latino and 59% of students identified as Alaska Native/American Indian assessed below grade level benchmark during MOY assessments.

Figure 11: Percentage of Kindergarten Students in Comparison to Grade Level Benchmark, 2020-2021



A review of available ELAT Amplify longitudinal data for 2019-2020 kindergarten cohort in figure 12 shows the progress of students in kindergarten during the 2019-2020 academic year as the cohort continues into first grade during the 2020-2021 academic year. Among all Colorado kindergarten students, 31% of students assessed well below benchmark on the 2019-2020 BOY assessments. The percentage of students assessing well below benchmark decreased to 16% of all students by MOY 2019-2020. Following school disruptions during the spring of 2020, 31% of all Colorado kindergarten students assessed well below benchmark during the end of year assessments. As these students entered first grade in the fall of 2020, 46% of students assessed well below benchmark. Following intervention implementation, the percentage of students assessing both well below and below grade level benchmark decreased by MOY 2020-2021.

Figure 12: Longitudinal Benchmark Comparison of 2019-2020 Kindergarten Cohort

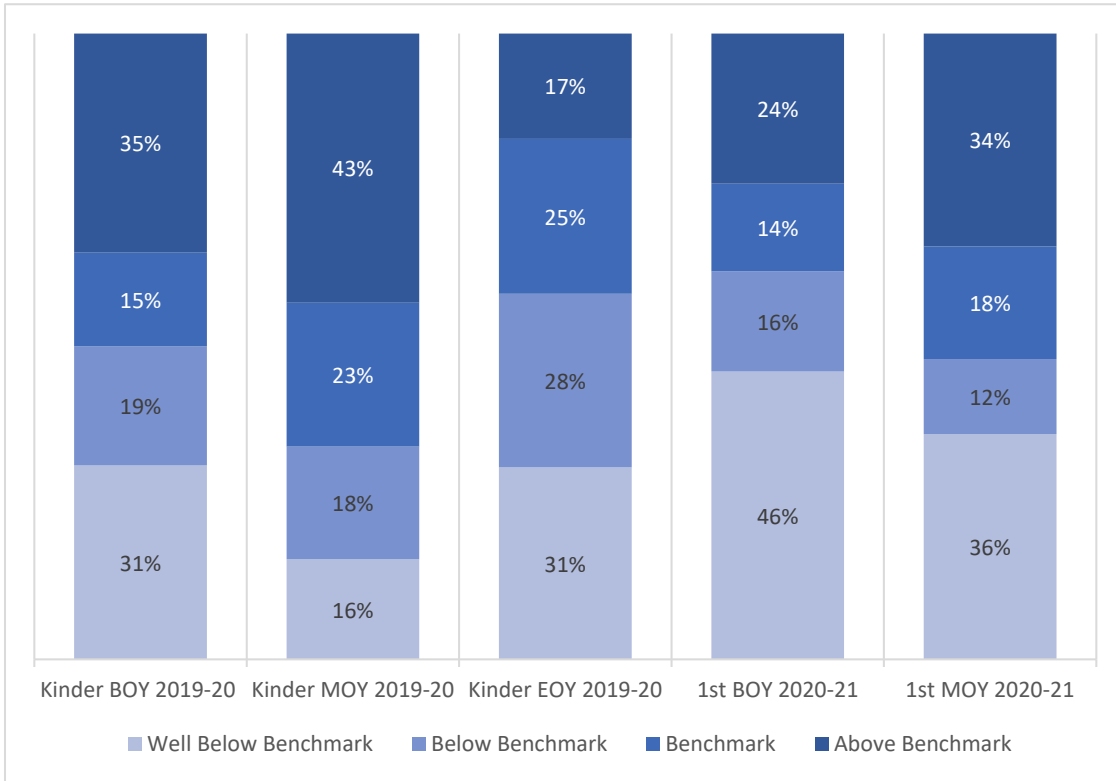
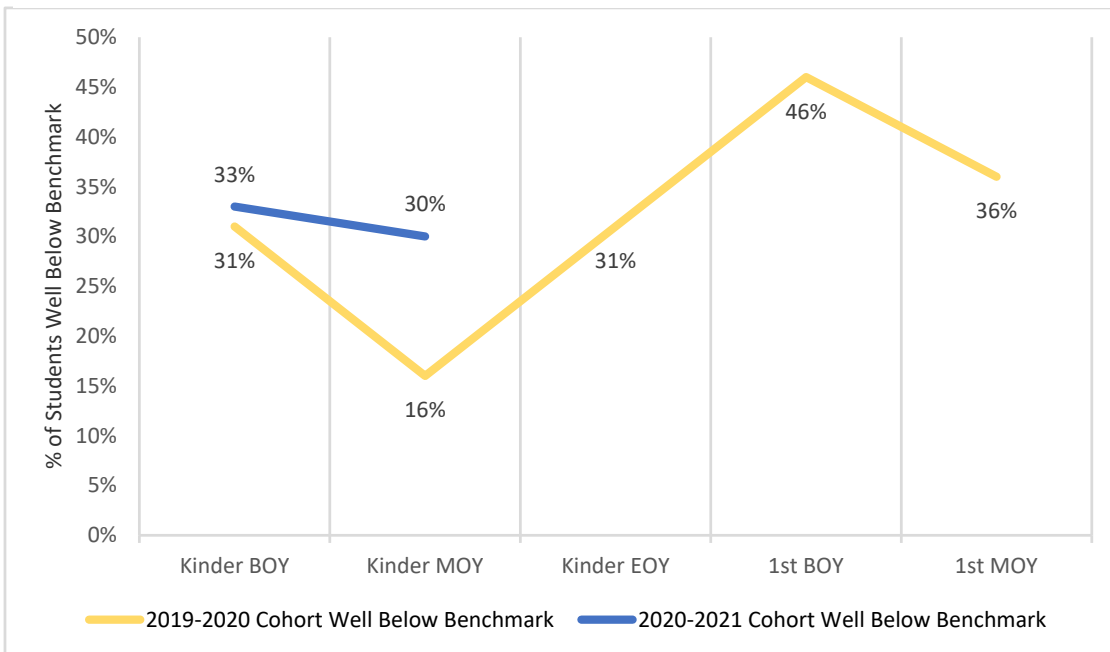


Figure 13 shows the comparison of the 2019-2020 and the 2020-2021 kindergarten cohorts.

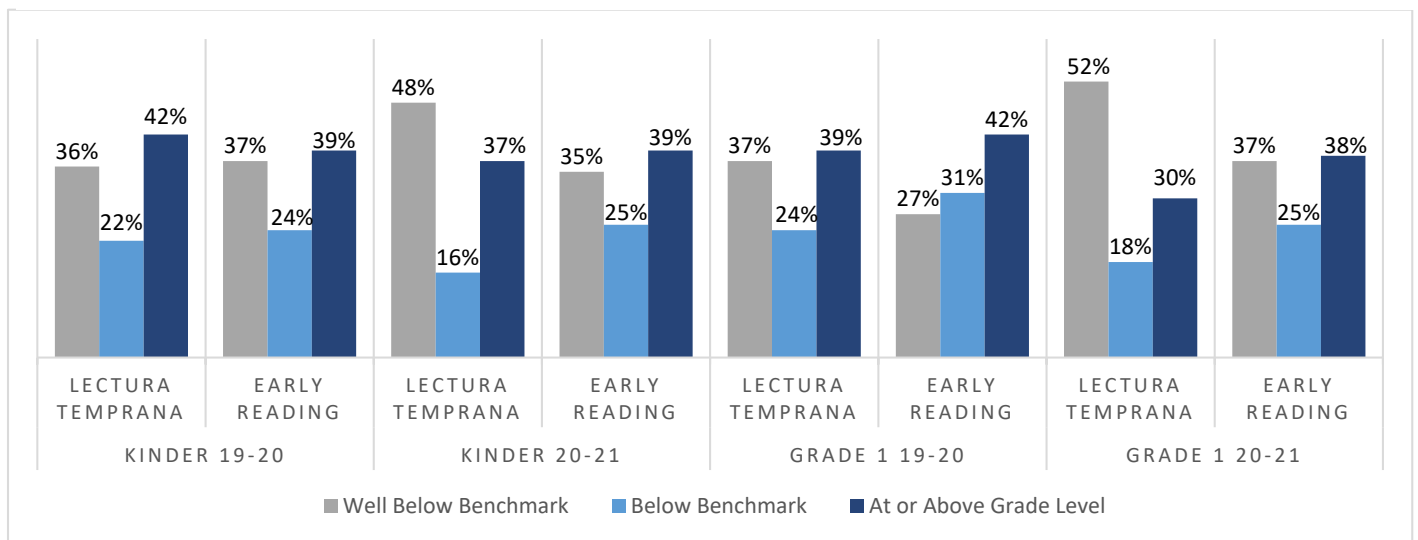
Figure 13: Longitudinal Benchmark Comparison of Kindergarten Cohorts



ELAT: iStation

Figure 14 indicates the percentage of kindergarten and first grade students assessing at or above grade-level benchmarks, below and well below grade level benchmarks for students currently enrolled in kindergarten who were assessed using either of the iStation tools (ISIP Early Reading or ISIP Lectura Temprana). A total of 39% of kindergarten students assessed by ISIP Early Reading were at or above benchmark during the BOY assessment period and 60% of students were below benchmark, with 35% of students scoring well below benchmark. For students assessed by ISIP Lectura Temprana, a total of 37% of kindergarten students assessed at or above benchmark during the fall of 2020 and 64% of students assessed below benchmark, with 48% of students assessing well below benchmark.

Figure 14: ELAT iStation BOY Comparison



For students currently enrolled in first grade (kindergartners during the spring of 2020 school disruptions), 37% of students assessed by Early Reading and 52% of students assessed by Lectura Temprana scored well below grade-level benchmarks at the beginning of the year.

Longitudinal Growth in School Readiness, Literacy Focus

Programs funded by CPP participate in the Results Matter assessment system to measure progress, individualize instruction, and monitor children’s growth over the course of the school year. Results Matter emphasizes four system components: authentic child assessment, professional learning, implementation, and data analysis. Preschool student performance data is currently only available for programs receiving funding for CPP as all programs also participate in Results Matter.

Reviewing available statewide data from Results Matter and the ELAT Project³¹, figure 15 displays literacy growth by cohort from MOY in preschool to BOY in kindergarten.³² Each cohort is defined as a group of students enrolled in CPP in the year prior to kindergarten (year one) and subsequently enrolled in an ELAT school as a

³¹ For this cohort comparison, the Results Matter data included Teaching Strategies GOLD® and ELAT data included Amplify.

³² These assessment windows provided consistent data points across all three cohorts due to the assessment pause in the Spring of 2020.

kindergartener (year two). Cohort 1 was enrolled in kindergarten in 2018-2019. Cohort 2 was enrolled in kindergarten in 2019-2020, and Cohort 3 was enrolled in kindergarten in 2020-2021.

Growth from preschool to kindergarten was measured against age and grade level benchmarks during both the MOY Results Matter assessment window and the BOY ELAT assessment window.³³ Comparison to grade level benchmarks determined the progress category of students in each cohort during each assessment window: below, meeting, or above age and grade level benchmarks.

Growth occurs when a student assesses in a higher progress category during BOY in kindergarten than during MOY in preschool. Decline occurs when a student assesses in a lower progress category during BOY in kindergarten than during MOY in preschool. A student maintains when assessing in the same progress category during BOY in kindergarten and MOY in preschool.

Figure 15: Preschool to Kindergarten Longitudinal Comparison to Grade Level Benchmarks

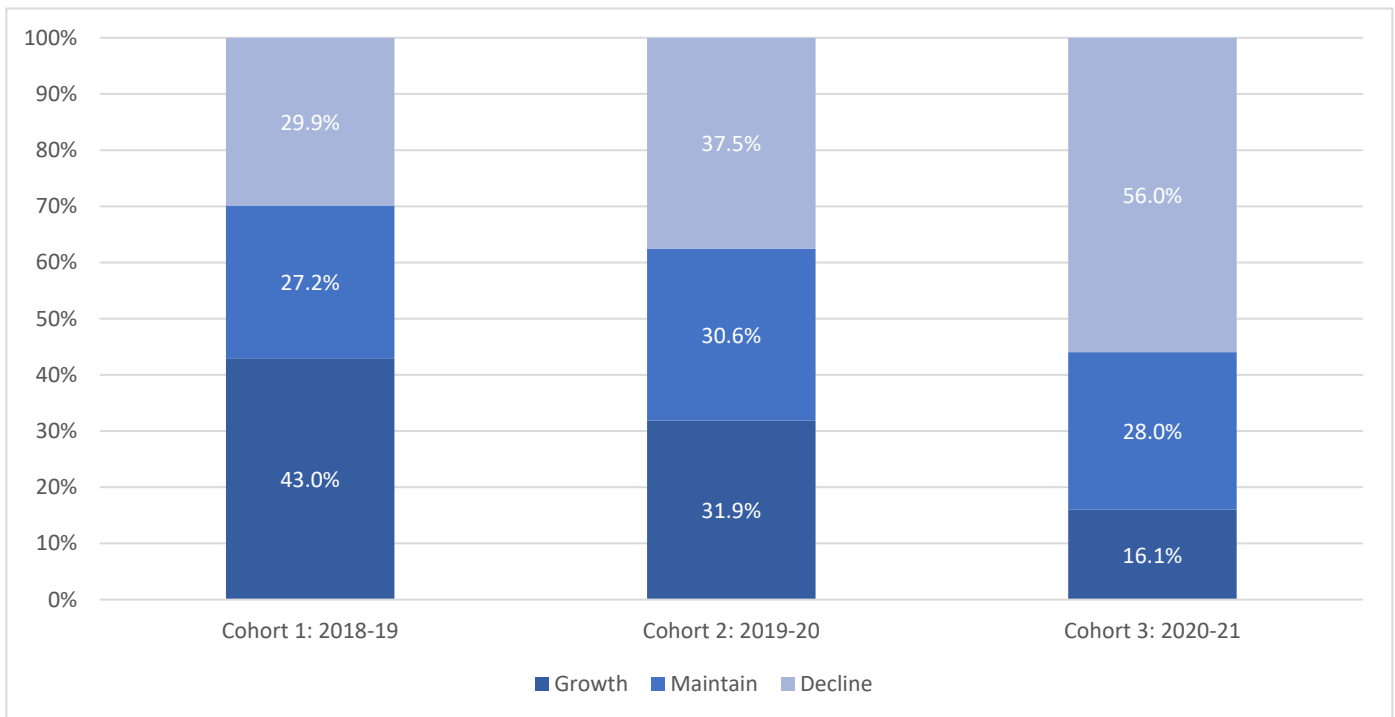


Figure 15 depicts the growth of student’s literacy development in comparison to age and grade level benchmarks. Cohort 1 (kindergarteners in 2018-2019) has the greatest amount of growth (43.0%), followed by Cohort 2 (31.9%) and Cohort 3 (16.1%). Cohort 3 (kindergarteners in 2020-2021) experienced the greatest decline (56.0%), followed by Cohort 2 (37.5%) and Cohort 1 (29.9%).³⁴

³³ In Results Matter, students meet grade level benchmarks by demonstrating skills and abilities within widely held expectations for their age and grade level. Students assessing below grade level benchmarks in the ELAT project may be at risk for future reading difficulty.

³⁴ The *n* size for Cohorts 1, 2 and 3 are 298, 813 and 617 students, respectively.

Professional Development

K-3 Teacher Training in Evidence-Based Reading

As a component of the 2019 revisions to the Colorado READ Act, Colorado State Legislature added a teacher training requirement to ensure teachers have access to training on the science of reading. Kindergarten through third grade teachers are required to complete an evidence-based training in teaching reading by January 31, 2022, following a six-month extension approved by the State Board of Education. This training must:

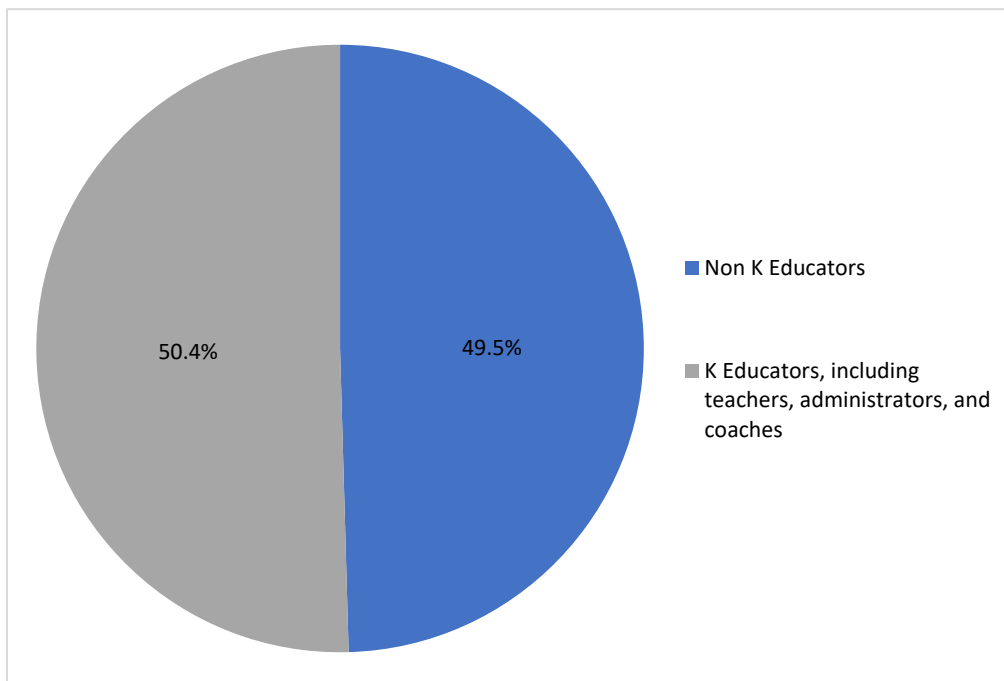
- Consist of a minimum of 45 hours
- Address the content of the educator preparation literacy standards
- Include an end-of-course assessment providing evidence of passing the course

While not a pandemic-specific support, these trainings provide professional development for educators on implementing evidence-based reading instruction within a multi-tiered system of support.

Several options are available for Colorado teachers to meet this requirement, including participating in the no-cost trainings provided by the CDE: Keys to Beginning Reading by Keys to Literacy and Building a Strong Foundation: Developing Early Literacy Skills by the Public Consulting Group.

Figure 16 illustrates that a total of 8,138 K-3rd educators have registered for one of the CDE provided trainings from July 1st through December 31st, 2020. This includes 4,103 teachers, administrators, and coaches who identified as teaching kindergarten or supporting teachers of kindergarten students.

Figure 16: Percentage of Kindergarten Educators Registered for Literacy Training



Conclusion

School readiness continues to be a priority for Colorado, both in 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. While the intent of this report is not to inform or guide high-stakes decisions addressing the individual needs of the child, it is intended to provide current information on our state's kindergarten to aid in informing effective ways in which to support local systems in attaining the flexibility and resources to meet the continuum of needs now and in preparation for the coming academic year. By doing so, we reduce the negative impact of current challenges and prevent additional challenges to young children's learning and development.

While this report includes available statewide data in kindergarten, it only conveys part of the story. Researchers' predictions of lower percentages of learning gains in math than literacy cannot be verified with the statewide data currently available.³⁵ Additionally, an analysis of the impact of school disruptions on the learning and development of additional domains of kindergarten school readiness³⁶ is currently not available. The different experiences of Colorado's children and families and the multiple pivots made by each district as they continually adjust to meet these needs throughout the past year cannot be adequately addressed or quantified in this report. Nonetheless, when reviewed in conjunction with other statewide data, this report may serve as a support in intentionally guiding resources to expand the capacity of local systems to effectively implement evidence-based practices and to aid schools in the preparedness for each child.

Every child in every community deserves access to high quality, evidence-based early learning experiences. A strong start is crucial to ensuring students' ultimate success in school, postsecondary education, the workforce and in life. Effective, engaging programming within an aligned system ready for every child ensures a child's preparedness to benefit from learning experiences.

The CDE is committed to providing ongoing resources and technical assistance to ensure district needs are continually met as we conclude the 2020-2021 academic year and begin preparations for the next. More information can be found at the [CDE webpage](#).



³⁵ [COVID-19 and learning loss—disparities grow and students need help](#) (December 8, 2020). McKinsey & Company.

³⁶ For more information on the domains of kindergarten school readiness, visit the [State Requirements for Early Childhood Assessment](#).