

ECLC

Early Childhood Leadership Commission

Data Subcommittee- Meeting

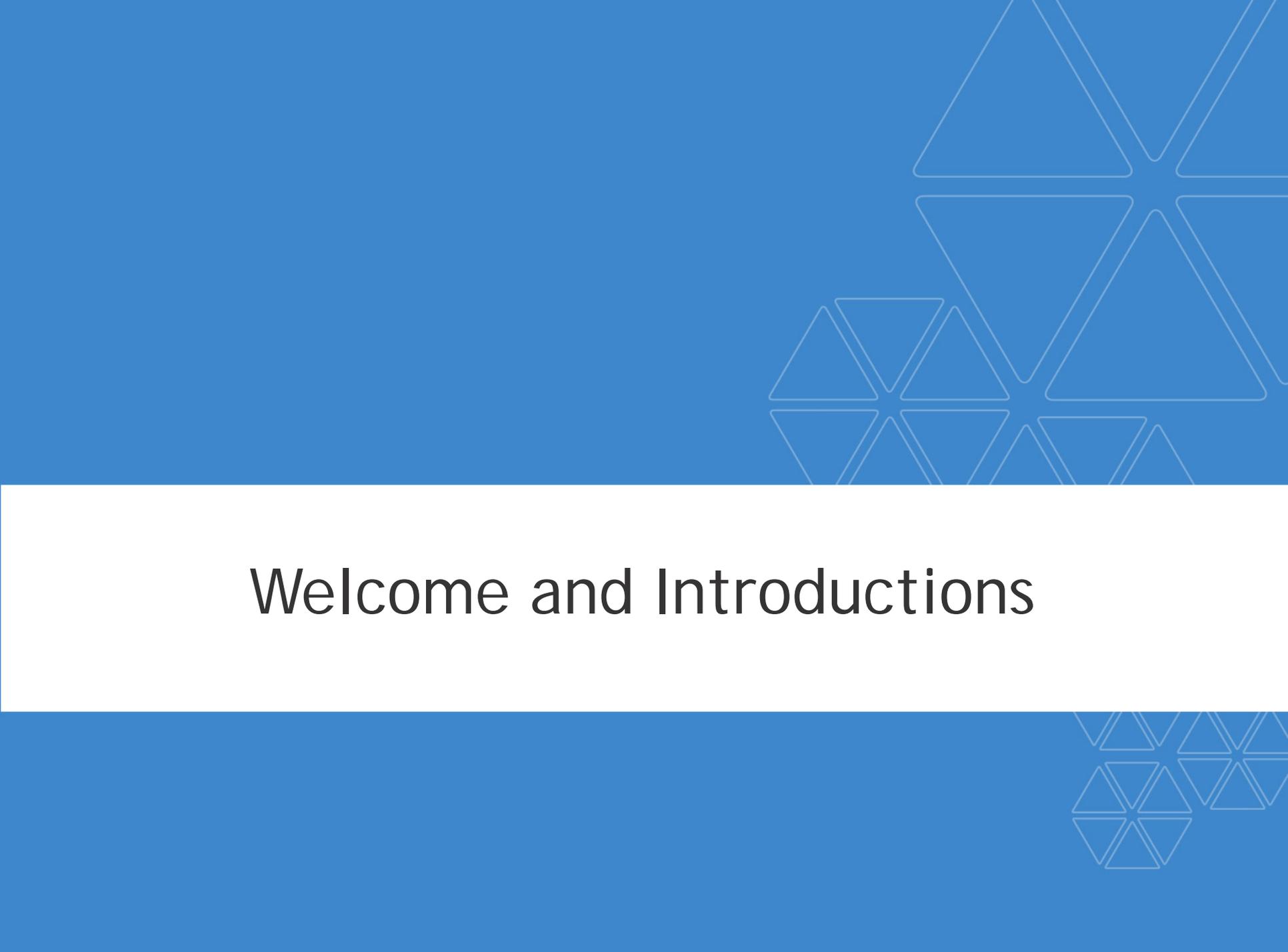
Monday, August 12 2019, 1:00-3:00 pm

Clayton Early Learning- Meera Mani

Room, 3975 Martin Luther King Blvd

Denver CO 80205





Welcome and Introductions

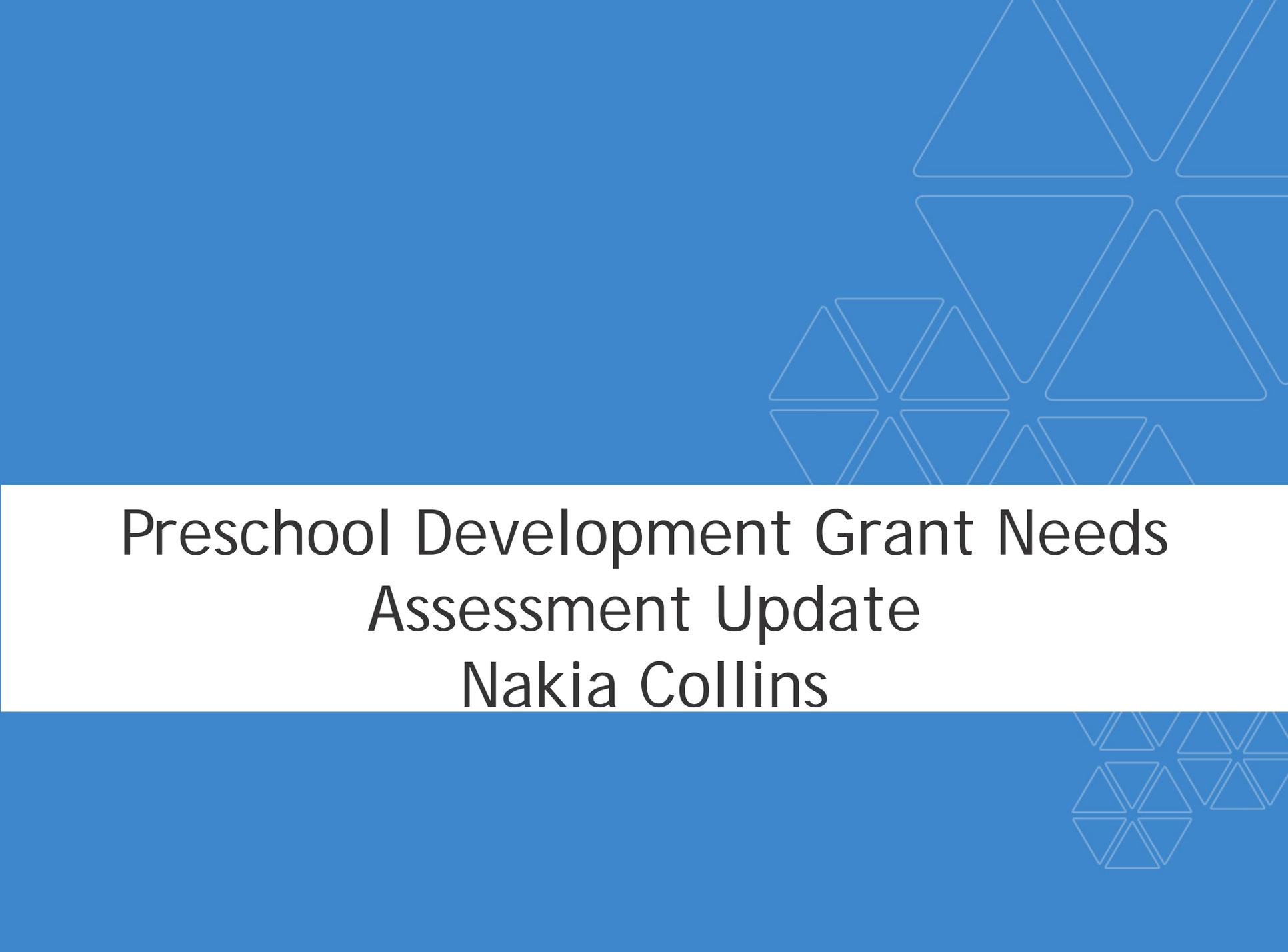
- Review meeting agenda and objectives
- Approve June 24, 2019 Meeting Minutes



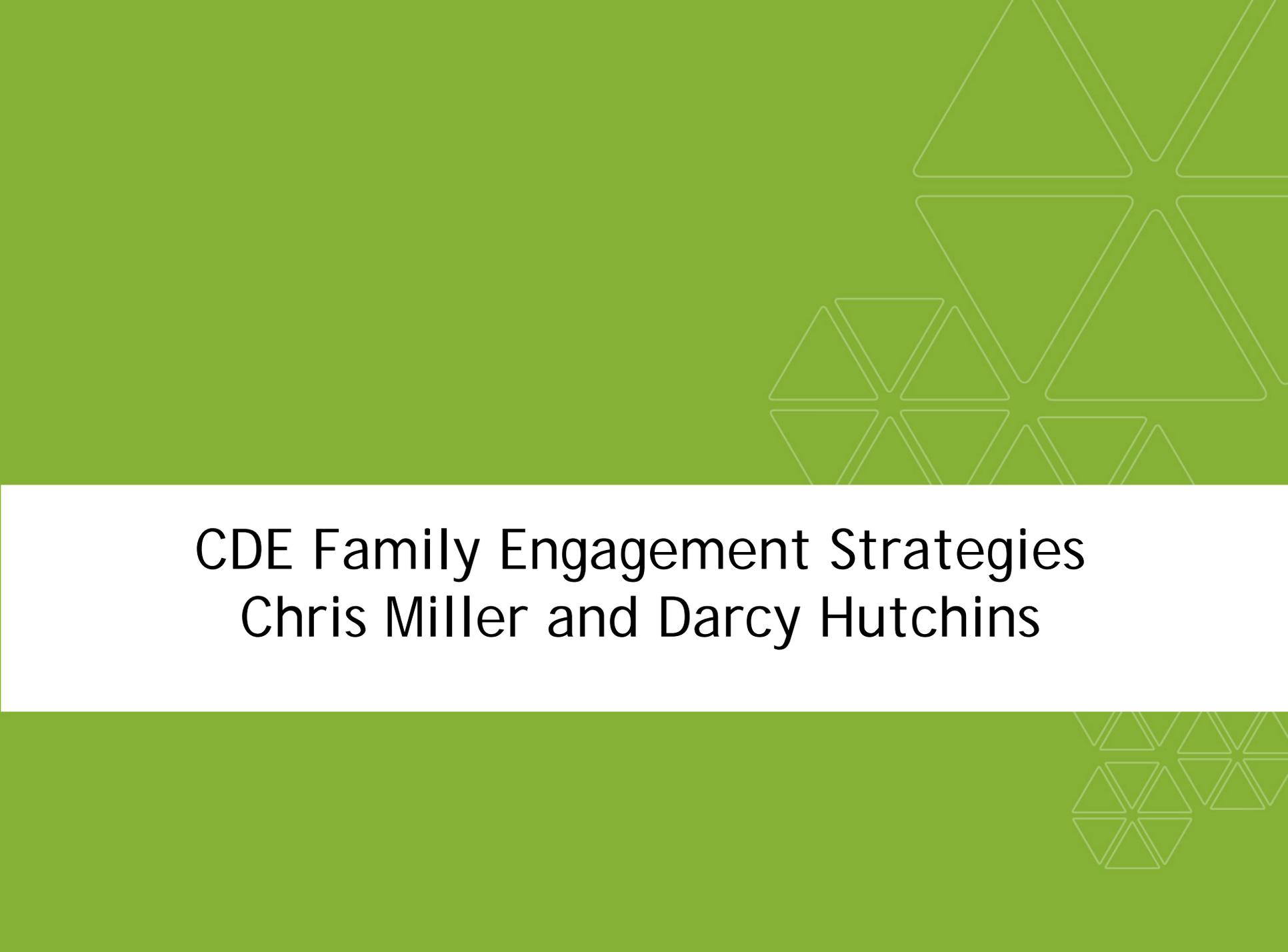
Review Submitted Reports to *Framework* Website

- Review Reports & Research Flyer

Kristina Heyl



Preschool Development Grant Needs
Assessment Update
Nakia Collins



CDE Family Engagement Strategies

Chris Miller and Darcy Hutchins



COLORADO
Department of Education

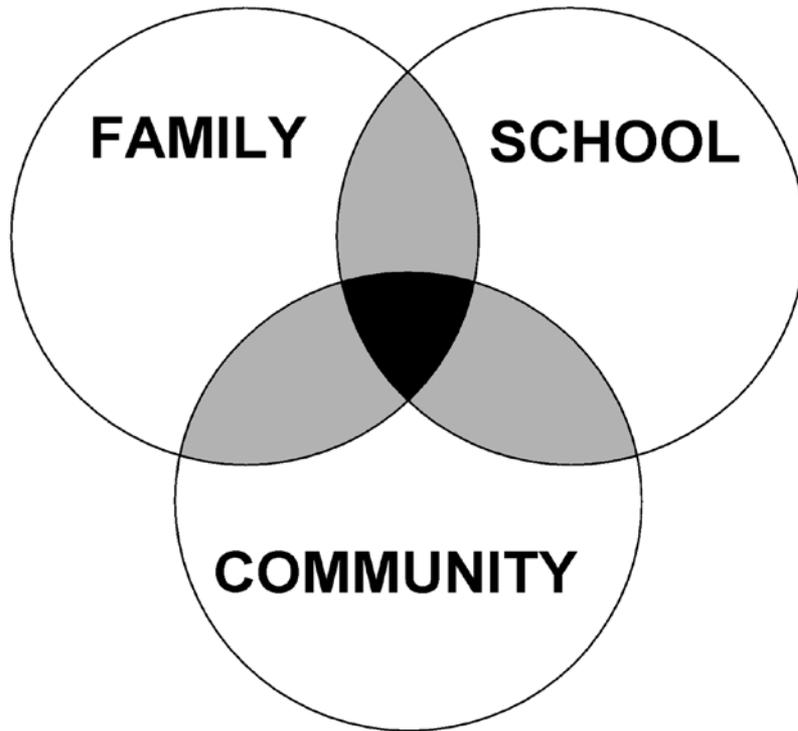
Family-School- Community Partnering Framework

August 12, 2019

Background of Framework Project

- Co-facilitated by the Council of Chief State School Officers (CCSSO) and the National Association of Family, School, Community Engagement (NAFSCE).
- Colorado Department of Education invited to participate with 9 other states.
- P-12, culturally responsive.
 - Early Childhood emphasis
- LEA—primary audience.
- Quarterly in-person meetings.
- Technical assistance calls with Jeff Capizzano.

OVERLAPPING SPHERES OF INFLUENCE



**Factors Influencing
Effective Partnering**

**Experiences,
Beliefs,
Practices**

Purpose and Definition

Purpose

Develop systemic and sustainable state- and district-level structures that integrate and elevate FSCP that link to positive student outcomes and an inviting school culture.

Definition

Families, early childhood programs, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for children and youth.

Stakeholder Feedback and Consultation

Process and Timeline

- June 2018—first meeting with other SEAs
- January 2019—definition finalized January 2019 after internal and external feedback
- April 2019—statewide community conversations with families
- April 2019—focus groups with district-level FSCP leaders
- June 2019—CDE staff feedback
- August 2019—LEA consultation and drafting resources
- September 2019—statewide survey, close-ended questions
- December 2019—completion
- January 2020 and beyond—implementation!

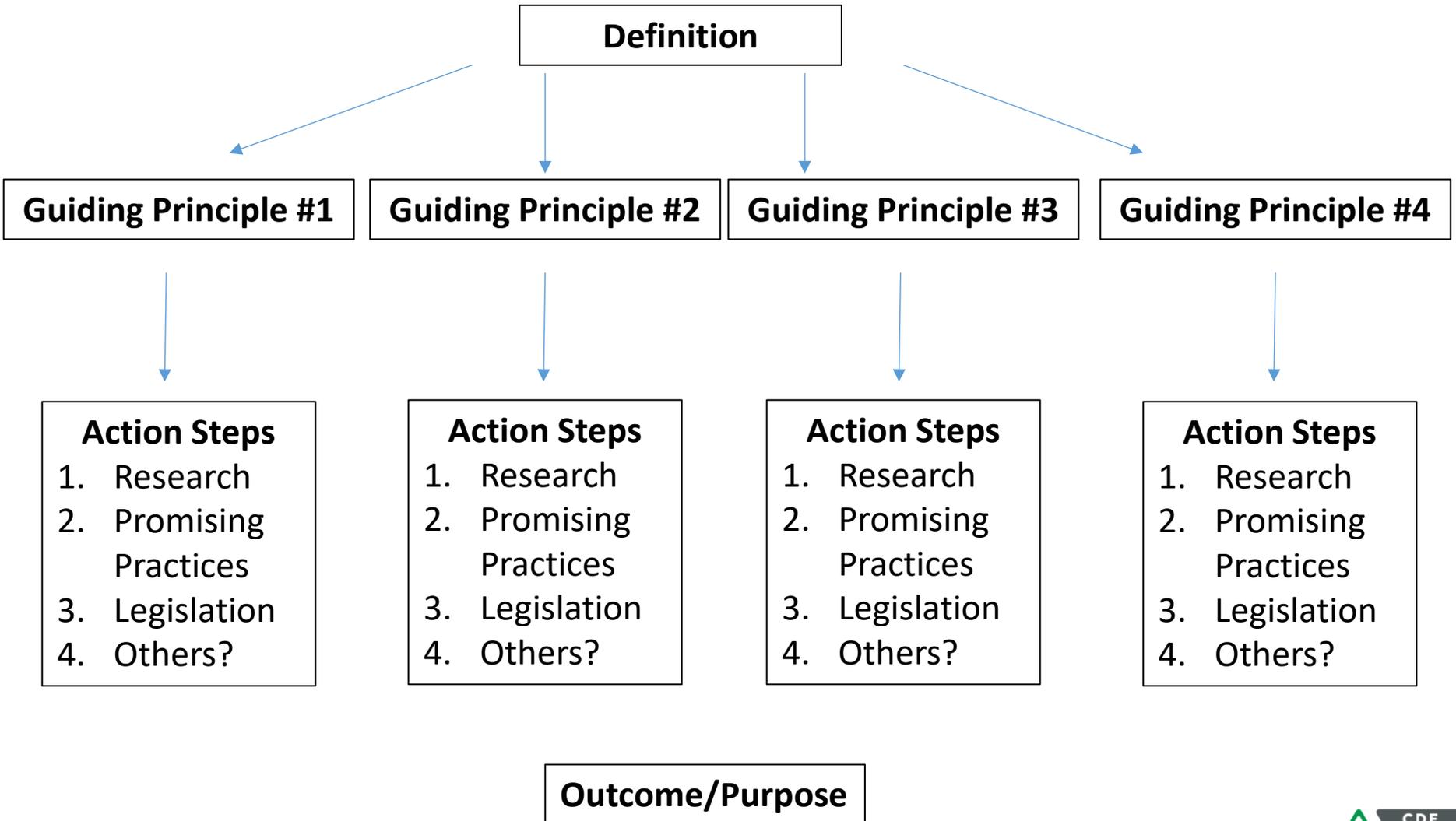
**The State Advisory Council for Parent Involvement in Education is an active participant in drafting the Framework.

Essential Elements

Why Essential Elements ?

- Creates alignment to the definition.
- Provides buckets/strands of work to actualize the definition.
- Gives anchors to familiar concepts likely already being used in any give school district/school or early childhood program.
- Establishes a foundation for building out the framework to a more granular, practices/strategies level.

Snapshot of Colorado FSCP Framework



1. Create an inclusive culture that honors the lived experience of the families in early childhood programs and/or school community.
2. Build trusting relationships that enable families, the community, and programs/schools to partner about the educational outcomes for children and youth.
3. Design capacity building opportunities for staff, families, and community partners that promote shared leadership about educational outcomes for children and youth.
4. Dedicate necessary resources that integrate and elevate partnering practices to scale.

We Need Your Help!

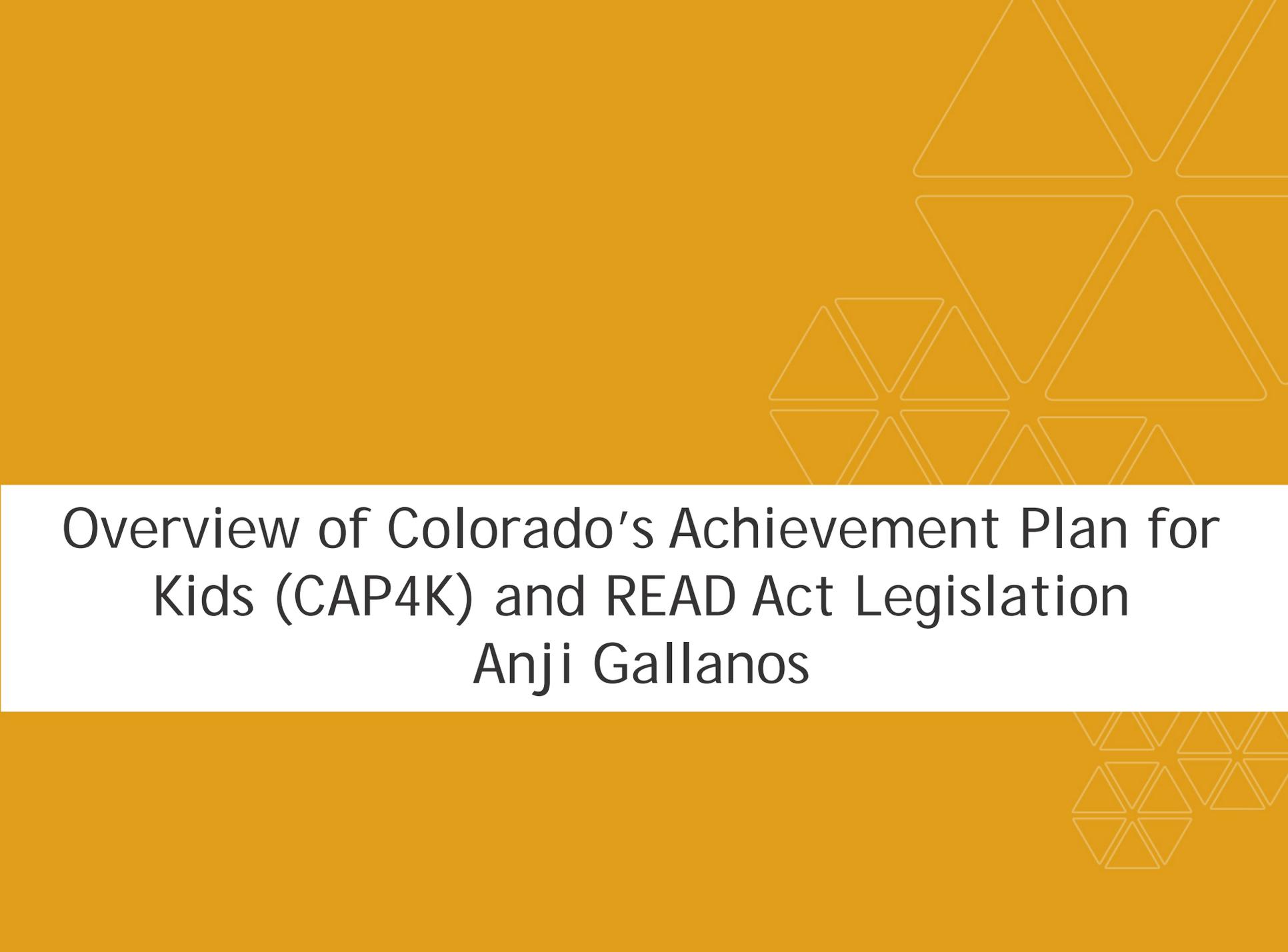
How do you envision
the framework being
used in education
and beyond to impact
family quality of
life in Colorado?

What topics,
phrases, or
resources are most
helpful for the
framework to
contain?

How could this framework be used to help inform data collection/usage efforts on family partnering?

Next Steps

1. Share this information with colleagues as appropriate.
2. Follow-up with Chris or Darcy about any other questions or insights that come to you later.
3. Start thinking about what advice you have for successful implementation in 2020.
4. Help us spread the word for future feedback sessions and once the framework is complete.



Overview of Colorado's Achievement Plan for
Kids (CAP4K) and READ Act Legislation
Anji Gallanos



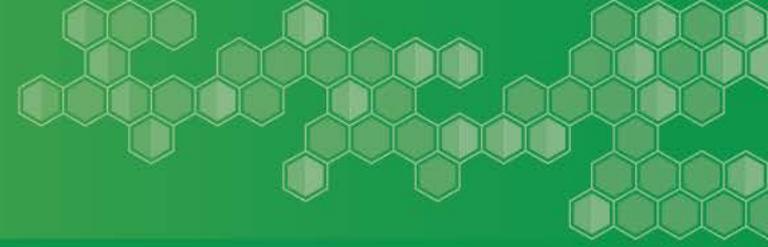
COLORADO
Department of Education

Kindergarten School Readiness

Early Childhood Leadership Commission
Data Subcommittee

August 12, 2019

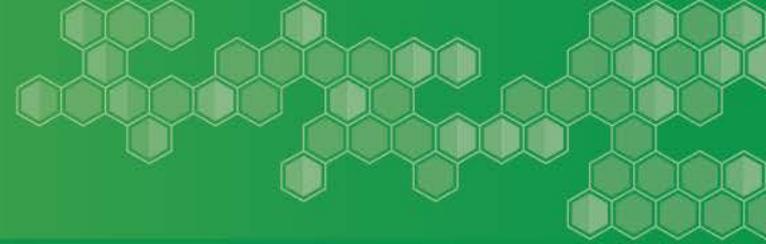
CDE P-3 Office Mission



- We partner with educators and leaders to create resources and structures that lead to seamless high quality early learning environments for children birth through age eight.
- We strive for coherence and alignment throughout the P-12 system.



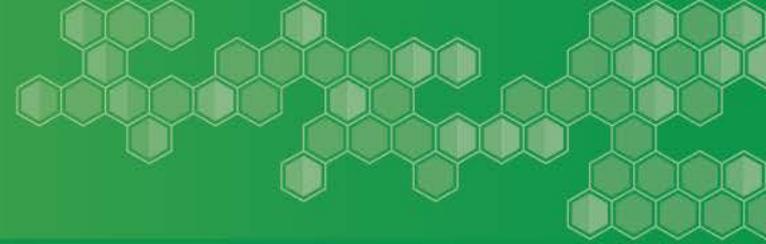
Vision



The Preschool through Third Grade (P-3) Office supports Strong Foundations where all means all by partnering with educators and leaders to create school **ready** **systems**- in order to achieve a seamless educational experience for families and children.



Colorado's Achievement Plan for Kids (CAP4K)



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.

Overview CAP4K

- Colorado's Achievement Plan for Kids (CAP4K) required that the State Board of Education:
 - Define School Readiness
 - Mandates the adoption of assessments appropriate for determining students' levels of school readiness
 - Adopts a system for reporting population-level results.
 - Includes a provision that supports the development of Individualized School Readiness Plans



Defining School Readiness

- “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.”



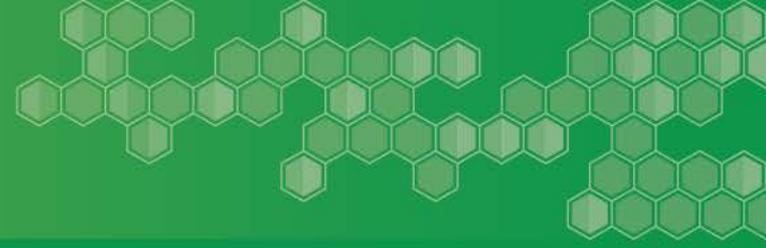
Kindergarten School Readiness Assessments

School Readiness Assessments

- As required by Colorado law (Section 22-7-1004 (1)(b) C.R.S.), school readiness assessments include both developmental and academic areas.



School Readiness Assessments



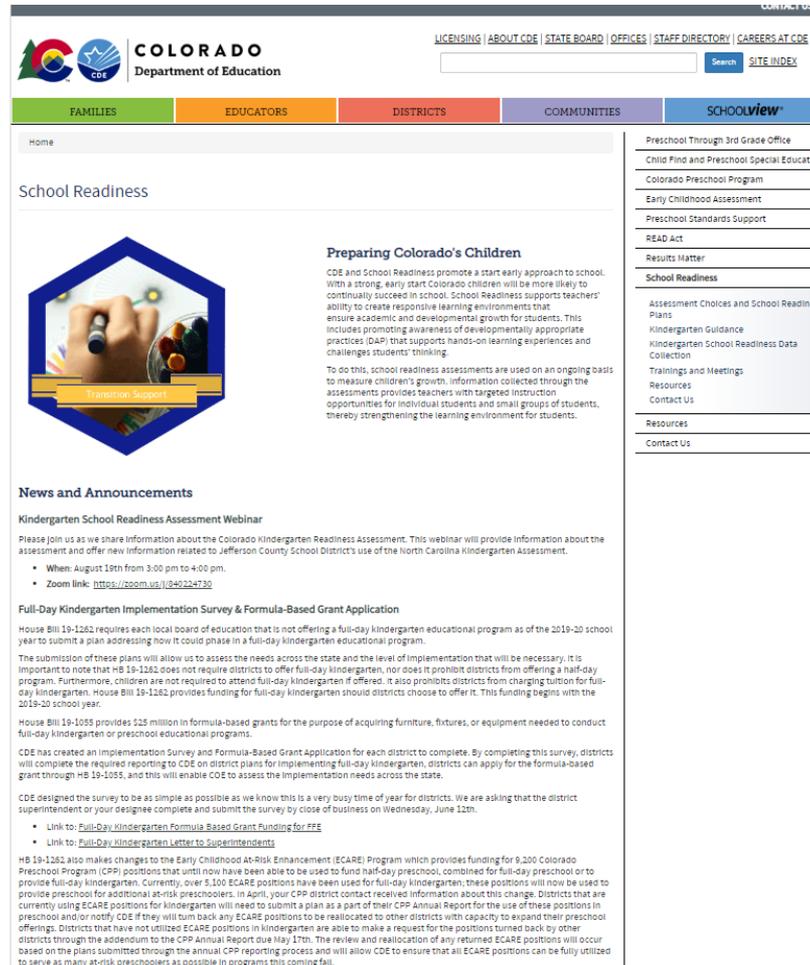
- These assessments must be research-based, recognized nationwide as reliable instruments for measuring school readiness, and suitable for determining the instruction and interventions students need to improve his/her readiness to succeed in school. Section 22-7-1004 (2)(a).

School Readiness Assessments

- Each approved kindergarten school readiness assessment provides information on whether a kindergartner is meeting entry expectations in each of the required school readiness domains:
- physical well-being and motor development
- social and emotional development
- language and comprehension development
- cognition
- math
- literacy



School Readiness Assessments Menu



The screenshot displays the Colorado Department of Education website. At the top, there are navigation links for LICENSING, ABOUT CDE, STATE BOARD, OFFICES, STAFF DIRECTORY, CAREERS AT CDE, and a search bar with a SITE INDEX link. Below this is a horizontal menu with tabs for FAMILIES, EDUCATORS, DISTRICTS, COMMUNITIES, and SCHOOLview®. The main content area is titled 'School Readiness' and features a hexagonal graphic with a hand holding a marker and a glass of beads, labeled 'Transition Support'. To the right of the graphic is the section 'Preparing Colorado's Children', which describes the goal of a start early approach to school and lists resources like 'Assessment Choices and School Readiness Plans' and 'Kindergarten Guidance'. Below this is the 'News and Announcements' section, which includes a webinar announcement for August 19th and a survey announcement for full-day kindergarten implementation. The bottom of the page features the Colorado Department of Education logo and a CDE logo.

<https://www.cde.state.co.us/schoolreadiness/assessment>



School Readiness Assessments Menu

- The Colorado State Board of Education has approved three kindergarten school readiness assessment tools:
- Desired Results Developmental Profile for Kindergarten (DRDP-K),
- HighScope Child Observation Record (COR) for Kindergarten, and
- Teaching Strategies GOLD®.
- North Carolina KEA



School Readiness Individual Plans

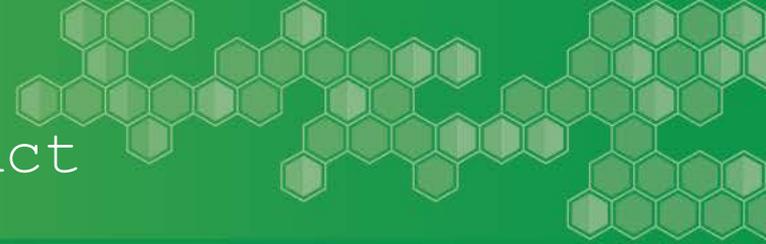
- School readiness plans are individualized plans required for every kindergartner, and are to be informed by a State Board approved school readiness assessment tool; however, [CAP4K](#) does not have specific requirements for the content of school readiness plans.
- Districts have a high degree of flexibility for the design of the plans.



School Readiness Plan Recommendations

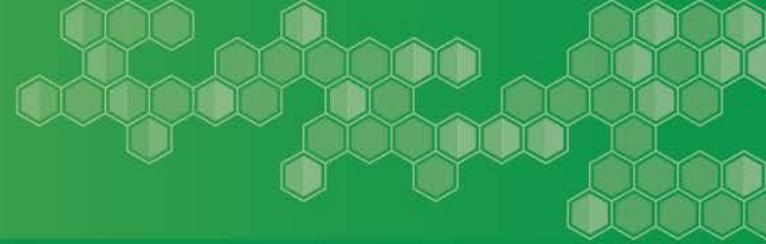
- CDE makes the following recommendations:
- School Readiness Plans incorporate student strengths and goals in both developmental and academic areas, depending on the specific needs of the student.
- Plans are developed in collaboration with families whenever possible.
- School Readiness Plans are intended 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 district developed [template](#).



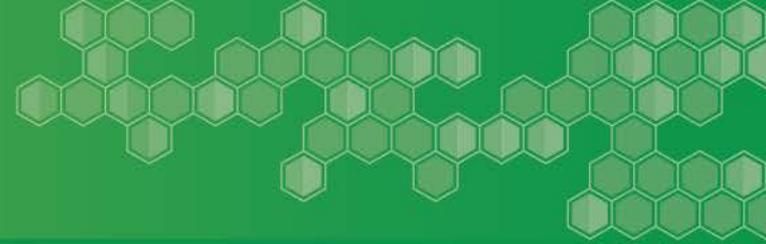


Requires universal screening assessment, identification and intervention for students at risk to not read at grade level by the end of the third grade

- Early screening for risk of reading challenges
- Diagnostic assessment to identify specific reading skill gaps
- Evidence-based instruction for all students and those receiving intervention supports
- Continuous progress monitoring



- The READ Act requires the creation and implementation of an individual intervention plan (called a READ Plan) for students identified with a significant reading deficiency.
- Each READ plan must:
 - Be tailored to meet the individual needs of the student
 - Include assessment information and evidence-based instruction and intervention
 - Include parental involvement



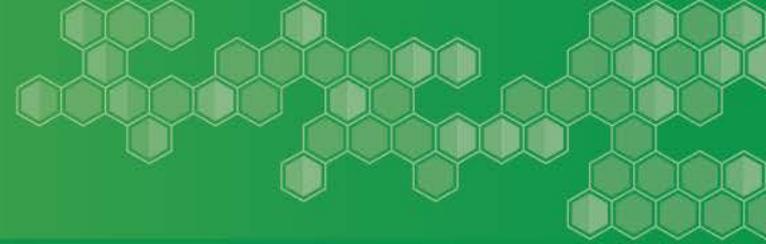
- **How do School Readiness Assessments and READ Assessments work together?**

- A READ Act assessment can be used to inform or fulfill the literacy component of the school readiness assessment, if administered in the first 60 calendar days (HB 15-1323).
- The literacy area of the school readiness assessment must be completed in order to automatically aggregate the school readiness report in GOLD[®].
- However, it is not required for the literacy area to be reassessed or re-administered; READ assessment information can be used to inform the literacy area of the school readiness assessment.

Overview of KSR Data Reporting

Overview of Kindergarten School Readiness Data Reporting

- 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
- The reporting system is intended to provide baseline data for measuring improvement in students' knowledge and skills over time.
- Data reported to CDE will be from the initial fall assessment window for school readiness, which is the first 60 calendar days of the school year as required by HB 15-1323.



- **Do I need to include the charter schools authorized by our district?**
 - Yes, districts are reminded to include the charter schools they authorize when submitting their data to CDE. The district can submit all data at once or add the data from the charter schools through an append process.
- **Do charter schools with school readiness assessment waivers need to submit data to their districts?**
 - Charter schools may apply to waive the use of a state board approved school readiness assessment, but schools are accountable for explaining how they will meet the intent of the law through an adequate replacement plan. Charter schools with waivers are still required to create an individual school readiness plan for each kindergarten student and submit data as part of the school readiness collection. Charter schools with waivers must submit their data to their authorizing district, who then in turn submits the data to CDE.

History of KSR Reporting



SCHOOL/DISTRICT POLICY

- Curriculum
- Instructional methods
- Day-to-day structure
- Hiring teachers
- Local assessments, etc.

STATE POLICY

- Licensure requirements
- Standards
- Specific state assessments, etc.

FEDERAL POLICY

- Broad goals for students
- Civil rights requirements
- Broad outline for assessments
- Requirements for standards, etc.

Statute, Rules, Guidance & Local Implementation

OR How a Bill Becomes Practice

Colorado General Assembly's Statutes

*Passed by the elected legislature;
Create rights or duties that are legally binding*

Colorado State Board of Education's Rules

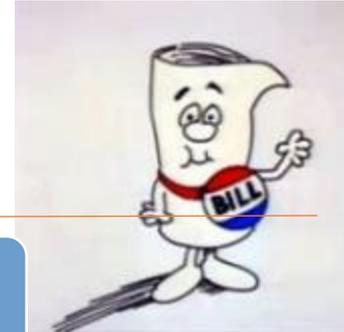
*Authorized by statute;
Adopted by the elected board of education;
Create rights or duties that are legally binding*

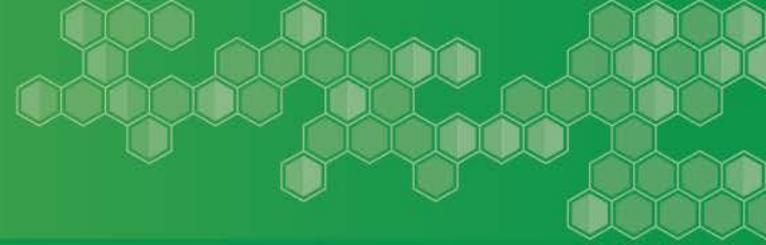
Colorado Department of Education's Guidance

*Written by department;
No legally binding effect;
Interprets existing legal obligations*

Local School District Implementation

*Guided by local school boards;
Elaborated by district and school leaders*





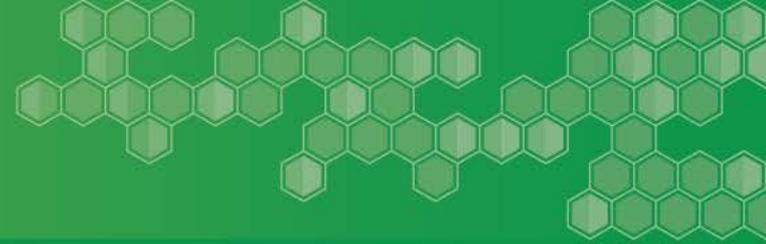
Statute

(1) On or before December 15, 2008, the **state board shall adopt** a description of school readiness. The state board, in adopting the school readiness description shall ensure that, at a minimum, school readiness includes physical well-being and motor development, social and emotional development, language and comprehension development, and cognition and general knowledge.

(2)(a) On or before December 15, 2010, the **state board shall adopt** one or more assessments that are aligned with the description of school readiness and are suitable for measuring students' levels of school readiness. In adopting assessments of students' school readiness, the state board shall consider assessments that are research-based; recognized nationwide as reliable instruments for measuring school readiness; and suitable for determining the instruction and interventions students need to improve their readiness to succeed in school. School readiness assessments shall not be used to deny a student admission or progression to kindergarten or first grade.

(b) School readiness assessment results shall not be publicly reported **for individual students**. Following adoption of the school readiness assessment, the state board shall 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.

(3)(a) On or before July 1, 2017, and on or before July 1 every six years thereafter, the state board shall review the school readiness description and shall adopt any appropriate revisions to the description. The state board shall review the school readiness assessments and adopt any appropriate revisions to the school readiness assessments when the board reviews the assessments as specified in [section 22-7-1006\(5\)](#)



- February 2016

- Summary of School Readiness Initiative
- Outline of School Readiness Components
- SBE Receives a presentation along with Options
- [https://go.boarddocs.com/co/cde/Board.nsf/files/A6R4D87F8D54/\\$file/SBE%20School%20Readiness%20Feb%202016%20FINAL.pdf](https://go.boarddocs.com/co/cde/Board.nsf/files/A6R4D87F8D54/$file/SBE%20School%20Readiness%20Feb%202016%20FINAL.pdf)

- March 9 2016

<https://go.boarddocs.com/co/cde/Board.nsf/Public>

- Board receives and votes on options.

Locating State Board Materials

Colorado State Board of Education

State Board of Education Members

Members of the Colorado State Board of Education are charged by the Colorado Constitution with the general supervision of the public schools. They have numerous powers and duties specified in state law. Individuals are elected on a partisan basis to serve two-year terms without pay.

Board Meetings

[View Agendas & Materials](#)

Colorado Board of Education BoardDocs - Meeting Agendas

Search Meetings

Featured

- ★ **Aug 15, 2019 (Thu)**
State Board of Education Regular Meeting, Cont. 9:00 a.m. Day 2
- ★ **Aug 14, 2019 (Wed)**
State Board of Education Regular Board Meeting 9:00 a.m. Day 1

2019 +
2018 +
2017 +
2016 +
2015 +
2014 +
2013 +
2012 +

Search Meetings

- Mar 9, 2016 (Wed)**
State Board of Education Regular Board Meeting 9:00 a.m.
- Mar 4, 2016 (Fri)**
State Board of Education Special Meeting: School and District Performance Frameworks Study Session 2:00 - 4:00 p.m.
- Feb 26, 2016 (Fri)**
State Board of Education Special Meeting: Legislative Update (Electronic Vote)
- Feb 11, 2016 (Thu)**
State Board of Education Regular Meeting, Cont. 9:00 a.m.
- Feb 10, 2016 (Wed)**
State Board of Education Regular Board Meeting 10:00 a.m.
- Jan 14, 2016 (Thu)**
State Board of Education Regular Meeting, Cont. 9:00 a.m.
- Jan 13, 2016 (Wed)**
State Board of Education Regular Board Meeting 9:00 a.m.

State Board of Education Regular Board Meeting 10:00 a.m.
Wednesday, February 10, 2016

[View the agenda](#)

Search Agenda

- 12.01 Director of State Board Relations
- 13. Action Item: Resolutions
 - 13.01 Resolution in Recognition of Former Interim Commissioner, Dr. Elliott Asp
- 14. Action Items: Achievement and Strategy
 - 14.01 Notice of Rulemaking for School Bullying Prevention and Response
 - 14.02 Kindergarten School Readiness Reporting System**
- 15. Action Items: Innovation, Choice and Engagement
 - 15.01 Waiver request from Jefferson County Public School R-1 district to waive C.R.S. 22-30.5-107(1)(b)
 - 15.02 Request from Widefield School District to Approve its Innovation Application on Behalf of Talbott Elementary School
- 16. Action Items: Educator Licensure



Kindergarten School Readiness Reporting System Options

Kindergarten School Readiness Reporting System Options

Districts Collect and Report to CDE	Individual Student Data Collected by CDE	Parent Opt In to Reporting	Statutory Alignment	Educational Data Advisory Committee (EDAC) Support
Option 1 Districts submit student level kindergarten school readiness information for CDE to aggregate and disaggregate in accordance with legislative requirements	Yes	Yes	Yes	Yes
Option 2 Districts submit only aggregate information in each of the reporting categories (physical well-being and motor development, social and emotional development, language and comprehension development, and cognition and general knowledge)*	No	Yes	Yes	No
Option 3 Districts submit only aggregate information in each of the reporting categories except social and emotional development*	No	Yes	Unclear; requires consultation with counsel	Not yet presented to EDAC for consideration
Option 4 Districts submit only aggregate information for the language and literacy domain*	No	Yes	Unclear; requires consultation with counsel	Not yet presented to EDAC for consideration
Option 5 Districts submit only aggregate readiness information not by domain but by number of domains in which students demonstrate readiness (see example)	No	Yes	Unclear; requires consultation with counsel	Not yet presented to EDAC for consideration

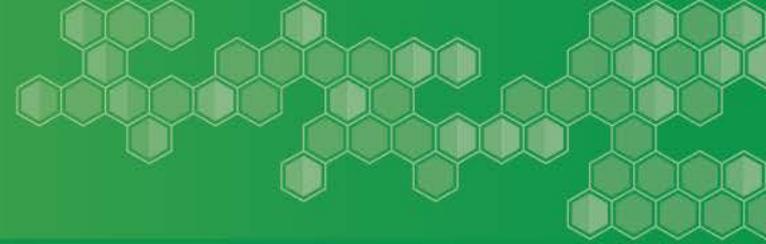
*Reported in aggregate for the district as a whole and disaggregated by school, free or reduced-cost lunch eligibility status, ethnicity and gender.

Option 5 Example From Washington State: Percent of Students who Demonstrate Readiness Characteristics of Entering Kindergartners in Multiple Domains

Domains	Number	Percent
0 of 6 Domains	2,346	5.9%
1 of 6 Domains	2,683	6.7%
2 of 6 Domains	2,966	7.4%
3 of 6 Domains	3,521	8.8%
4 of 6 Domains	4,853	12.1%
5 of 6 Domains	7,835	19.6%
6 of 6 Domains	15,830	39.5%

[https://go.boarddocs.com/co/cde/Board.nsf/files/A7V3AJ05EE18/\\$file/K%20Reporting%20System%20Options%20March%202016.pdf](https://go.boarddocs.com/co/cde/Board.nsf/files/A7V3AJ05EE18/$file/K%20Reporting%20System%20Options%20March%202016.pdf)





SBE Selects Option 5

Motion & Voting

★ I move to use option 5 for districts to submit data at the aggregated level to CDE to report the statutorily required minimum information regarding Kindergarten School Readiness.

Option 5: Districts submit only aggregate readiness information not by domain but by number of domains in which students demonstrate readiness.

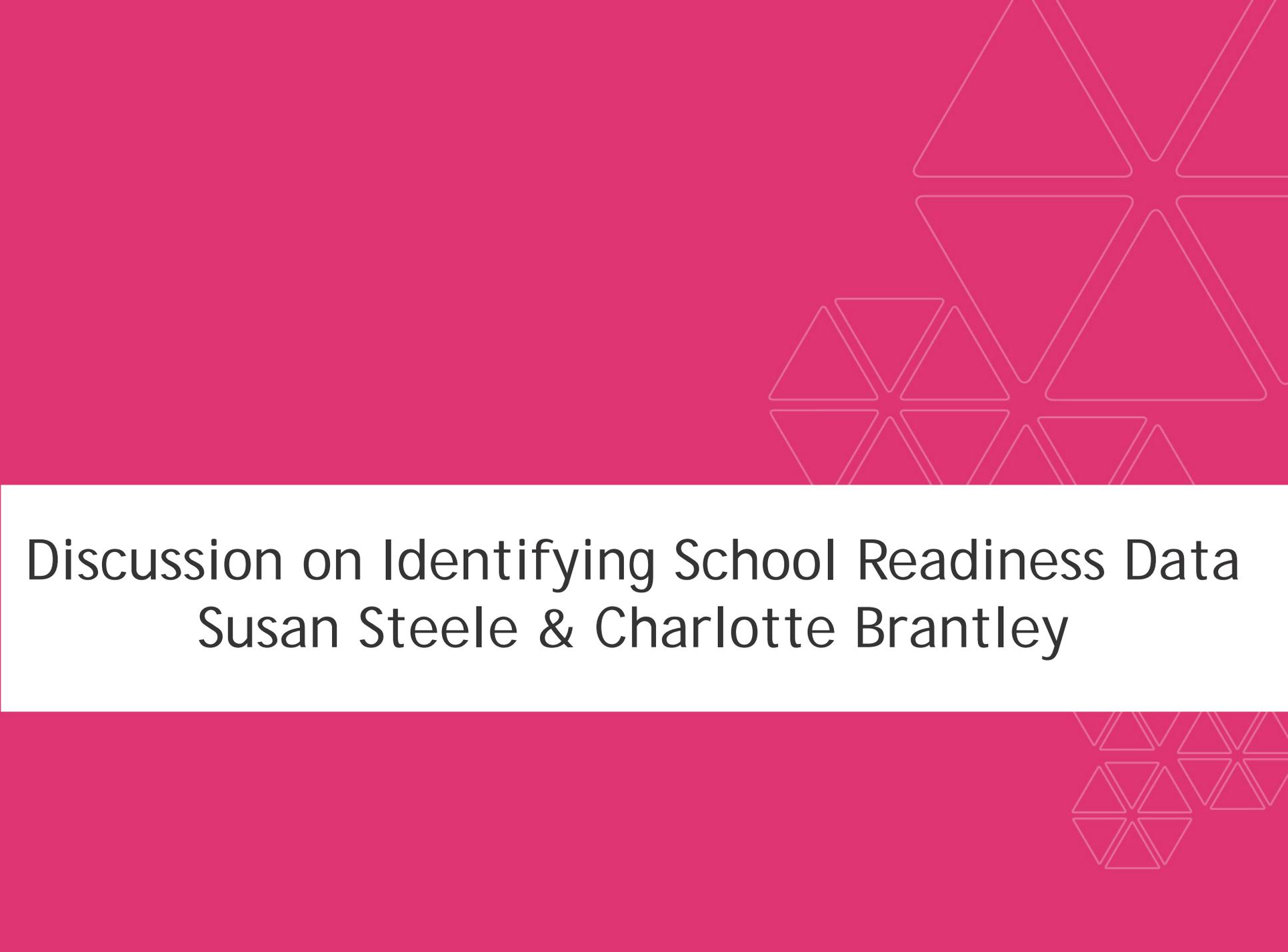
Motion by Debora L Scheffel, second by Pam Mazanec.

Final Resolution: Motion Carries

Yea: Val Flores, Jane Goff, Pam Mazanec, Joyce Rankin, Debora L Scheffel, Steve Durham

Nay: Angelika Schroeder

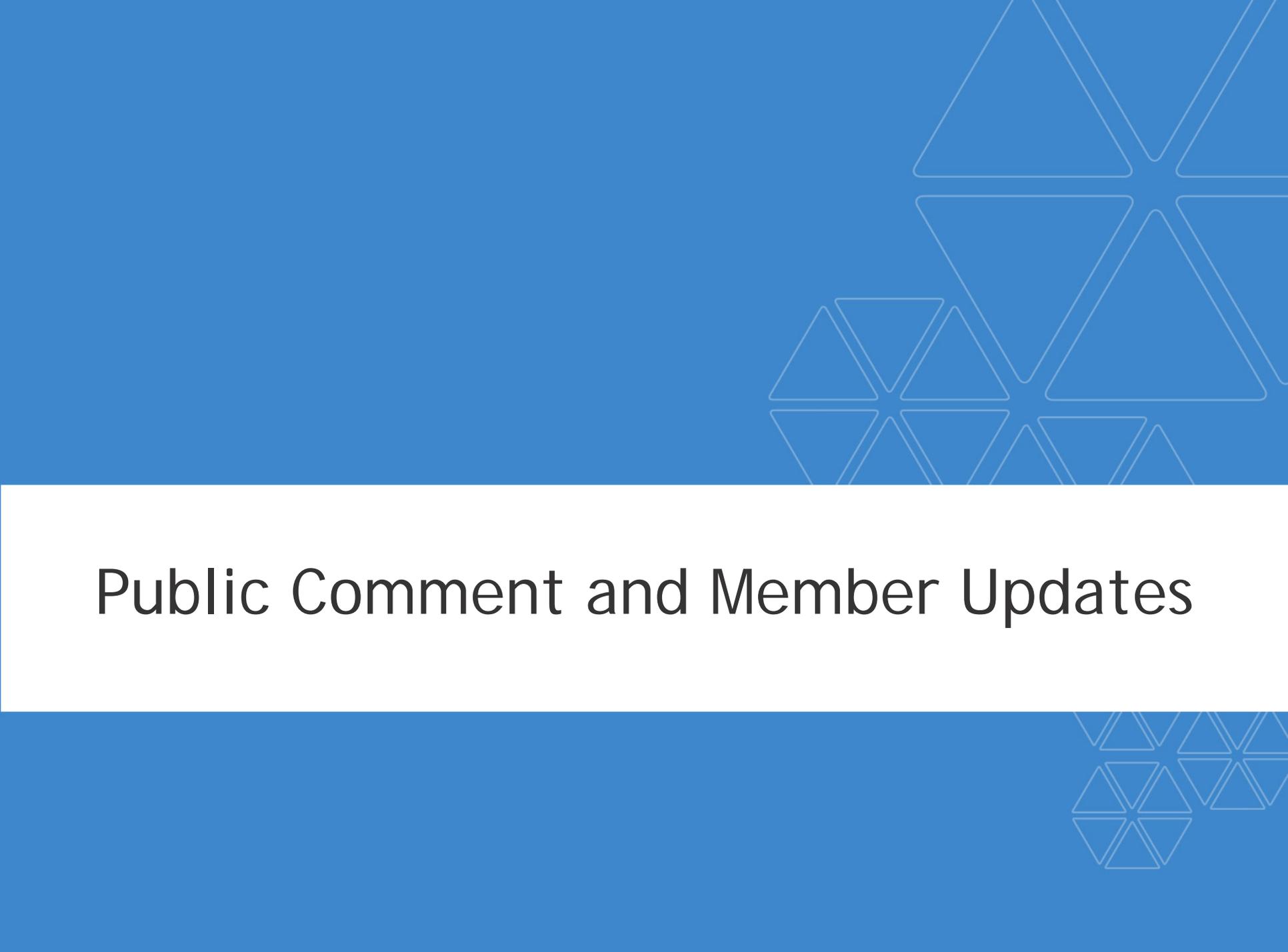
Discussion and Questions



Discussion on Identifying School Readiness Data

Susan Steele & Charlotte Brantley

- How is CAP4K being implemented?
- What school readiness data are currently collected and reported, and at what level (local vs state)?
- What do we really want to know about the kindergarten readiness of Colorado children, and what improvements could be made in the current assessment and reporting system to ensure we have access to meaningful information to guide both policy and practice?
- What are the Subcommittee's next steps?



Public Comment and Member Updates

Next Steps and Adjourn

- Agenda Topics for Future Meetings

Next Meeting:

ECLC Data Subcommittee Meeting is
September 23, 2019
from 1:00- 3:00pm
at Clayton Early Learning

