COLORADO
CHARTER SCHOOL INSTITUTE

Early Learning Programs Guidebook
PreK-3rd grade

OVERVIEW

Aligned to CSI's mission to foster high-quality public school choices with a focus on closing the opportunity gap, we continue to develop our early learning initiatives to improve outcomes for our youngest students. The Early Learning Guidebook is designed to support school leaders and school staff in implementing effective and compliant Early Learning Programs (PreK-3rd grade) by providing an overview of each program, outlining key requirements, and providing at a glance timelines.

While this guide captures Early Learning at a high-level, it is not comprehensive. School staff are encouraged to access CSI's online calendar, the Ready, Set, READ Monthly newsletters, Early Learning Calendar and the CSI Resource Site to access more information on deadlines, initiatives, support, and requirements.

During the 2022-23 school year, the Preschool section of this Guidebook may be updated to reflect the implementation of the Universal Preschool as it evolves. All other sections will be updated annually.

CONTACT

For the most updated information, please email willynwebb@csi.state.co.us or call 303-532-6262.

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Preschool

OVERVIEW

CSI supports preschools operating under the CSI charter school contract. CSI preschools will follow all state/federal rules including CSI policies and procedures. Schools should access the CSI resource site, the Colorado Department of Early Childhood and their Local Coordinating Organization (LCO) to ensure a clear understanding of their responsibilities under the law. Please refer to the CSI guidance on Private v. Public preschool.

COLORADO PUBLIC PRESCHOOL

The Colorado Preschool Program (CPP) is a state-funded preschool program administered by the Colorado Department of Education (CDE). CSI preschools operating a CPP program meet monthly as members of the CPP Council.

COLORADO UNIVERSAL PRESCHOOL

The Colorado Department of Early Childhood (DEC) is a new state department that will oversee the Colorado Universal Preschool Program (UPK). UPK will launch July 1, 2023 offering ten hours of high quality, universal, voluntary preschool for all Colorado children in the year before they enter kindergarten.

PRESCHOOL SPECIAL EDUCATION

The Colorado Department of Education oversees Preschool Special Education, IDEA-B. For detailed guidance for CSI preschools, see the CSI resource site Preschool Special Education Guidance.

CSI PRESCHOOL PLANNING COHORT(s)

CSI will be offering Planning Cohort(s) for Preschool Start Ups and Partnerships. Bi-weekly sessions start in September 2023. Individual support will be provided through collaborations with Local Coordinating Organizations. Please contact Willyn Webb for more and see the CSI resource site for the video "Thinking About Starting or Expanding a Preschool? What You Need to Think About Now"

Preschool At a Glance

August	Sept/Oct	October	March	April/May	July 23
Local Coordinating Organization preparing community plans	CPP Council finalize count numbers Results Matter UPK Planning Cohort Begins	LCO Community Plans finalized UPK rate set for 23-24	Inform CSI if you will have a preschool for 22-23	Results Matter Final CPP report to CSI May 12th	Start of UPK

PROGRAM EVALUATION

Preschools will be evaluated for quality per the Colorado SHINES program. See the Colorado Department of Early Childhood for more information. A Colorado Preschool End of Year report for participating preschools is due to CSI May 12 and will be addressed within the council meetings.

STATE PROGRAM REQUIREMENTS
Colorado Preschool Program Act (22-28-101 through 22-28-110)
https://leg.colorado.gov/hb22-1295-bill-summary

SCHOOL READINESS

OVERVIEW

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.

ASSESSMENT

The purpose of school readiness assessment is to inform the development of an individual school readiness plan in order to provide a responsive learning environment for each child. Information gathered from school readiness assessment cannot be used to deny a student admission or progression to kindergarten or first grade.

CSI schools may choose one of the four state approved assessment tools or seek a waiver (for the assessment platform-not the assessment and reporting requirement). All Kindergarten students must be assessed within the first 60 calendar days of school.

FUNDING

The approved assessment platforms are provided to schools at no cost. For more information on the assessments, see the CSI Resource Site School Readiness Assessment.

REPORTING REQUIREMENTS

Population level results on six domains are reported in a CDE provided template. CSI will provide training for the data collection August 18. The template is due to CSI October 28. For additional information, see the CSI Resource Site School Readiness Data Collection.

School Readiness At a Glance

August	Aug/Sept/Oct	October	November	March
Attend the CSI K Readiness Training Webinar **Aug**	Assess all K students within the first 60 days of school for individual readiness plans	Enter aggregate data for each of the six domains in the KSR template and email to CSI by **Oct 28**	Continue to use KSR data to inform instruction	Inform CSI if you choose to use a different platform

PROGRAM EVALUATION

A yearly legislative report addresses school readiness, Colorado's Achievement Plan for Kids

STATE PROGRAM COMPONENTS

State Board of Education, 2017. SB08-212

READ ACT

OVERVIEW
The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students and especially for students at risk of not meeting 3rd grade reading competency. The READ Act focuses on literacy development for kindergarteners through third-graders. Students are tested for reading skills, and those who are not reading at grade level are given individual READ plans. Training and Power Hour topic support will be offered through the 2022-2023 school year. See the Early Learning Calendar for details.

ASSESSMENT
The READ Act requires teachers to assess the literacy development of K-3 students in the areas of phonemic awareness; phonics; vocabulary development; and reading fluency, which includes mastery of oral skills and reading comprehension within 30 days of enrollment as well as during the winter (depending on CSI contract) and spring, adhering spring data submission deadlines. Students whose interim assessment scores do not meet state benchmarks must be assessed using a state approved diagnostic assessment.

Each CSI school has the flexibility to select a state approved interim and diagnostic assessment to meet its unique needs. Each school is also responsible for working directly with the vendor to receive the appropriate training necessary to administer the READ Act assessments. CSI is responsible for passing along any information pertaining to the READ Act, including data submission requirements. Please see the CSI Assessment webpage for more information about READ Act testing requirements.

For information on the assessments and previous training recordings, please see the CSI resource site READ Assessment

DEVELOPMENT OF READ PLANS
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 (SRD). READ plans must contain specific components in order to ensure the effectiveness of the intervention strategies.
- Required elements in a READ plan - This resource document will review the required elements designated in legislation for READ plan creation.
- READ and Other Plans-This resource document will help staff address when students have multiple plans (READ, SPED, 504, GT, ELL)

CSI allows schools the flexibility to create and manage READ plans using whatever system/platform they choose so long as plans are readily accessible for CSI to review at any point in the school year.

IMPLEMENTATION OF READ PLANS

Throughout the READ plan implementation process, decisions should be made collaboratively with school personnel and parents. Parents should receive regular, ongoing updates from the student's teacher concerning results of the intervention instruction and the student's progress in achieving reading competency. The student's teacher must review the READ plan at least annually and update or revise the plan as appropriate to facilitate the student's progress in demonstrating reading competency. Although READ plans are established in grades K-3, a READ plan remains in place until he or she achieves grade level competency.
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For READ plan guidance and examples, please see the CSI Resource Site READ Plans (in development) and READ Plans and Other Plans.

ADVANCEMENT
If a student is completing third grade and the school personnel or parent decides he/she will advance to 4th, even though the student has a significant reading deficiency, the decision is subject to the approval of the principal (or designee). If the principal (or designee) does not approve the advancement decision, the student will not advance. After the decision is made, a subsequent letter to the parent must state the basis for the decision. Schools must include the statement in the student's permanent academic record and remove it when he/she achieves reading competency. Principals (or designee) have the ability to decide whether or not a student should advance at any grade level regardless of the reason.

COHORT (4th-12th)
Students beyond 3rd grade not reading a grade level proficiency continue in a CDE tracked cohort. CSI schools shall monitor the ongoing progress of cohort students until students demonstrate grade level proficiency and are removed from a READ plan. CSI schools are responsible for establishing criteria for exiting a READ Plan. The statue and the rules support a body of evidence indicating grade level reading competency to determine the removal of a READ plan. READ plans continue to be revised and implemented regardless of a student's grade level until the competency determination is met.

Please READ 4th-12th Cohort guidance, please see the CSI Resource Site READ Cohort Guidance

REPORTING REQUIREMENTS
The purpose of the READ data collection is to collect data needed to fulfill statutory requirements for the annual legislative report and to determine per-pupil funding for districts by taking the count of students at the end of year who have a significant reading deficiency. View the dashboard for state, district, school, and financial data. CSI schools are required to complete the following data collections by the CSI established deadlines:
- Literacy Programming (Interim Assessment, Diagnostic Assessment, Core Programs, Supplemental Programs, Intervention Programs)
- K-3 Spring Assessment Data
- 4th-12th Cohort Prepopulated Template Data

- Budget
- Teacher Training Requirement

For more training, support and deadlines, see the CSI Resource Site Early Learning Calendar.
For resources, guidance, and examples, see the CSI Resource Site READ Data Collection.

ACCOUNTABILITY
Districts and schools will be held accountable for student progress in the Performance
Frameworks and be expected to address requirements in their Unified Improvement Plans
(UIPs). Academic performance of students previously identified for a READ plan will be included
on the state School Performance Framework and the CSI Annual Review of Schools. For more
information, please see the CSI Resource site Unified Improvement Planning

LITERACY PROGRAMMING
As outlined in statute (C.R.S.22-7-1204), instructional programming used to instruct students in
reading in grades kindergarten through third grade must be scientifically based and
evidence-based and must focus on reading competency in the areas of phonemic awareness,
phonics, vocabulary development, reading fluency, including oral skills, and reading
competency. See the READ Act Advisory List of Instructional Programming. If per pupil funds
are used to purchase a core program, the program must be selected from programs on the CDE
advisory.

LITERACY CURRICULUM TRANSPARENCY
CSI schools are required to post the icon and link to the Literacy Curriculum Transparency page
on their websites. For information and instructions, please see CDE Literacy Transparency.

K-3 TEACHER EVIDENCE BASED READING REQUIREMENTS
Colorado schools are required to ensure all kindergarten through 3rd grade teachers complete
evidence-based training in teaching reading by August 1. In subsequent years, schools will
need to ensure that teachers new to teaching K – 3rd grade also meet this requirement. READ
funding for the 2022-2023 school year is dependent on the teacher training requirement.
Evidence of completion must be submitted by teachers and evidence kept on file at the school.
The reporting template is due to CSI August 3rd. For additional information, see the CSI
Resource Site Teacher Training.

FUNDING
The READ Act provides schools with per-pupil funding to help meet the needs of students with
significant reading deficiencies (SRD). Per-pupil funds may be used to address seven statutory
intervention categories, including providing scientifically or evidence-based interventions,
summer school and/or tutoring services for students with SRD and providing evidence-based
reading training to K-3 teachers.

For schools to be eligible for funding, they must use a state-approved evidence based reading
curriculum and verify that teachers in grades K-3 have completed 45 hours of evidence-based
teaching reading training. Prior to receiving a distribution of READ funds, schools are required

to submit a budget of their planned use of READ per-pupil intervention funds for the upcoming school year. For information on the Allowable Uses of Per-Pupil Intervention Funds, see the CSI Resource site READ Budget

Historically the Colorado Department of Education has offered the following competitive grants to support literacy. For information see CDE Competitive Grants.

- Comprehensive Early Literacy
- Early Literacy Assessment Tool (ELAT) Project
- Early Literacy Professional Development

READ Act at a Glance

August	Sept	Aug-Dec	Jan	Jan-May	Mar	April	May	June
BOY interim assessment K-3 Diagnostic Assessment/Body of Evidence to determine SRD	READ plans written, signed by parents & implemented		MOY interim assessment K-3 Diagnostic Assessment/Body of Evidence to determine SRD		Cohort exit review body of evidence collection for grade level proficiency	Data Collection Window Opens	EOY interim assessment K-3 Diagnostic Assessment/ Body of Evidence to determine SRD	Set READ interim assessment window & staff responsible for next year
Review cohort 4th-12th graders for READ plan updates		Ongoing progress monitoring & intervention		Ongoing progress monitoring & intervention	Literacy Program Form Due	Cohort template data due	K-3 Assessment data collection due	READ act budget due Finalize data collections

PROGRAM EVALUATION
READ Act Implementation Evaluation
READ Act Data Dashboard

STATE PROGRAM COMPONENTS
Senate Bill 19-199 (PDF): amendments to the READ Act May 2019 House Bill 18-1393 (PDF): amendments to the READ Act May 2018 House Bill 17-1160 (PDF) amendments to the READ Act May 2017 House Bill 12-1238 (PDF). With the passage of Senate Bill 21-151 (PDF), the General Assembly enacted the Literacy Curriculum Transparency Act.