

SB 210 Report

For the 2018-2019 Academic Year

Prepared by the Desired Results Access Project
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Introduction

Senate Bill 210 requires the California Department of Education (CDE) to select existing tools or assessments for educators to use to assess the language and literacy development of children who are deaf and hard of hearing, birth to five years of age, and report on their progress annually. The CDE currently requires the use of the Desired Results Developmental Profile 2015 [DRDP (2015)] assessment for all children, birth to five years of age, enrolled in its programs. The CDE, Special Education Division (SED), also uses the DRDP (2015) assessment results to meet federal reporting requirements under the Individuals with Disabilities Education Act (IDEA, 2004). This report provides information on the DRDP (2015) data, child status, and progress formulas required for IDEA reporting that were used to measure the progress of children who are deaf or hard of hearing in language and literacy and who were assessed using the DRDP (2015) during the 2018-19 academic year.

Overview of the DRDP (2015)

The CDE's Early Learning and Care Division (ELCD) and SED jointly developed the DRDP (2015) to measure the developmental and learning progress of all young children participating in their early care and education programs. This includes infants and toddlers with Individualized Family Service Plans (IFSPs) and preschoolers with Individualized Education Programs (IEPs). The DRDP (2015) aligns with the CDE's Early Learning and Development Foundations and provides information about children's status and progress across multiple developmental domains, including language and literacy. The DRDP (2015) was developed using the principles of universal design and includes a system of adaptations to accommodate children with IFSPs or IEPs who might need additional supports (e.g., hearing aids) to demonstrate their knowledge and skills as reflected on the DRDP (2015) developmental and learning measures.

Assessment Results and Reports

Special educators collect DRDP (2015) data twice annually through systematic observations of children in typical settings and activities, including observations from family members and others who know the child well. DRDP (2015) reports for an individual child are available through the DR Access Reports system (<https://www.draccessreports.org/>). Teachers and families can track an individual child's status and progress over time, and can track a child's development compared to a sample of same-aged peers with and without disabilities.

As part of the federal reporting requirements described above, IDEA 2004 directs states to develop a State Performance Plan (SPP) and submit Annual Performance Reports (APRs) related to the SPP indicators to the Office of Special Education Programs (OSEP) of the U.S. Department of Education. Indicators are specified in the SPP/APR for Part B and Part C of IDEA. Indicator 7 for Part B focuses on the progress demonstrated by children with IEPs from entrance into to and exit from preschool special education services. Indicator 3 for Part C focuses on the progress demonstrated by infants and toddlers with IFSPs from entrance into and exit from early intervention services. The DRDP (2015) is used to measure and report on this progress. The CDE, SED uses the information to determine whether its programs are making a positive difference for young children and their families in California.

The three child outcomes measured are:

- 1) Outcome 1: **Social relationships**, which includes skills related to getting along with other children and relating well with adults;
- 2) Outcome 2: Use of **knowledge and skills**, which refers to skills related to thinking, reasoning, problem-solving, language, early literacy and math skills; and

- 3) Outcome 3: Taking **action to meet needs**, which includes skills related to feeding, dressing, self-care, and following rules related to health and safety.

Assessment results for each DRDP (2015) measure are organized under these three outcome areas. This summary information is used to determine the extent to which the child's skills are comparable to age expectations (i.e., same-aged peers). Each child's progress is examined relative to progress expected for children of the same age. The results of these calculations are submitted annually in the SPP/APR report by the CDE, SED to OSEP. The full California SPP/APR is available at <https://www.cde.ca.gov/sp/se/qa/>.

To better understand linking the DRDP (2015) to the Child Outcomes, please refer to the SPP Indicator 7 document on the Desired Results Access Project's website:

<https://draccess.org/SPPindicator7Linking.html>. The annual Part B Child Outcome results for California are posted at <https://www.draccess.org/indicator7Reports/> at the SELPA and district levels.

DRDP (2015) Instrument Specifications

Reference Group Sample

The calibration of the DRDP (2015), which determines item and ability score metrics for an instrument, was completed in spring 2015. As shown in Table 1, the calibration sample consisted of 19,694 infants, toddlers, and preschoolers participating in CDE-funded early care and education programs, including 1,516 children with IFSPs and IEPs. This sample was used by the CDE to calibrate the instrument, establish the instrument scales, and develop the DRDP (2015) child-level reports used by the CDE's ELCD and SED programs. This sample of children was also used to determine the same-age peer comparison thresholds for SPP/APR reporting.

Table 1. Calibration Sample Counts

Children / Program	Infants and Toddlers	Preschool-Aged Children	Total Children in Calibration Sample
Children in ELCD Programs	2,307	15,871	18,178
Children in SED Programs	450	1,066	1,516
Total Children	2,757	16,937	19,694

Determination of “age-expectation” categories

The analyses for reporting child outcomes use DRDP (2015) assessment results to determine the extent to which a child’s knowledge and skills are comparable to age expectations for each of the three child outcomes. Each child’s progress is examined relative to progress expected for children of the same age.

The calibration sample was used as the reference group to define three levels of development: **at age expectation, close to age expectation, and below age expectation**. To establish these categories, children in the calibration sample were grouped according to age into intervals of one year (birth to one-year olds, one year olds, two year olds, three year olds, four year olds, and five year olds). DRDP (2015) assessment scores for children were examined relative to the scores of their peers in the same age group. The definitions of the age expectation categories are:

- **At age expectation:** a score that was above -1.3 Standard Deviation (SD) units from the age-matched mean score of the calibration sample. Approximately 90% of the children in the calibration sample fell into this category.

- **Close to age-expectation:** a score between -1.31 SD to -2.0 SD units below the age-matched mean of the calibration sample. Approximately 7% of the children in the calibration sample fell into this category.
- **Below age-expectation:** a score below -2.0 SD units below the age-matched mean score of the calibration sample. Approximately 2% of the children in the calibration sample fell into this category.

The process used to establish these specific cut scores is consistent with the guidelines suggested by the Early Childhood Outcomes Center [*Recommendation of the Early Childhood Outcomes (ECO) Center for Determining Age Expected Functioning and the Points on the ECO Rating Scale; July 5, 2006*, located at:

https://www.isbe.net/Documents/ECO_recommendation.pdf].

Infants, Toddlers, and Preschool Children with IEPs or IFSPs Assessed Using DRDP (2015) in 2018-2019

The formulas for the SPP/APR described above were used to determine the percent of children assessed in 2018-19 who were at, close to, or not at age expectations in the DRDP (2015) domains of Language and Literacy. In the fall of 2018, a total of 5,401 infants and toddlers and 41,583 preschool-aged children with IFSPs and IEPs were assessed. In the spring of 2019, a total of 5,339 infants and toddlers and 54,932 preschool-aged children with IFSPs and IEPs were assessed.

Data for Children who are Deaf and Hard of Hearing

Children included in this report are those receiving special education services, identified as deaf or hard of hearing, and assessed on the DRDP (2015) in the fall of 2018 or the spring of 2019.

Information on additional disabilities beyond the eligibility category is not collected on the DRDP (2015) and is not part of the SPP/APR Child Outcomes indicators nor included in this report.

- In the fall of 2018, 430 children who are deaf and 1,972 children who are hard of hearing were assessed in Language; and 227 children who are deaf and 634 children who are hard of hearing were assessed in Literacy.
- In the spring of 2019, 467 children who are deaf and 2,019 children who are hard of hearing were assessed in Language; 254 children who are deaf and 724 children who are hard of hearing were assessed in Literacy.

While many of these children were assessed at both points in time, the data from the fall and spring cohorts do not represent an identical matched sample. Four-hundred and sixty-seven children who are deaf and 2,263 children who are hard of hearing were assessed in both fall and spring. Also, because the Literacy domain is only assessed during the preschool years, the number of children assessed in Language is greater than the number of children assessed in Literacy.

Tables 2 and 3a-b show the age expectation calculations for children who were deaf or hard of hearing in the Language and Literacy domains for the fall 2018 DRDP (2015) assessment period. These tables also include results for the total number of children in CDE programs birth through five with IFSPs or IEPs assessed during each period for comparison purposes. Each child's rating was determined as **not at age expectations**, **close to age expectations**, or **at age expectations**.¹

¹ As noted above, the reference sample of children used to establish the thresholds for the age expectation categories (e.g., at age expectation, close to age expectation and not at age expectation) consists of 19,694 infants, toddlers, and preschoolers, representing participants in CDE-funded early care and education programs, including 1,516 children with IFSPs and IEPs. This sample was collected in the Spring of 2015 and was used by the CDE to calibrate the instrument, establish the instrument scales, and develop the DRDP (2015) child-level reports used by both the CDE EESD and SED programs.

Table 2. Infants/Toddlers (Birth to Age 3) Age Expectation Calculations for Language Domain (Fall 2018)

Infants / Toddlers	Not at Age Expectation	Close to Age	At Age Expectation	Total
Deaf	4 (2.0%)	8 (3.9%)	191 (94.1%)	203
Hard of Hearing	8 (0.6%)	30 (2.2%)	1,300 (97.2%)	1,338
All Children with IFSPs	279 (5.3%)	420 (7.9%)	4,612 (86.8%)	5,311

Table 3a. Preschool (3-5) Age Expectation Calculations for Language Domain (Fall 2018)

Preschoolers	Not at Age Expectation	Close to Age Expectation	At Age Expectation	Total
Deaf	32 (14.1%)	65 (28.6%)	130 (57.3%)	227
Hard of Hearing	24 (3.8%)	94 (14.9%)	514 (81.3%)	632
All Children with IEPs Assessed	5,232 (13.3%)	8,063 (20.6%)	25,900 (66.1%)	39,195

Table 3b. Preschool (3-5) Age Expectation Calculations for Literacy Domain (Fall 2018)

Preschoolers	Not at Age Expectation	Close to Age Expectation	At Age Expectation	Total
Deaf	27 (11.9%)	55 (24.2%)	145 (63.9%)	227
Hard of Hearing	29 (4.6%)	89 (14.1%)	514 (81.3%)	632
All Children with IEPs Assessed	5,577 (14.2%)	7,659 (19.5%)	25,959 (66.2%)	39,195

Tables 4 and 5a-b show the age expectation calculations for the spring 2019 assessment period. These tables also include results for the total number of children in CDE programs birth through five with IFSPs or IEPs assessed during each period. Each child’s rating was determined as **not at age expectations**, **close to age expectations**, or **at age expectations**.

Table 4. Infants/Toddlers (Birth to Age 3) Age Expectation Calculations for Language Domain (Spring 2019)

Infants / Toddlers	Not at Age Expectation	Close to Age Expectation	At Age Expectation	Total
Deaf	5 (2.3%)	17 (8.0%)	191 (89.7%)	213
Hard of Hearing	14 (1.1%)	55 (4.2%)	1,226 (94.7%)	1,295
All Children with IFSPs Assessed	267 (5.1%)	583 (11.1%)	4,410 (83.8%)	5,260

Table 5a. Preschool (3-5) Age Expectation Calculations for Language Domain (Spring 2019)

Preschoolers	Not at Age Expectation	Close to Age Expectation	At Age Expectation	Total
Deaf	29 (11.5%)	66 (26.1%)	158 (62.5%)	253
Hard of Hearing	23 (3.2%)	81 (11.2%)	618 (85.6%)	722
All Children with IEPs Assessed	6,391 (12.3%)	9,450 (18.2%)	35,989 (69.4%)	51,830

Table 5b. Preschool (3-5) Age Expectation Calculations for Literacy Domain (Spring 2019)

Preschoolers	Not at Age Expectation	Close to Age Expectation	At Age Expectation	Total
Deaf	27 (10.7%)	52 (20.6%)	174 (68.8%)	253
Hard of Hearing	26 (3.6%)	87 (12.0%)	609 (84.3%)	722
All Children with IEPs Assessed	6,978 (13.5%)	9,077 (17.5%)	35,775 (69.0%)	51,830

Table 6a compares the percentages of infants, toddlers, and preschoolers who are deaf or hard of hearing within each category of age expectation in the Language domain between the beginning and the end of the past school year, i.e., between the fall 2018 and the spring 2019 assessment). Table 6b compares the percentages of preschoolers who are deaf or hard of hearing in the Literacy domain over this time period .

Table 6a. Comparison of Age Expectation Percentages for the Language Domain (Fall 2018 to Spring 2019)

Infant/Toddlers & Preschoolers (Birth through Age 5)	Not at Age Expectation: Fall 2018	Not at Age Expectation: Spring 2019	Close to Age Expectation: Fall 2018	Close to Age Expectation: Spring 2019	At Age Expectation: Fall 2018	At Age Expectation: Spring 2019
Deaf	8.4%	7.3%	17.0%	17.8%	74.7%	74.9%
Hard of Hearing	1.6%	1.8%	6.3%	6.7%	92.1%	91.4%
All Children with IEPs Assessed	12.4%	11.7%	19.1%	17.6%	68.6%	70.8%

Table 6b. Comparison of Age Expectation Percentages for the Literacy Domain (Fall 2018 to Spring 2019)

Preschool (3-5) Children Only	Not at Age Expectation: Fall 2018	Not at Age Expectation: Spring 2019	Close to Age Expectation: Fall 2018	Close to Age Expectation: Spring 2019	At Age Expectation: Fall 2018	At Age Expectation: Spring 2019
Deaf	11.9%	10.7%	24.2%	20.6%	63.9%	68.8%
Hard of Hearing	4.6%	3.6%	14.1%	12.0%	81.3%	84.3%
All Children with IEPs Assessed	14.2%	13.5%	19.5%	17.5%	66.2%	69.0%

Tables 7a and 7b show the percentages of infants, toddler, and preschoolers who are deaf or hard of hearing within each category of age expectation comparing the percentages from beginning of the prior school year to those at the beginning of the 2018-2019 school year (fall 2017 and fall 2018).

Table 7a. Comparison of Age Expectation Percentages for the Language Domain (Fall 2017 to Fall 2018)

Infant/Toddlers & Preschoolers (Birth through Age 5)	Not at Age Expectation: Fall 2017	Not at Age Expectation: Fall 2018	Close to Age Expectation: Fall 2017	Close to Age Expectation: Fall 2018	At Age Expectation: Fall 2017	At Age Expectation: Fall 2018
Deaf	7.9%	8.4%	16.0%	17.0%	76.0%	74.7%
Hard of Hearing	2.0%	1.6%	5.9%	6.3%	92.1%	92.1%
All Children with IEPs Assessed	11.9%	12.4%	18.7%	19.1%	69.3%	68.6%

Table 7b. Comparison of Age Expectation Percentages for the Literacy Domain (Fall 2017 to Fall 2018)

Preschool (3-5) Children Only	Not at Age Expectation: Fall 2017	Not at Age Expectation: Fall 2018	Close to Age Expectation: Fall 2017	Close to Age Expectation: Fall 2018	At Age Expectation: Fall 2017	At Age Expectation: Fall 2018
Deaf	11.3%	11.9%	26.4%	24.2%	62.3%	63.9%
Hard of Hearing	4.8%	4.6%	15.1%	14.1%	80.1%	81.3%
All Children with IEPs Assessed	14.0%	14.2%	19.3%	19.5%	66.7%	66.2%

Tables 8a-b show the percentages of infants, toddler, and preschoolers who are deaf or hard of hearing within each category of age expectation, comparing the end of the prior school year to the end of the 2018-2019 school year (spring 2018 to spring 2019).

Table 8a. Comparison of Age Expectation Percentages for Language Domain (Spring 2018 to Spring 2019)

Infant/Toddlers & Preschoolers (Birth through Age 5)	Not at Age Expectation: Spring 2018	Not at Age Expectation: Spring 2019	Close to Age Expectation: Spring 2018	Close to Age Expectation: Spring 2019	At Age Expectation: Spring 2018	At Age Expectation: Spring 2019
Deaf	6.2%	7.3%	18.5%	17.8%	75.3%	74.9%
Hard of Hearing	2.6%	1.8%	8.7%	6.7%	88.7%	91.4%
All Children with IEPs Assessed	11.3%	11.7%	17.4%	17.6%	71.3%	70.8%

Table 8b. Comparison of Age Expectation Percentages for *Literacy Domain* (Spring 2018 to Spring 2019)

Preschool (3-5) Children Only	Not at Age Expectation: Spring 2018	Not at Age Expectation: Spring 2019	Close to Age Expectation: Spring 2018	Close to Age Expectation: Spring 2019	At Age Expectation: Spring 2018	At Age Expectation: Spring 2019
Deaf	7.0%	10.7%	20.4%	20.6%	72.5%	68.8%
Hard of Hearing	5.2%	3.6%	12.7%	12.0%	82.1%	84.3%
All Children with IEPs Assessed	13.3%	13.5%	17.5%	17.5%	69.3%	69.0%

Summary of Results

This report provides a comparison of children who are deaf or hard of hearing to all infants, toddlers, and preschoolers in CDE programs with IFSPs and IEPs in 2018-19 on the Language and Literacy domains of the DRDP (2015). This report also provides longitudinal information about the performance of children who are deaf or hard of hearing across two years on the Language and Literacy domains of the DRDP (2015). The analyses use DRDP (2015) assessment results to determine the extent to which a child's knowledge and skills are comparable to age expectations for each of the three child outcomes reported annually to OSEP. The DRDP (2015) calibration sample was used as the reference group to define three levels of development: at age expectation, close to age expectation, and below age expectation.

Language Results:

- In fall 2018, 74.7 % of children who are **deaf** were at age expectation compared to the sample of same-age children, down just over 1% from fall 2017 (76.0%). In spring 2019, this percentage decreased slightly to 74.9% from spring 2018 (75.3%).
- In fall 2018, 92.1% of children who are **hard of hearing** were at age expectation compared to a sample of same-age children. This percentage is exactly the same as the previous fall 2017 (92.1%). In spring 2019, this percentage increased 2.7% to 91.4% from spring 2018 (88.7%).
- In both fall 2018 and spring 2019, fewer than 9% of all children who are either **deaf or hard of hearing** were not at age expectation in the Language domain.

Literacy Results:

- In fall 2018, 63.9 % of children who are **deaf** were at age expectation compared to a sample of same-age children, up from the previous fall by 1.6% (62.3%). In spring of 2019, this percentage rose to 68.8%, down nearly 5% from spring 2018 (72.5%).
- In fall 2018, 81.3% of children who are **hard of hearing** were at age expectation compared to a sample of same-age children. This percentage is up more than 1% from fall 2017 (80.1%). In spring of 2019, this percentage rose to 84.3% which is an increase from the previous spring (82.1%).
- Fewer than 12% of all children who are either **deaf or hard of hearing** were not at age expectation in both fall 2018 and spring 2019.

Source: *Special education: deaf and hard-of-hearing children: language developmental milestones*. Senate Bill 210 (2015-2016), Chapter 652, (https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB210).