

SB 210 Report

For the 2021-2022 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 identified as deaf or 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] assessment for all children, birth to five years of age, enrolled in its programs. The CDE, Special Education Division (SED), also uses the DRDP assessment results to meet federal reporting requirements under the Individuals with Disabilities Education Act (IDEA, 2004). This report provides information on the language and literacy progress of children identified as deaf or hard of hearing and who were assessed using the DRDP during the 2021-2022 academic year.

Overview of the DRDP

The CDE's Early Education Division (EED) and SED jointly developed the DRDP to measure the developmental and learning progress of all young children participating in their early education programs. This includes infants and toddlers with Individualized Family Service Plans (IFSPs) and preschoolers with Individualized Education Programs (IEPs). The DRDP 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 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. For more information about the DRDP review the [technical report](#) (DRDP Collaborative Research Group; 2018):

<https://www.draccess.org/DRDP2015TechnicalReport.html>.

DRDP Results for Children, Districts, Regional Centers and SELPAs

Special educators and other related services personnel supporting young children with IFSPs and IEPs administer the DRDP 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 reports for an individual child are available through the DR Access Reports system (<https://www.draccessreports.org/>). Service providers and families can track an individual child's status and progress over time, and can track a child's development and learning compared to a sample of same-aged peers with and without disabilities from California.

CDE mostly served infants and toddlers with low incidence disabilities with the exception of larger infant programs that have the capacity to dually serve children with the Regional Centers. All other infants and toddlers with disabilities are served by the Department of Developmental Services Early Start program. In the Fall of 2021, 52,201 infants and toddlers with disabilities received services from the state of California, and of these, 4,654 (9%) received services from CDE and were assessed on the DRDP (United States Department of Education, Office of Special Education, 2023). Throughout this report data on infants and toddlers with disabilities served by CDE who are not identified as deaf or hard of hearing are used as the comparison group. The comparison group never includes children served only by the Department of Developmental Services.

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 and Indicator 3 for Part C focus on the progress demonstrated by children

with IEPs and IFSPs from entrance into and exit from special education services and describe a child’s progress and their status relative to typically developing peers. The DRDP is used to measure and report on this progress. The results are submitted annually in the SPP/APR report by the CDE, SED to OSEP. The full California SPP/APR for Part B is available at <https://www.cde.ca.gov/sp/se/qa/>. California’s annual Part B child outcome results reported by SELPA and district are posted at <https://www.draccessoutcomes.org/>. The full SPP/APR for Part C is available at <https://www.dds.ca.gov/services/early-start/state-performance-reports/>. The annual California Part C Child Outcome results by Regional Center are posted at <https://www.dds.ca.gov/services/early-start/early-start-local-performance-materials/>.

Defining Child Status Relative to Age Expectations

Reference Group Sample

The calibration of the DRDP, 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, define age expectations, and develop the DRDP child-level reports used by the CDE’s EED and SED programs.

Table 1. Calibration Sample Counts

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

Determination of “age expectation” categories

The calibration sample was used as the reference group to define three levels of development for each domain: **at age expectations, close to age expectations, and below age expectations.**

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 assessment scores for children were compared to the scores of their age group peers. The definitions of the age expectation categories are:

- **At age expectations:** a score that was above -1.2 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 expectations:** a score between -1.2 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 expectations:** a score below -2.0 SD units below the age-matched mean score of the calibration sample. Approximately 3% 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 (2006).

Infants, Toddlers, and Preschool Children with IEPs or IFSPs Assessed Using DRDP in 2021-2022

The range of age expected functioning was used to compute the percent of children assessed in 2021-2022 who were at, close to, or not at age expectations in the DRDP domains of Language and Literacy. The percent of infants and toddlers who were at, close to, or not at age expectations is only reported for Language because there are not enough Literacy measures on the Infant Toddler view to create a Literacy score. As shown in Tables 2 and 3, in the fall of 2021, a total of 4,654 infants and toddlers with IFSPs and 34,285 preschool-aged children with IEPs were assessed. In the spring of 2021, a total of 4,855 infants and toddlers with IFSPs and 46,987 preschool-aged children with IEPs were assessed. For infants and toddlers, the “All Other” group includes all children enrolled in Part C services through CDE who were not deaf or hard of hearing. The majority of infants and toddlers served by the CDE have solely low incidence disabilities. The majority of infants and toddlers with IFSPs (91%) are served by the Department of Developmental Services.

Table 2 Fall 2021 Assessment Counts

Disability Category	Infants and Toddlers	Preschool-Aged Children	Total Children Assessed in Fall 2021
Deaf	188	207	395
Hard of Hearing	1,151	717	1,868
All Other	3,315	33,361	36,676
Total Children Assessed in Fall 2021	4,654	34,285	38,939

Table 3 Spring 2022 Assessment Counts

Disability Category	Infants and Toddlers	Preschool-Aged Children	Total Children Assessed in Spring 2022
Deaf	186	242	428
Hard of Hearing	1,173	857	2,030
All Other	3,496	45,888	49,384
Total Children Assessed in Spring 2022	4,855	46,987	51,842

Data for Deaf and Hard of Hearing Children

Infants, toddlers, and preschoolers included in this report are those receiving early intervention or preschool special education services, identified as deaf or hard of hearing, and assessed on the DRDP in the fall of 2021 or the spring of 2022. Infants, toddlers, and preschoolers were identified as deaf or hard of hearing for this report if the person who completed the assessment selected deaf or hard of hearing as the child's primary disability or if the child was identified as deaf or hard of hearing

in the statewide CALPADS student data collection. Table 4 shows the number and percent of deaf or hard of hearing infants, toddlers and preschoolers who had no additional disabilities.

Table 4 *Number and Percent of Children Identified as Deaf Only or Hard of Hearing Only*

Disability	Fall 2021 Infants and Toddlers	Spring 2022 Infants and Toddlers	Fall 2021 Preschool-Aged Children	Spring 2022 Preschool-Aged Children
Deaf Only	177 (94.1%)	175 (94.1%)	179 (86.5%)	220 (90.9%)
Hard of Hearing Only	894 (77.7%)	968 (82.5%)	228 (31.8%)	271 (31.6%)

- The majority of deaf infants, toddlers, and preschoolers did not have additional disabilities.
- The majority of hard of hearing infants and toddlers did not have additional disabilities. Most hard of hearing preschoolers did have additional disabilities.
- The most frequent additional disability among hard of hearing preschoolers was speech/language impairment. In the fall of 2021, 325 (45.3%) of hard of hearing preschoolers were also identified with a speech language impairment. In the spring of 2022, 382 (44.6%) of hard of hearing preschoolers were also identified with a speech language impairment.

Tables 5 and 7 show the percent not at age expectations, close to age expectations, or at age expectations for deaf and hard of hearing infants, toddlers, and preschoolers in the language and literacy domains for the fall 2021 DRDP assessment period. Tables 8 through 10 show the same for the spring 2022 assessment period. The literacy domain is only measured for preschool. These tables include results for “All Other” infants, toddlers, and preschoolers. The “All Other” group includes infants, toddlers, and preschoolers who were enrolled in CDE programs and were not identified as deaf or hard of hearing.

Table 5. Age Expectation Counts and Percentages for *Language Domain* (Fall 2021) for *Infants/Toddlers (Birth to Age 3)*

Infants / Toddlers	Not at Age Expectations	Close to Age Expectations	At Age Expectations	Total
Deaf	1 (0.5%)	8 (4.3%)	179 (95.2%)	188
Hard of Hearing	5 (0.4%)	42 (3.6%)	1,104 (95.9%)	1,151
All Other	36 (1.1%)	453 (13.7%)	2,826 (85.2%)	3,315

Table 6. Age Expectation Counts and Percentages for *Language Domain* (Fall 2021) for *Preschoolers (3-5)*

Preschoolers	Not at Age Expectations	Close to Age Expectations	At Age Expectations	Total
Deaf	38 (18.4%)	49 (23.7%)	120 (58.0%)	207
Hard of Hearing	65 (9.1%)	135 (18.8%)	517 (72.1%)	717
All Other	4,234 (12.7%)	7,535 (22.6%)	21,592 (64.7%)	33,361

Table 7. Age Expectation Counts and Percentages for *Literacy Domain* (Fall 2021) for *Preschoolers (3-5)*

Preschoolers	Not at Age Expectations	Close to Age Expectations	At Age Expectations	Total
Deaf	56 (27.1%)	53 (25.6%)	98 (47.3%)	207
Hard of Hearing	153 (21.3%)	159 (22.2%)	405 (56.5%)	717
All Other	8,852 (26.5%)	9,230 (27.7%)	15,279 (45.8%)	33,361

Table 8. Infants/Toddlers (Birth to Age 3) Age Expectation Calculations for *Language Domain* (Spring 2022)

Infants / Toddlers	Not at Age Expectations	Close to Age Expectations	At Age Expectations	Total
Deaf	0 (0.0%)	10 (5.4%)	176 (94.6%)	186
Hard of Hearing	7 (0.6%)	40 (3.4%)	1,126 (96.0%)	1,173
All Other	52 (1.5%)	417 (11.9%)	3,027 (86.6%)	3,496

Table 9. Preschool (3-5) Age Expectation Calculations for *Language Domain* (Spring 2022)

Preschoolers	Not at Age Expectations	Close to Age Expectations	At Age Expectations	Total
Deaf	35 (14.5%)	55 (22.7%)	152 (62.8%)	242
Hard of Hearing	94 (11.0%)	131 (15.3%)	632 (73.7%)	857
All Other	6,110 (13.3%)	10,011 (21.8%)	29,767 (64.9%)	45,888

Table 10. Preschool (3-5) Age Expectation Calculations for *Literacy Domain* (Spring 2022)

Preschoolers	Not at Age Expectations	Close to Age Expectations	At Age Expectations	Total
Deaf	62 (25.6%)	43 (17.8%)	137 (56.6%)	242
Hard of Hearing	177 (20.7%)	164 (19.1%)	516 (60.2%)	857
All Other	11,852 (25.8%)	10,710 (23.3%)	23,326 (50.8%)	45,888

Tables 11 through 13 show trends across time (fall 2018 through spring 2022) in the counts and percentages of infants and toddlers with IFSPs who are deaf, hard of hearing, or not identified as

deaf or hard of hearing for the Language domain. Due to the COVID-19 pandemic, spring 2020 assessments were not reported.

Table 11. Comparison of Age Expectation Counts and Percentages for the **Language Domain** (Fall 2018 through Spring 2022) for **Deaf Infants/Toddlers (Birth to Age 3)**

Infant/Toddlers Identified as Deaf	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
At Age Expectations	191 (94.1%)	191 (89.7%)	212 (93.4%)	n/a	182 (93.8%)	178 (95.7%)	179 (95.2%)	176 (94.6%)
Close to Age Expectations	8 (3.9%)	17 (8.0%)	11 (4.8%)	n/a	11 (5.7%)	6 (3.2%)	8 (4.3%)	10 (5.4%)
Not at Age Expectations	4 (2.0%)	5 (2.3%)	4 (1.8%)	n/a	1 (0.5%)	2 (1.1%)	1 (0.5%)	0 (0.0%)

Table 12. Comparison of Age Expectation Counts and Percentages for the **Language Domain** (Fall 2018 through Spring 2022) for **Hard of Hearing Infants/Toddlers (Birth to Age 3)**

Infant/Toddlers Identified as Hard of Hearing	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
At Age Expectations	1,300 (97.2%)	1,226 (94.7%)	1,220 (96.7%)	n/a	1,064 (97.8%)	1,001 (98.3%)	1,104 (95.9%)	1,126 (96.0%)
Close to Age Expectations	30 (2.2%)	55 (4.2%)	10 (2.5%)	n/a	21 (1.9%)	16 (1.6%)	42 (3.6%)	40 (3.4%)
Not at Age Expectations	8 (0.6%)	14 (1.1%)	9 (0.7%)	n/a	3 (0.3%)	1 (0.1%)	5 (0.4%)	7 (0.6%)

Table 13. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2018 through Spring 2022) for *All Other Children with IFSPs (Birth to Age 3)*

Infant/Toddlers	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
At Age Expectations	4,612 (86.8%)	4,410 (83.8%)	4,542 (85.8%)	n/a	3,853 (89.2%)	3,889 (89.8%)	2,826 (85.2%)	3,027 (86.6%)
Close to Age Expectations	420 (7.9%)	583 (11.1%)	447 (8.4%)	n/a	380 (8.8%)	352 (8.1%)	453 (13.7%)	417 (11.9%)
Not at Age Expectations	279 (5.3%)	267 (5.1%)	301 (5.7%)	n/a	87 (2.0%)	90 (2.1%)	36 (1.1%)	52 (1.5%)

- The percentage of deaf infants and toddlers who were at age expectations in language has remained within a 6-point range (min= 90, max=96) between fall 2018 and spring 2022. The percentage of infants and toddlers with IFSPs who were not identified as deaf or hard of hearing who were at age expectations in language has remained within a 5-point range (min=84, max=89). The language performance of for deaf infants and toddlers has remained higher than the language performance of infants and toddlers with IFSPs who were not deaf or hard of hearing (table 11 and 13).
- The percentage of hard of hearing preschoolers who were at age expectations in language has a range of 4-points (min=95, max=98). The percentage of preschoolers with IEPs who were not identified as deaf or hard of hearing who were at age expectations in language has remained within a 5-point range (min=84, max=89). The language performance of hard of hearing infants and toddlers has been consistently higher than the performance for infants and toddlers with IFSPs who were not identified as deaf or hard of hearing (table 15 and 16).

Tables 14 through 16 show trends across time (fall 2018 through spring 2022) in the counts and percentages of preschoolers with IEPs who are deaf, hard of hearing, or not deaf or hard of hearing for the Language domain. Due to the COVID-19 pandemic, spring 2020 assessments were not reported.

Table 14. Comparison of Age Expectation Counts and Percentages for the **Language Domain** (Fall 2018 through Spring 2022) for **Deaf Preschoolers (3-5)**

Preschoolers Identified as Deaf	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
At Age Expectations	130 (57.3%)	158 (62.5%)	115 (57.5%)	n/a	108 (66.3%)	124 (63.3%)	120 (58.0%)	152 (62.8%)
Close to Age Expectations	65 (28.6%)	66 (26.1%)	50 (25.0%)	n/a	39 (23.9%)	49 (25.0%)	49 (23.7%)	55 (22.7%)
Not at Age Expectations	32 (14.1%)	29 (11.5%)	34 (17.0%)	n/a	16 (9.8%)	23 (11.7%)	38 (18.4%)	35 (14.5%)

Table 15. Comparison of Age Expectation Counts and Percentages for the **Language Domain** (Fall 2018 through Spring 2022) for **Hard of Hearing Preschoolers (3-5)**

Preschoolers Identified as Hard of Hearing	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
At Age Expectations	514 (81.3%)	618 (85.6%)	533 (83.5%)	n/a	410 (81.2%)	486 (81.0%)	517 (72.1%)	632 (73.7%)
Close to Age Expectations	94 (14.9%)	81 (11.2%)	71 (11.1%)	n/a	78 (15.4%)	87 (14.5%)	135 (18.8%)	131 (15.3%)
Not at Age Expectations	24 (3.8%)	23 (3.2%)	30 (4.7%)	n/a	17 (3.4%)	27 (4.5%)	65 (9.1%)	94 (11.0%)

Table 16. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2018 through Spring 2022) for *All Other Preschoolers (3-5) with IEPs*

Preschoolers	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
At Age Expectations	25,900 (66.1%)	35,989 (69.4%)	27,720 (65.4%)	n/a	20,542 (62.7%)	27,404 (64.8%)	21,592 (64.7%)	29,767 (64.9%)
Close to Age Expectations	8,063 (20.6%)	9,450 (18.2%)	8,626 (20.3%)	n/a	8,664 (26.4%)	9,723 (23.0%)	7,535 (22.6%)	10,011 (21.8%)
Not at Age Expectations	5,232 (13.3%)	6,391 (12.3%)	5,862 (13.8%)	n/a	3,566 (10.9%)	5,161 (12.2%)	4,234 (12.7%)	6,110 (13.3%)

- The percentage of deaf preschoolers who were at age expectations in language has a 9-point range (min= 57, max=66) between fall 2018 and spring 2022. The percentage of preschoolers with IEPs who were not identified as deaf or hard of hearing who were at age expectations in language has remained within a 6-point range (min=63, max=69). The language performance of preschoolers with IEPs who were not deaf or hard of hearing in language has remained slightly higher than the performance for deaf children over time (table 14 and 16).
- The percentage of hard of hearing preschoolers who were at age expectations has a 14-point range (min=72, max=86). The percentage of preschoolers with IEPs who were not identified as deaf or hard of hearing who were at age expectations in language has remained within a 6-point range (min=63, max=69). The performance of hard of hearing preschoolers has been consistently higher than the performance for preschoolers with IEPs who were not identified as deaf or hard of hearing (table 15 and 16).

Tables 17 through 19 show trends across time (fall 2018 through spring 2022) in the counts and percentages of infants, toddlers, and preschoolers with IEPs or IFSPs who are deaf, hard of

hearing, or not deaf or hard of hearing for the language domain. Due to the COVID-19 pandemic, spring 2020 assessments were not reported.

Table 17. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2018 through Spring 2022) for Deaf Children (Birth through age 5)

Infant/Toddlers & Preschoolers (Birth through Age 5) Identified as Deaf	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
At Age Expectations	321 (74.7%)	349 (74.9%)	327 (76.6%)	n/a	290 (81.2%)	302 (79.1%)	299 (75.7%)	328 (76.6%)
Close to Age Expectations	73 (17.0%)	83 (17.8%)	61 (14.3%)	n/a	50 (14.0%)	55 (14.4%)	57 (14.4%)	65 (15.2%)
Not at Age Expectations	36 (8.4%)	34 (7.3%)	38 (8.9%)	n/a	17 (4.8%)	25 (6.5%)	39 (9.9%)	35 (8.2%)

Table 18. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2018 through Spring 2022) for Hard of Hearing Children (Birth through age 5)

Infant/Toddlers & Preschoolers (Birth through Age 5) Identified as Hard of Hearing	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
At Age Expectations	1,814 (92.1%)	1,844 (91.4%)	1,753 (92.3%)	n/a	1,474 (92.5%)	1,487 (91.9%)	1,621 (86.8%)	1,758 (86.6%)
Close to Age Expectations	124 (6.3%)	136 (6.7%)	81 (5.4%)	n/a	99 (6.2%)	103 (6.4%)	177 (9.5%)	171 (8.4%)
Not at Age Expectations	34 (1.6%)	37 (1.8%)	39 (2.1%)	n/a	20 (1.3%)	28 (1.7%)	70 (3.7%)	101 (5.0%)

Table 19. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2018 through Spring 2022) for *All Other Children with IFSPs and IEPs (Birth through Age 5)*

Infant/Toddlers & Preschoolers (Birth through Age 5)	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
At Age Expectations	30,512 (68.6%)	40,399 (70.8%)	32,262 (67.7%)	n/a	24,395 (65.8%)	31,293 (67.1%)	24,418 (66.6%)	32,794 (66.4%)
Close to Age Expectations	8,483 (19.1%)	10,033 (17.6%)	9,073 (19.0%)	n/a	9,044 (24.4%)	10,075 (21.6%)	7,988 (21.8%)	10,428 (21.1%)
Not at Age Expectations	5,511 (12.4%)	6,658 (11.7%)	6,163 (12.9%)	n/a	3,653 (9.8%)	5,251 (11.3%)	4,270 (11.6%)	6,162 (12.5%)

- The percentage of deaf infants, toddlers, and preschoolers at age expectations has a range of 6 points between fall 2018 and spring 2022 (min=75%, max=81%). The percentage of infants, toddlers, and preschoolers with IEPs or IFSPs not identified as deaf or hard of hearing at age expectations has a range of 5 points (min=66%, max=71%). Language performance of deaf infants, toddlers, and preschoolers is consistently higher than infants, toddlers, and preschoolers with IEPs or IFSPs not identified as deaf or hard of hearing (table 17 and 19).
- The percentage of hard of hearing infants, toddlers, and preschoolers at age expectations has a range of 6 percentage points between fall 2018 and spring 2022 (min=87%, max=93%). The percentage of infants, toddlers, and preschoolers with IEPs or IFSPs not identified as deaf or hard of hearing at age expectations has a range of 5 points (min=66%, max=71%). Language performance of hard of hearing infants, toddlers, and preschoolers is consistently higher than infants, toddlers, and preschoolers with IEPs or IFSPs not identified as deaf or hard of hearing (table 18 and 19).

Tables 20 through 22 show trends across time (fall 2018 through spring 2022) in the counts and percentages of preschoolers with IEPs who are deaf, hard of hearing, or not deaf or hard of hearing for the literacy domain. Due to the COVID-19 pandemic, spring 2020 assessments were not reported.

Table 20. Comparison of Age Expectation Counts and Percentages for the Literacy Domain for Deaf Preschoolers (Fall 2018 through Spring 2022)

Preschool (3-5) Children Identified as Deaf Only	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
At Age Expectations	145 (63.9%)	174 (68.8%)	121 (60.5%)	n/a	90 (55.2%)	113 (57.7%)	98 (47.3%)	137 (56.6%)
Close to Age Expectations	55 (24.2%)	52 (20.6%)	47 (23.5%)	n/a	24 (14.7%)	30 (15.3%)	53 (25.6%)	43 (17.8%)
Not at Age Expectations	27 (11.9%)	27 (10.7%)	31 (15.5%)	n/a	49 (30.1%)	53 (27.0%)	56 (27.1%)	62 (25.6%)

Table 21. Comparison of Age Expectation Counts and Percentages for the Literacy Domain for Hard of Hearing Preschoolers (Fall 2018 through Spring 2022)

Preschool (3-5) Children Identified as Hard of Hearing Only	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
At Age Expectations	514 (81.3%)	609 (84.3%)	548 (85.9%)	n/a	332 (65.7%)	399 (66.5%)	405 (56.5%)	516 (60.2%)
Close to Age Expectations	89 (14.1%)	87 (12.0%)	53 (8.3%)	n/a	83 (16.4%)	89 (14.8%)	159 (22.2%)	164 (19.1%)
Not at Age Expectations	29 (4.6%)	26 (3.6%)	33 (5.2%)	n/a	90 (17.8%)	112 (18.7%)	153 (21.3%)	177 (20.7%)

Table 22. Comparison of Age Expectation Counts and Percentages for the Literacy Domain (Fall 2018 through Spring 2022) for All Other Preschoolers with IEPs

Preschool (3-5) Children	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
At Age Expectations	25,959 (66.2%)	35,795 (69.0%)	27,821 (65.6%)	n/a	15,273 (46.6%)	21,582 (51.0%)	15,279 (45.8%)	23,326 (50.8%)
Close to Age Expectations	7,659 (19.5%)	9,077 (17.5%)	8,184 (19.3%)	n/a	6,547 (20.0%)	1,683 (18.2%)	9,230 (27.7%)	10,710 (23.3%)
Not at Age Expectations	5,577 (14.2%)	6,978 (13.5%)	6,203 (14.6%)	n/a	10,952 (33.4%)	13,023 (30.8%)	8,852 (26.5%)	11,852 (25.8%)

- The percentage of deaf preschoolers at age expectations in literacy has a range of 18 points between fall 2018 and spring 2022 (min=47%, max=69%). The percentage of preschoolers with IEPs not identified as deaf or hard of hearing at age expectations has a range of 17 points (min=46%, max=69%). Literacy performance of deaf preschoolers has been higher than preschoolers with IEPs not identified as deaf or hard of hearing since fall 2020 (table 20 and 22).
- The percentage of hard of hearing preschoolers at age expectations in literacy has a range of 29 percentage points between fall 2018 and spring 2022 (min=57%, max=86%). The percentage of preschoolers with IEPs not identified as deaf or hard of hearing at age expectations in literacy has a range of 17 points (min=46%, max=69%). Literacy performance of hard of hearing preschoolers is consistently higher than preschoolers with IEPs or IFSPs not identified as deaf or hard of hearing (table 21 and 22).

Summary of Results

This report compares progress in language and literacy development between infants, toddlers, and preschoolers identified as deaf or hard of hearing to infants, toddlers, and preschoolers in CDE programs with IFSPs and IEPs who were not identified as deaf or hard of hearing. This report also compares the longitudinal performance of these groups across five years (2018-2022). The analyses use DRDP assessment results to determine the extent to which a child's development and learning are comparable to age expectations on the Language and Literacy domains of the DRDP. Using the DRDP calibration sample, three levels of development were defined: at age expectations, close to age expectations, and below age expectations. The approach utilized to determine levels of development is consistent with the methodology used by the CDE for annual reporting to OSEP.

Progress of Deaf or Hard of Hearing Children

- Within both the Language and Literacy domains, children identified as deaf or hard of hearing have a higher percentage of children who are *at age expectations* when compared to all children with IFSPs and IEPs. The exception is language performance of deaf preschoolers which is below preschoolers with an IEP who are not deaf or hard-of-hearing.
- Children identified as deaf and hard of hearing consistently make progress fall to spring within each year over the last four years.

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