

## **SB 210 Report 2017**

### **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 deaf and hard of hearing children, 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) uses the DRDP 2015 assessment results to meet federal reporting requirements under the Individuals with Disabilities Education Act (IDEA, 2004). In the present report, DRDP 2015 data and child status and progress formulas required as part of federal reporting requirements were used to provide information on the language and literacy progress of children who are deaf and hard of hearing and who were assessed using the DRDP (2015) during the 2016-17 academic year.

#### **Overview of the DRDP (2015)**

The CDE's Early Education and Support Division (EESD) and the SED jointly developed the DRDP (2015) to measure the progress of all young children in its programs. This includes children with Individualized Family Service Plans (IFSPs) and preschool 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 knowledge, skills, or behaviors included on the DRDP (2015) assessment.

### **Assessment Results and Reports**

Special educators collect DRDP (2015) data twice annually through systematic observations of children in typical settings and activities, including gathering the observations by family members and others who know the child well. DRDP (2015) reports for an individual child are available through the DRAccess Reports system <https://www.draccessreports.org/> enabling teachers and families to track a child's status and progress over time in relation to a sample of children of the same age.

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 State Performance Plan (SPP) indicators to the Federal Office of Special Education Programs (OSEP). Indicators are specified in the SPP/APR for Part B and Part C of IDEA. Under Part B, Indicator 7: Child Outcomes focuses on the measurement of skill improvement for preschool children with IEPs. Indicator 3 under Part C SPP/APR focuses on the measurement of skill improvement for infants and toddlers with IFSPs. The DRDP (2015) is used to measure and report on these skills. OSEP then determines how well the state's programs have helped children in early intervention and early childhood special education programs make progress in three outcome areas of early learning and development. The CDE, SED uses the information to determine whether their programs are making a positive difference for young children and their families in California.

The three outcome areas measured are:

- 1) Outcome 1: **Social relationships**, which includes getting along with other children and relating well with adults,
- 2) Outcome 2: Use of **knowledge and skills**, which refers to thinking, reasoning, problem-solving, language, and early literacy and math skills, and
- 3) Outcome 3: Taking **action to meet needs**, which includes feeding, dressing, self-care, and following rules related to health and safety.

Assessment results for each DRDP measure are organized under the three outcome areas.

This summary information is used to determine the extent to which the child's behaviors and skills are comparable to age expectations. 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 APR/SPP report by the CDE, SED to OSEP. The full California SPP/APR can be found at: <http://www.cde.ca.gov/sp/se/qa/>

For more information about how the DRDP (2015) links to the federal Child Outcomes, see <http://draccess.org/SPPindicator7Linking.html>. The annual Child Outcome results are available at the SELPA and district levels at <http://indicator7reports.draccess.org/>

## **DRDP (2015) Instrument Specifications**

### ***Reference Group Sample***

The calibration of the DRDP (2015), which involves determining item and ability score metrics for an instrument, was completed in Spring of 2015. The calibration sample consisted of 19,694 infants, toddlers, and preschoolers in CDE-funded early care and education programs. This sample included 1,516 children with IFSPs and IEPs and 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 EESD and SED programs. This sample of children is also used to determine

the same-age peer comparison thresholds when SED reports to OSEP as part of federal accountability requirements each year.

**Table 1.** Calibration Sample Counts

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

***Determination of “age-expectation” categories***

The analyses used for reporting child outcomes uses DRDP assessment results to determine the extent to which a child’s knowledge, behaviors, 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 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 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 *ECO* 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, [https://www.isbe.net/Documents/ECO\\_recommendation.pdf](https://www.isbe.net/Documents/ECO_recommendation.pdf)).

### **Infants, Toddlers, and Preschool Children with IEPs or IFSPs Assessed Using DRDP (2015) in 2016-2017**

The formulas for the SPP/APR described above were used to determine the percent of children assessed in 2016-17 who were at, close to, or not at age expectations in the DRDP (2015) domains of Language and Literacy. A total of 5,099 infants and toddlers and 37,164 preschool-aged children with IFSPs and IEPs were assessed in the Fall of 2016. A total of 5,351 infants and toddlers and 50,238 preschool-aged children with IFSPs and IEPs were assessed in the Spring of 2017.

### **Data for Deaf and Hard of Hearing Children**

Children identified for this report were those for whom eligibility for special education as indicated on the DRDP (2015) was either deaf or hard of hearing. Information on additional disabilities beyond the eligibility category is not collected on the DRDP (2015) and is not part of the SPP Child Outcomes indicator nor part of this report.

- In the Fall of 2016, 464 deaf children and 1,900 hard of hearing children were assessed in Language; and 188 deaf children and 605 hard of hearing children were assessed in Literacy.
- In the Spring of 2017, 754 deaf children and 1,991 hard of hearing children were assessed in Language; 222 deaf children and 686 hard of hearing children were assessed in Literacy.

While many of these children were likely assessed at both points in time, the data from the fall and spring cohorts do not represent an identical matched sample. In Literacy, these skills are only assessed during the preschool years. Therefore, the number of children assessed in Language is greater than the number of children assessed in Literacy.

Tables 2 and 3 show the age expectation calculations for children who were deaf or hard of hearing in the Language and Literacy domains from the Fall 2016 DRDP (2015) assessment period. Tables 4 and 5 show these age expectation calculations for the Spring 2017 assessment period. These tables also include results for the total number of children in California 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**.<sup>1</sup>

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<sup>1</sup> 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.** Age Expectation Calculations for Language for Infants and Toddlers: Fall 2016

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FALL 2016							
	Not at Age Expectation		Close to Age Expectation		At Age Expectation		Total
Language	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>
Deaf	9	4.1%	11	5.1%	197	90.8%	217
Hard of Hearing	12	0.9%	33	2.5%	1283	96.6%	1328
<b>Total Children with IFSPs</b>	254	5.0%	444	8.7%	4401	86.3%	5099

**Table 3.** Age Expectation Calculations for Language and Literacy for Preschoolers: Fall 2016

FALL 2016							
	Not at Age Expectation		Close to Age Expectation		At Age Expectation		Total
Language	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>
Deaf	40	16.2%	73	29.6%	134	54.3%	247
Hard of Hearing	35	6.1%	92	16.1%	445	77.8%	572
<b>Total Children with IEPs</b>	4911	13.2%	7759	20.9%	24494	65.9%	37164
Literacy							
Deaf	36	14.6%	64	25.9%	147	59.5%	247
Hard of Hearing	39	6.8%	93	16.3%	440	76.9%	572
<b>Total Children with IEPs</b>	5434	14.6%	7576	20.4%	24154	65.0%	37164

**Table 4.** Age Expectation Calculations for Language for Infants and Toddlers: Spring 2017

SPRING 2017							
	Not at Age Expectation		Close to Age Expectation		At Age Expectation		Total
Language	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>
Deaf	6	2.7%	18	8.1%	199	89.2%	223
Hard of Hearing	9	0.6%	36	2.6%	1356	96.8%	1401
<b>Total children with IFSPs</b>	250	4.7%	448	8.4%	4653	87.0%	5351

**Table 5.** Age Expectation Calculations for Language and Literacy for Preschoolers: Spring 2017

SPRING 2017							
	Not at Age Expectation		Close to Age Expectation		At Age Expectation		Total
Language	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>
Deaf	40	14.5%	75	27.3%	160	58.2%	275
Hard of Hearing	30	4.3%	102	14.7%	562	81.0%	694
<b>Total children with IEPs</b>	6179	12.3%	9397	18.7%	34662	69.0%	50238
Literacy							
Deaf	37	13.5%	75	27.3%	163	59.3%	275
Hard of Hearing	32	4.6%	93	13.4%	569	82.0%	694
<b>Total children with IEPs</b>	6971	13.9%	9348	18.6%	33919	67.5%	50238

Table 6 is a comparison of the percentages of infants, toddlers, and preschoolers who are deaf or hard of hearing within each category of age expectation between the Fall 2016 and Spring 2017 assessment.

**Table 6.** Comparison of Age Expectation Percentages from Fall 2016 to Spring 2017

	Not at Age Expectation		Close to Age Expectation		At Age Expectation	
	Fall 2016	Spring 2017	Fall 2016	Spring 2017	Fall 2016	Spring 2017
<b>Language</b>						
Deaf	10.6%	9.2%	18.1%	18.7%	71.3%	72.1%
Hard of Hearing	2.5%	1.9%	6.6%	6.6%	90.9%	91.6%
<b>Total children with IFSPs and IEPs</b>	12.2%	11.6%	19.4%	17.7%	68.4%	70.7%
<b>Literacy (Preschool Children Only)</b>						
Deaf	14.6%	13.5%	25.9%	27.3%	59.5%	59.3%
Hard of Hearing	6.8%	4.6%	16.3%	13.4%	76.9%	82.0%
<b>Total children with IEPs</b>	14.6%	13.9%	20.4%	18.6%	65.0%	67.5%

Table 7 is a comparison of the percentages of infants, toddler, and preschoolers who are deaf or hard of hearing within each category of age expectation between the Fall 2015 and Fall 2016 assessment.

**Table 7.** Comparison of Age Expectation Percentages from Fall 2015 to Fall 2016

	Not at Age Expectation		Close to Age Expectation		At Age Expectation	
	Fall 2015	Fall 2016	Fall 2015	Fall 2016	Fall 2015	Fall 2016
<b>Language</b>						
Deaf	12.9%	10.6%	22.1%	18.1%	65.0%	71.3%
Hard of Hearing	4.2%	2.5%	12.4%	6.6%	83.4%	90.9%
<b>Total children with IFSPs and IEPs</b>	14.7%	12.2%	20.3%	19.4%	65.0%	68.4%
<b>Literacy (Preschool Children Only)</b>						
Deaf	19.9%	14.6%	27.6%	25.9%	48.5%	59.5%
Hard of Hearing	9.1%	6.8%	17.3%	16.3%	73.4%	76.9%
<b>Total children with IEPs</b>	17.5%	14.6%	20.0%	20.4%	63.1%	65.0%

Table 8 is a comparison of the percentages of infants, toddler, and preschoolers who are deaf or hard of hearing within each category of age expectation between the Spring 2016 and Spring 2017 assessment.

**Table 8.** Comparison of Age Expectation Percentages from Spring 2016 to Spring 2017

	Not at Age Expectation		Close to Age Expectation		At Age Expectation	
	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017
<b>Language</b>						
Deaf	47.2%	9.2%	13.4%	18.7%	39.4%	72.1%
Hard of Hearing	3.4%	1.9%	11.5%	6.6%	85.1%	91.6%
<b>Total children with IFSPs and IEPs</b>	13.6%	11.6%	17.8%	17.7%	68.6%	70.7%
<b>Literacy (Preschool Children Only)</b>						
Deaf	20.4%	13.5%	23.5%	27.3%	69.4%	59.3%
Hard of Hearing	7.8%	4.6%	16.5%	13.4%	88.9%	82.0%
<b>Total children with IEPs</b>	20.5%	13.9%	23.0%	18.6%	86.7%	67.5%

### Summary of Results

This report provides a comparison of children who are deaf or hard of hearing to all infants, toddlers, and preschool-age children in California with IFSPs and IEPs in 2016-17 in the Language and Literacy domains of the DRDP (2015).

#### **Language Results:**

- In Fall 2016, 71.3 % of children who are **deaf** were at age expectation compared to the sample of same-age children, up more than 6% from Fall 2015. In Spring 2017, this percentage increased to 72.1%, up more than 30% from Spring 2016.
- In Fall 2016, 90.9% 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 7% from

Fall 2015. In Spring 2017 this percentage increased over 6% to 91.6% from the previous spring.

- Fewer than 11% of all children who are either **deaf or hard of hearing** were rated not at age expectation in both Fall 2016 and the Spring 2017.

***Literacy Results:***

- In Fall 2016, 59.5 % of children who are **deaf** were at age expectation compared to a sample of same-age children, up from the previous fall by 11%. In Spring of 2017, this percentage dropped slightly to 59.3%, down 10% from Spring 2016.
- In Fall 2016, 76.9% 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 3% from Fall 2015. In Spring of 2017, this percentage rose to 82.0%. However, this is also about 6% lower than the previous spring.
- Fewer than 15% of all children who are either **deaf or hard of hearing** were not at age expectation in both Fall 2016 and Spring 2017.

Source: Special education: deaf and hard-of-hearing children: language developmental milestones. Senate Bill 210 (2015-2016), Chapter 652, Section 56326.5 Education Code  
[https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201520160SB210](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB210)