

SB 210 Report

For the 2019-2020 Academic Year

Prepared by the Desired Results Access Project
June 30, 2021



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 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 language and literacy progress of children identified as deaf or hard of hearing and who were assessed using the DRDP (2015) during the 2019-20 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 2019-2020

The formulas for the SPP/APR described above were used to determine the percent of children assessed in 2019-20 who were at, close to, or not at age expectations in the DRDP (2015) domains of Language and Literacy. As shown in Table 2, in the fall of 2019, a total of 5,291 infants and toddlers and 42,398 preschool-aged children with IFSPs and IEPs were assessed. In the spring of 2020, a total of 393 infants and toddlers and 4,445 preschool-aged children with IFSPs and IEPs were assessed. (Note: Due to the COVID-19 pandemic, spring 2020 assessments were suspended as of March 16, 2020. Therefore, fewer infants, toddlers, and preschoolers were assessed in the spring of 2020 than in the spring of 2019.)

Table 2. Fall 2019 Assessment Counts

	Infants and Toddlers	Preschool-Aged Children	Total Children in Fall 2019 Assessed
Deaf	227	200	427
Hard of Hearing	1,261	638	1,899
All Children with IFSPs and IEPs	5,291	42,398	47,689

Data for Children Identified as 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 2019 or the spring of 2020.

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 2019, 426 children identified as deaf and 1,873 children identified as hard of hearing were assessed in Language; and 199 children identified as deaf and 634 children identified as hard of hearing were assessed in Literacy.
- In the spring of 2020, 28 children identified as deaf and 160 children identified as hard of hearing were assessed in Language; 14 children identified as deaf and 52 children identified as hard of hearing were assessed in Literacy.
 - Due to the COVID-19 pandemic, spring 2020 assessments were suspended as of March 16, 2020. Therefore, fewer than 10% of the population were assessed in the spring of 2020. This report does not include results for spring 2020, as these data are not representative of the population of children served in California.

Tables 3 and 4a-b show the age expectation calculations for children identified as deaf or hard of hearing in the Language and Literacy domains for the fall 2019 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

Table 3. Age Expectation Counts and Percentages for *Language Domain* (Fall 2019) for *Infants/Toddlers (Birth to Age 3)*

Infants / Toddlers	Not at Age Expectation	Close to Age Expectation	At Age Expectation	Total
Deaf	4 (1.8%)	11 (4.8%)	212 (93.4%)	227
Hard of Hearing	9 (0.7%)	10 (2.5%)	1,220 (96.7%)	1,239
All Children with IFSPs Assessed	301 (5.7%)	447 (8.4%)	4,542 (85.8%)	5,290

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 4a. Age Expectation Counts and Percentages for *Language Domain* (Fall 2019) for Preschoolers (3-5)

Preschoolers	Not at Age Expectation	Close to Age Expectation	At Age Expectation	Total
Deaf	34 (17.0%)	50 (25.0%)	115 (57.5%)	199
Hard of Hearing	30 (4.7%)	71 (11.1%)	533 (83.5%)	634
All Children with IEPs Assessed	5,862 (13.8%)	8,626 (20.3%)	27,720 (65.4%)	42,208

Table 4b. Age Expectation Counts and Percentages for *Literacy Domain* (Fall 2019) for Preschoolers (3-5)

Preschoolers	Not at Age Expectation	Close to Age Expectation	At Age Expectation	Total
Deaf	31 (15.5%)	47 (23.5%)	121 (60.5%)	199
Hard of Hearing	33 (5.2%)	53 (8.3%)	548 (85.9%)	634
All Children with IEPs Assessed	6,203 (14.6%)	8,184 (19.3%)	27,821 (65.6%)	42,208

Tables 5a through 5c show the counts and percentages of infants and toddlers identified as deaf, hard of hearing, or all children with IFSPs within each category of age expectation comparing the counts and percentages from fall 2017 through spring 2019. Due to the COVID-19 pandemic, spring 2020 assessments were not reported.

Table 5a. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2017 through Spring 2020) for *Infants/Toddlers (Birth to Age 3) Identified as Deaf*

Infant/Toddlers Identified as Deaf	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
At Age Expectations	185 (93.0%)	175 (89.3%)	191 (94.1%)	191 (89.7%)	212 (93.4%)	
Close to Age Expectations	9 (4.5%)	15 (7.6%)	8 (3.9%)	17 (8.0%)	11 (4.8%)	
Not at Age Expectations	5 (2.5%)	6 (3.0%)	4 (2.0%)	5 (2.3%)	4 (1.8%)	

- The percentage for children close to or not at age expectations is lower in fall and higher in the spring.
- The percentage of children at age expectations is about 4% points higher in fall than in spring each year.
- Between fall 2017 and fall 2019, the percentages of infants and toddlers identified as deaf in each age expectation category display a consistent pattern from fall to spring each year.

Table 5b. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2017 through Spring 2020) for *Infants/Toddlers (Birth to Age 3) Identified as Hard of Hearing*

Infant/Toddlers Identified as Hard of Hearing	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
At Age Expectations	1,336 (96.3%)	1,256 (92.6%)	1,300 (97.2%)	1,226 (94.7%)	1,220 (96.7%)	
Close to Age Expectations	34 (2.5%)	84 (6.2%)	30 (2.2%)	55 (4.2%)	10 (2.5%)	
Not at Age Expectations	17 (1.2%)	17 (1.3%)	8 (0.6%)	14 (1.1%)	9 (0.7%)	

- The percentage of infants and toddlers identified as hard of hearing that were at age expectations has remained consistently high (> 92%) since the fall of 2017.
- The percentage of infants and toddlers identified as hard of hearing that were close to age expectations has been lower in fall than spring each assessment period.

- The percentage of infants and toddlers identified as hard of hearing that were not at age expectations has remained consistently low ($\leq 1.3\%$) each assessment period.

Table 5c. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2017 through Spring 2020) for All Children with IFSPs (Birth to Age 3)

Infant/Toddlers	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
At Age Expectations	4,534 (86.3%)	4,451 (83.4%)	4,612 (86.8%)	4,410 (83.8%)	4,542 (85.8%)	
Close to Age Expectations	449 (8.5%)	636 (11.9%)	420 (7.9%)	583 (11.1%)	447 (8.4%)	
Not at Age Expectations	273 (5.2%)	251 (4.7%)	279 (5.3%)	267 (5.1%)	301 (5.7%)	

- The percentage of infants and toddlers identified as deaf at age expectations is consistently higher than the percentage of all infants and toddlers with IFSPs assessed (table 5a compared to table 5c).
- From fall 2017 through fall 2019, the percentage of infants and toddlers identified as hard of hearing at age expectations remained consistently higher than the percentages for all infants and toddlers with IFSPs assessed (table 5b compared to table 5c).

Tables 5d through 5f show the counts and percentages of preschoolers identified as deaf, hard of hearing, or all children with IEPs within each category of age expectation comparing the counts and percentages from fall 2017 through spring 2019. Due to the COVID-19 pandemic, spring 2020 assessments were not reported.

Table 5d. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2017 through Spring 2020) for *Preschoolers (3-5) Identified as Deaf*

Preschoolers Identified as Deaf	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
At Age Expectations	142 (61.5%)	186 (65.5%)	130 (57.3%)	158 (62.5%)	115 (57.5%)	
Close to Age Expectations	60 (26.0%)	74 (26.1%)	65 (28.6%)	66 (26.1%)	50 (25.0%)	
Not at Age Expectations	29 (12.6%)	24 (8.5%)	32 (14.1%)	29 (11.5%)	34 (17.0%)	

- From fall 2017 to fall 2019, the percentage of preschoolers identified as deaf who were *not at age expectations* has decreased from fall to spring each year.
- Consistently, the percentage of preschoolers identified as deaf who were *at age expectations* increased between fall and spring each year.
- The percentage of preschoolers identified as deaf who were *at age expectations* has decreased overall since fall 2017 by 4% but stayed about the same in fall 2018 and fall 2019.

Table 5e. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2017 through Spring 2020) for *Preschoolers (3-5) Identified as Hard of Hearing*

Preschoolers Identified as Hard of Hearing	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
At Age Expectations	474 (82.0%)	595 (81.5%)	514 (81.3%)	618 (85.6%)	533 (83.5%)	
Close to Age Expectations	81 (14.0%)	98 (13.4%)	94 (14.9%)	81 (11.2%)	71 (11.1%)	
Not at Age Expectations	23 (4.0%)	37 (5.1%)	24 (3.8%)	23 (3.2%)	30 (4.7%)	

- From fall 2017 through fall 2019, the percentages of preschoolers identified as hard of hearing in the *at age expectation* category have stayed above 81.3% with no consistent pattern of increase or decrease.

Table 5f. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2017 through Spring 2020) for All Preschoolers (3-5)

Preschoolers	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
At Age Expectations	25,750 (67.0%)	35,620 (70.0%)	25,900 (66.1%)	35,989 (69.4%)	27,720 (65.4%)	
Close to Age Expectations	7,736 (20.1%)	9,133 (18.0%)	8,063 (20.6%)	9,450 (18.2%)	8,626 (20.3%)	
Not at Age Expectations	4,931 (12.8%)	6,119 (12.0%)	5,232 (13.3%)	6,391 (12.3%)	5,862 (13.8%)	

- The percentage of preschoolers identified as deaf who were *at age expectations* has decreased overall since fall 2017 and is consistent with the percentages for all preschoolers with IEPs, but the percentages are lower for children identified as deaf (table 5d and 5f).
- The percentages of preschoolers identified as hard of hearing that are *at age expectations* is consistently higher than the percentages for all preschoolers with IEPs assessed (table 5e compared to table 5f).

Tables 5g and 5h show the counts and percentages of infants, toddlers, and preschoolers identified as deaf or hard of hearing within each category of age expectation comparing the counts and percentages from fall 2017 through spring 2019. Table 5i shows the counts and percentages for all children with IEPs from birth through age 5. Due to the COVID-19 pandemic, spring 2020 assessments were not reported.

Table 5g. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2017 through Spring 2020) for Children Identified as Deaf (Birth through age 5)

Infant/Toddlers & Preschoolers (Birth through Age 5) Identified as Deaf	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
At Age Expectations	327 (76.0%)	361 (75.3%)	321 (74.7%)	349 (74.9%)	327 (76.6%)	
Close to Age Expectations	69 (16.0%)	89 (18.5%)	73 (17.0%)	83 (17.8%)	61 (14.3%)	
Not at Age Expectations	34 (7.9%)	30 (6.2%)	36 (8.4%)	34 (7.3%)	38 (8.9%)	

Table 5h. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2017 through Spring 2020) for Children Identified as Hard of Hearing (Birth through age 5)

Infant/Toddlers & Preschoolers (Birth through Age 5) Identified as Hard of Hearing	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
At Age Expectations	1,810 (92.1%)	1,851 (88.7%)	1,814 (92.1%)	1,844 (91.4%)	1,753 (92.3%)	
Close to Age Expectations	115 (5.9%)	182 (8.7%)	124 (6.3%)	136 (6.7%)	81 (5.4%)	
Not at Age Expectations	40 (2.0%)	54 (2.6%)	34 (1.6%)	37 (1.8%)	39 (2.1%)	

Table 5i. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2017 through Spring 2020) for All Children with IEPs (Birth through Age 5)

Infant/Toddlers & Preschoolers (Birth through Age 5)	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
At Age Expectations	30,284 (69.3%)	40,071 (71.3%)	30,512 (68.6%)	40,399 (70.8%)	32,262 (67.7%)	
Close to Age Expectations	8,185 (18.7%)	9,769 (17.4%)	8,483 (19.1%)	10,033 (17.6%)	9,073 (19.0%)	
Not at Age Expectations	5,204 (11.9%)	6,370 (11.3%)	5,511 (12.4%)	6,658 (11.7%)	6,163 (12.9%)	

- In general, the percentage of infants, toddlers, and preschoolers *at age expectations* are consistently higher (4% or higher) for children identified as deaf than the percentages for all children with IFSPs and IEPs assessed (table 5g compared to table 5i).
- In general, the percentage of infants, toddlers, and preschoolers *at age expectations* are consistently higher (17% or higher) for children identified as hard of hearing than the percentages for all children with IFSPs and IEPs assessed (table 5h compared to table 5i).

Tables 6a and 6b show the counts and percentages of preschoolers identified as deaf or hard of hearing within each category of age expectation comparing the counts and percentages from fall 2017 through spring 2019 for the Literacy domain.

Table 6a. Comparison of Age Expectation Counts and Percentages for the **Literacy Domain** for **Preschoolers Identified as Deaf** (Fall 2017 through Spring 2020)

Preschool (3-5) Children Identified as Deaf Only	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
At Age Expectations	144 (62.3%)	206 (72.5%)	145 (63.9%)	174 (68.8%)	121 (60.5%)	
Close to Age Expectations	61 (26.4%)	58 (20.4%)	55 (24.2%)	52 (20.6%)	47 (23.5%)	
Not at Age Expectations	26 (11.3%)	20 (7.0%)	27 (11.9%)	27 (10.7%)	31 (15.5%)	

- The percentages of preschoolers *at age expectations* increases from fall to spring each year, however this percentage has steadily decreased each fall over the past three years.
- The percentage of of preschoolers not at age expectations has increased from fall 2017 through fall 2019 by more that 4%.
- In addition, the percentages of preschoolers at age expectations are steadily decreasing from the fall to spring over the past three years.

Table 6b. Comparison of Age Expectation Counts and Percentages for the **Literacy Domain** for **Preschoolers Identified as Hard of Hearing** (Fall 2017 through Spring 2020)

Preschool (3-5) Children Identified as Hard of Hearing Only	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
At Age Expectations	463 (80.1%)	599 (82.1%)	514 (81.3%)	609 (84.3%)	548 (85.9%)	
Close to Age Expectations	87 (15.1%)	93 (12.7%)	89 (14.1%)	87 (12.0%)	53 (8.3%)	
Not at Age Expectations	28 (4.8%)	38 (5.2%)	29 (4.6%)	26 (3.6%)	33 (5.2%)	

- More than 80% of preschoolers identified as hard of hearing were *at age expectations* from fall 2017 through fall 2019.
- The percentages of preschoolers identified as hard of hearing *not at age expectations* was consistently below 5.2%.

Table 6c. Comparison of Age Expectation Counts and Percentages for the **Literacy Domain** (Fall 2017 through Spring 2020) for **All Preschoolers with IEPs**

Preschool (3-5) Children	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
At Age Expectations	25,601 (66.7%)	35,237 (69.3%)	25,959 (66.2%)	35,795 (69.0%)	27,821 (65.6%)	
Close to Age Expectations	7,421 (19.3%)	8,886 (17.5%)	7,659 (19.5%)	9,077 (17.5%)	8,184 (19.3%)	
Not at Age Expectations	5,395 (14.0%)	6,749 (13.3%)	5,577 (14.2%)	6,978 (13.5%)	6,203 (14.6%)	

- Consistently, for preschoolers identified as deaf, the percentage of children *at age expectations* are lower than the percentages for all preschoolers with IEPs assessed (table 6a compared to table 6c).
- The percentages of preschoolers identified as deaf *at age expectations* are consistently higher (13% or higher) than the percentages for all preschoolers with IEPs assessed (table 6b compared to table 6c).

Summary of Results

This report provides a comparison of the progress of children identified as deaf or hard of hearing to each other and to all infants, toddlers, and preschoolers in California Department of Education (CDE) programs with IFSPs and IEPs as measured by the 2019-2020 Language and Literacy domain scores of the DRDP (2015). This report also provides longitudinal information about the performance of children identified as deaf or hard of hearing across three years. The analyses use DRDP (2015) assessment results to determine the extent to which a child's knowledge and skills are comparable to age expectations on the Language and Literacy domains of the DRDP (2015). Using the DRDP (2015) calibration sample three levels of development were defined: at age expectation, close to age expectation, and below age expectation. The approach utilized to determine levels of development is consistent with the methodology used by the CDE for annual reporting to OSEP. (Note: Due to the COVID-19 pandemic, spring 2020 assessments were suspended as of March 16, 2020. Therefore, fewer than 10% of the population were assessed in the spring of 2020. As a result, spring 2020 results are not included in this report as these data are not representative of the population of children served in California.)

Progress of Children Identified as Deaf or Hard of Hearing

- In general, 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.
- Children identified as deaf and hard of hearing are making progress, consistently, from fall to spring within each year over the last three years.
- Progress for children identified as deaf or hard of hearing is consistent with all children with IFSPs and IEPs across both the Language and Literacy domains.

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).