

# Contra Costa County Community Services Bureau

## 2014-2015 Child Outcomes Report: Preschool Assessment 3 – Year-End

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### EXECUTIVE SUMMARY

#### Overview of Methods

The Community Services Bureau (CSB) utilized the DRDP-PS© (2010) to assess the development of pre-school children enrolled in the program. Three assessments will be conducted this program year using the instruments as follows:

- 1<sup>st</sup> Assessment: Within 60 days from the date of enrollment
- 2<sup>nd</sup> Assessment: Within 150 from the date of enrollment
- 3<sup>rd</sup> Assessment: In May

The Assessment 3 report summarizes the year-end data of preschool children. The data is contained in CSB's data management system, CLOUDS, and is used to individualize curriculum, identify school readiness goals, and monitor and improve program quality. Using the DRDP-PS© (2010), CSB staff assess the development of preschool age children on the following seven thematic areas (domains): Self and Social Development (**SSD**), Language and Literacy Development (**LLD**), English Language Development (**ELD**), Cognitive Development (**COG**), Mathematical Development (**MATH**), Physical Development (**PD**) and Health (**HLTH**).

Results are based on arithmetic mean scores for each domain and are reported in aggregate across all enrolled children (ages 2-5).

#### Key Findings

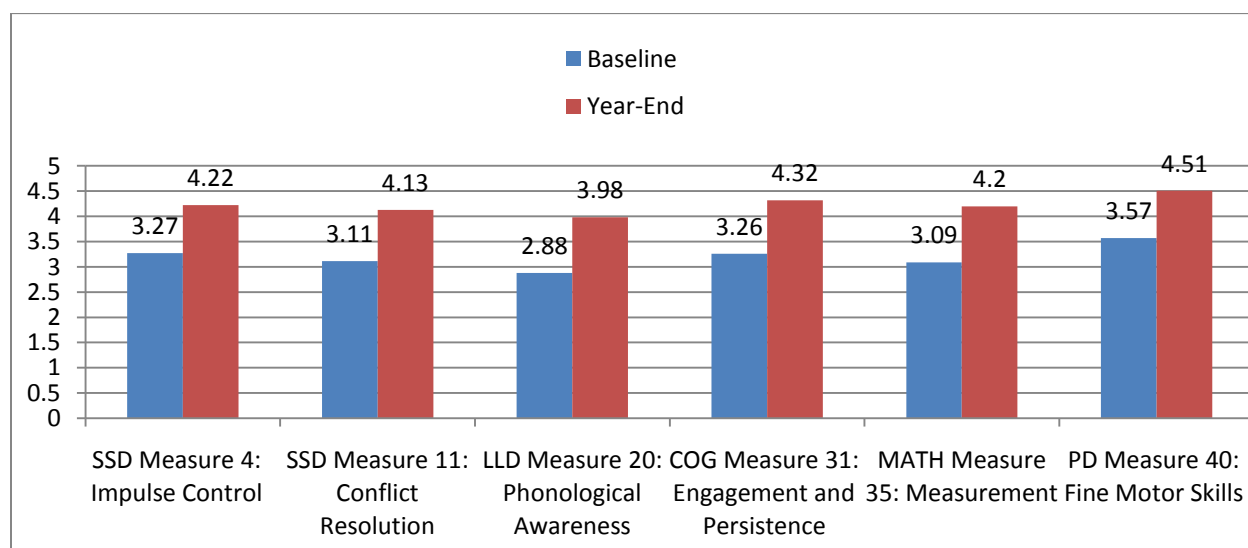
- Of 1,085 year-end assessments for preschoolers conducted, 48.8% (n=529) are for girls, 59.3% (n=643) are for four year olds, and 40.0% (n=434) are for three year olds.
- English is the primary language for 496 (45.4%) preschoolers, compared to 880 (50.7%) at baseline, while 543 (50.0%) have Spanish as a primary language, compared to 791 (45.6%) at baseline. In all, 612 (56.4%) children are English Language Learners (ELL) at year-end, compared to 881 (50.5%) at baseline, representing a 68.9% retention rate among ELL students.
- Year-end domain rankings in 2014-15 are nearly identical to rankings in 2012-13 and 2013-14, with scores highest on Physical Development, Health, and Self and Social Development, while they are lowest on Language and Literacy Development. Scores in 2014-15 appear to be slightly higher than 2013-14 scores, with the exception of Self and Social Development.
- Across the 643 four years olds assessed at year-end, scores average from 4.54 to 4.82 (Integrating) across all seven domains, which is up slightly from outcomes in 2012-13 and 2013-14. Compared to 2013-14, the largest gains are evident on Cognitive Development (up 0.10) and English Language Development (up 0.08). Four year olds show year-end improvement on all seven domains, ranging from a 0.76 increase on Physical Development to a 1.03 increase on both Mathematical Development and Language and Literacy Development.
- Children in all Supervisorial Districts demonstrate the same overall pattern of development, and all districts show improvement from baseline to year-end on all seven domains.
- Across the 607 English Language Learners (ELL) assessed at both baseline and year-end, year-end scores range from 4.18 on Language and Literacy Development to 4.60 on Physical Development. ELL preschoolers show improvement on all seven domains, ranging from a 0.86 increase on Physical Development to a 1.10 increase on Mathematical Development. Despite having the lowest year-end

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scores among ELL students, Language and Literacy Development shows the second largest progress, gaining 1.06 points among ELL students.

- Although at mid-year all School Readiness Goals had been exceeded, the year-end goal of 25% improvement for 90% of children was not met on any of the six individual measures. For SSD Measure 4: Impulse Control, 69.5% of children demonstrate at least 25% improvement, compared to 47.4% at mid-year. For SSD Measure 11: Conflict Resolution, 72.0% meet the goal of 25% or more improvement at year-end, compared to 50.2% at mid-year. For LLD Measure 20: Phonological Awareness, 75.3% meet the goal of 25% or more improvement at year-end, versus 55.7% at mid-year. For COG Measure 31: Engagement and Persistence, 74.4% demonstrate at least 25% improvement, compared to 52.4% at mid-year. For MATH Measure 35: Measurement, 75.8% meet the 25% improvement goal, versus 56.5% at mid-year. For PD Measure 40: Fine Motor Skills, 68.1% demonstrate at least 25% improvement, compared to 49.2% of preschoolers at mid-year.
- Even so, looking at the six measures used to monitor progress towards School Readiness Goals, all year-end scores show considerable improvement over baseline. Considering only students assessed in both periods, SSD Measure 4: Impulse Control is 4.22 at year-end versus 3.27 at baseline, which represents a 29.05% improvement; SSD Measure 11: Conflict Resolution is 4.13 at year-end versus 3.11 at baseline, which represents a 32.80% improvement; LLD Measure 20: Phonological Awareness is 3.98 versus 2.88 at baseline, which represents a 38.19% improvement; COG Measure 31: Engagement and Persistence is 4.29 at year-end versus 3.29 at baseline, which represents a 32.53% improvement; MATH Measure 35: Measurement is 4.2 at year-end versus 3.09 at baseline, which represents a 35.92% improvement; and PD Measure 40: Fine Motor Skills is 4.51 at year-end versus 3.57 at baseline, which represents a 26.33% improvement. See Figure 1.

**Figure 1: Baseline and Year-End Mean Scores by Preschool School Readiness Measure**



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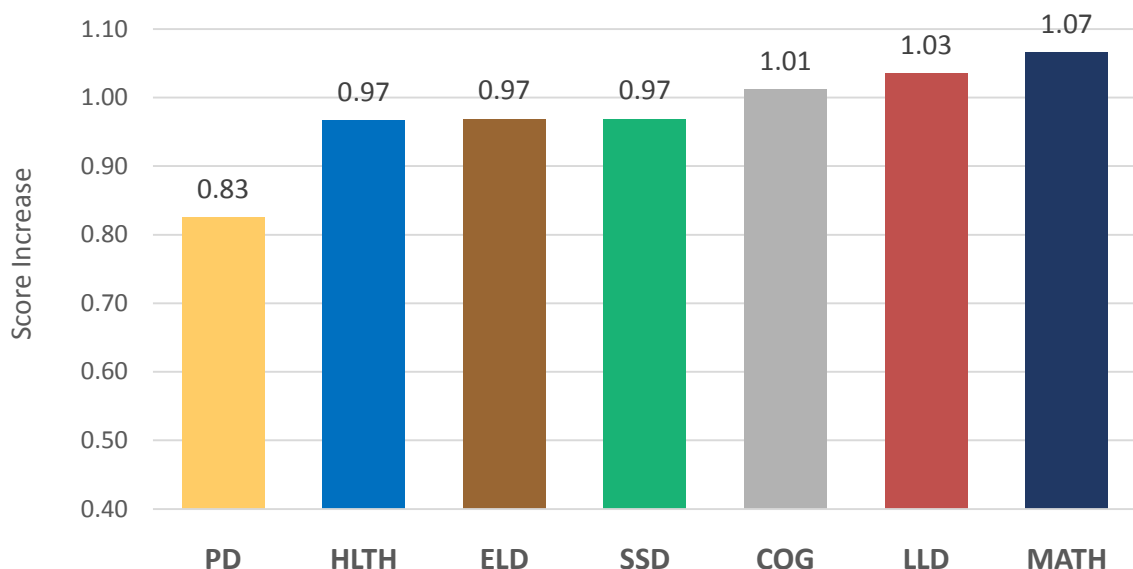
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### Results by Domain

Children show significant improvement on all seven domains, ranging from a 0.83 point increase on Physical Development (PD) to a 1.07 point increase on Mathematical Development (MATH). Note that while Mathematical Development (MATH) had the lowest scores at baseline, this domain demonstrates the largest improvement (up 1.07). Similarly, the domain with the highest scores at baseline, Physical Development (PD), demonstrates the smallest gain (up 0.83). See Figure 2.

**Figure 2: Change in Mean Scores since Baseline, 2014-15**



### Results by Supervisorial District

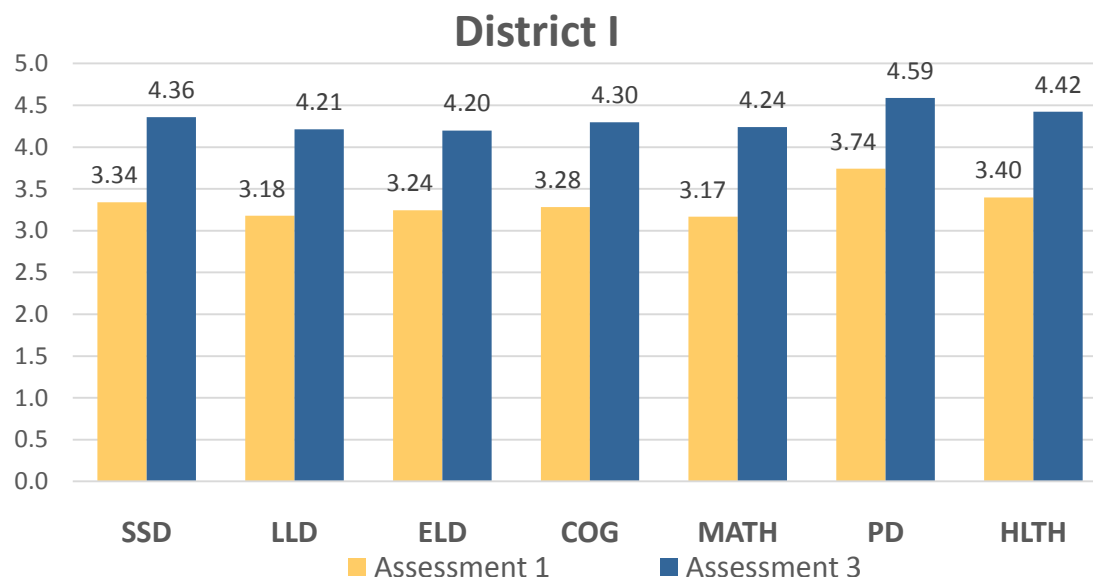
Figures 3 - 6 present baseline and year-end scores by domain for each supervisorial district. Children in all four Supervisorial Districts with HS childcare centers demonstrate similar patterns of development across the seven domains, and scores in all districts and on all domains show improvement from baseline to year-end.

At year-end, District I scores range from a low of 4.20 on English Language Development (ELD) to a high of 4.59 on Physical Development (PD). Mathematical Development (MATH) scores continue to show the largest gains, rising 1.07 since baseline, while the smallest increase (0.85) is on Physical Development (PD). At year-end, District I includes 441 assessments, compared to 650 at baseline.

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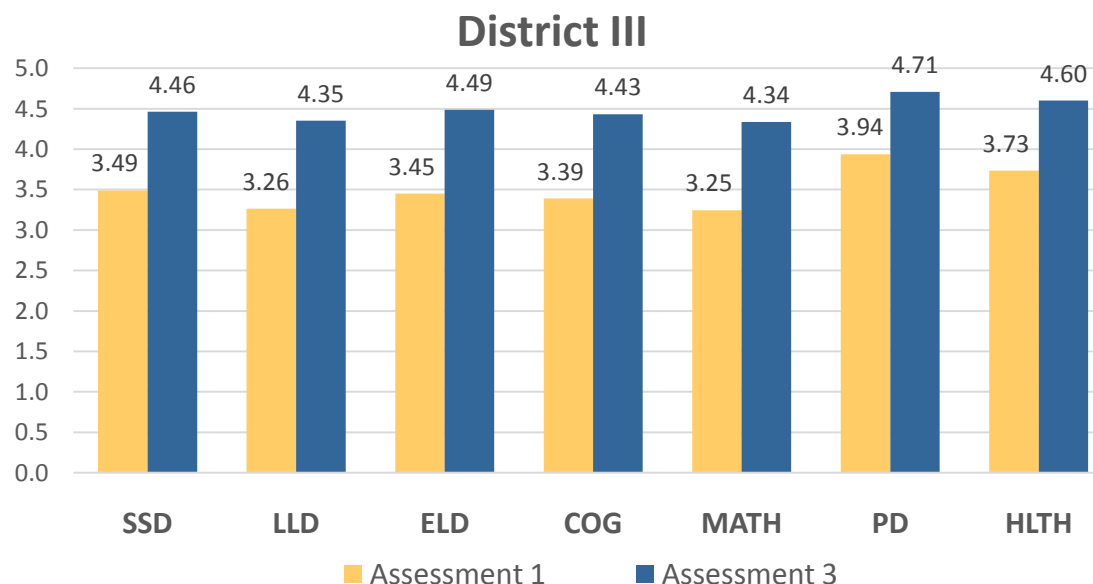
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**Figure 3: Baseline and Year-End Mean Scores by Domain, Supervisory District I**



At year-end, District III scores range from a low of 4.34 on Mathematical Development (MATH) to a high of 4.71 on Physical Development (PD). Despite having the lowest scores, Mathematical Development (MATH), along with Language and Literacy Development (LLD), show the greatest improvement, rising 1.09 since baseline, while the smallest increase in scores (0.77) is on Physical Development (PD). At year-end, District III includes 117 assessments, compared to 388 at baseline.

**Figure 4: Baseline and Year-End Mean Scores by Domain, Supervisory District III**



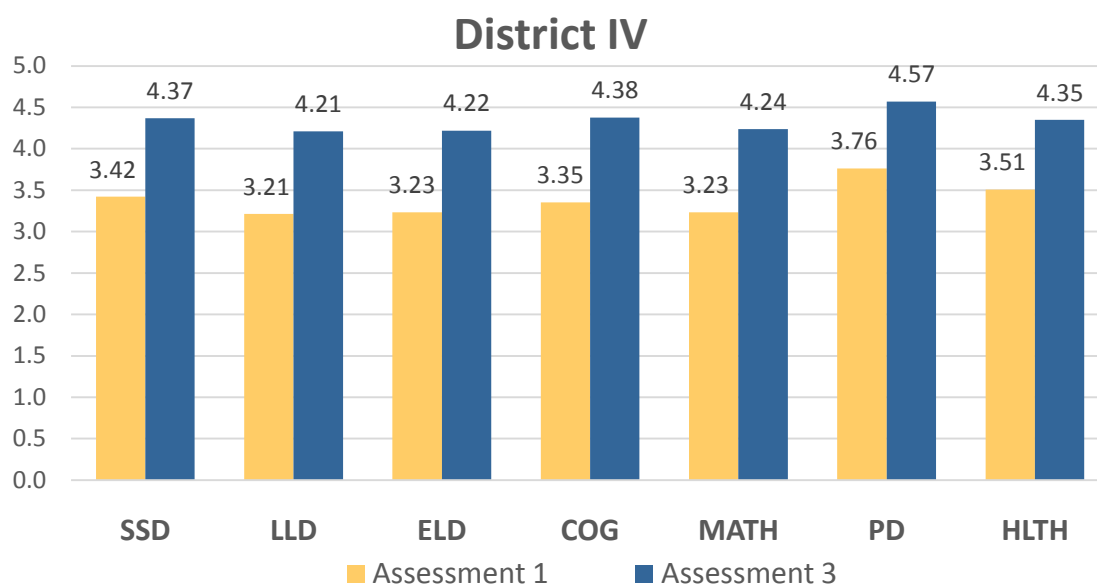
At year-end, District IV scores range from a low of 4.21 on Language and Literacy Development (LLD) to a high of 4.57 on Physical Development (PD). Cognitive Development (COG) scores show the largest

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gains, rising 1.02 since baseline, while the smallest increase (0.81) is on Physical Development (PD). At year-end, District IV includes 192 assessments, compared to 231 at baseline.

**Figure 5: Baseline and Year-End Mean Scores by Domain, Supervisory District IV**



At year-end, District V scores range from a low of 4.16 on Language and Literacy Development (LLD) to a high of 4.59 on Physical Development (PD). Mathematical Development (MATH) demonstrates the largest improvement, gaining 1.08 points since baseline, while the smallest increase (0.83) is on Physical Development (PD). At year-end, District V includes 321 assessments, compared to 471 at baseline.

**Figure 6: Baseline and Year-End Mean Scores by Domain, Supervisory District V**

