

Contra Costa County Community Services Bureau 2015-2016 Child Outcomes Report: Preschool Assessment 3 – Year End

EXECUTIVE SUMMARY

Overview of Methods

The Community Services Bureau (CSB) utilizes the DRDP15-Tech (2015)[®] to assess the development of pre-school children enrolled in the program. Three assessments will be conducted this program year using this instrument as follows:

- 1st Assessment: Within 60 days from the date of enrollment
- 2nd Assessment: Within 150 from the date of enrollment
- 3rd Assessment: In June 2016

The 3rd Assessment report compares the baseline data, mid-year data and the year-end data assessments, at the end of the year for preschool children. The data is contained in the DRDP15-Tech[®] data management system, and is used to individualize curriculum, identify school readiness goals, and drive program quality. Using the DRDP15-Tech[®], CSB staff assess the development of preschool age children in the following eight thematic areas (domains): Approaches to Learning-Self Regulation (**ATL-REG**), Social and Emotional Development (**SED**), Language Development (**LANG**), Literacy Development (**LIT**), Mathematics Development (**MATH**), Science Development (**SCI**), Physical Development (**PD**), Health Development (**HLTH**), History-Social Sciences (**HSS**), Visual and Performing Arts (**VPA**), English Language Development (**ELD**).

Results are based on scores for each child in each measure and domain and are reported in aggregate across all enrolled children (ages 3-5).

The Developmental Levels

The number of levels in a measure varies depending on the competencies that are appropriate for that measure's developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating:

- **Responding (Earlier, Later)** Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.
- **Exploring (Earlier, Middle, Later)** Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.
- **Building (Earlier, Middle, Later)** Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.
- **Integrating (Earlier)** Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

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Key Findings

- Demographics data of preschool age children assessed at 21 centers: Four year olds comprise 60% of all children, while 40% are three years old. A total of 10 enrollees are homeless. The primary language is English for 52.2% of children, Spanish for 47%, and other for 0.8% of children; therefore 47.8% of children are English Language Development learners (ELD).
- There was an increase in achievement from 66% to 92% of children rated Building and above in the Mathematics domain from the baseline assessment to the third assessment.
- There was an increase in achievement from 59% to 90% of children rated Building and above in the Science domain from the baseline assessment to the third assessment.

Results by Domain

Figure 1: Percentages of Children’s Attainment on the Approaches to Learning-Self Regulation Domain

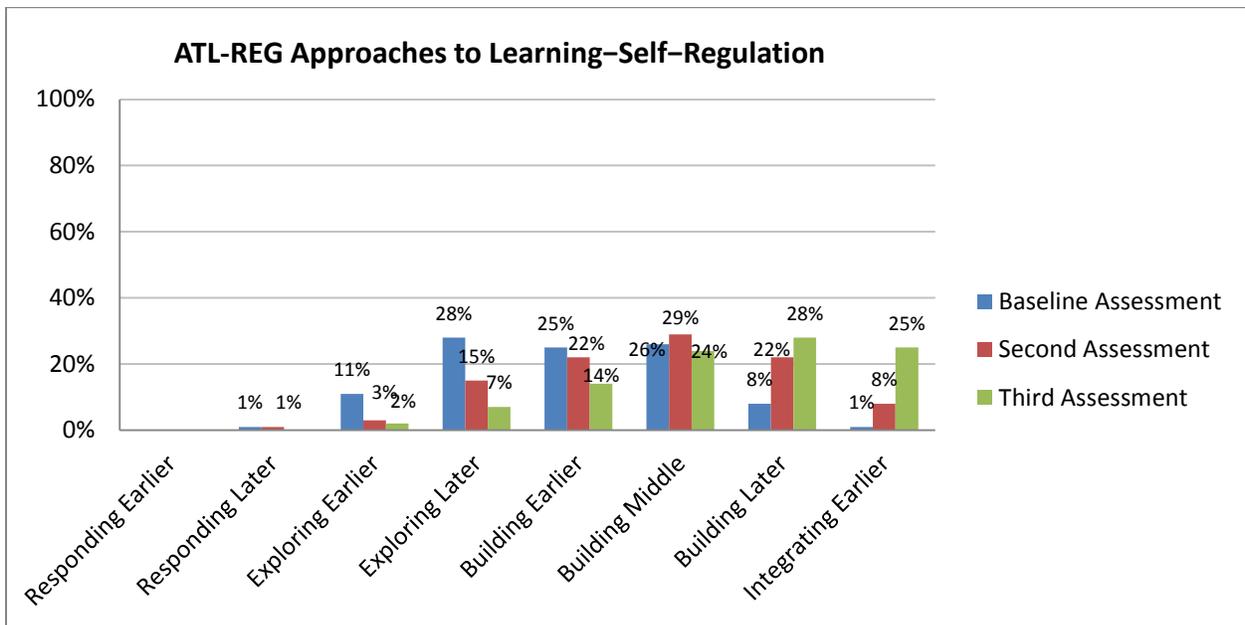


Figure 1 presents the percentage of preschool children at each developmental level of the Approaches to Learning-Self Regulation domain at baseline assessment, second assessment and third assessment. For example, at baseline, 8% of children scored at *Building later* on the Approaches to Learning- Self Regulation domain. On the third assessment, 28% of the children scored at *Building later* on Approaches to Learning-Self Regulation domain. 91% of children rated Building and above which exceeds our School Readiness goal of 80% of children achieving a score of Building and above in the domain.

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Figure 2: Percentages of Children’s Attainment on the Social and Emotional Development Domain

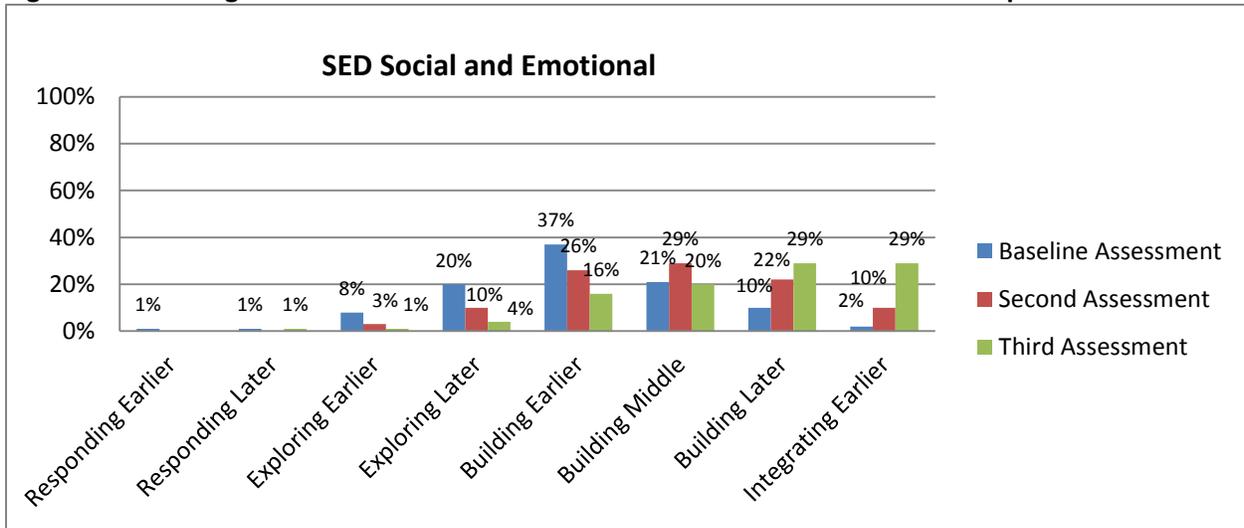


Figure 2 presents the percentage of children at each developmental level of the Social and Emotional Development domain at baseline assessment, second assessment and third assessment. For example, at baseline 10% of children scored at *Building Later* on the Social and Emotional Development domain. On the third assessment, 29% of children scored at *Building Later* on Social and Emotional Development in the domain. 95% of children rated Building and above which exceeds our School Readiness goal of 80% of children achieving a score of Building and above in the domain.

Figure 3: Percentages of Children’s Attainment on the Language Development Domain

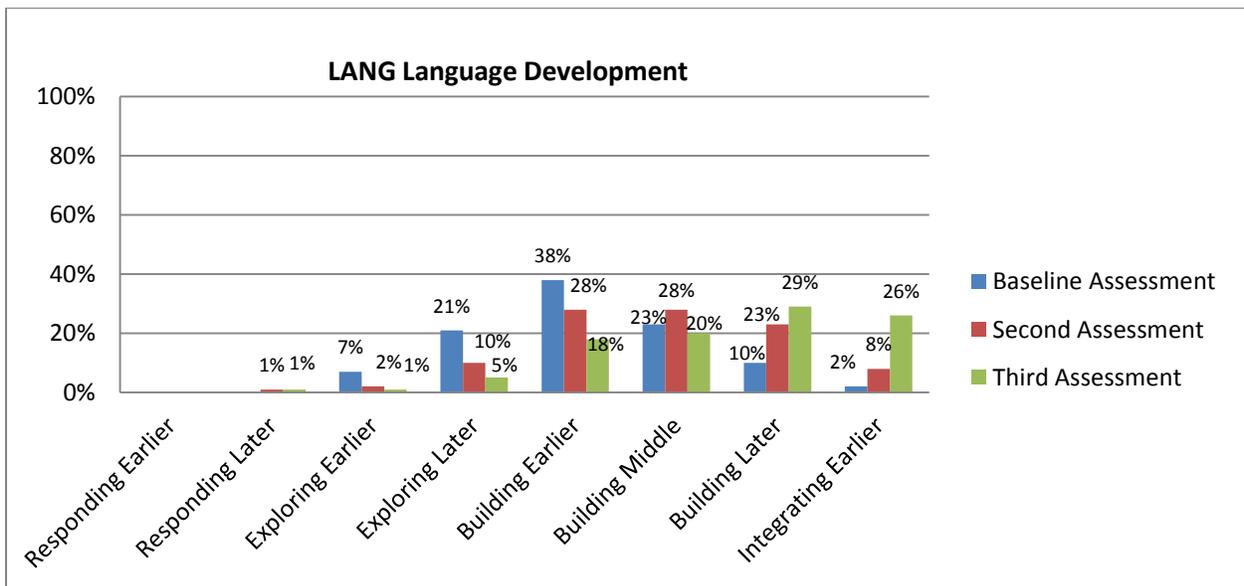


Figure 3 presents the percentage of children at each developmental level of the Language Development domain at baseline assessment, second assessment and third assessment. For example, at baseline, 10% of children scored at *Building Later* on the Language Development domain. On the second assessment, 29% of children scored at *Building Later* on Language Development in the domain. 94% of children rated

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Building and above which exceeds our School Readiness goal of 80% of children achieving a score of Building and above in the domain.

Figure 4: Percentages of Children’s Attainment on the Literacy Development Domain

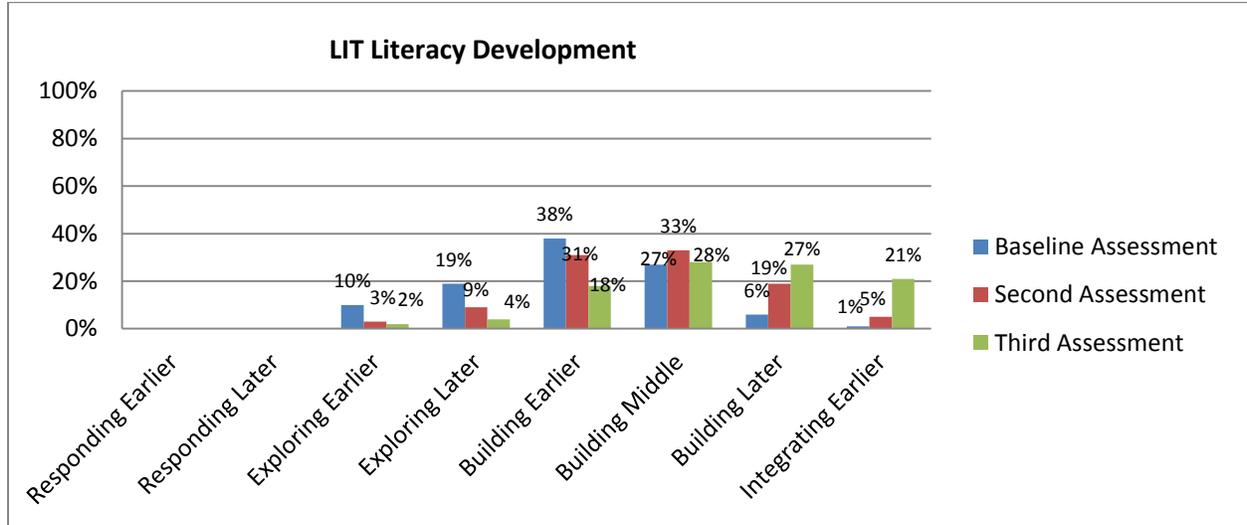


Figure 4 presents the percentage of children at each developmental level of the Literacy Development domain at baseline assessment, second assessment, and third assessment. For example, at baseline, 6% of children scored at *Building later* on the Literacy Development domain. On the third assessment, 27% of children scored at *Building Later* on Literacy Development in the domain. 94% of children rated Building and above which exceeds our School Readiness goal of 80% of children achieving a score of Building and above in the domain.

Figure 5: Percentages of Children’s Attainment on the Mathematics Development Domain

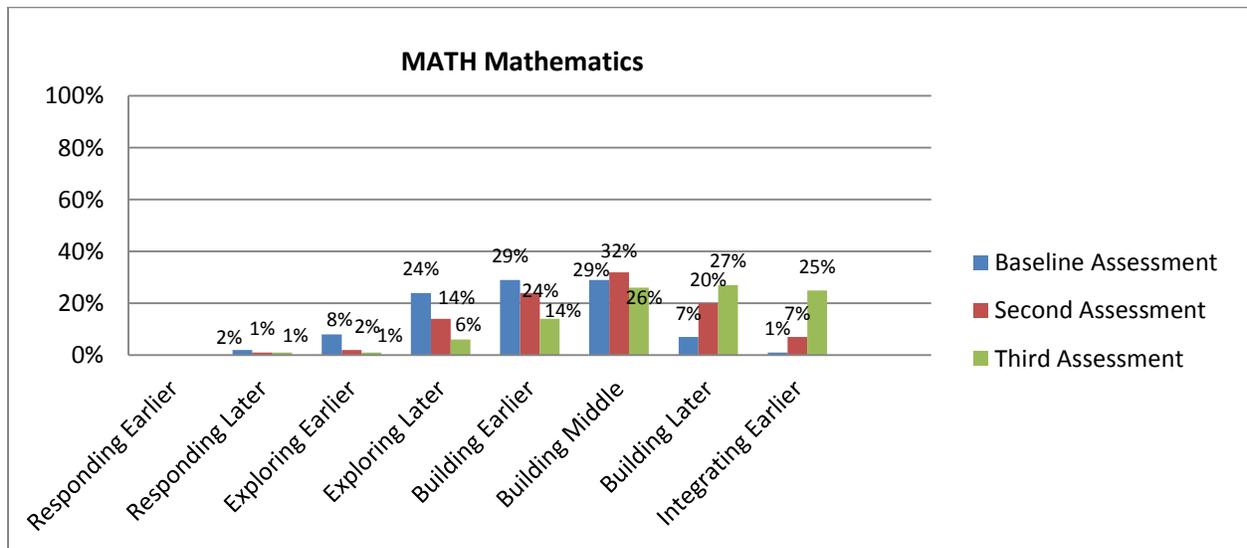


Figure 5 presents the percentage of children at each developmental level of the Mathematics Development domain at baseline assessment, second assessment, and third assessment. For example,

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at baseline, 7% of children scored at *Building Later* on the Mathematics Development domain. On the third assessment, 27% of children scored at Building Later on Mathematics Development in the domain. 92% of children rated Building and above which exceeds our School Readiness goal of 80% of children achieving a score of Building and above in the domain.

Figure 6: Percentages of Children’s Attainment on the Science Development Domain

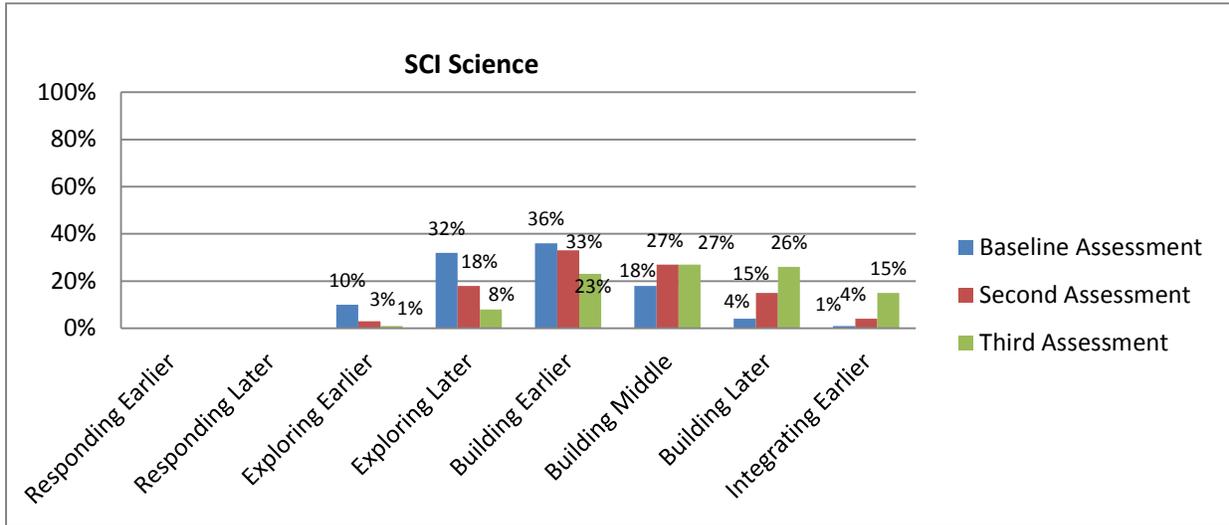


Figure 6 presents the percentage of children at each developmental level of the Science Development domain at baseline assessment, second assessment and third assessment. For example, at baseline, 4% of children scored at *Building Later* on the Science Development domain. On the third assessment, 26% of children scored at *Building Later* on Science Development in the domain. 90% of children achieved a score of Building and above in the domain.

Figure 7: Percentages of Children’s Attainment on the Physical Development Domain

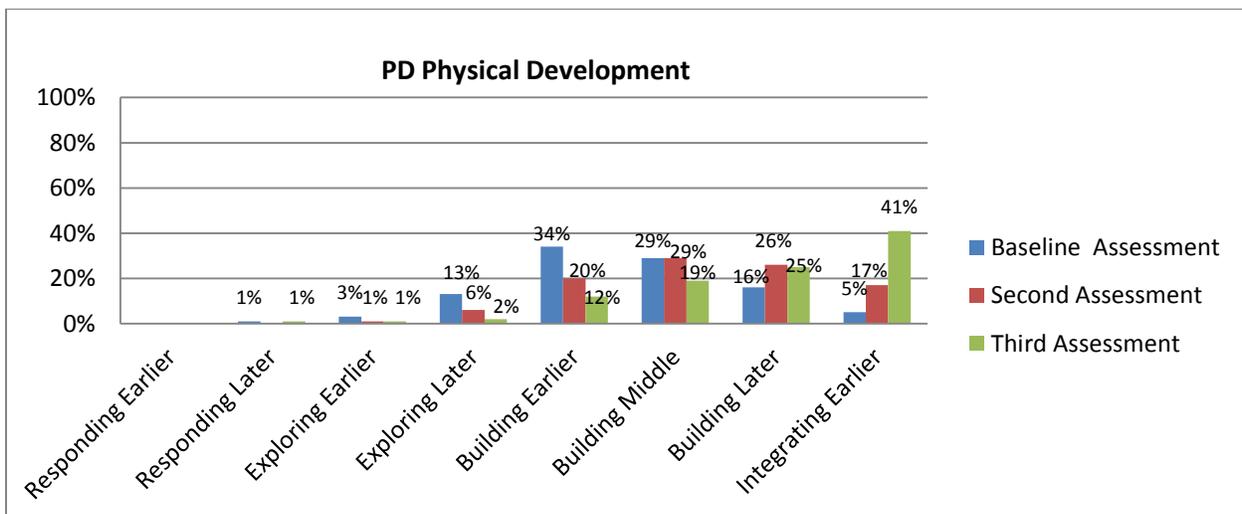


Figure 7 presents the percentage of children at each developmental level of the Physical Development domain at baseline assessment, second assessment and third assessment. For example, at baseline, 16% of children scored at *Building Later* on the Physical Development domain. On the third assessment,

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25% of children scored at *Building Later* on Physical Development in achievement in the domain. 96% of children rated Building and above which exceeds our School Readiness goal of 80% of children achieving a score of Building and above in the domain.

Figure 8: Percentages of Children’s Attainment on the Health Development Domain

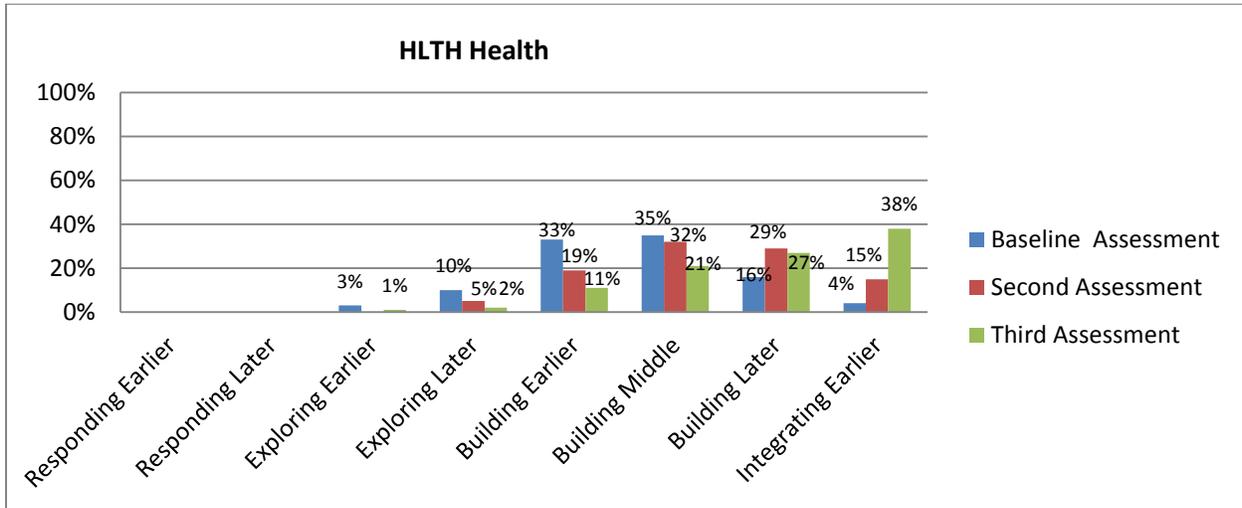


Figure 8 presents the percentage of children at each developmental level of the Health Development domain at baseline assessment, second assessment and third assessment. For example, at baseline, 16% of children scored at *Building Later* on the Health Development domain. On the third assessment, 27% of children scored at *Building Later* on Health Development in the domain. 96% of children of children achieved a score of Building and above in the domain.

Figure 9: Percentages of Children’s Attainment on the History-Social Science Development Domain

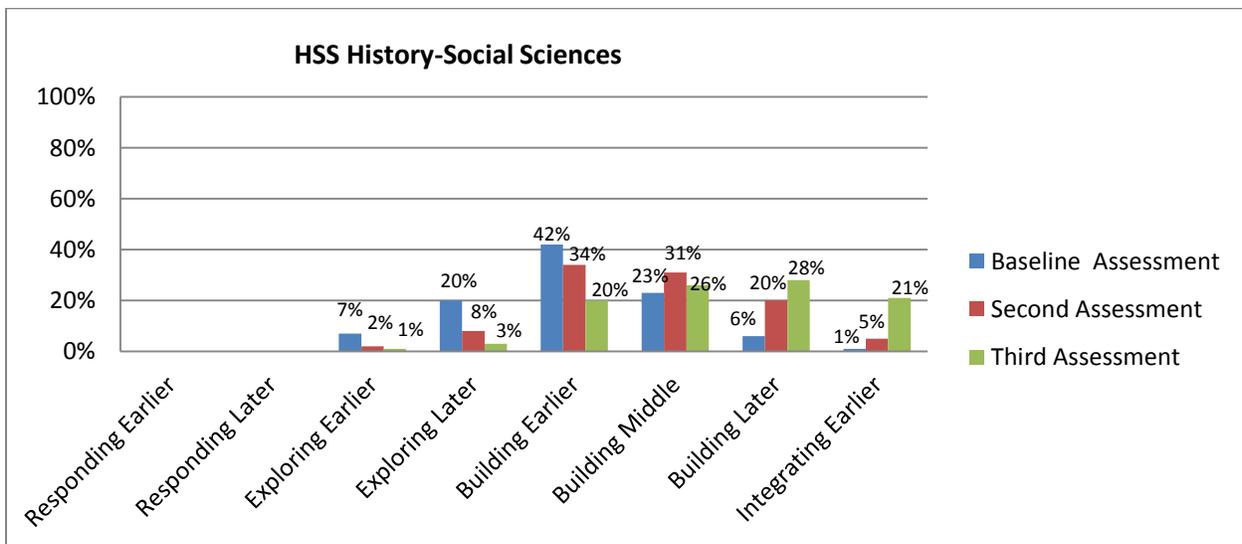


Figure 9 presents the percentage of children at each developmental level of the History-Social Science Development domain at baseline assessment, second assessment and third assessment. For example, at baseline, 6% of children scored at *Building Later* on the History-Social Science domain. On the third

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assessment, 28% of children scored at *Building Later* on History-Social Science in the domain. 96% of children of children achieved a score of Building and above in the domain.

Figure 10: Percentages of Children’s Attainment on the Visual and Performing Arts Domain

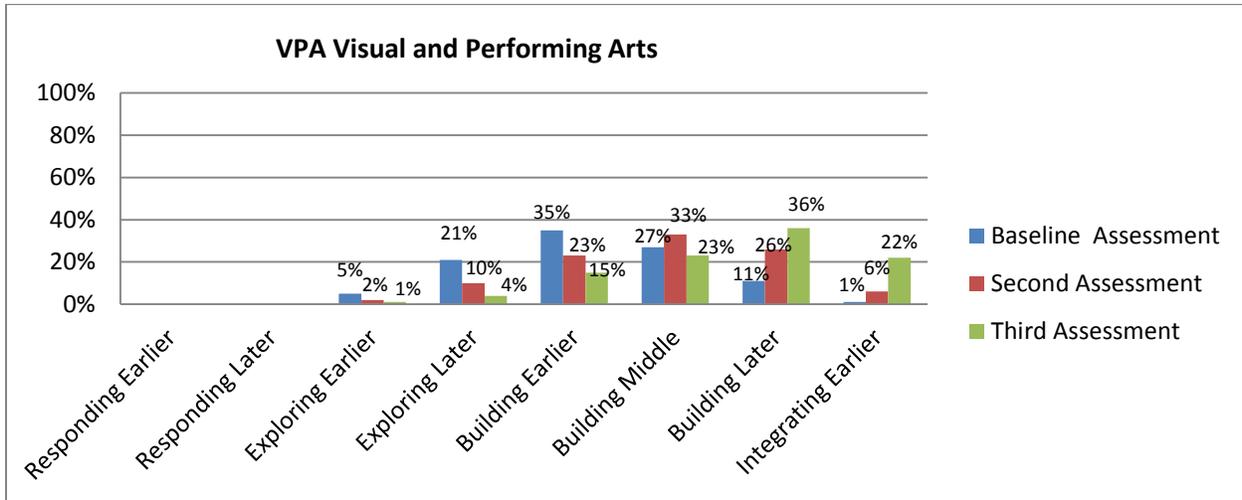


Figure 10 presents the percentage of children at each developmental level of the Visual and Performing Arts Development domain at baseline assessment, second assessment and third assessment. For example, at baseline, 11% of children scored at *Building Later* on the Visual and Performing Arts domain. On the second assessment, 36% of children scored at *Building Later* on Visual and Performing Arts in the domain.

Figure 11: Percentages of Children’s Attainment on the English Language Development Domain

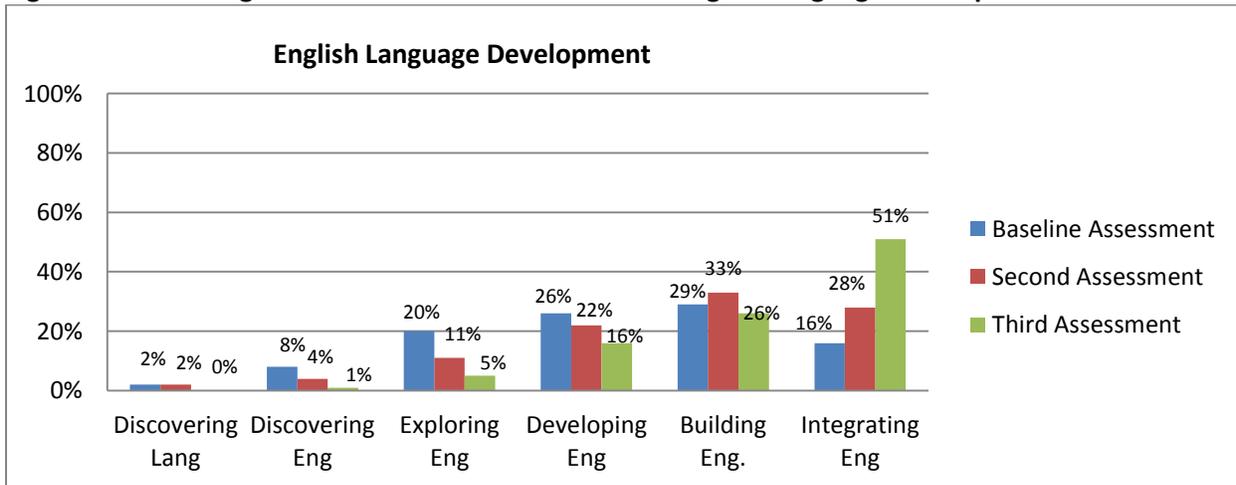


Figure 11 presents the percentage of children at each developmental level of the English Language Development domain at baseline assessment, second assessment and third assessment. For example, at baseline, 16% of children scored at *Integrating English* on the English Language Development domain. On the third assessment, 51% of children scored at *Integrating English* on English Language in the domain.

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Figure 12: ELD children and English speaking children

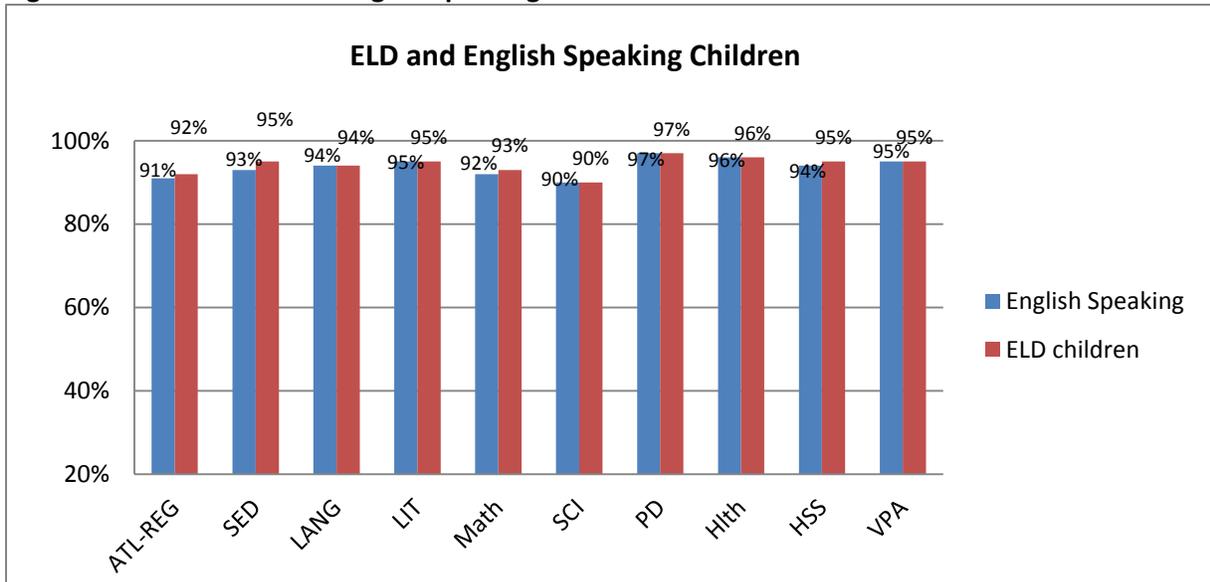


Figure 12 presents the accomplishment at each domain level for children who are English Language Learners and those whose home language is English. The data indicates that children who are English language learners achieved at the same level as those whose home language is English.

Figure 13: Comparison of children entering kindergarten and returning children in each domain

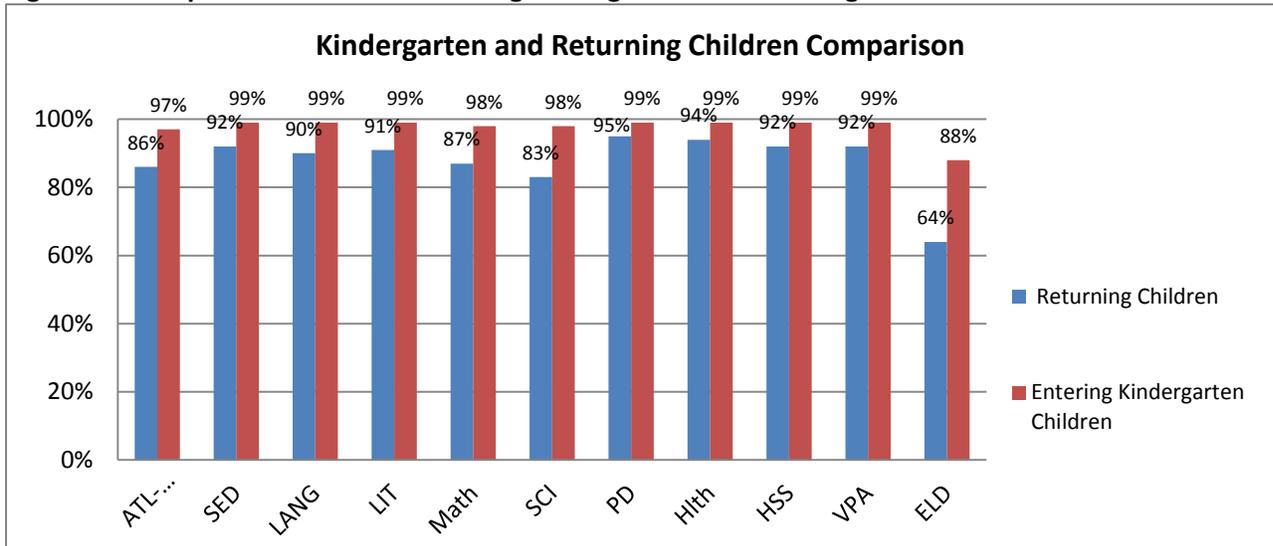


Figure 13 presents a comparison of children entering kindergarten and returning children that scored building or higher level of development in each domain on the third assessment. The comparison demonstrates that 99% of children entering kindergarten achieved a score of building or above in each domain.