

CSB's Child Outcomes Report – 2016-17 Preschool Baseline Assessment

Executive Summary

Overview of Methods

The Community Services Bureau (CSB) utilizes DRDP-2015© to assess the development of preschoolers enrolled in the program. Three assessments are conducted each 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

The Instrument: DRDP-2015© Domains & Measures

Using the DRDP-2015©, CSB staff assesses the development of preschoolers on the following seven thematic **domains**:

1. Approaches to Learning Self-Regulation (**ATL-REG**)
2. Social and Emotional Development (**SED**)
3. Language Development (**LANG**)
4. Literacy Development (**LIT**)
5. Mathematics (**MATH**)
6. Physical Development (**PD**)
7. Health (**HLTH**)

Within each domain, with the exception of MATH, are **measures**.

1. **ATL-REG** has seven measures: 1) Attention Maintenance, 2) Self-Comforting, 3) Imitation, 4) Curiosity and Initiative in Learning, 5) Self-Control of Feelings and Behavior, 6) Engagement and Persistence, and 7) Shared Use of Space and Materials.
2. **SED** has five measures: 1) Identity of Self in Relation to Others, 2) Social and Emotional Understanding, 3) Relationships and Social Interactions with Familiar Adults, 4) Relationships and Social Interactions with Familiar Adults, and 5) Symbolic and Sociodramatic Play.
3. **LANG & LIT** are combined as Language and Literacy Development (**LLD**). This area has ten measures: 1) Understanding of Language (Receptive), 2) Responsiveness to Language, 3) Communication and Use of Language (Expressive), 4) Reciprocal Communication and Conversation, 5) Interest in Literacy, 6) Comprehension of Age-Appropriate Text, 7) Concepts About Print, 8) Phonological Awareness, 9) Letter and Word Knowledge, and 10) Emergent Writing.
4. **MATH** is also known as **COG** which has seven measures: 1) Spatial Relationships, 2) Classification, 3) Number Sense of Quantity, 4) Number Sense of Math Operations, 5) Measurements, 6) Patterning, and 7) Shapes.
5. **PD & HLTH** are combined as **PD-HLTH** and has ten measures: 1) Perceptual-Motor Skills and Movement Concepts, 2) Gross Locomotor Movement Skills, 3) Gross Motor Manipulative Skills, 4) Fine Motor Manipulative Skills, 5) Safety, 6) Personal Care Routines: Hygiene, 7) Personal Care Routines: Feeding, 8) Personal Care Routines: Dressing, 9) Active Physical Play, and 10) Nutrition

Results are based on developmental level for each domain and measure, and are reported in aggregate across all enrolled children (ages 3-5). The age ranges are broken down by date of birth.

- Non-Kinders: 09/03/2012 to 09/02/2013
- Kinders: 06/01/2011 to 09/02/2012

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The Developmental Levels

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

1. **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.
2. **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.
3. **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.
4. **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.

Key Findings

- **Non-Kinders:** The highest scores were in Literacy Development (**LIT**) and Physical Development (**PD**) domain. The lowest scores were in Approaches to Learning and Self-Regulation (**ATL-REG**) domain.
 - Of 515 non-kindergartners with birth dates between 09/03/2012 to 09/02/2013:
 - 220 children, or 43 percent, scored “Building Earlier” in **LIT**
 - 220 children, or 43 percent, scored “Building Earlier” in **PD**
 - 209 children, or 41 percent, scored “Exploring Later” in **ATL-REG**
 - Based on the averages of the measures, the majority of the non-kindergartners are at the “Building Earlier” stage of development.
- **Kinders:** The highest scores were in Health (**HLTH**) domain and the lowest scores were in Literacy Development (**LIT**) domain.
 - Of 726 kindergartners with birth dates between 06/01/2011 to 09/02/2012:
 - 294 children, or 40 percent, scored “Building Middle” in **HLTH**
 - 290 children, or 40 percent, scored “Building Earlier” in **LIT**
 - Based on the averages of the measures, the majority of the kindergartners are at the “Building Middle” stage of development.

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Results for the 7 Domains

Figure 1 – Non-Kinders

Domain	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Approaches to Learning Self-Regulation (ATL-REG)	<1%	2%	17%	0%	41%	25%	14%	2%	<1%
Social and Emotional Development (SED)	<1%	2%	15%	0%	30%	37%	14%	3%	<1%
Language Development (LANG)	1%	1%	15%	0%	29%	38%	14%	2%	0%
Literacy Development (LIT)	0%	0%	0%	23%	25%	43%	10%	<1%	<1%
Mathematics (MATH)	1%	2%	18%	0%	32%	36%	10%	<1%	<1%
Physical Development (PD)	<1%	1%	7%	0%	20%	43%	23%	6%	1%
Health (HLTH)	1%	1%	9%	0%	20%	37%	28%	5%	1%
Averages	0.4%	1.3%	11.6%	3.3%	28.1%	37.0%	16.1%	2.6%	0.3%

Figure 1 above represents the percentages of non-kindergartners at each developmental level during the baseline assessment. A total of 515 non-kindergartners with birthdates ranging from 09/03/2012 to 09/02/2013 were assessed in the seven domains of the DRDP-2015©. Indicated in green are the highest percentage scores. Indicated in red is the largest percentage of children that scored the lowest. Indicated in purple is the highest percentage average.

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Figure 2 – Kinders

Domain	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Approaches to Learning Self-Regulation (ATL-REG)	<1%	<1%	3%	0%	17%	27%	32%	16%	4%
Social and Emotional Development (SED)	<1%	<1%	2%	0%	9%	38%	28%	18%	5%
Language Development (LANG)	0%	<1%	1%	10%	0%	37%	30%	18%	3%
Literacy Development (LIT)	0%	0%	0%	3%	9%	40%	35%	11%	2%
Mathematics (MATH)	0%	1%	2%	0%	13%	31%	36%	15%	3%
Physical Development (PD)	0%	<1%	1%	0%	5%	24%	36%	26%	10%
Health (HLTH)	0%	<1%	1%	0%	4%	22%	40%	24%	8%
Averages	0.0%	0.1%	1.4%	1.9%	8.1%	31.3%	33.9%	18.3%	5.0%

Figure 2 above represents the percentages of kinders at each developmental level during the baseline assessment. A total of 726 kinders with birthdates ranging from 06/01/2011 to 09/02/2012 were assessed in the seven domains of the DRDP-2015©. Indicated in green is the highest percentage score. Indicated in red is the largest percentage of children that scored the lowest. Indicated in purple is the highest percentage average.

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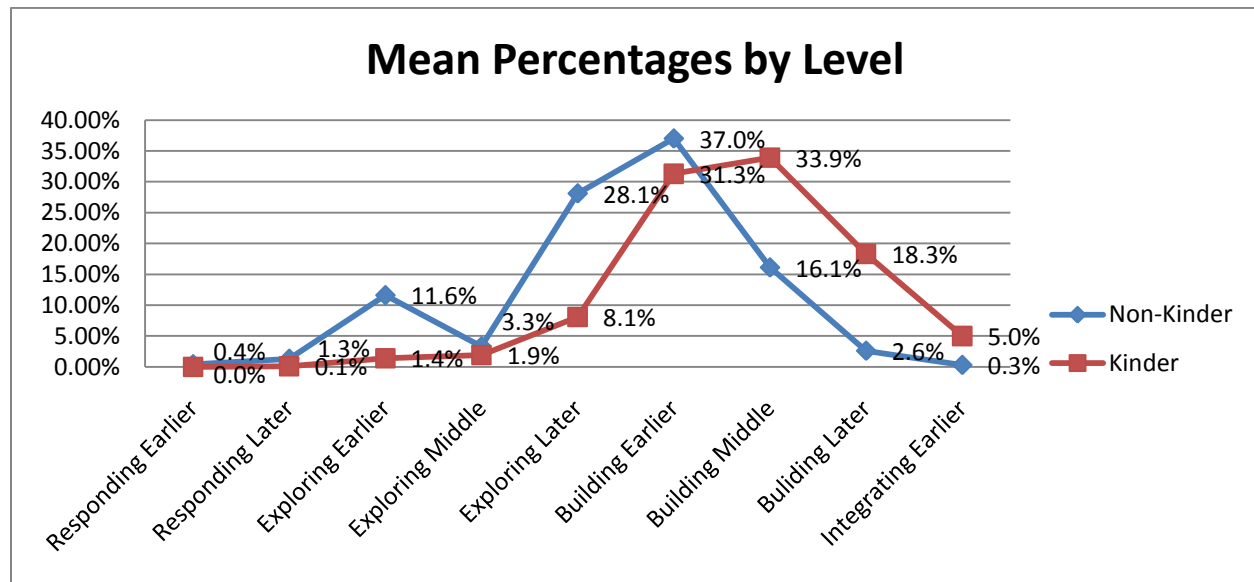


Figure 3 presents the mean baseline percentages for each developmental domain level for non-kinder and kinder aged children.

School Readiness Goals

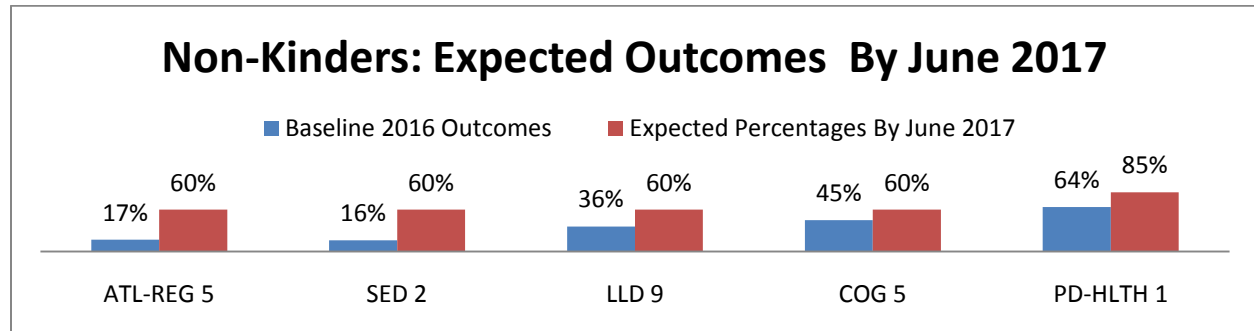


Figure 4 above represents the non-kindergartners' baseline percentages for the developmental domain measure in blue and expected outcomes by June 2017 in red.

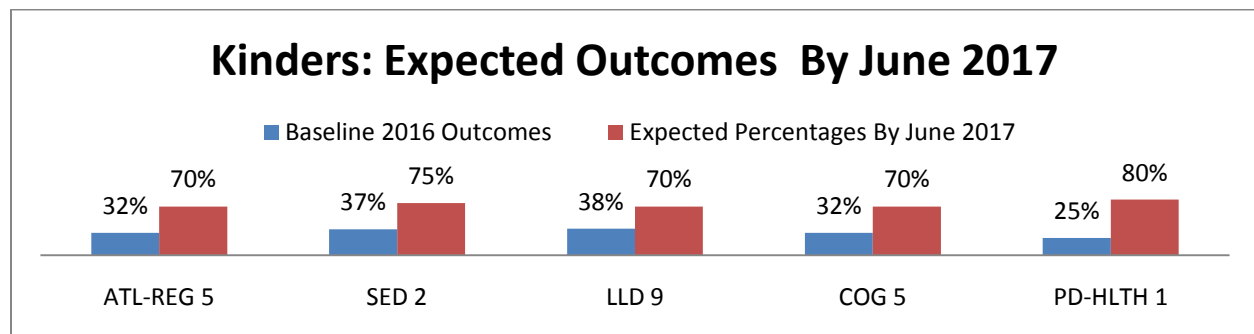


Figure 5 above represents the kindergartners' baseline percentages for the developmental domain measure in blue and expected outcomes by June 2017 in red.