

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

Executive Summary

Overview of Methods

The Community Services Bureau (CSB) utilizes DRDP-2015© to assess the development of preschoolers and pre-kindergarteners 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 Peers, 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. **COG** 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.

- Preschoolers: 3 – 4 year olds
- Pre-Kindergarteners: 4.5 – 5 year olds

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Key Findings

- **Preschoolers:**
 - The domain with the greatest improvement was Social and Emotional Development: *Social and Emotional Understanding (SED 2)* with a fifty percent (50%) increase improvement with children at the developmental level of building middle and above from baseline to year-end assessment.
 - The domain with the lowest percentage of improvement was Physical Development Health: *Perceptual-Motor Skills and Movement Concepts (PD-HLTH 1)* with a twenty-seven percent (27%) increase of improvement at the developmental level of building and above during the baseline to mid-year assessment.
- **Pre-Kindergarteners:**
 - The domain with the greatest improvement was Cognition Including Math and Science: *Measurement (COG 5)* with a fifty-eight percent (58%) increase improvement with children at the developmental level of building later and above from baseline to year-end assessment.
 - The domain with the lowest percentage of improvement was Physical Development Health: *Perceptual-Motor Skills and Movement Concepts (PD-HLTH 1)* with a fifty-one (51%) increase of improvement at the developmental level of building later and above during the baseline to mid-year assessment.

Results for the 5 Targeted Domains

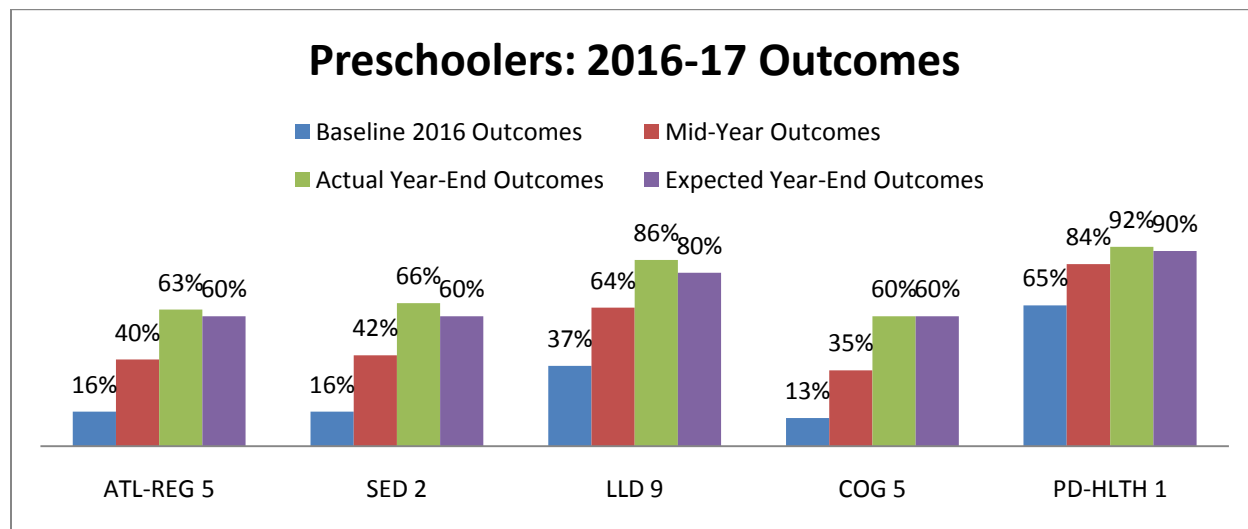


Figure 4 above represents the preschoolers' baseline percentages for the developmental domain measure in blue, mid-year outcomes in red, actual year-end outcomes in green, and expected year-end outcomes in purple.

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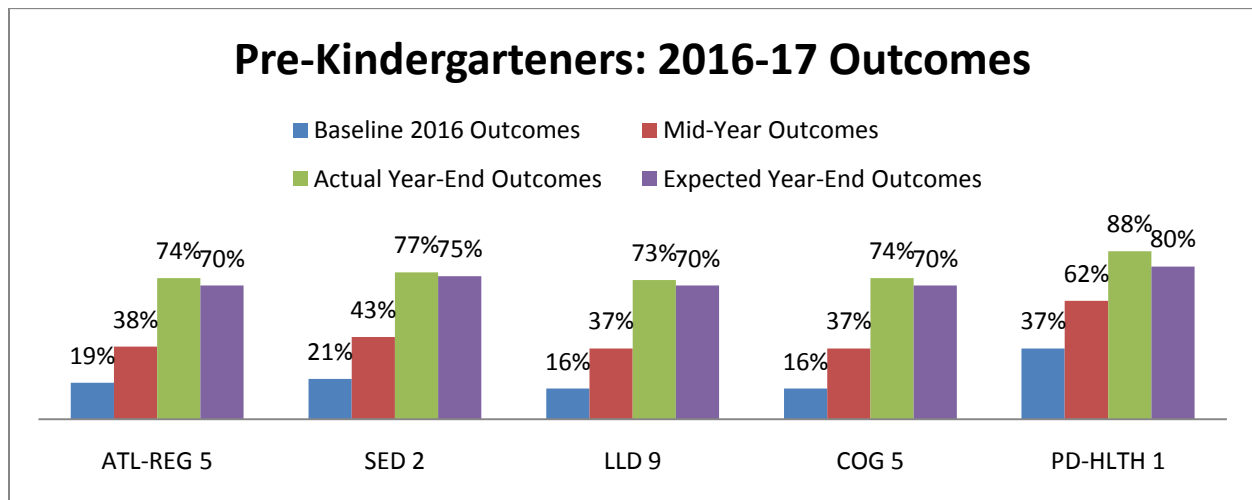


Figure 5 above represents the pre-kindergarteners' baseline percentages for the developmental domain measure in blue, mid-year outcomes in red, actual year-end outcomes in green, and expected year-end outcomes in purple.