

SB 210 Report

For the 2022-2023 Academic Year

Prepared by the Desired Results Access Project

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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 deaf or hard of hearing children, 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] assessment for all children, birth to five years of age, enrolled in its programs. Children receive services across a number of settings including home, preschool, special day classes, and special schools. In this reporting year, we have added children with IEPs served in Transitional Kindergarten (TK). The CDE, Special Education Division (SED), also uses the DRDP assessment results to meet federal reporting requirements under the Individuals with Disabilities Education Act (IDEA, 2004). This report, developed by the Desired Results Access Project (the Project) provides information on the language and literacy progress of deaf or hard of hearing children who were assessed using the DRDP during the 2022-23 academic year.

Overview of the DRDP

The CDE's Early Education Division (EED) and SED jointly developed the DRDP 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 children three to five with Individualized Education Programs (IEPs). The DRDP aligns with the CDE's Early Learning and Development Foundations and provides information about children's status and progress across multiple domains, including language and literacy. Special educators and other related services personnel supporting young children with IFSPs and IEPs administer the DRDP twice annually through systematic observations of children in their typical settings and activities, including observations from family members and others who know

the child well. The DRDP 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., ear amplification/aevices) to demonstrate their knowledge and skills. For more information about the DRDP review the [technical report](https://www.draccess.org/DRDP2015TechnicalReport.html) (DRDP Collaborative Research Group; 2018): <https://www.draccess.org/DRDP2015TechnicalReport.html>.

Defining Child Status Relative to Age-Expectations

Reference Group Sample

The calibration of the DRDP was updated in January 2024 using DRDP data from the fall 2019 submission period. As shown in Table 1, the updated calibration sample consisted of 220,128 infants, toddlers, and children three to five participating in CDE-funded early care and education programs, including 47,777 children with IFSPs and IEPs. This sample was used to update the instrument calibration, establish the instrument scales, and define age-expectations. As a result of the updated calibration, the instrument is more sensitive to growth in infants and toddlers and the standard for age-expected performance is lower for children three to five.

Table 1. Updated Calibration Sample Counts

Children / Program	Infants and Toddlers	Children Three to Five	Total Children in Calibration Sample
Children <i>without</i> IFSPs and IEPs	19,708	152,643	172,351
Children <i>with</i> IFSPs and IEPs	5,295	42,482	47,777
Total Children in Calibration Sample	25,003	195,125	220,128

Determination of “age expectation” categories

The calibration sample was used as the reference group to define three levels of development for each domain: **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 assessment scores for children were compared to the mean and standard deviation of the age expectation category. The definitions of the age expectation categories are:

- **At age expectation:** a score that was above -1.2 Standard Deviation (SD) units from the age matched mean score of the calibration sample.
- **Close to age expectation:** a score between -1.2 SD to -2.0 SD units below the age matched mean of the calibration sample.
- **Below age expectation:** a score below -2.0 SD units below the age-matched mean score of the calibration sample.

The process used to establish these specific cut scores is consistent with the guidelines suggested by the Early Childhood Outcomes Center (2006).

Infants, Toddlers, and Children Three to Five with IEPs or IFSPs Assessed Using DRDP in 2022-2023

The age expectation categories were used to compute the percent of children assessed in 2022-23 who were at, close to, or not at age expectations in the DRDP domains of Language and Literacy. For infants and toddlers, the Project only reports on Language because there are not sufficient early literacy measures on the DRDP to generate a score for infants and toddlers. As shown in Tables 2 and 3, in the fall of 2022, a total of 5,058 infants and toddlers with IFSPs and 37,496 children three to five with IEPs were assessed. In the spring of 2023, a total of 4,987 infants and toddlers with IFSPs and 52,035 children three to five with IEPs were assessed. For infants and toddlers, the “All Other” group includes all children enrolled in Part C services through CDE who were not deaf or hard of hearing. The majority of infants and toddlers served by the CDE have solely low incidence disabilities. The majority of infants and toddlers with IFSPs (91%) are served by the California Department of Developmental Services.

Table 2. Fall 2022 Assessment Counts

Disability Category	Infants and Toddlers	Children Three to Five	Total Children Assessed in Fall 2022
Deaf	226	174	400
Hard of Hearing	1,158	642	1,800
All Other	3,674	36,680	40,354
Total Children Assessed in Fall 2022	5,058	37,496	42,554

Table 3. Spring 2023 Assessment Counts

Disability Category	Infants and Toddlers	Children Three to Five	Total Children Assessed in Spring 2023
Deaf	233	224	457
Hard of Hearing	1,152	794	1,946
All Other	3,602	51,017	54,619
Total Children Assessed in Spring 2023	4,987	52,035	57,022

Data for Deaf and Hard of Hearing Children

Children birth to five included in this report are those receiving early intervention or Preschool/TK special education services, identified as deaf or hard of hearing, and assessed with the DRDP in the fall of 2022 or the spring of 2023.

- In the fall of 2022, 400 deaf children and 1,800 hard of hearing children were assessed in Language. In the fall of 2022, 174 deaf children and 642 hard of hearing children were assessed in Literacy.
- In the spring of 2023, 457 deaf children and 1,946 hard of hearing children were assessed in Language. In the spring of 2023, 224 deaf children and 794 hard of hearing children were assessed in Literacy.

Tables 4 through 6 show the percent not at age expectations, close to age expectations, or at age expectations for deaf and hard of hearing infants, toddlers, and children three to five in the Language and Literacy domains in fall 2022. Tables 7 through 9 show the same for spring 2023. The Literacy domain is only measured for children three to five. These tables include results for

infants and toddlers with IFSPs enrolled in CDE-funded early intervention programs who were not identified as deaf or hard of hearing and children three to five with IEPs enrolled in CDE programs who were not identified as deaf or hard of hearing (All Other).

Table 4. Age Expectation Counts and Percentages for *Language Domain* (Fall 2022) 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%)	38 (16.8%)	184 (81.4%)	226
Hard of Hearing	20 (1.7%)	121 (10.4%)	1,017 (87.8%)	1,158
All Other	234 (6.4%)	786 (21.4%)	2,654 (72.2%)	3,674

Table 5. Age Expectation Counts and Percentages for *Language Domain* (Fall 2022) for Preschoolers/TK (3-5)

Preschoolers/TK	Not at Age Expectation	Close to Age Expectation	At Age Expectation	Total
Deaf	12 (6.9%)	32 (18.4%)	130 (74.7%)	174
Hard of Hearing	37 (5.8%)	72 (11.2%)	533 (83.0%)	642
All Other	3,131 (8.5%)	5,939 (16.2%)	27,610 (75.3%)	36,680

Table 6. Age Expectation Counts and Percentages for *Literacy Domain* (Fall 2022) for *Preschoolers/TK (3-5)*

Preschoolers/TK	Not at Age Expectation	Close to Age Expectation	At Age Expectation	Total
Deaf	13 (7.5%)	27 (15.5%)	134 (77.0%)	174
Hard of Hearing	40 (6.2%)	67 (10.0%)	538 (83.8%)	642
All Other	3,004 (8.2%)	5,512 (15.0%)	28,164 (76.8%)	36,680

Table 7. Age Expectation Counts and Percentages for *Language Domain* (Spring 2023) for *Infants/Toddlers (Birth to Age 3)*

Infants / Toddlers	Not at Age Expectation	Close to Age Expectation	At Age Expectation	Total
Deaf	7 (3.0%)	45 (19.3%)	181 (77.7%)	233
Hard of Hearing	25 (2.2%)	126 (10.9%)	1,001 (86.9%)	1,152
All Other	213 (5.9%)	673 (18.7%)	2,716 (75.4%)	3,602

Table 8. Age Expectation Counts and Percentages for *Language Domain* (Spring 2023) for *Preschoolers/TK (3-5)*

Preschoolers/TK	Not at Age Expectation	Close to Age Expectation	At Age Expectation	Total
Deaf	17 (7.6%)	48 (21.4%)	159 (71.0%)	224
Hard of Hearing	42 (5.3%)	79 (9.9%)	673 (84.8%)	794
All Other	3,654 (7.2%)	7,318 (14.3%)	40,045 (78.5%)	51,017

Table 9. Age Expectation Counts and Percentages for *Literacy Domain* (Spring 2023) for Preschoolers/TK (3-5)

Preschoolers/TK	Not at Age Expectation	Close to Age Expectation	At Age Expectation	Total
Deaf	19 (8.5%)	37 (16.5%)	168 (75.0%)	224
Hard of Hearing	45 (5.7%)	67 (8.4%)	682 (85.9%)	794
All Other	3,566 (7.0%)	6,692 (13.1%)	40,759 (79.9%)	51,017

Tables 10 through 12 show trends across time (fall 2019 through spring 2023) in the counts and percentages of infants and toddlers (birth to age 3) with IFSPs who are deaf, hard of hearing, or not deaf or hard of hearing for the Language domain. Due to the COVID-19 pandemic, spring 2020 assessments were not reported.

Table 10. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2019 through Spring 2023) for *Deaf Infants/Toddlers (Birth to Age 3)*

Infant/Toddlers Identified as Deaf	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
At Age Expectations	212 (93.4%)	n/a	182 (93.8%)	178 (95.7%)	179 (95.2%)	176 (94.6%)	184 (81.4%)	181 (77.7%)
Close to Age Expectations	11 (4.8%)	n/a	11 (5.7%)	6 (3.2%)	8 (4.3%)	10 (5.4%)	38 (16.8%)	45 (19.3%)
Not at Age Expectations	4 (1.8%)	n/a	1 (0.5%)	2 (1.1%)	1 (0.5%)	0 (0.0%)	4 (1.8%)	7 (3.0%)

Table 11. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2019 through Spring 2023) for Hard of Hearing Infants/Toddlers (Birth to Age 3)

Infant/Toddlers Identified as Hard of Hearing	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
At Age Expectations	1,220 (96.7%)	n/a	1,064 (97.8%)	1,001 (98.3%)	1,104 (95.9%)	1,126 (96.0%)	1,107 (87.8%)	1,001 (86.9%)
Close to Age Expectations	10 (2.5%)	n/a	21 (1.9%)	16 (1.6%)	42 (3.6%)	40 (3.4%)	121 (10.4%)	126 (10.9%)
Not at Age Expectations	9 (0.7%)	n/a	3 (0.3%)	1 (0.1%)	5 (0.4%)	7 (0.6%)	20 (1.7%)	25 (2.2%)

Table 12. Comparison of Age Expectation Counts and Percentages for the Language Domain (Fall 2019 through Spring 2023) for All Other Children with IFSPs (Birth to Age 3)

Infant/Toddlers	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
At Age Expectations	4,542 (85.8%)	n/a	3,853 (89.2%)	3,889 (89.8%)	2,826 (85.2%)	3,027 (86.6%)	2,654 (72.2%)	2,716 (75.4%)
Close to Age Expectations	447 (8.4%)	n/a	380 (8.8%)	352 (8.1%)	453 (13.7%)	417 (11.9%)	786 (21.4%)	673 (18.7%)
Not at Age Expectations	301 (5.7%)	n/a	87 (2.0%)	90 (2.1%)	36 (1.1%)	52 (1.5%)	234 (6.4%)	213 (5.9%)

Tables 13 through 15 show trends across time (fall 2019 through spring 2023) in the counts and percentages of children three to five with IEPs who are deaf, hard of hearing, or not deaf or hard of hearing for the Language domain. Due to the COVID-19 pandemic, spring 2020 assessments were not reported.

Table 13. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2019 through Spring 2023) for *Deaf Preschoolers/TK (3-5)*

Preschoolers/TK Identified as Deaf	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
At Age Expectations	115 (57.5%)	n/a	108 (66.3%)	124 (63.3%)	120 (58.0%)	152 (62.8%)	130 (74.7%)	159 (71.0%)
Close to Age Expectations	50 (25.0%)	n/a	39 (23.9%)	49 (25.0%)	49 (23.7%)	55 (22.7%)	32 (18.4%)	48 (21.4%)
Not at Age Expectations	34 (17.0%)	n/a	16 (9.8%)	23 (11.7%)	38 (18.4%)	35 (14.5%)	12 (6.9%)	17 (7.6%)

Table 14. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2019 through Spring 2023) for *Hard of Hearing Preschoolers/TK (3-5)*

Preschoolers/TK Identified as Hard of Hearing	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
At Age Expectations	533 (83.5%)	n/a	410 (81.2%)	486 (81.0%)	517 (72.1%)	632 (73.7%)	533 (83.0%)	673 (84.8%)
Close to Age Expectations	71 (11.1%)	n/a	78 (15.4%)	87 (14.5%)	135 (18.8%)	131 (15.3%)	72 (11.2%)	79 (9.9%)
Not at Age Expectations	30 (4.7%)	n/a	17 (3.4%)	27 (4.5%)	65 (9.1%)	94 (11.0%)	37 (5.8%)	42 (5.3%)

Table 15. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2019 through Spring 2023) for *All Other Preschoolers/TK (3-5) with IEPs*

Preschoolers/TK	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
At Age Expectations	27,720 (65.4%)	n/a	20,542 (62.7%)	27,404 (64.8%)	21,592 (64.7%)	29,767 (64.9%)	27,610 (75.3%)	40,045 (78.5%)
Close to Age Expectations	8,626 (20.3%)	n/a	8,664 (26.4%)	9,723 (23.0%)	7,535 (22.6%)	10,011 (21.8%)	5,939 (16.2%)	7,318 (14.3%)
Not at Age Expectations	5,862 (13.8%)	n/a	3,566 (10.9%)	5,161 (12.2%)	4,234 (12.7%)	6,110 (13.3%)	3,131 (8.5%)	3,654 (7.2%)

Tables 16 through 18 show trends across time (fall 2019 through spring 2023) in the counts and percentages children birth to five with IEPs or IFSPs who are deaf, hard of hearing, or not deaf or hard of hearing for the Language domain. Due to the COVID-19 pandemic, spring 2020 assessments were not reported.

Table 16. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2019 through Spring 2023) for *Deaf Children (Birth through age 5)*

Infant/Toddlers & Preschoolers/TK (Birth through Age 5) Identified as Deaf	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
At Age Expectations	327 (76.6%)	n/a	290 (81.2%)	302 (79.1%)	299 (75.7%)	328 (76.6%)	314 (78.5%)	340 (74.4%)
Close to Age Expectations	61 (14.3%)	n/a	50 (14.0%)	55 (14.4%)	57 (14.4%)	65 (15.2%)	70 (17.5%)	93 (20.4%)
Not at Age Expectations	38 (8.9%)	n/a	17 (4.8%)	25 (6.5%)	39 (9.9%)	35 (8.2%)	16 (4.0%)	24 (5.3%)

Table 17. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2019 through Spring 2023) for *Hard of Hearing Children (Birth through age 5)*

Infant/Toddlers & Preschoolers/TK (Birth through Age 5) Identified as Hard of Hearing	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
At Age Expectations	1,753 (92.3%)	n/a	1,474 (92.5%)	1,487 (91.9%)	1,621 (86.8%)	1,758 (86.6%)	1,550 (86.1%)	1,674 (86.0%)
Close to Age Expectations	81 (5.4%)	n/a	99 (6.2%)	103 (6.4%)	177 (9.5%)	171 (8.4%)	193 (10.7%)	205 (10.5%)
Not at Age Expectations	39 (2.1%)	n/a	20 (1.3%)	28 (1.7%)	70 (3.7%)	101 (5.0%)	57 (3.2%)	67 (3.4%)

Table 18. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2019 through Spring 2023) for *All Other Children with IFSPs and IEPs (Birth through Age 5)*

Infant/Toddlers & Preschoolers/TK (Birth through Age 5)	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
At Age Expectations	32,262 (67.7%)	n/a	24,395 (65.8%)	31,293 (67.1%)	24,418 (66.6%)	32,794 (66.4%)	30,264 (75.0%)	42,761 (78.3%)
Close to Age Expectations	9,073 (19.0%)	n/a	9,044 (24.4%)	10,075 (21.6%)	7,988 (21.8%)	10,428 (21.1%)	6,725 (16.7%)	7,991 (14.6%)
Not at Age Expectations	6,163 (12.9%)	n/a	3,653 (9.8%)	5,251 (11.3%)	4,270 (11.6%)	6,162 (12.5%)	3,365 (8.3%)	3,867 (7.1%)

Tables 19 through 21 show trends across time (fall 2019 through spring 2023) in the counts and percentages of children three to five with IEPs who are deaf, hard of hearing, or not deaf or hard

of hearing for the Literacy domain. Due to the COVID-19 pandemic, spring 2020 assessments were not reported.

Table 19. Comparison of Age Expectation Counts and Percentages for the **Literacy Domain** for **Deaf Preschoolers/TK (3-5)** (Fall 2019 through Spring 2023)

Preschool/TK (3-5) Children Identified as Deaf Only	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
At Age Expectations	121 (60.5%)	n/a	90 (55.2%)	113 (57.7%)	98 (47.3%)	137 (56.6%)	134 (77.0%)	168 (75.0%)
Close to Age Expectations	47 (23.5%)	n/a	24 (14.7%)	30 (15.3%)	53 (25.6%)	43 (17.8%)	27 (15.5%)	37 (16.5%)
Not at Age Expectations	31 (15.5%)	n/a	49 (30.1%)	53 (27.0%)	56 (27.1%)	62 (25.6%)	13 (7.5%)	19 (8.5%)

Table 20. Comparison of Age Expectation Counts and Percentages for the **Literacy Domain** for **Hard of Hearing Preschoolers/TK (3-5)** (Fall 2019 through Spring 2023)

Preschool/TK (3-5) Children Identified as Hard of Hearing Only	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
At Age Expectations	548 (85.9%)	n/a	332 (65.7%)	399 (66.5%)	405 (56.5%)	516 (60.2%)	538 (83.8%)	682 (85.9%)
Close to Age Expectations	53 (8.3%)	n/a	83 (16.4%)	89 (14.8%)	159 (22.2%)	164 (19.1%)	64 (10.0%)	67 (8.4%)
Not at Age Expectations	33 (5.2%)	n/a	90 (17.8%)	112 (18.7%)	153 (21.3%)	177 (20.7%)	40 (6.2%)	45 (5.7%)

Table 21. Comparison of Age Expectation Counts and Percentages for the *Literacy Domain* (Fall 2019 through Spring 2023) for *All Other Preschoolers/TK (3-5) with IEPs*

Preschool/TK (3-5) Children	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
At Age Expectations	27,821 (65.6%)	n/a	15,273 (46.6%)	21,582 (51.0%)	15,279 (45.8%)	23,326 (50.8%)	28,164 (76.8%)	40,759 (79.9%)
Close to Age Expectations	8,184 (19.3%)	n/a	6,547 (20.0%)	1,683 (18.2%)	9,230 (27.7%)	10,710 (23.3%)	5,512 (15.0%)	6,692 (13.1%)
Not at Age Expectations	6,203 (14.6%)	n/a	10,952 (33.4%)	13,023 (30.8%)	8,852 (26.5%)	11,852 (25.8%)	3,004 (8.2%)	3,566 (7.0%)

Summary of Results

This report compares progress in language and literacy development between deaf or hard of hearing infants, toddlers, and children three to five to infants, toddlers, and children three to five in CDE programs with IFSPs and IEPs who were not identified as deaf or hard of hearing. This report also compares the longitudinal performance of these groups across five years (2019-2023). The analyses use DRDP assessment results to determine the extent to which a child’s development and learning are comparable to age expectations on the Language and Literacy domains of the DRDP. Using the DRDP calibration sample, three levels of development were defined: at age expectation, close to age expectation, and below age expectation.

Progress of Deaf or Hard of Hearing Children

- Deaf or hard of hearing infants and toddlers have a higher percentage at age expectations in Literacy compared to infants and toddlers with IFSPs who are not identified as deaf or hard of hearing.

- Deaf children three to five have a lower percentage at age expectations in Language and Literacy in spring 2023 compared to hard of hearing children three to five and children three to five with an IEP who are not deaf or hard-of-hearing.
- The percent of hard of hearing children at age expectations in Language and Literacy increased from fall 2022 to spring 2023 in Language and Literacy.
- The percent of deaf children at age expectations in Language and Literacy declined from fall 2022 to spring 2023.

References

DRDP Collaborative Research Group. 2018. Technical Report for the Desired Results Developmental Profile (2015). Report prepared for the California Department of Education.

Early Childhood Outcomes Center (July 5, 2006). Recommendation of the Early Childhood Outcomes (ECO) Center for Determining Age Expected Functioning and the Points on the ECO Rating Scale; located at: https://www.isbe.net/Documents/ECO_recommendation.pdf