

# *SB 210 Report*

*For the 2023-2024 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 measure the language and literacy development of deaf or hard of hearing (DHH) children, birth to five years of age, and report on their progress annually. The goal of Senate Bill 210 is to promote language rich environments for DHH children and prevent language deprivation. When DHH children enter kindergarten with underdeveloped language skills, they face greater challenges in catching up academically, although not impossible. DHH children often struggle to meet grade-level academic expectations due to the effects of language deprivation syndrome. The CDE 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. DHH children in CDE funded programs receive services across a number of settings including home, preschool (PS), Transitional Kindergarten (TK), special day classes, and special schools. The CDE, Special Education Division (SED), also uses the DRDP assessment results to fulfill 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 DHH children who were assessed using the DRDP during the 2023-24 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/devices) 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**

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

***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 2023-2024

The age expectation categories were used to compute the percent of children 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 2023, a total of 4,712 infants and toddlers with IFSPs and 41,319 children three to five with IEPs were assessed. In the spring of 2024, a total of 4,822 infants and toddlers with IFSPs and 54,951 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 and not included in the “All Other” comparison group.

**Table 2. Fall 2023 Assessment Counts**

<b>Disability Category</b>	<b>Infants and Toddlers</b>	<b>Children Three to Five</b>	<b>Total Children Assessed in Fall 2023</b>
Deaf	230	201	<b>431</b>
Hard of Hearing	1,163	604	<b>1,767</b>
All Other	3,319	40,514	<b>43,833</b>
<b>Total Children Assessed in Fall 2023</b>	<b>4,712</b>	<b>41,319</b>	<b>46,031</b>

**Table 3. Spring 2024 Assessment Counts**

<b>Disability Category</b>	<b>Infants and Toddlers</b>	<b>Children Three to Five</b>	<b>Total Children Assessed in Spring 2024</b>
Deaf	263	237	<b>500</b>
Hard of Hearing	1,113	733	<b>1,846</b>
All Other	3,446	53,981	<b>57,427</b>
<b>Total Children Assessed in Spring 2024</b>	<b>4,822</b>	<b>54,951</b>	<b>59,773</b>

### **Data for Deaf and Hard of Hearing Children**

Children birth to five included in this report are those receiving early intervention or PIS/TK/K special education services, identified as deaf or hard of hearing, and assessed with the DRDP in the fall of 2023 or the spring of 2024.

- In the fall of 2023, 431 deaf children and 1,767 hard of hearing children were assessed in Language. In the fall of 2023, 201 deaf children and 604 hard of hearing were assessed in Literacy.
- In the spring of 2024, 500 deaf children and 1,846 hard of hearing children were assessed in Language. In the spring of 2024, 237 deaf children and 733 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 DHH infants, toddlers, and children three to five in the Language and Literacy domains in fall 2023. Tables 7 through 9 show the same for spring 2024. 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 DHH and children three to five with IEPs enrolled in CDE programs who were not identified as DHH (All Other).

**Table 4. Age Expectation Counts and Percentages for *Language Domain* (Fall 2023) for Infants/Toddlers (Birth to Age 3)**

<b>Infants / Toddlers</b>	<b>Not at Age Expectation</b>	<b>Close to Age Expectation</b>	<b>At Age Expectation</b>	<b>Total</b>
Deaf	10 (4.3%)	39 (17.0%)	181 (78.7%)	<b>230</b>
Hard of Hearing	26 (2.2%)	140 (12.0%)	997 (85.7%)	<b>1,163</b>
All Other	201 (6.1%)	683 (20.6%)	2,435 (73.4%)	<b>3,319</b>

**Table 5. Age Expectation Counts and Percentages for *Language Domain* (Fall 2023) for PS/TK (3-5)**

<b>PS/TK</b>	<b>Not at Age Expectation</b>	<b>Close to Age Expectation</b>	<b>At Age Expectation</b>	<b>Total</b>
Deaf	13 (6.5%)	32 (15.9%)	156 (77.6%)	<b>201</b>
Hard of Hearing	29 (4.8%)	79 (13.1%)	496 (82.1%)	<b>604</b>
All Other	3,482 (8.6%)	6,836 (16.9%)	30,196 (74.5%)	<b>40,514</b>

**Table 6. Age Expectation Counts and Percentages for *Literacy Domain* (Fall 2023) for *PS/TK (3-5)***

<b>PS/TK</b>	<b>Not at Age Expectation</b>	<b>Close to Age Expectation</b>	<b>At Age Expectation</b>	<b>Total</b>
Deaf	9 (4.5%)	37 (18.4%)	155 (77.1%)	<b>201</b>
Hard of Hearing	32 (5.3%)	69 (11.4%)	503 (83.3%)	<b>604</b>
All Other	3,383 (8.4%)	6,241 (15.4%)	30,890 (76.2%)	<b>40,514</b>

**Table 7. Age Expectation Counts and Percentages for *Language Domain* (Spring 2024) for *Infants/Toddlers (Birth to Age 3)***

<b>Infants / Toddlers</b>	<b>Not at Age Expectation</b>	<b>Close to Age Expectation</b>	<b>At Age Expectation</b>	<b>Total</b>
Deaf	12 (4.6%)	39 (14.8%)	212 (80.6%)	<b>263</b>
Hard of Hearing	20 (1.8%)	117 (10.5%)	976 (87.7%)	<b>1,113</b>
All Other	228 (6.6%)	650 (18.9%)	2,568 (74.5%)	<b>3,446</b>

**Table 8. Age Expectation Counts and Percentages for *Language Domain* (Spring 2024) for *PS/TK (3-5)***

<b>PS/TK</b>	<b>Not at Age Expectation</b>	<b>Close to Age Expectation</b>	<b>At Age Expectation</b>	<b>Total</b>
Deaf	17 (7.2%)	35 (14.8%)	185 (78.1%)	<b>237</b>
Hard of Hearing	35 (4.8%)	75 (10.2%)	623 (85%)	<b>733</b>
All Other	3,958 (7.3%)	8,123 (15%)	41,900 (77.6%)	<b>53,981</b>



**Table 9. Age Expectation Counts and Percentages for *Literacy Domain* (Spring 2024) for *PS/TK* (3-5)**

<b>PS/TK</b>	<b>Not at Age Expectation</b>	<b>Close to Age Expectation</b>	<b>At Age Expectation</b>	<b>Total</b>
Deaf	15 (6.3%)	27 (11.4%)	195 (82.3%)	<b>237</b>
Hard of Hearing	38 (5.2%)	71 (9.7%)	624 (85.1%)	<b>733</b>
All Other	3,949 (7.3%)	7,332 (13.6%)	42,700 (79.1%)	<b>53,981</b>

Tables 10 through 12 show trends across time (fall 2021 through spring 2024) in the counts and percentages of infants and toddlers (birth to age 3) with IFSPs who are deaf, hard of hearing, or not identified as deaf or hard of hearing for the Language domain.

**Table 10. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2021 through Spring 2024) for *Deaf Infants/Toddlers (Birth to Age 3)***

<b>Infant/Toddlers Identified as Deaf</b>	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall 2023</b>	<b>Spring 2024</b>
At Age Expectations	179 (95.2%)	176 (94.6%)	184 (81.4%)	181 (77.7%)	181 (78.7%)	212 (80.6%)
Close to Age Expectations	8 (4.3%)	10 (5.4%)	38 (16.8%)	45 (19.3%)	39 (17%)	39 (14.8%)
Not at Age Expectations	1 (0.5%)	0 (0.0%)	4 (1.8%)	7 (3.0%)	10 (4.3%)	12 (4.6%)

**Table 11.** Comparison of Age Expectation Counts and Percentages for the **Language Domain** (Fall 2021 through Spring 2024) for **Hard of Hearing Infants/Toddlers (Birth to Age 3)** - updated

Infant/Toddlers Identified as Hard of Hearing	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
At Age Expectations	1,104 (95.9%)	1,126 (96.0%)	1,107 (87.8%)	1,001 (86.9%)	997 (85.7%)	976 (87.7%)
Close to Age Expectations	42 (3.6%)	40 (3.4%)	121 (10.4%)	126 (10.9%)	140 (12%)	117 (10.5%)
Not at Age Expectations	5 (0.4%)	7 (0.6%)	20 (1.7%)	25 (2.2%)	26 (2.2%)	20 (1.8%)

**Table 12.** Comparison of Age Expectation Counts and Percentages for the **Language Domain** (Fall 2021 through Spring 2024) for **All Other Children with IFSPs (Birth to Age 3)**

Infant/Toddlers	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
At Age Expectations	2,826 (85.2%)	3,027 (86.6%)	2,654 (72.2%)	2,716 (75.4%)	2,435 (73.4%)	2,568 (74.5%)
Close to Age Expectations	453 (13.7%)	417 (11.9%)	786 (21.4%)	673 (18.7%)	683 (20.6%)	650 (18.9%)
Not at Age Expectations	36 (1.1%)	52 (1.5%)	234 (6.4%)	213 (5.9%)	201 (6.1%)	228 (6.6%)

Tables 13 through 15 show trends across time (fall 2021 through spring 2024) 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.

**Table 13. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2021 through Spring 2024) for *Deaf PS/TK (3-5)***

<b>PS/TK Identified as Deaf</b>	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall 2023</b>	<b>Spring 2024</b>
At Age Expectations	120 (58.0%)	152 (62.8%)	130 (74.7%)	159 (71.0%)	156 (77.6%)	185 (78.1%)
Close to Age Expectations	49 (23.7%)	55 (22.7%)	32 (18.4%)	48 (21.4%)	32 (15.9%)	35 (14.8%)
Not at Age Expectations	38 (18.4%)	35 (14.5%)	12 (6.9%)	17 (7.6%)	13 (6.5%)	17 (7.2%)

**Table 14. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2021 through Spring 2024) for *Hard of Hearing PS/TK (3-5)***

<b>PS/TK Identified as Hard of Hearing</b>	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall 2023</b>	<b>Spring 2024</b>
At Age Expectations	517 (72.1%)	632 (73.7%)	533 (83.0%)	673 (84.8%)	496 (82.1%)	623 (85%)
Close to Age Expectations	135 (18.8%)	131 (15.3%)	72 (11.2%)	79 (9.9%)	79 (13.1%)	75 (10.2%)
Not at Age Expectations	65 (9.1%)	94 (11.0%)	37 (5.8%)	42 (5.3%)	29 (4.8%)	35 (4.8%)

**Table 15. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2021 through Spring 2024) for *All Other PS/TK (3-5) with IEPs***

<b>Preschoolers/TK</b>	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall 2023</b>	<b>Spring 2024</b>
At Age Expectations	21,592 (64.7%)	29,767 (64.9%)	27,610 (75.3%)	40,045 (78.5%)	30,196 (74.5%)	41,900 (77.6%)
Close to Age Expectations	7,535 (22.6%)	10,011 (21.8%)	5,939 (16.2%)	7,318 (14.3%)	6,836 (16.9%)	8,123 (15%)
Not at Age Expectations	4,234 (12.7%)	6,110 (13.3%)	3,131 (8.5%)	3,654 (7.2%)	3,482 (8.6%)	3,958 (7.3%)

Tables 16 through 18 show trends across time (fall 2021 through spring 2024) 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.

**Table 16. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2021 through Spring 2024) for *Deaf Children (Birth through age 5)***

<b>Infant/Toddlers &amp; Preschoolers/TK (Birth through Age 5) Identified as Deaf</b>	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall 2023</b>	<b>Spring 2024</b>
At Age Expectations	299 (75.7%)	328 (76.6%)	314 (78.5%)	340 (74.4%)	337 (78.2%)	397 (79.4%)
Close to Age Expectations	57 (14.4%)	65 (15.2%)	70 (17.5%)	93 (20.4%)	71 (16.5%)	74 (14.8%)
Not at Age Expectations	39 (9.9%)	35 (8.2%)	16 (4.0%)	24 (5.3%)	23 (5.3%)	29 (5.8%)

**Table 17. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2021 through Spring 2024) for *Hard of Hearing Children (Birth through age 5)***

<b>Infant/Toddlers &amp; Preschoolers/TK (Birth through Age 5) Identified as Hard of Hearing</b>	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall 2023</b>	<b>Spring 2024</b>
At Age Expectations	1,621 (86.8%)	1,758 (86.6%)	1,550 (86.1%)	1,674 (86.0%)	1,493 (84.5%)	1,599 (86.6%)
Close to Age Expectations	177 (9.5%)	171 (8.4%)	193 (10.7%)	205 (10.5%)	219 (12.4%)	192 (10.4%)
Not at Age Expectations	70 (3.7%)	101 (5.0%)	57 (3.2%)	67 (3.4%)	55 (3.1%)	55 (3%)

**Table 18. Comparison of Age Expectation Counts and Percentages for the *Language Domain* (Fall 2021 through Spring 2024) for *All Other Children with IFSPs and IEPs (Birth through Age 5)***

<b>Infant/Toddlers &amp; PS/TK (Birth through Age 5)</b>	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall 2023</b>	<b>Spring 2024</b>
At Age Expectations	24,418 (66.6%)	32,794 (66.4%)	30,264 (75.0%)	42,761 (78.3%)	32,631 (74.4%)	44,468 (77.4%)
Close to Age Expectations	7,988 (21.8%)	10,428 (21.1%)	6,725 (16.7%)	7,991 (14.6%)	7,519 (17.2%)	8,773 (15.3%)
Not at Age Expectations	4,270 (11.6%)	6,162 (12.5%)	3,365 (8.3%)	3,867 (7.1%)	3,683 (8.4%)	4,186 (7.3%)

Tables 19 through 21 show trends across time (fall 2021 through spring 2024) 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.

**Table 19. Comparison of Age Expectation Counts and Percentages for the *Literacy Domain* for Deaf PS/TK (3-5) (Fall 2021 through Spring 2024)**

<b>PS/TK (3-5) Children Identified as Deaf Only</b>	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall 2023</b>	<b>Spring 2024</b>
At Age Expectations	98 (47.3%)	137 (56.6%)	134 (77.0%)	168 (75.0%)	155 (77.1%)	195 (82.3%)
Close to Age Expectations	53 (25.6%)	43 (17.8%)	27 (15.5%)	37 (16.5%)	37 (18.4%)	27 (11.4%)
Not at Age Expectations	56 (27.1%)	62 (25.6%)	13 (7.5%)	19 (8.5%)	9 (4.5%)	15 (6.3%)

**Table 20. Comparison of Age Expectation Counts and Percentages for the *Literacy Domain* for Hard of Hearing PS/TK (3-5) (Fall 2021 through Spring 2024)**

<b>PS/TK (3-5) Children Identified as Hard of Hearing Only</b>	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall 2023</b>	<b>Spring 2024</b>
At Age Expectations	405 (56.5%)	516 (60.2%)	538 (83.8%)	682 (85.9%)	503 (83.3%)	624 (85.1%)
Close to Age Expectations	159 (22.2%)	164 (19.1%)	64 (10.0%)	67 (8.4%)	69 (11.4%)	71 (9.7%)
Not at Age Expectations	153 (21.3%)	177 (20.7%)	40 (6.2%)	45 (5.7%)	32 (5.3%)	38 (5.2%)

**Table 21. Comparison of Age Expectation Counts and Percentages for the *Literacy Domain* (Fall 2021 through Spring 2024) for *All Other PS/TK (3-5) with IEPs***

<b>PS/TK (3-5) Children</b>	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Fall 2023</b>	<b>Spring 2024</b>
At Age Expectations	15,279 (45.8%)	23,326 (50.8%)	28,164 (76.8%)	40,759 (79.9%)	30,890 (76.2%)	42,700 (79.1%)
Close to Age Expectations	9,230 (27.7%)	10,710 (23.3%)	5,512 (15.0%)	6,692 (13.1%)	6,241 (15.4%)	7,332 (13.6%)
Not at Age Expectations	8,852 (26.5%)	11,852 (25.8%)	3,004 (8.2%)	3,566 (7.0%)	3,383 (8.4%)	3,949 (7.3%)

## Summary of Results

This report compares progress in language and literacy development between DHH 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 DHH. This report also compares the longitudinal performance of these groups across three years (2021-2024). 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.

Eighty-one percent of deaf infants and 88% of hard of hearing infants, aged 0-3, met age expectations for their language development. Seventy-eight percent of deaf preschoolers and 85% of hard of hearing preschoolers met age expectations for their language development. Eighty-two percent of deaf preschoolers and 85% of hard of hearing preschoolers demonstrated age-appropriate literacy skills.

This year marks great improvement for young deaf children. We are seeing more children at age expectations in both Language and Literacy. We are also seeing their performance moving closer to their HoH peers.

## **References**

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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](https://www.isbe.net/Documents/ECO_recommendation.pdf)