

# Desired Results Developmental Profile-*R* (DRDP-R)

Winter 2009 Preschool Report

*Agency Level Results for:*

Sample



## About this Report:

This report represents a snap-shot of the developmental levels of students at Sample. The outcomes of this report should be used as one of many tools to guide the curriculum planning process. The DRDP-R Tool and this report were not designed to "grade" the students, teachers, or the school and should not be used for those purposes.

## About the Students:

### Winter 2009

# of Students	339
% ELL	73%
% Special Needs	11%

This report includes students assessed in both the Fall 2008 and Winter 2009 as well as students assessed only in the Winter 2009.

It does not include students assessed only in the Fall 2008 checkpoint.

Prepared By:

**Child Care Results**  
*insight made easy*

[www.childcareresults.com](http://www.childcareresults.com)

## About the Desired Results Developmental Profiles-Revised

Desired Results for Children and Families is a system educators use to document the progress made by children and families in achieving desired results. The system uses two tools to track this progress: a child assessment called the Desired Results Developmental Profile - Revised (DRDP-R) and the Desired Results Parent Survey. This report focuses on the child assessment results for Preschool aged students.

➔ A **desired result** is defined as a condition of well-being for children and families (e.g., children are personally and socially competent). Desired results for children encompass the four developmental domains (i.e., cognitive, social-emotional, language, and physical development), which are reflected and integrated throughout the indicators and measures.

➔ An **indicator** defines a desired result more specifically so that it can be measured. For example, an indicator of the desired result "children are personally and socially competent" is that "children show self-awareness and a positive self-concept." Desired results are generally better measured by using multiple indicators; no one indicator gives full information on all aspects of achievement. Within indicators, there are more specific *measures*.

➔ For every **measure** teachers record a child's *developmental level* based on work samples, observation, and teacher interactions with the child. The Desired Results Developmental Profile - Revised (DRDP-R) is an observation based assessment tool, not a test based assessment tool. This means that the results reflect the observations and evidence gathered by a teacher over a period of weeks, rather than a test given in one sitting.

### Key Points

- 1) Desired Results is an observation based assessment system developed by the California Department of Education.
- 2) These results represent the baseline developmental levels of students at the beginning of the school year (Fall 2008) compared to their updated assessments in Winter 2009.
- 3) Students are assessed using one of four assessment tools:
  - Infant/Toddler Tool for ages 0 to 36 Months
  - Preschool Tool for ages 3 to kindergarten
  - School Age for kindergarten to age 12

\*DRDP Access is for Preschool children with special needs. Results from those assessments are not included in this report.

The Desired Results Developmental Profile - Revised process is conducted for each child within 60 days of enrollment and again within 6 months of enrollment.

# Preschool By Age Snap-Shot DRDP-R Results

## Winter 2009 Agency Preschool DRDP-R Report

### How to Use this Report:

This report represents a snap-shot of the developmental levels of students at Sample. The outcomes of this report should be used as one of many tools to guide the curriculum planning process. The DRDP-R Tool and this report were not designed to "grade" the students, teachers, or the school and should not be used for those purposes.

### Focus on 3 Year-Olds: The 5 Measures with the Lowest Average Developmental Level

Measure	Description	Avg.
32. LIT 4	Concepts of print	1.7
23. MATH 2	Number sense: Math operations	1.7
30. LIT 2	Letter & word knowledge	1.7
33. LIT 5	Phonological awareness	1.7
25. MATH 4	Time	1.7

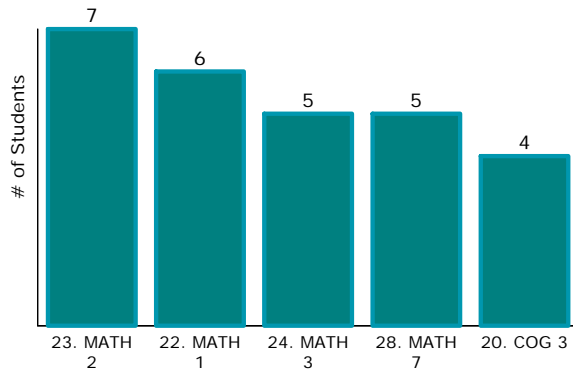
### Focus on 4 Year-Olds: The 5 Measures with the Lowest Average Developmental Level

Measure	Description	Avg.
32. LIT 4	Concepts of print	2.4
33. LIT 5	Phonological awareness	2.4
30. LIT 2	Letter & word knowledge	2.4
28. MATH 7	Patterning	2.6
23. MATH 2	Number sense: Math operations	2.6

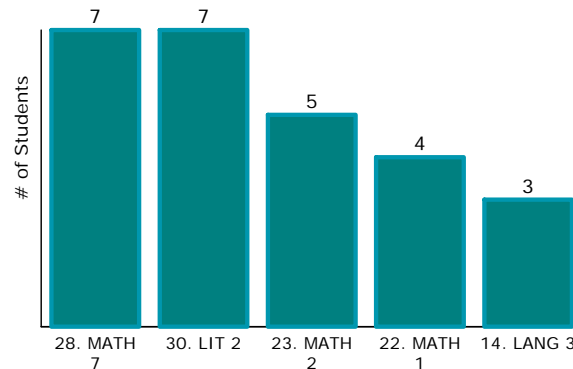
### Focus on 5 Year-Olds: The 5 Measures with the Lowest Average Developmental Level

Measure	Description	Avg.
32. LIT 4	Concepts of print	2.7
33. LIT 5	Phonological awareness	2.7
30. LIT 2	Letter & word knowledge	2.9
24. MATH 3	Shapes	2.9
28. MATH 7	Patterning	2.9

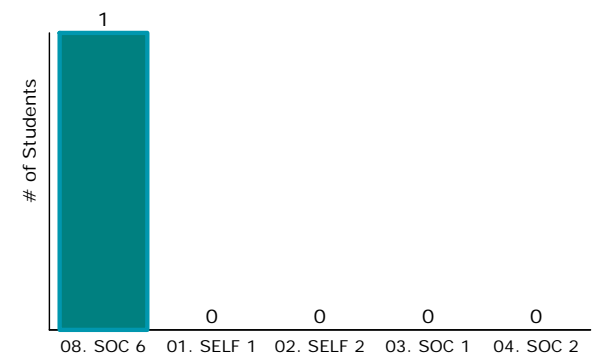
Measures with the Most "Not Yet" Ratings



Measures with the Most "Not Yet" Ratings



Measures with the Most "Not Yet" Ratings

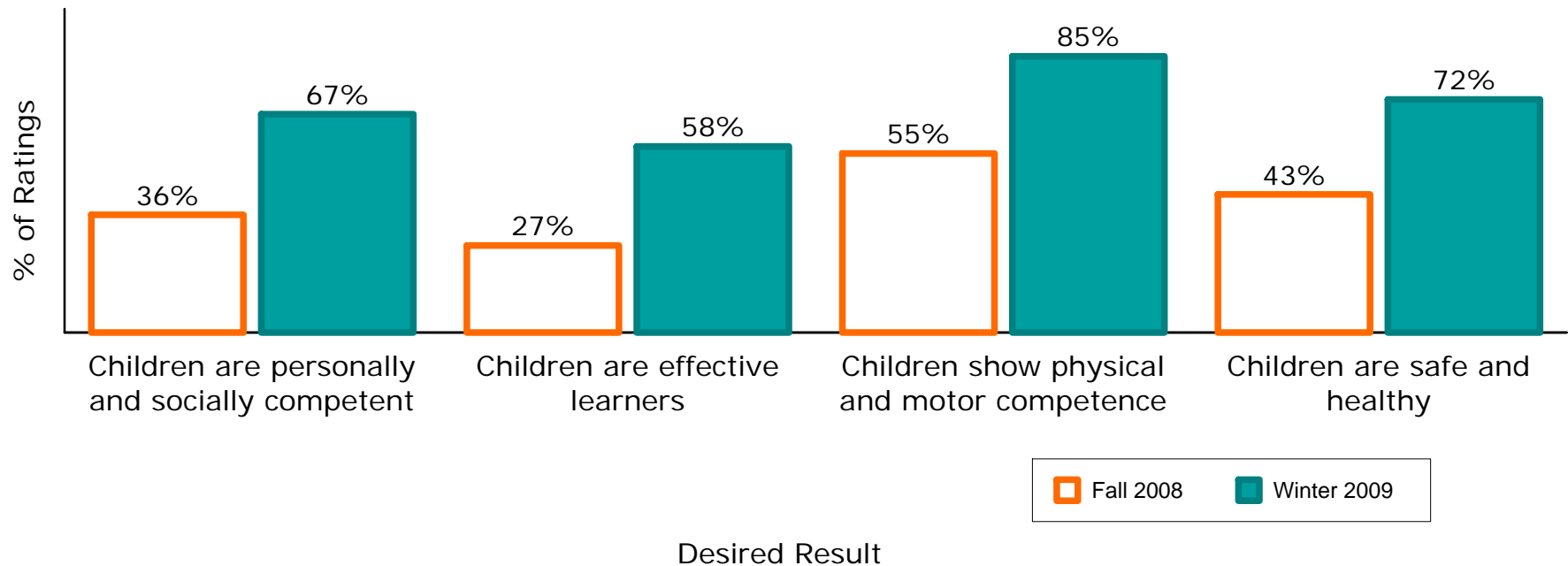


## A. Desired Results Comparison

Winter 2009 Agency Preschool DRDP-R Report

### Desired Result Comparison

Percentage of Student Ratings in the Top Two Developmental Levels



#### About this Page:

This chart includes the responses from all students assessed in both the Fall 2008 and Winter 2009 checkpoints. The figures may differ from those presented in the Fall 2008 reports as students without a complete Winter 2009 assessment are not included. The chart does not include any unrated measures. As a result of this and rounding error, this chart may differ from the tables at the end report.

#### Note:

Total Students Represented by Chart:

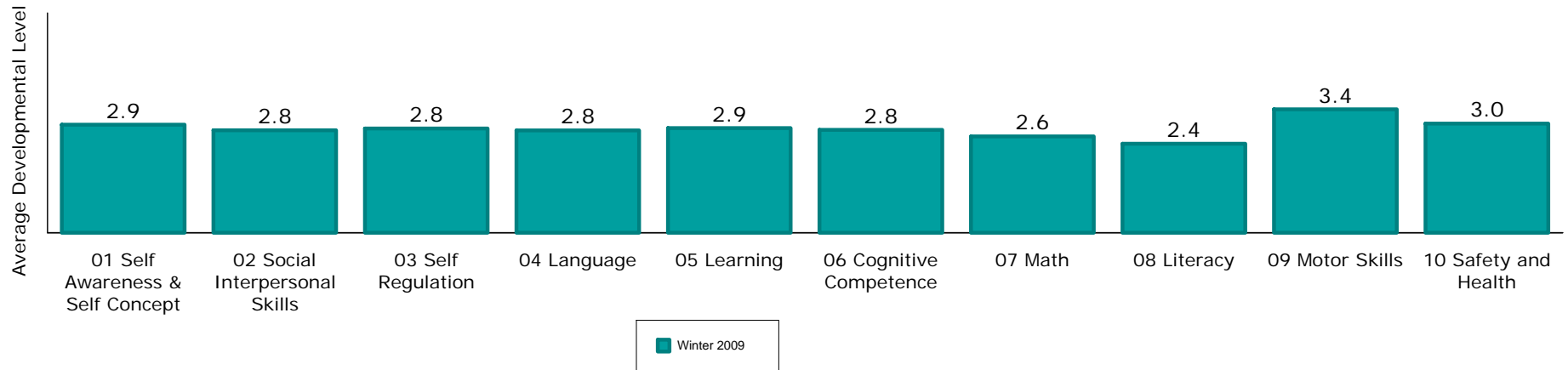
Fall 2008 and Winter 2009	Winter 2009 Only
296	43

## B. Indicator Comparison

### Winter 2009 Agency Preschool DRDP-R Report

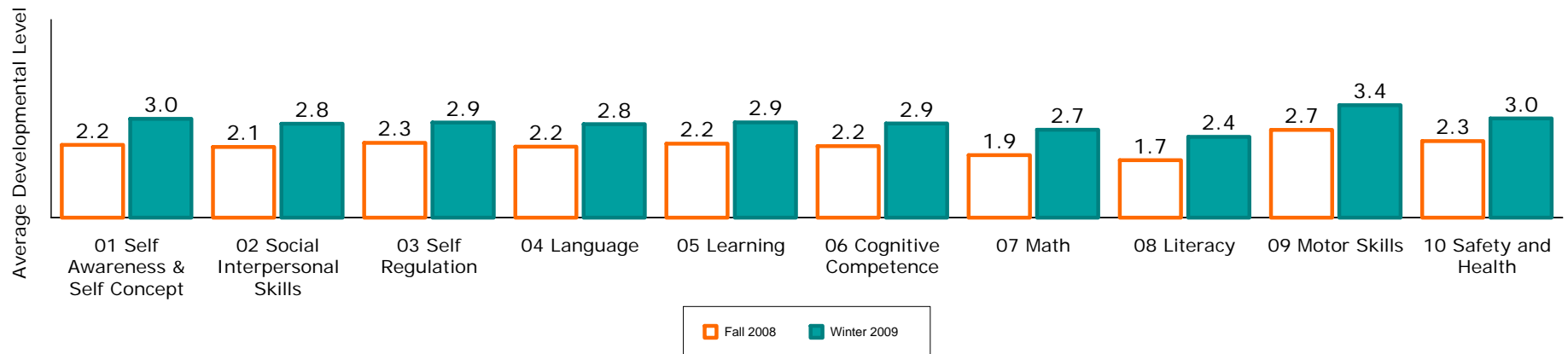
#### Indicator Comparison for Students Assessed in the Winter 2009 Checkpoint

Average Student Ratings



#### Indicator Comparison for Students Assessed in the Fall 2008 and Winter 2009 Checkpoint

Average Student Ratings



#### About this Page:

The top chart includes all students assessed in the Winter 2009 checkpoint. The lower chart includes only those students assessed in both the Fall 2008 and Winter 2009 checkpoints. Neither chart includes any unrated measures. As a result of this and rounding error, these charts may differ from other tables and charts in this report.

#### Note:

Total Students Represented by Charts:

Category	Count
Fall 2008 and Winter 2009	296
Winter 2009 Only	43

## D. Social Interpersonal Skills

### Winter 2009 Agency Preschool DRDP-R Indicator Detail

**Note:**

None of these charts include any unrated measures.

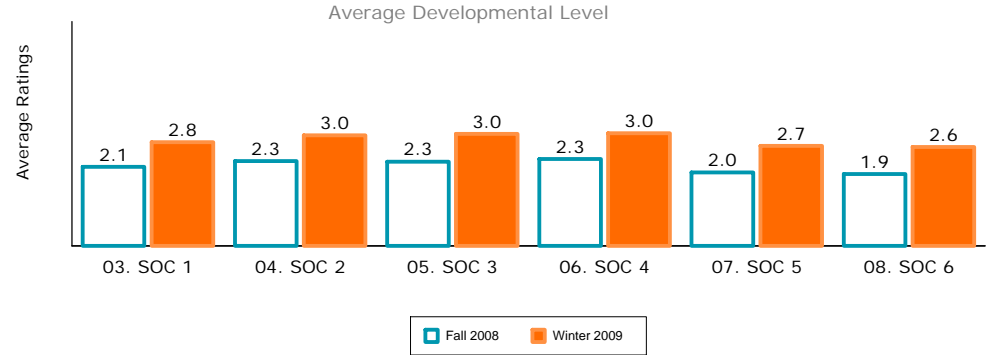
#### Measures Included in this Indicator

Arranged from Highest Average Developmental Level to Lowest

For each measure, the program contributes to child development in different amounts. "High" indicates that the vast majority of the growth is attributed to the program, "Moderate" indicates the majority, and "Low" indicates that the program contributed little to the growth. "Indeterminate" indicates we were unable to determine the program impact.

Measure ID	Measure Description	Contribution Level
06. SOC 4	Building cooperative play with other children	High
04. SOC 2	Building cooperative relationships with adults	Moderate
05. SOC 3	Developing friendships	High
03. SOC 1	Expressions of empathy	Moderate
07. SOC 5	Conflict negotiation	Moderate
08. SOC 6	Awareness of diversity	Moderate

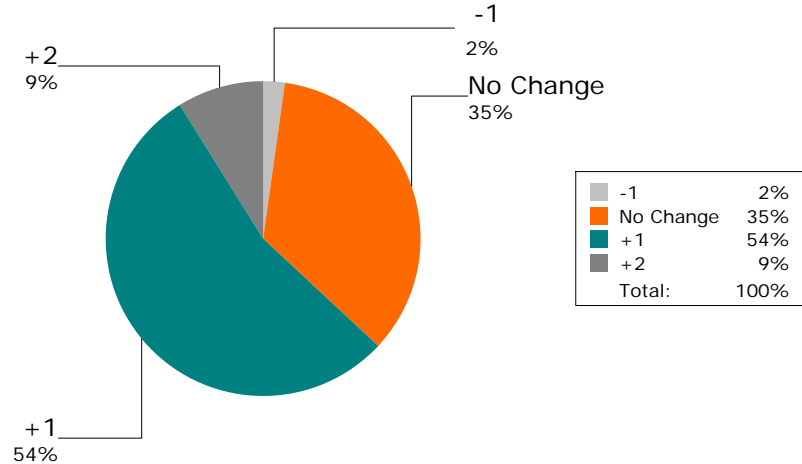
#### Measure Level Summary



Developmental Levels: 0=Not Yet 1=Exploring 2=Developing 3=Building 4=Integrating

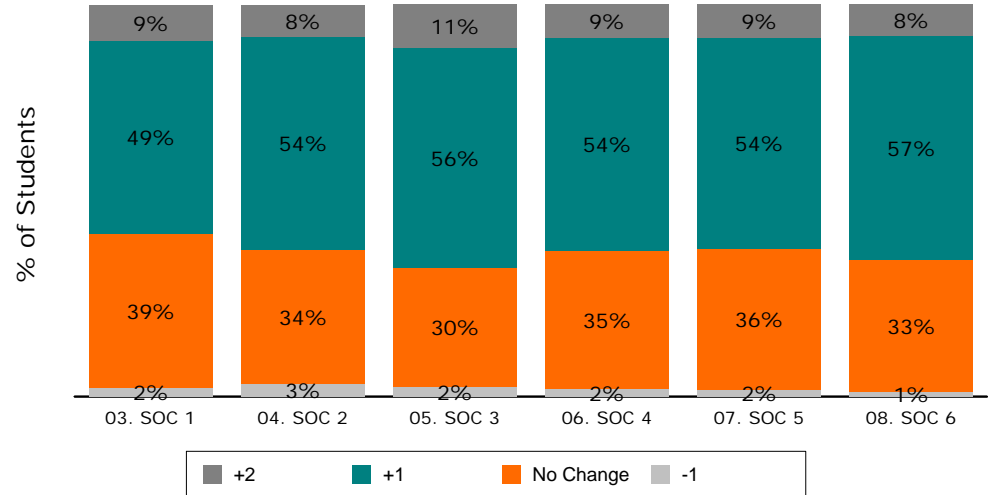
#### Indicator Developmental Level Change

% of Rated Measures Moving Developmental Levels Fall to Winter



#### Measure Developmental Level Change

% of Students Moving Developmental Levels Fall to Winter

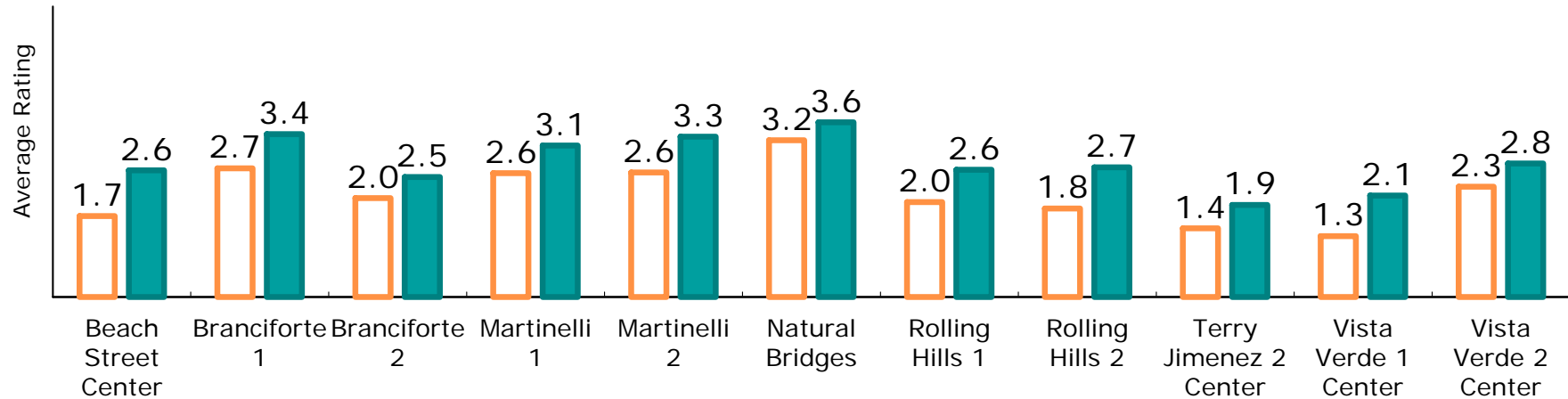


## D. Social Interpersonal Skills

### Winter 2009 Agency Preschool DRDP-R Indicator Detail

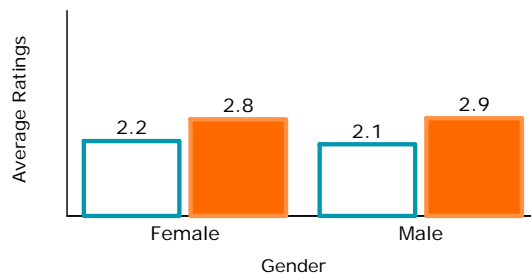
#### Site Indicator Level Summary

Average Developmental Level



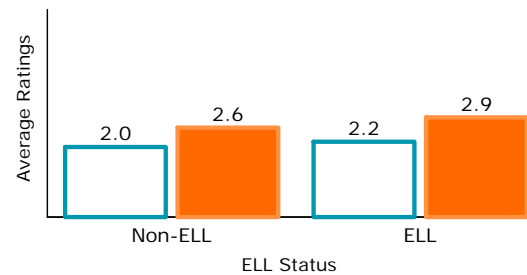
#### Gender Indicator Summary

Average Developmental Level



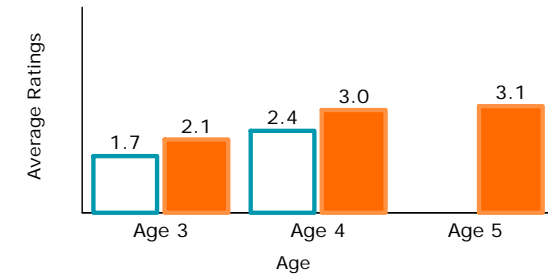
#### English Language Learner (ELL) Indicator Summary

Average Developmental Level



#### Age Indicator Summary

Average Developmental Level



**Desired Result 2: Children are effective learners**

			Not-Yet		Exploring		Developing		Building		Integrating		Unrated		
LRN	16. LRN 1	Curiosity and initiative	Fall 2008	1	0.3%	50	16.9%	121	40.9%	88	29.7	35	11.8%	1	0.3%
			Winter 2009	1	0.3%	21	6.2%	73	21.5%	140	41.3	102	30.1%	2	0.6%
	17. LRN 2	Engagement & persistence	Fall 2008	3	1.0%	86	29.1%	91	30.7%	102	34.5	13	4.4%	1	0.3%
			Winter 2009	0	0.0%	22	6.5%	93	27.4%	162	47.8	56	16.5%	6	1.8%
COG	18. COG 1	Memory & knowledge	Fall 2008	5	1.7%	94	31.8%	78	26.4%	97	32.8	20	6.8%	2	0.7%
			Winter 2009	3	0.9%	32	9.4%	78	23.0%	147	43.4	76	22.4%	3	0.9%
	19. COG 2	Cause & effect	Fall 2008	5	1.7%	54	18.2%	124	41.9%	81	27.4	31	10.5%	1	0.3%
			Winter 2009	3	0.9%	14	4.1%	95	28.0%	119	35.1	104	30.7%	4	1.2%
	20. COG 3	Engages in problem solving	Fall 2008	9	3.0%	74	25.0%	125	42.2%	71	24.0	17	5.7%	0	0.0%
			Winter 2009	6	1.8%	27	8.0%	117	34.5%	115	33.9	71	20.9%	3	0.9%
21. COG 4	Socio-dramatic play	Fall 2008	3	1.0%	64	21.6%	116	39.2%	83	28.0	29	9.8%	1	0.3%	
		Winter 2009	1	0.3%	23	6.8%	85	25.1%	127	37.5	98	28.9%	5	1.5%	
MATH	22. MATH 1	Number sense: Understands quantity and counting	Fall 2008	20	6.8%	84	28.4%	71	24.0%	66	22.3	46	15.5%	9	3.0%
			Winter 2009	10	2.9%	29	8.6%	57	16.8%	115	33.9	123	36.3%	5	1.5%
	23. MATH 2	Number sense: Math operations	Fall 2008	28	9.5%	76	25.7%	130	43.9%	44	14.9	14	4.7%	4	1.4%
			Winter 2009	12	3.5%	32	9.4%	132	38.9%	96	28.3	63	18.6%	4	1.2%
	24. MATH 3	Shapes	Fall 2008	19	6.4%	86	29.1%	139	47.0%	43	14.5	6	2.0%	3	1.0%
			Winter 2009	7	2.1%	43	12.7%	96	28.3%	127	37.5	63	18.6%	3	0.9%
	25. MATH 4	Time	Fall 2008	13	4.4%	113	38.2%	93	31.4%	63	21.3	12	4.1%	2	0.7%
			Winter 2009	6	1.8%	42	12.4%	109	32.2%	120	35.4	60	17.7%	2	0.6%
	26. MATH 5	Classification	Fall 2008	9	3.0%	76	25.7%	109	36.8%	76	25.7	21	7.1%	5	1.7%
			Winter 2009	3	0.9%	42	12.4%	102	30.1%	124	36.6	65	19.2%	3	0.9%
	27. MATH 6	Measurement	Fall 2008	12	4.1%	88	29.7%	124	41.9%	55	18.6	16	5.4%	1	0.3%
			Winter 2009	6	1.8%	19	5.6%	106	31.3%	127	37.5	76	22.4%	5	1.5%
	28. MATH 7	Patterning	Fall 2008	29	9.8%	88	29.7%	121	40.9%	37	12.5	19	6.4%	2	0.7%
			Winter 2009	12	3.5%	30	8.8%	131	38.6%	99	29.2	58	17.1%	9	2.7%
LIT	29. LIT 1	Interest in literacy	Fall 2008	6	2.0%	91	30.7%	142	48.0%	46	15.5	11	3.7%	0	0.0%
			Winter 2009	2	0.6%	23	6.8%	139	41.0%	123	36.3	51	15.0%	1	0.3%
	30. LIT 2	Letter & word knowledge	Fall 2008	26	8.8%	98	33.1%	131	44.3%	33	11.1	7	2.4%	1	0.3%
			Winter 2009	11	3.2%	41	12.1%	151	44.5%	74	21.8	55	16.2%	7	2.1%
	31. LIT 3	Emerging writing	Fall 2008	5	1.7%	95	32.1%	126	42.6%	56	18.9	11	3.7%	3	1.0%
Winter 2009			4	1.2%	21	6.2%	139	41.0%	115	33.9	57	16.8%	3	0.9%	
32. LIT 4	Concepts of print	Fall 2008	4	1.4%	131	44.3%	132	44.6%	22	7.4	5	1.7%	2	0.7%	
		Winter 2009	2	0.6%	52	15.3%	165	48.7%	84	24.8	33	9.7%	3	0.9%	
33. LIT 5	Phonological awareness	Fall 2008	15	5.1%	125	42.2%	107	36.1%	44	14.9	1	0.3%	4	1.4%	
		Winter 2009	6	1.8%	48	14.2%	128	37.8%	132	38.9	15	4.4%	10	2.9%	



**Desired Result 3: Children show physical and motor competence**

			Not-Yet		Exploring		Developing		Building		Integrating		Unrated		
MOT	34. MOT 1	Gross motor movement	Fall 2008	0	0.0%	52	17.6%	91	30.7%	95	32.1%	55	18.6%	3	1.0%
			Winter 2009	0	0.0%	6	1.8%	48	14.2%	116	34.2%	163	48.1%	6	1.8%
	35. MOT 2	Fine motor skills	Fall 2008	3	1.0%	42	14.2%	66	22.3%	87	29.4%	97	32.8%	1	0.3%
			Winter 2009	1	0.3%	5	1.5%	44	13.0%	86	25.4%	197	58.1%	6	1.8%
	36. MOT 3	Balance	Fall 2008	1	0.3%	40	13.5%	100	33.8%	74	25.0%	81	27.4%	0	0.0%
			Winter 2009	0	0.0%	10	2.9%	47	13.9%	83	24.5%	193	56.9%	6	1.8%

**Desired Result 4: Children are safe and healthy**

			Not-Yet		Exploring		Developing		Building		Integrating		Unrated		
SH	37. SH 1	Personal care routines	Fall 2008	3	1.0%	41	13.9%	113	38.2%	103	34.8%	35	11.8%	1	0.3%
			Winter 2009	0	0.0%	10	2.9%	91	26.8%	133	39.2%	104	30.7%	1	0.3%
	38. SH 2	Personal safety	Fall 2008	8	2.7%	72	24.3%	98	33.1%	79	26.7%	38	12.8%	1	0.3%
			Winter 2009	1	0.3%	15	4.4%	81	23.9%	139	41.0%	101	29.8%	2	0.6%
	39. SH 3	Understanding healthy lifestyle	Fall 2008	3	1.0%	66	22.3%	104	35.1%	85	28.7%	38	12.8%	0	0.0%
			Winter 2009	0	0.0%	20	5.9%	72	21.2%	129	38.1%	113	33.3%	5	1.5%

## G. Quality Checks

### Winter 2009 Agency DRDP-R Preschool Report

#### DRDP-R Quality Checks by Site

	% Unrated Responses	% of Blank or Multiple Responses	% of Ratings that Misuse the Emerging Field	% of Assessments with Minimal Variability
Fall 2008	1%	0%	0%	1%
Winter 2009	1%	1%	0%	4%

		Number of Assessments Included	% Unrated Responses	% of Blank or Multiple Responses	% of Ratings that Misuse the Emerging Field	% of Assessments with Minimal Variability
Beach Street Center	Fall 2008	32	0%	0%	0%	3%
	Winter	33	2%	2%	0%	0%
Branciforte 1	Fall 2008	21	1%	0%	1%	0%
	Winter	29	1%	0%	1%	7%
Branciforte 2	Fall 2008	25	2%	1%	2%	0%
	Winter	28	1%	1%	2%	4%
Martinelli 1	Fall 2008	27	2%	1%	0%	0%
	Winter	31	1%	0%	0%	3%
Martinelli 2	Fall 2008	30	0%	0%	0%	0%
	Winter	33	1%	1%	0%	6%
Natural Bridges	Fall 2008	29	0%	0%	0%	0%
	Winter	33	1%	1%	0%	21%
Rolling Hills 1	Fall 2008	25	1%	1%	0%	0%
	Winter	30	1%	1%	0%	0%
Rolling Hills 2	Fall 2008	30	0%	0%	0%	3%
	Winter	33	0%	0%	0%	0%
Terry Jimenez 2 Center	Fall 2008	22	0%	0%	1%	0%
	Winter	27	1%	0%	0%	0%
Vista Verde 1 Center	Fall 2008	26	0%	0%	0%	0%
	Winter	29	3%	0%	0%	7%

#### Definitions:

**Unrated Responses** -- Calculates the usage of the unrated field in the DRDP-R. It is permissible to use the unrated field, but it should be done sparingly. Excessive use may indicate a quality issue with the process. In order to maintain consistency, blank or multiple responses are also included here.

**Blank or Multiple Responses** -- A blank response means that neither a developmental level nor 'unrated' was selected. Multiple indicates that more than one developmental level was selected. Ideally, there will be no blank or multiple responses. A high level of errors here may indicate problems with the profile or in completing the Data Entry Sheet.

**Misuse of Emerging** -- The emerging field should always be used in conjunction with a Developmental Level. A common error is to use it as its own developmental level (as it was in the original DRDP). Use in this way likely indicates a training need. Emerging cannot be used with the lowest or the highest developmental level.

**Assessments with Minimal Variability** -- Occasionally, but rarely, profiles are completed by marking the same developmental level for every measure. This quality element measures the percentage of assessments in which 90% of developmental levels were identical. If assessments appear in this category, they may indicate that the

#### Note:

The quality checks include those students assessed in both the Fall 2008 and Winter 2009 as well as students assessed only in the Winter 2009. It does not include students assessed in the Fall 2008 only.