



Desired Results Developmental Profile-R (DRDP-R) Analysis 2006-2008

Prepared By:
Child Care Results
insight made easy

Executive Summary

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.

There are 4 Desired Results of the DRDP-R: Children are personally and socially competent; Children are effective learners; Children show physical and motor competence; and Children are safe and healthy. Within each Desired Result there are several Indicators and within each Indicator there are several Measures. Students are observed on each measure and a developmental level is assigned based on documented evidence and observations. Students are assessed in the fall within 60 days of enrollment and again 6 months later. For most students, the fall results represent the developmental level of children as they enter the program.

The Desired Results Developmental Profile-Revised (DRDP-R) has been used by Para Los Niños since Fall 2006. The DRDP and DRDP+, earlier versions of the Desired Results systems have been in place since 2003. This analysis focuses squarely on the DRDP-R Preschool tool.

Figure 1: Illustration of Desired Results Hierarchy

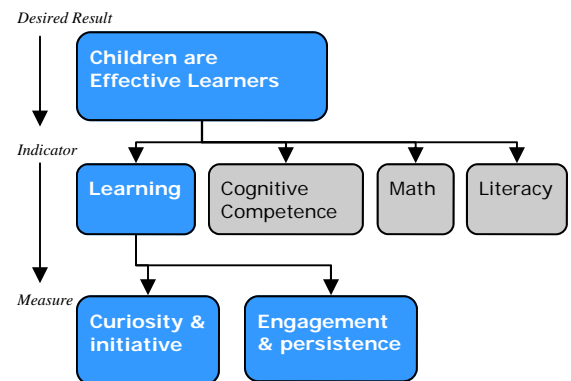
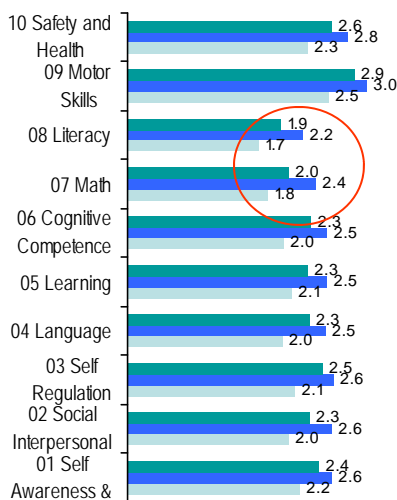


Figure 2: Indicator Averages
Fall 2006, Fall 2007 and Fall 2008 4 Year Olds Only

0-Not Yet 1-Exploring 2-Developing 3-Building 4-Integrating



■ Fall 2006 ■ Fall 2007 ■ Fall 2008

About this Analysis:

Child Care Results compiled and analyzed DRDP-R data from Para Los Niños from Fall 2006, Spring 2007, Fall 2007, Spring 2008 and Fall 2009. Over 1,500 children were included in this analysis.

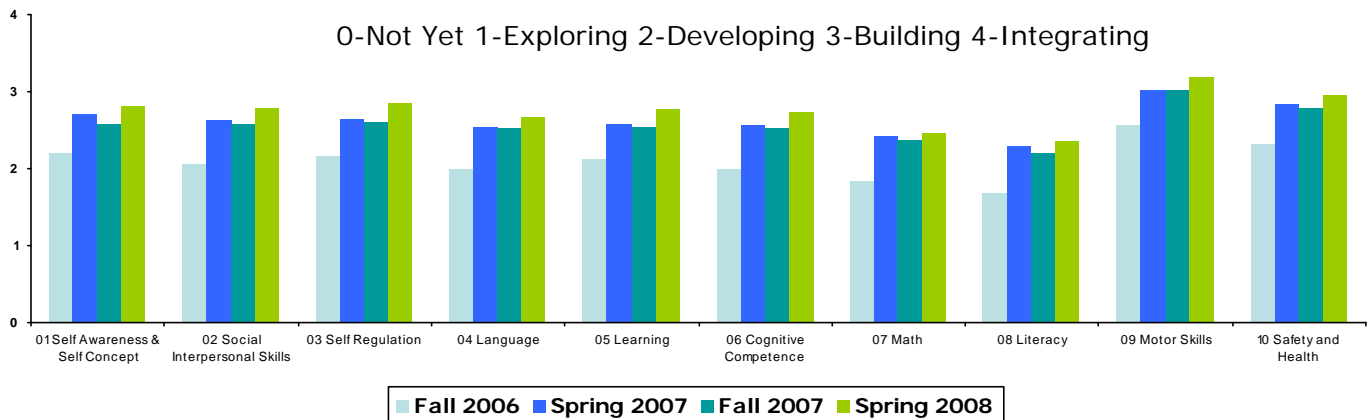
Key Findings:

1. Results from Fall 2006 were significantly lower in all areas than either Fall 2007 or Fall 2008. For 4 year olds this difference was even more pronounced. Average ratings in Fall 2007 and Fall 2008 were insignificantly different in most areas.
2. Math and Literacy consistently rank at the lower end of the developmental scale relative to other Indicators in both fall and spring assessments. In 4 year olds there was significant variability in absolute growth and average ratings.
3. 3 Year olds with prior enrollment in PLN programs showed more evidence of a programs impact than 4 year olds with prior enrollment. Children who attend toddler programs the previous year consistently had higher developmental levels – with two exceptions: 1) in the area of math in the Fall 2008 2) in Motor skills in the Fall 2007. Children who attended 3 year old preschool the previous year consistently had higher developmental levels in the fall of 2007, but not in the fall of 2008.
4. CA Dept of Education research shows that most students with reach the “Building” level at the end of their preschool years. In 2006-2007, for 75% of the measures, Para Los Niños provided the environment that enabled the average 4 3/4 year old student to reach the “Building” level. In 2007-2008 this was markedly lower.

Key Finding #1: Fall Ratings vary significantly Year to Year

Ratings for the fall assessment were significantly lower in 2006 than in 2007. 2006 marked the first year that the DRDP-R was used by Para Los Niños. The indicator ratings, while lower in areas followed the same relative rank, with Math and Literacy at the lower end and Motor Skills and Safety and Health at the higher end of the developmental continuum.

Figure 3: DRDP-R Indicator Averages
4 Year-olds Average Indicator Developmental Level By Checkpoint



Key Finding #2: Math and Literacy Consistently rank as the lower Indicators

Math and Literacy rank as the lower rated indicators in both fall and spring average assessment ratings and in absolute growth regardless of age or year. However, when analyzing the growth between fall and spring, including the subset of students rated in the bottom two ratings in the fall we see different results. Including only those rated in the bottom two ratings in the fall, we look at the percentage who progressed to the top two ratings by Spring. In 2007-2008, where growth was less apparent for less developed students, the percentage who grew into the top two developmental levels was actually higher than in 2006-2007.

Figure 5: DRDP-R Indicator Averages
4 Year-olds Average Indicator Developmental Level By Checkpoint

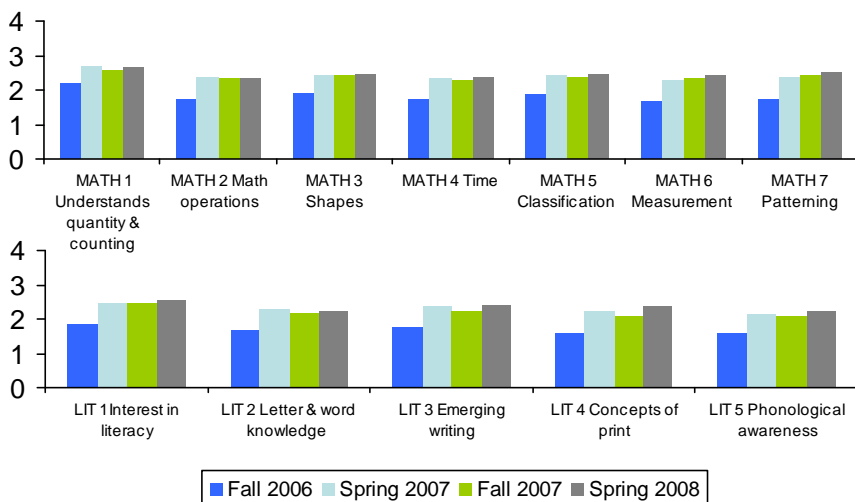


Figure 4: Percentage of Students Starting in the Bottom Two Developmental Levels Moving to the Top Two by Spring

Math Measures	% Move to Top 2 06-07	% Move to Top 2 07-08
MATH 1 Quantity & counting	64%	65%
MATH 2 Math operations	52%	57%
MATH 3 Shapes	60%	64%
MATH 4 Time	53%	67%
MATH 5 Classification	53%	60%
MATH 6 Measurement	49%	68%
MATH 7 Patterning	55%	66%

Literacy Measures	% Move to Top 2 06-07	% Move to Top 2 07-08
LIT 1 Interest in literacy	54%	67%
LIT 2 Letter & word knowledge	46%	47%
LIT 3 Emerging writing	56%	68%
LIT 4 Concepts of print	44%	53%
LIT 5 Phonological awareness	44%	55%

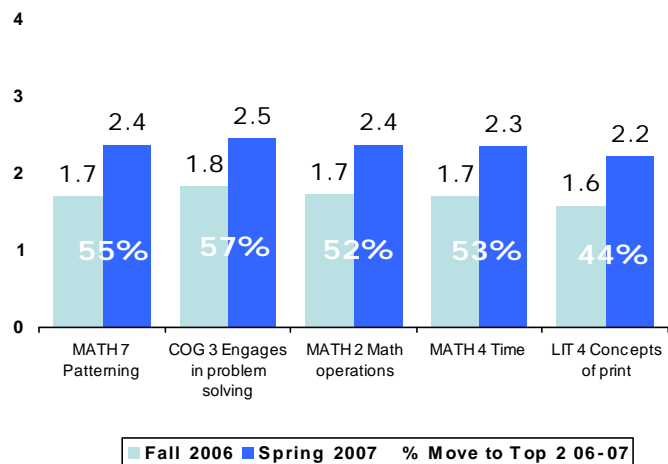
Focus on Student Growth: Top Measures Growth Varies by Year

The graphs below show the measures with the most and least absolute growth from fall to spring. The percentages within the checkpoint average developmental level show the percentage of students starting in the bottom two developmental levels moving to the top two by Spring. There is little consistency between years.

In cases where absolute growth is minimal, the percentage of students starting in the bottom two and moving to the top two can still be significant.

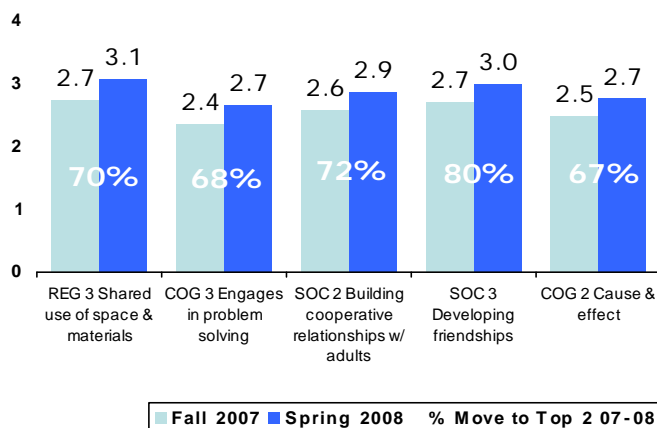
**Figure 6: 4 Year Old Measure Averages 2006-2007
Measures with Most Absolute Growth**

Percentage Students Moving from Bottom Two to Top Two Developmental levels



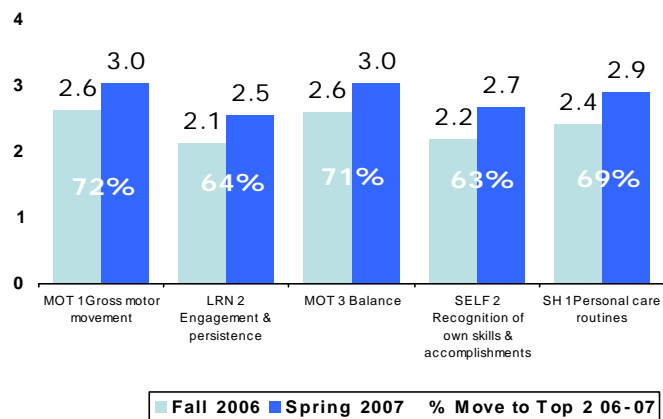
**Figure 7: 4 Year Old Measure Averages 2007-2008
Measures with Most Absolute Growth**

Percentage Students Moving from Bottom Two to Top Two Developmental levels



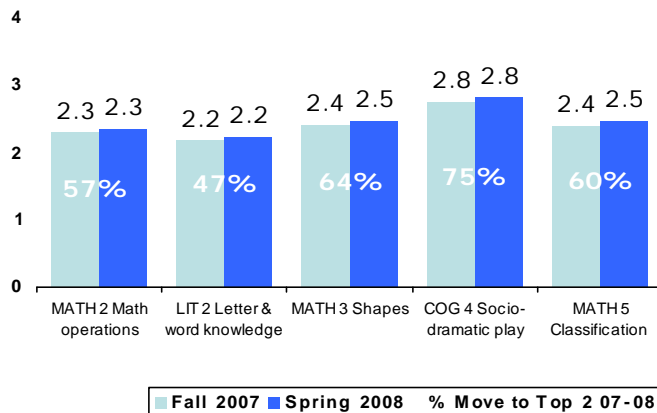
**Figure 8: 4 Year Old Measure Averages 2006-2007
Measures with Least Absolute Growth**

Percentage Students Moving from Bottom Two to Top Two Developmental levels



**Figure 9: 4 Year Old Measure Averages 2007-2008
Measures with Least Absolute Growth**

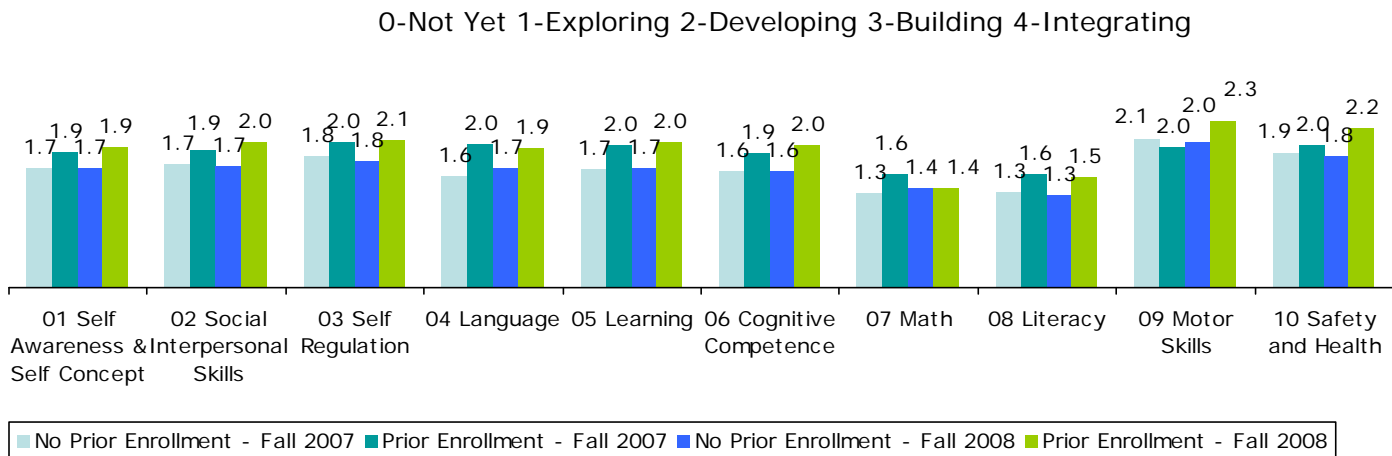
Percentage Students Moving from Bottom Two to Top Two Developmental levels



Key Finding #3: PLN Infant Toddler Program strongly contributes to Child Development

Comparing the fall average developmental level of children enrolled in PLN programs the prior year to students newly enrolled provides an estimator of the program impact. We found the impact to be significantly higher for 3 years old than for 4 years old in both years, suggesting the strength of the PLN infant/toddler program. The results were similar in Fall 2007 and Fall 2008.

Figure 10: Program Impact Fall Prior Enrollment Analysis Fall 2008 Data
3 Year Old Fall Developmental Level with and without Program Enrollment



Key Finding #4: Para Los Niños Impact varies — stronger in 2006-2007 school year

This regression analysis holds constant variables like age and gender to determine the impact of participation in the program by comparing the results from the Fall assessment to the Spring assessment in each year. From this we can estimate the developmental increase attributed to the program. Para Los Niños showed strong program impact in the 2006-2007 school year relative to the 2007-2008 school year. The drop in impact was most pronounced in the areas of: COG 4 Socio Dramatic Play, MATH 2 Math Operations, MATH 7 Patterning, and LANG 3 Expresses self through language. In each of these area the program impact dropped by at least 1/2 a developmental level. MOT 1 Movement and coordination, LRN 2 Task persistence, SH 3 Understanding healthy lifestyle, and REG 3 Responsiveness to other's support show the least drop in program impact.

Figure 11: Program Impact Full Year Analysis Fall 2006 and Spring 2007 Data
Predicted Spring Developmental Level with and without Program based on 4 3/4 Years Olds — Measures with Highest and Lowest Predicted Developmental Levels

Note: DRDP-R research shows that most preschoolers Pre-Kindergarteners will reach the Building (3) developmental level by the end of their preschool years. - CDE

