

Brief: Using CCR DRDP Reports for Decision Making

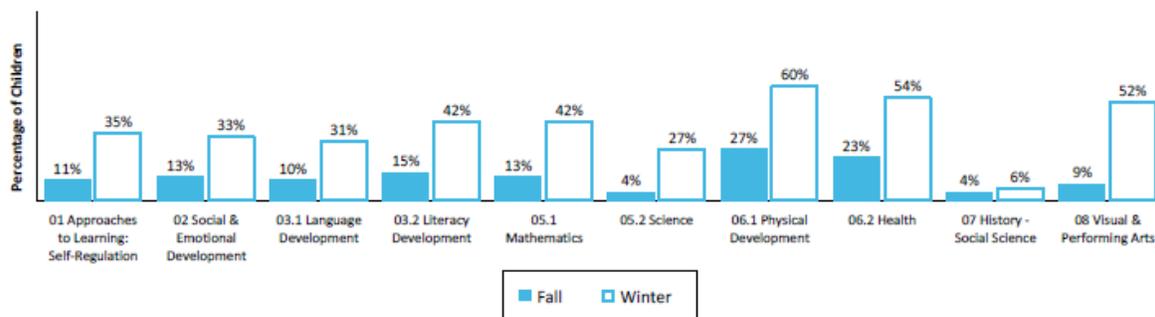
Released: March 2017

Series 002

Summary: Whenever you are analyzing data, we recommend you organize your analysis around a series of questions that will provide you with actionable answers. Below are the questions we see being asked most frequently, both in the field and in the literature on using data for education. There are different philosophies and approaches to using data. Not all of the questions will fit with all approaches, but we have intentionally made the reports flexible to meet a diversity of needs and uses.

What are the strengths and needs of a group of children? This question might be addressed to a class, a site, or an entire program. Implicit in this question is a comparison of results across domains, which is why we have gone to great effort to provide a reporting metric that allows for meaningful domain comparison. We recommend that you answer this question by identifying your lowest and highest domains. Then for a more detailed analysis, look at the measure scores within those domains.

Percentage of Children At or Above CA Early Learning Foundation Expectations All Checkpoints 2016-2017
Based on Age of Child at Time of Assessment

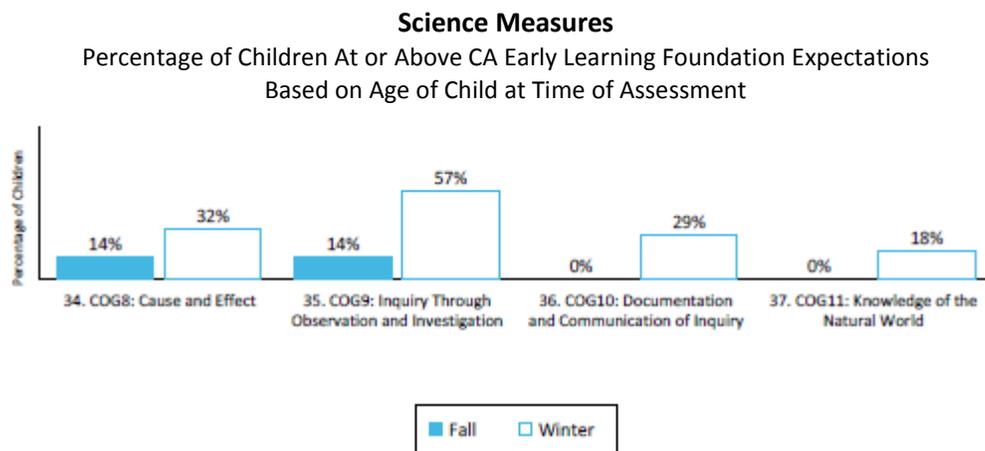


In the example above, you can see that Science and History-Social Science were the lowest domain areas in the Fall. In the Winter, History-Social Science remains by far the lowest domain with Science as a distant second. While teachers obviously have to support development in every area, it would make sense to find ways to provide extra support in the area of History-Social Science. Of course, your programs may not prioritize all domains equally. Many programs do not even assess development in the History-Social Science domain. These results should not be interpreted to indicate that you must add extra support for History-Social Science. It would be reasonable for a teacher or program to decide that development in Science is a higher priority and decide to add extra support in that area instead. It is important to balance what the data is telling you with all of the other information that informs a teachers practice.

It is **critical** to remember that this perspective on the data is looking at the strengths and needs of the children, not the program or the teacher.

From a strengths perspective, you can also see that the children are most developed in the domains of Physical Development and Health – in both the Fall and Winter. This may prompt you to make sure the activities available for children are sufficiently challenging in those areas. Or, since many activities touch on multiple domains, you may look for activities that touch on both an area of strength and an area of need. This allows you to use your children’s strengths to support their needs.

We often hear from teachers and education managers that domain level results are too high level to support the detailed level planning in which they engage. This is why we recommend a two-step approach. First, looking at the domains, as we have done above and then looking at the measures within a domain. For example, suppose after looking at the domain results an education manager decides that a site should offer additional support in the area of Science. The next step would be to look at the measure level results within the Science domain.



Here you can see that Knowledge of the Natural World and Documentation & Communication of Inquiry emerge as the lowest measures and potentially focused targets for extra support.

How can I use the results to inform classroom planning? Or how can I tailor activities to children’s current development? Perhaps the best report to support classroom planning is the “Class Cohort Groupings by Measure” section within the class report. This section provides a list of children by developmental level and gives the teacher a quick view on where the children are at developmentally allowing the teacher to customize activities.

09. SED2: Social and Emotional Understanding

Responding E/L	Exploring-E	Exploring-L	Building-E	Building-M	Building-L	Integrating-E
0% 0	0% 0	8% 1	31% 4	31% 4	15% 2	15% 2
		+1 Tristan Or 4 yo*	+0 Evelett Bl 4 yo +1 Grant Mo 3 yo +1 Russell St 3 yo -1 Toby Re 4 yo	+1 Makenzi Ja 4 yo +2 Leigh Wi 3 yo +2 Jesse Ma 3 yo Taylor Sh 4 yo	+2 Billie Di 4 yo +1 Drake Jo 4 yo	+2 Kayley Ca 4 yo +1 Lucas Dw 4 yo

The Class Cohort Groupings by Measure lists the children at each developmental level for each measure. It also provides a lot of other information:

- The number preceding the name shows the change in developmental levels since that child’s first assessment. If you look in the Building-E column, you’ll see that Toby actually has a lower

developmental level than in his first assessment while Evelett had no change for her first assessment. If no number appears before the name, that indicates this is the child’s first assessment as you can see in Taylor’s case in the Building-M column.

- The age of the child appears after the abbreviated name of the child.
- An * indicates that the child has an IEP, for example if you look at Tristan in the Exploring-L column.
- The number of children and the percentage of children in each developmental level are also shown in the boxes that contain the names of the developmental level.

Which children are at risk of not being school ready? The Child Domain Report shows the child’s current developmental level compared to age expectations. You can quickly see where the child needs extra support. Teachers should be thoughtful in how they interpret this data. The DRDP does not measure a child’s potential or try to predict future developmental levels. A child scoring below expectations now does not mean they won’t jump ahead in the future – especially with your help.

What are the strengths and needs of an individual child? The Child Domain Report answers this question most clearly. You can quickly see both where a child has the highest and lowest developmental levels and whether the child meets developmental expectations.

Note: this Child Domain Report is only available through CCR’s collaboration with Learning Genie.



The above report is for an individual child, let’s call her Andrea. The gray box shows the full range of development from early infancy to Kindergarten. The green shaded area shows the range of expected development based on the CA Early Learning Foundations for a child of this age. The Tie Fighter (for Star War’s fans) shows Andrea’s estimated developmental score based on her DRDP assessment. The green dot is the point estimate and the green bar with two vertical lines at the end shows the error estimate for Andrea’s Development.

You can see that Andrea’s development is slightly higher than expectations in Physical Development and slightly below expectations in Science and History Social Science. In every other domain she is meeting developmental expectations – although just barely in Mathematics.

Good analysis of DRDP data can be a powerful tool in making administrative and classroom decisions. But it is important to remember that there is no “one way” to analyze data and no data set will tell you everything you need to know. To be most useful, you must integrate the insights you gain from DRDP data with the plethora of other quantitative and qualitative information you have to make sound decisions that benefit the children we all serve.