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**Desired Results Developmental  
Profile for Kindergarten (DRDP-K)  
Entry Assessment Data**

Fall 2020

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# *Louisiana Believes...*



Children are our highest priority



Equity matters



Families are our partners



Choice expands opportunities



Educators are valued  
professionals



Schools are invaluable to  
communities



Graduates must be ready



Our future is bright



# Louisiana's Goals and Priorities

## SIX CRITICAL GOALS

Students enter kindergarten ready.

Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.

Students will achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.

## EDUCATIONAL PRIORITIES

Ensure every student is on track to a professional career, college degree, or service.

Remove barriers and create equitable, inclusive learning experiences for all children.

Provide the highest quality teaching and learning environment.

Develop and retain a diverse, highly effective educator workforce.

Cultivate high-impact systems, structures, and partnerships

# Overview: Kindergarten Entry Assessment in Louisiana

*School systems report results based on teachers' observations of Kindergarten students' participation in classroom activities by September 30 each year to the Department.*

- Louisiana requires that all Kindergarteners are assessed within the first 30 school days after the beginning of each school year.
- Kindergarten Entry Assessments assess a student's kindergarten readiness using observations of required and optional items.
- The DRDP-K is one of two Kindergarten Entry Assessments that can be used to assess Kindergarteners upon entry in Louisiana
- The DRDP-K is based on teachers' observations of students' participation in routine classroom activities
- The DRDP-K is an observational tool; it is not a traditional paper/pencil "test"
- Within the DRDP-K students are assessed on 27 dimensions organized within five domains
- Students' scores on each of the 27 dimensions are reported by school systems to the LDOE.



# Overview: DRDP-K Kindergarten Entry Assessment

*Over 90% of Louisiana Kindergarten\* are assessed using the DRDP-K in a typical year, providing data on the incoming Kindergarten cohort that can be used to progress monitor and inform instruction.*

- The DRDP-K data reported to the LDOE is based on teachers' observation of students' participation in routine classroom activities during the first 30 days of school and rating students on a scale of 1-6 points.
- The DRDP-K data reported to LDOE by school systems contain 27 measures categorized within five domains:
  1. Approaches to Learning & Self-Regulation (ATL): 4 measures
  2. Social-Emotional Development (SED): 5 measures
  3. Language & Literacy Development (LLD): 10 measures
  4. Cognition: Math (COG:MATH): 4 measures
  5. Physical Development (PD): 4 measures
- For reporting purposes only, the Louisiana Department of Education sets thresholds for each measure and domain based on alignment with the Louisiana Early Learning and Development Standards.
- The Louisiana Department of Education also reports the percent of students meeting or exceeding thresholds on the ATL, SED, LLD, and COG:MATH domains (all domains *except* PD).



# DRDP-K Kindergarten Entry Assessment Overview

## Thresholds for Meeting and Exceeding Expectations

*The four year-old expectations of the [Louisiana Early Learning & Development Standards \(ELDS\)](#) were aligned with the DRDP-K to develop thresholds at both the measure & domain level for state reporting purposes.*

The DRDP-K data reported to the LDOE is based on teachers' observation of students' participation in routine classroom activities during the first 30 days of school and rating students on a scale of 1-6 points.

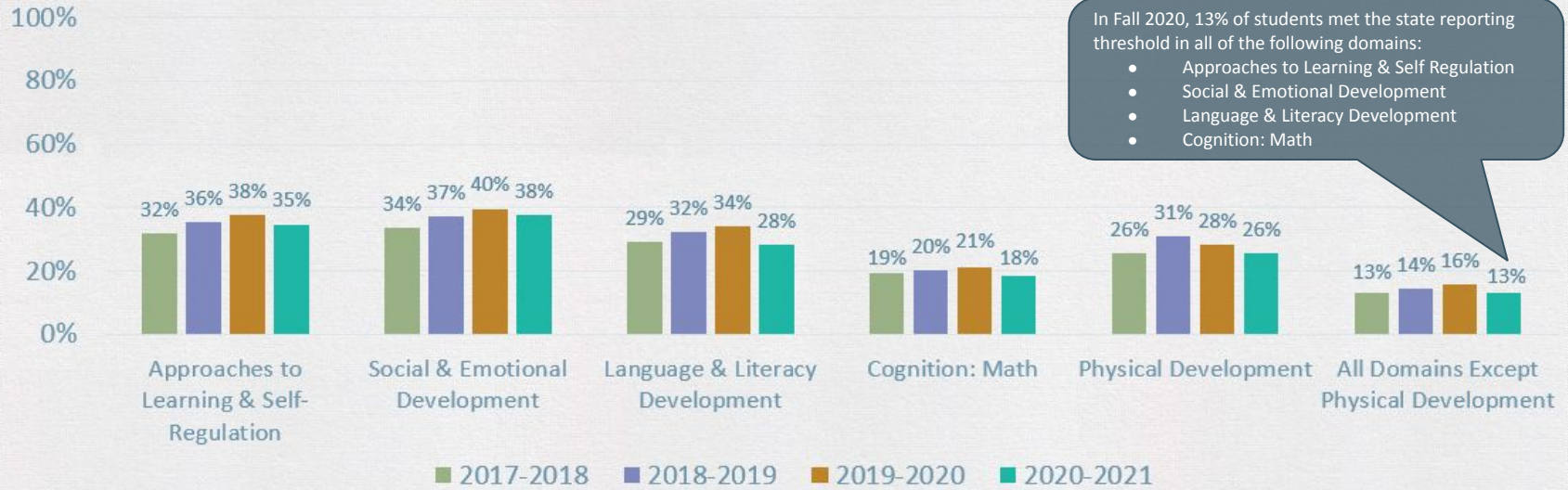
Domain	Threshold for "Meeting Expectations" on the ELDS	Threshold for "Exceeding Expectations" on the ELDS
Approaches to Learning & Self Regulation	3	4
Social & Emotional Development	3	4
Language & Literacy Development	2.9	3.9
Cognition: Math	3.25	4.25
Physical Development	3.25	4.25



# DRDP-K KEA Results & Trends Over Time

## Percent of Students Meeting Thresholds by Domain

*The percent of students meeting reporting thresholds increased consistently from 2017-2018 to 2019-2020, with the highest percent of students meeting thresholds in the Social & Emotional Development domain.*



\*Data collection for the 2020-2021 academic year may have been affected by COVID-19 Pandemic. Unlike previous years, students could be assessed virtually as a result of COVID-19.



# Moving Forward

## Use of the Kindergarten Entry Assessment Data

*The data collected through Kindergarten Entry Assessments helps inform families and educators locally, as well as statewide, on how to leverage resources to ensure all students enter Kindergarten ready.*

- **Teachers, Schools, and Families:** Kindergarten Entry Assessment data provide teachers, school leaders and families with a useful baseline measure of performance that can be used to guide instruction and target interventions.
- **Local Education Leaders & Decision-Makers:** The data from Kindergarten Entry Assessments can drive decision-making by local education leaders to target interventions such as expanded Early Childhood Education to ensure all students enter kindergarten ready.
- **Louisiana Department of Education:** The data from Kindergarten Entry Assessments allows the Department of Education to monitor and respond to statewide trends and provide resources and support for systems, schools, teachers, and families.



# Moving Forward

## Ensuring Every Student is Ready for Kindergarten

*In order to ensure all students enter Kindergarten ready, the Department will continue to engage stakeholders on a variety of initiatives to increase quality and access of early childhood options in Louisiana.*

- **Expand Access to Quality Early Childhood Education.** Through initiatives such as Ready Start Networks and the Family Child Care Pilot, the Department is exploring ways to ensure all children in Louisiana have access to high quality Early Childhood Education programs.
- **Focus on improving the quality of Early Childhood Education options across Louisiana.** To best prepare students for Kindergarten, the Department will continue to focus on improving the quality of Early Childhood Education options through CLASS® observations and support for the implementation of high quality curricula.
- **Review the Early Learning & Development Standards.** The Department will begin a review of Louisiana's Early Learning and Development Standards to ensure teachers have the necessary tools to best prepare students for Kindergarten and later education milestones.
- **Build Capacity for Data Collection and Analysis.** Sharing best practices for collecting KEA data, using KEA data in instructional planning, as well as integrating KEA data collection into longitudinal systems like EdLink 360 will improve the Department's capacity to support interventions based on DRDP-K data.



# Moving Forward

## Resources for DRDP-K Implementation

*In addition to resources available through the maker of the assessment, the Louisiana Department of Education has published a variety of additional resources regarding the DRDP-K.*

- The [Louisiana Department of Education DRDP-K Administration Overview 2021-2022](#) provides information on the purpose, framework, completion, and additional resources available for completing the DRDP-K.
- The [Louisiana Department of Education Early Childhood \(Pre-K\) to 3rd Grade Assessments Fact Sheet](#) provides an overview of assessments in early childhood (pre-K) through third grade in Louisiana.
- The [Louisiana Department of Education Pre-K to 3rd Grade Assessment Guidance 2021-2022](#) provides additional information on the use of the DRDP-K as well as other assessments for students in pre-K through 3rd grade.



# Questions?



Contact

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