



Overview of the Desired Results Assessment System for Preschool-Age Children with IEPs

The Desired Results System is an initiative of the California Department of Education (CDE) developed to determine the effectiveness of its child development and early childhood special education services and programs. The system assures that children who are enrolled in state-funded preschool programs benefit from those programs.

The Desired Results System includes four components:

1. Assessment of individual children's developmental progress using the DRDP assessments.
2. Support of families' goals using parent surveys.
3. Assessment of children's educational environments using the Early Childhood Environmental Rating Scale (ECERS).
4. Assessment of program quality using the Categorical Program Monitoring/Contract Monitoring Review (CPM/CMR) instrument.

All programs funded by the Child Development Division (CDD) of CDE implement these four components. The Special Education Division (SED) implements only the first component, the Desired Results Assessment System, to meet both statewide assessment and required federal reporting for preschool special education. All preschool-age children (3, 4, and 5 year olds not enrolled in kindergarten) in California who have Individualized Education Programs (IEPs) participate in the Desired Results Assessment System. Until September 1, 2009, the Desired Results Assessment System for preschool special education was comprised of the PS Desired Results Developmental Profile-Revised for Children with IEPs (PS DRDP-R) and the Desired Results Developmental Profile *access* (DRDP *access*). Beginning September 1, 2009, all preschool-age children with new IEPs will be assessed with the DRDP *access*.

Requirements of the Individuals with Disabilities Education Improvement Act

Implementing the Desired Results Assessment System assures that the Special Education Local Plan Areas (SELPA), and school districts comply with requirements of both the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and the U.S. Department of Education's Office of Special Education Programs (OSEP). One requirement is the inclusion of children with disabilities in any state or district-wide assessments. A second requirement for every state is reporting progress toward three child outcomes for preschool children with disabilities. To meet these requirements, preschool-age children with IEPs in programs funded by CDE/SED are assessed with the DRDP instruments.

The DRDP Instruments Used for Preschool Special Education

Beginning September 1, 2009 the DRDP *access* is the instrument that must be used with all new preschoolers with IEPs. However, preschool-age children with IEPs who were assessed prior to September 1, 2009 with the PS DRDP-R will continue to be assessed with this instrument until they exit from preschool special education. The DRDP *access* covers a developmental range from birth to five years of age and measures the progress of children with IEPs who may not yet be functioning at a three-year developmental level when they enter preschool.

Benefits Exceed Federal Requirements

Implementation of the Desired Results Assessment System accomplishes more than compliance with federal law - it supports decision-making at the child, program, and policy levels. It increases our understanding of children's progress and assists educators in tailoring intervention to the individual needs of children. The data contribute to program evaluation and continual quality improvement efforts. Preschool special education's participation in the Desired Results system supports programs' use of data to track children's progress, report progress to families, inform instructional practices, make data-driven decisions, and report data to CDE/SED to meet federal requirements.

Overview of the Desired Results Assessment System for Preschool Special Education

Eligible Children	<p>All 3, 4, and 5 year old preschoolers (who are not enrolled in kindergarten) who have IEPs, regardless of instructional setting or services received, must be assessed using the DRDP <i>access</i>. Children must enter preschool:</p> <ul style="list-style-type: none"> • before November 1st to be included in the fall assessment, and • before April 1st to be included in the spring assessment.
Assessment Instruments	<p>Beginning September 1, 2009 all preschool-age children with new IEPs will be assessed with the DRDP <i>access</i>.</p> <p>Preschool-age children with IEPs who were assessed with the PS DRDP-R prior to September 1, 2009 will continue to be assessed with the PS DRDP-R until exit from preschool special education.</p>
Assessment Points	<p>Assessors should continually observe children and document their progress on the DRDP <i>access</i>, or on the PS DRDP-R if it was used with the child prior to 9/1/09. Based on this documentation, children’s progress will be rated and reported two times a year, once in the fall and once in the spring. Please check with your local administrator for the dates DRDP data are due.</p>
IEP Team Responsibilities	<p>Individualized Education Program (IEP) teams are responsible for documenting the adaptations that each child uses on a daily basis and will use for the DRDP <i>access</i>.</p>
Assessor Responsibilities	<ul style="list-style-type: none"> • The primary IEP service provider is the person responsible for making sure the assessment is completed, regardless of the child’s educational setting or type of service. The primary service provider may be credentialed classroom special education teachers, speech/language pathologists, and other itinerant staff. • The primary IEP service provider will be responsible for collecting documentation and reporting data twice a year for each child. • When a child receives special education services and is enrolled in an early childhood program, all of the child’s service providers should collaborate in completing the assessment. DRDP results will be reported to both SED and CDD, according to the requirements of each Division. • Special education administrators will determine the assessor in special circumstances, for example children served solely by California Children’s Services, Non-Public Schools, and Non-Public Agents.
Reporting Data	<p>DRDP data will be reported to CDE through the Special Education Desired Results System (SEDRS) or an individual SELPA’s Management Information System (MIS).</p>

Specific Responsibilities in Implementing the Desired Results Assessment System

IEP Team

- Document the adaptations that each child uses for the DRDP assessment



Assessor

- Complete training in learning how to use the Desired Results assessment system
- Observe each child over time and collaborate with other programs, service providers, and family members to collect additional documentation
- Complete the instrument twice a year (fall and spring) for each child and record ratings on the Rating Record
- Complete the Rating Record and an Information Page for each child assessed
- Enter data (the assessor or a data clerk might do this) in either SEDRS or MIS
- Maintain a copy of the Rating Record and Information Page



SELPA

- Disseminate policies and procedures, including updates and revisions, to appropriate staff
- Assure that all staff receive training
- Monitor implementation
- Provide and secure technical assistance as needed
- Assure data collection, reporting, and certification



CDE's Special Education Division

- Document the positive results of programs
- Report progress on required child outcomes to the federal Office of Special Education Programs
- Plan statewide training and technical assistance activities

For More Information:

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