



Overview of the DRDP *access* Assessment System for Preschool-Age Children with IEPs

The Desired Results System is the California Department of Education's (CDE) initiative that determines the effectiveness of its child development and early childhood special education programs. The system helps assure that children benefit from their state-funded preschool programs and services. The Desired Results System assesses four components:

1. Individual children's developmental progress using the DRDP assessments.
2. Families' satisfaction with their child's program and how it supports the child's learning and development.
3. Children's educational environments using the Early Childhood Environmental Rating Scale (ECERS).
4. Program quality using the Categorical Program Monitoring/Contract Monitoring Review (CPM/CMR) instrument.

Requirements for Preschool Special Education

Programs funded by CDE's Child Development Division (CDD) implement the above four components. The Special Education Division (SED) implements only the first component: 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 Developmental Profile *access* (DRDP *access*) Assessment System. SED implements the DRDP *access* Assessment System to meet both statewide assessment and federal reporting requirements for preschool special education. This assures that the Special Education Local Plan Areas (SELPA), and school districts comply with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). One requirement is the inclusion of children with disabilities in any state or district-wide assessments. A second requirement is that every state needs to report the progress made by preschool children with IEPs related to three child outcomes. To meet these requirements, **all preschool-age children with IEPs in CDE/SED-funded programs must be assessed with the DRDP *access*.**

Note: Children enrolled in preschool programs administered by CDE/CDD are assessed with the DRDP PS ©2010. Preschool children with IEPs who are enrolled in CDD-funded programs (state preschool and state-funded Head Start) must be assessed with both the DRDP *access* and the DRDP PS©2010. Teachers and service providers are encouraged to collaborate in completing both assessments.

Preschool special education's participation in the DRDP *access* Assessment System accomplishes more than compliance with federal law. It supports decision-making at the child, program, and policy levels:

- Educators can better understand children's progress, tailor intervention to the individual needs of children, and report progress to families.
- Local and state programs can use data to track children's progress, inform instructional practices, make data-driven decisions, and meet federal requirements.

General Overview:

DRDP *access* Assessment System for Preschool Special Education

Which children are to be assessed?

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 *access*. Children must enter preschool special education:

- before November 1st to be included in the fall assessment, and
- before April 1st to be included in the spring assessment.

What assessment instrument should be used?

- Preschool-age children with IEPs must be assessed with the DRDP *access*.
- Children in state-funded child development programs must be assessed with the DRDP PS ©2010.
- Children with IEPs enrolled in state-funded child development programs must be assessed with both the DRDP *access* and the DRDP PS ©2010.

What are the reporting points?

The DRDP *access* is based on information gathered through the use of ongoing, authentic assessment, so assessors should continually observe children and document their progress. Based on this documentation, children's progress will be rated and reported on the DRDP *access* two times a year, once in the fall and once in the spring. Check with local administrators for the specific dates that DRDP *access* data are due. For more detail, review the DRDP *access* Timeline for Preschool Special Education: http://draccess.org/flash/DRDP_access_Reporting_Timelines/

Who are the designated assessors?

- 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.
- 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 DRDP assessments. 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.

Checklist of Responsibilities: DRDP *access* Assessment System for Preschool Special Education

IEP Team	<ul style="list-style-type: none"> <input type="checkbox"/> Document the adaptations that each child uses on a daily basis and will use for the DRDP <i>access</i> <input type="checkbox"/> Indicate that the DRDP <i>access</i> is used as the child's statewide assessment.
Assessors	<ul style="list-style-type: none"> <input type="checkbox"/> Complete training in learning how to use the DRDP <i>access</i> assessment system <input type="checkbox"/> Observe each child over time and collaborate with other programs, service providers, and family members to collect additional documentation <input type="checkbox"/> Complete the DRDP <i>access</i> twice a year (fall and spring) for each child and record ratings on the Rating Record <input type="checkbox"/> Complete the Rating Record and an Information Page for each child assessed <input type="checkbox"/> Enter data (the assessor or a data clerk might do this) in either CASEMIS or MIS <input type="checkbox"/> Maintain a copy of the Rating Record and Information Page
SELPA's	<ul style="list-style-type: none"> <input type="checkbox"/> Disseminate policies and procedures, including updates and revisions, to appropriate staff <input type="checkbox"/> Assure that all staff receive training <input type="checkbox"/> Monitor implementation <input type="checkbox"/> Provide and secure technical assistance as needed <input type="checkbox"/> Assure data collection, reporting, and certification
CDE's Special Education Division	<ul style="list-style-type: none"> <input type="checkbox"/> Document the positive results of programs <input type="checkbox"/> Report progress on required child outcomes to the federal Office of Special Education Programs <input type="checkbox"/> Plan statewide training and technical assistance activities

For More Information:

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