

Home-Based and Coffee Creek Assessment of Children's Progress

Head Start Performance Standard

§ 1302.33

Policy

Home Visitors and Teachers will use a variety of developmentally appropriate early childhood education learning experiences to promote and support children's educational progress based on observations and ongoing assessment of the abilities for each child. Observations are entered in **ChildPlus Desired Results Developmental Progress (DRDP)**® and are used to inform the quarterly assessment of the child's developmental progress. ChildPlus DRDP ® aligns with Head Start Early Learning Outcomes Framework from which the Head Start Birth-to-Five School Readiness Goals are derived.

Assessing Children's Progress

DRDP is used to collect data at quarterly assessments to measure children's progress across all developmental domains. Home Visitors and Teachers use this data to generate the DRDP Parent Report to share the child's developmental progress with parent(s)/guardian(s). See **Early Head Start Conferences and Program Transition Services Policy and Procedure** for instructions on creating the form and report card. Together, education staff and the family use this information to identify individual education goals for each child.

Program wide data is analyzed and aggregated to determine program averages in each developmental domain and is compared with data from individual cohort groups, such as children with special needs and dual language learners. The reports are shared with Policy Council, the Board of Directors, community partners and are used to inform the decision-making processes at program and classroom levels. Child assessment reports are included in the programs' annual Self-Assessment.

Procedure

Administration of Assessment Tool

DRDP assessments are completed in the Fall, Winter, Spring, Summer quarters.

DRDP Assessments

- The first assessment is a baseline raw score of a child's development.
- Home Visitors and Teachers will complete assessments for all children enrolled in Home-Based or Coffee Creek programs for more than half the quarter.
- Late starting children may have only one or two completed assessments depending upon when they start. For example, if a child starts on November 30, the first assessment will occur during the winter assessment cycle in February. See the **Timeline for Conferences for Later Enrolling Children** appropriate for the program model.
- Home Visitors and Teachers will begin assessments no more than two weeks before and no less than one week prior to the assessment due date. Program Area Supervisors (PAS) will monitor and follow up with teachers as needed.
- Home Visitors and Teachers will verify completion using the Assessment Status Report on or before the assessment due date. Home Visitors and Teachers will notify their PAS when assessments are 100% finalized.
- PAS's will verify completion and notify the Education Services Supervisor via email.

Forms Referenced:

[Timeline for Home Visits and Conferences for Later Enrolling Children
for the appropriate program model]