

Evaluation Results (from previous year)

What are the results of the measures determined for each outcome last year?

Outcome 1: Maintain compliance with ECSE federal and state regulation of 100%.

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| Measure 1: | Local reviews will show 100% compliance for all student IEP's with timelines met for initial evaluations, re-evaluations, and annuals reviews. |
| Results: State reports and local reviews identify 100% compliance for all student IEP's with state timelines met for initial evaluations, re-evaluations, annual reviews, and Early Childhood Outcomes (ECOs) reporting periods. ECSE evaluation team members and teachers paid close attention to the timelines identified for each student involved in an evaluation, re-evaluation, and IEP review. | |

Outcome 2: Increase parent participation and input within each student's IEP programming and services.

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| Measure 1: | Maintain an average of 95% participation and input rating based on ECSE post IEP survey to measure parent participation and input for all settings of an IEP development process. |
| Results: Results from the parent survey identified 100% satisfaction with participation and input on IEP process based on two questions asked: "I am a valuable member of the IEP process for my child", and "my input regarding my child's progress and goals is valued and taken into consideration". This exceeds the goal of 95% as identified for Outcome 2. | |

Outcome 3: Increase student achievement in the development areas addressed in student IEPs.

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| Measure 1: | <p>Identification of goals met on the last Progress Report for the annual IEP will increase from 46% to over 50%.</p> <p>Percentage of students reaching the last objective or benchmark for each individual IEP goal for the annual IEP will be 70% or higher.</p> |
| <p>Results: A review of the most recent progress report for each student's annual IEP showed 52% of IEP goals marked as "met goal". This reflects an increase of 6% from the previous review.</p> <p>When reviewing the goals marked "making progress", 60% of the goals reached the highest benchmark or objective identified for the goal. This is not meeting the second measure identified and staying consistent with previous years' review. Teaching staff identified specific details about goal progress on the most recent progress report, so parents are aware of the status of growth or needs for continued progress within each goal measured quarterly.</p> <p>When reviewing the results of the progress notes, there was analysis and discussion around how objectives and benchmarks were written. The ECSE team members need to continue to review the degree of difficulty of the goals written and how attainable the goal is related to the baseline of skills to accurately write goals that are attainable during the IEP cycle.</p> | |

What do key stakeholders consider to be the strengths and OFIs of the program?

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| Strengths | <ul style="list-style-type: none"> • Various ways to check in with parents, calls early on to update about progress, with an adaptive nature of the other staff who assist with the IEP process at school and home • Support for the children on all the foundation needs while in the program • Great curriculum for the children make meaning of learning with amazing teacher and specialist that support all along the way |
| OFIs | <ul style="list-style-type: none"> • Desire for more frequent updates on progress and ideas to implement at home to increase abilities • Concern of how long the process takes before a child can begin programming at the school • More training for families of children that utilizes AAC devices to help the children know more about the communication tool and increase confidence of the parents in the process |

What do the program's staff consider to be the strengths and OFIs of the program?

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| Strengths | <ul style="list-style-type: none"> • Variety of classroom structures made available to support diverse needs presented by children and their vast array of developmental concerns • Staff collaboration with multiple providers in the system in order to meet specific IEP needs during the learning process • Staff providing differentiated experiences for learning through play while meeting needs of IEP goals |
| OFIs | <ul style="list-style-type: none"> • Desire from teaching staff to have a more active role in the evaluation process to deepen knowledge of goals based on development delays and placement in varying classrooms across the building • Communication challenges presented from families and children when English is not the primary language spoken in the home • Difficulty meeting the needs of children with intense behavior and low Social-emotional skills that impacts areas of development at this stage in the young lives |

How well aligned are the program's priorities and processes with the goals of the program?

The program's priorities are well aligned to the goals of the program. The dedication of resources to staff, assessment tools, professional development, and instructional materials directly support the function of the Early Childhood Special Education program expectations.

Results of the Program Equity Audit

What were the findings of the Program Equity Audit?

The Program Equity Audit for the Early Childhood Special Education program was completed in December 2023. Upon reviewing the results, the strengths identified for the ECSE program include:

- Creating a safe and welcoming environment for all members of the family that honors their cultural and linguistic background throughout the evaluation process and in the classroom
- Providing equitable access to families that are interested in our screening sessions and the evaluation process when necessary to move to this step
- Staff members feeling comfortable with communication practices that increase effectiveness working with diverse populations

Areas to continue reviewing for improvement include:

- Integrated diverse perspectives in the curriculum and resources across all program structures and evaluation tools
- Reasonable accommodations to support the language diversity in the building community when we do not have the staff specific to this area of instruction
- Increasing a culture of accountability with all members of the community to have more intentional conversations

Deployment Level of Program Services: Services are well deployed, with no significant gaps.

Evaluation Implications

General Recommendation Resulting from the Evaluation

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

Action Plan

- ECSE administrator and Process Coordinator will continue to connect with local and state ECSE leaders to maintain collaboration and stay informed of all state changes to programming and regulations
- ECSE staff will meet twice a month to stay up to date with DESE information and collaborate on internal processes necessary to maintain compliance and increase collaboration with evaluation processes, goal writing, and instructional implications of IEP goals
- Review Progress Reports on a quarterly basis to identify progress made throughout the year and review annual progress on all IEP goals developed
- Review ways to connect measures from IEP goals, growth made on entry and exit scores from Early Childhood Outcome (ECO) measures, and other measures used for student growth for preschool students in the building
- Gather parent feedback following IEP meetings to monitor stakeholder perception on input and satisfaction
- ECSE staff will collaborate with elementary ELD team members to identify methods of support for students that have language diversity to best support the communication needs of both students and families in the ECSE evaluation/IEP process

Cost and Funding Source

No additional funding outside of ECSE grant funds to sustain the ECSE program.

Plan for Evaluation (for upcoming year)

Coordinator Name

Rachel Ward

Planning Team

Rachel Ward, Andrea Richardson, and ECSE Staff

Description of the Program

The Early Childhood Special Education program provides services to students ages 3-5 who have been identified according to DESE requirements for special education. Students receive services based on their identified needs in the areas of cognitive, social, physical, adaptive, and speech and language development. Options for placement include itinerant support, services at home, in the general preschool classroom, resource services integrated with the Tuition Preschool program, Early Childhood Special Education integrated classroom, and in the Early Childhood Special Education Classroom self-contained classrooms (four varying levels based on student need). Students in the ECSE classrooms attend 4 half days per week based on their individual needs.

Description of How the Program's Services are Developed and Delivered

Students in the Early Childhood Special Education program are provided instruction based on their IEP goals and objectives, which are aligned with the Missouri Early Learning Standards. Students receive instruction through facilitated play, individual, small group, and large group instruction.

Student progress is assessed through individual progress monitoring of IEP goals through individual assessments. Assessments include student work samples, observations, anecdotal records, progress on curricular standards, and data collection on their IEP goals and objectives.

Key Program Stakeholder Groups

Students

Parents

Staff

Administrators

Board of Education

Taxpayers

Other (Specify.)

Student and/or Stakeholder Needs Addressed by the Program

Providing quality instruction and early intervention for 3-5-year-old students with developmental delays.
Parent input in the IEP process.

Outcomes of the Program

Outcome 1: Maintain compliance with ECSE federal and state regulation at 100%.

Outcome 2: Maintain parent perception of participation and input regarding student IEP programming and services.

Outcome 3: Increase student achievement in the developmental areas addressed in student IEPs.

Measures

State reports and local reviews will show 100% compliance for all student IEP's with timelines met for initial evaluations, re-evaluations, annual reviews, and Early Childhood Outcomes (ECO's) reporting.

Maintain an average of 95% participation and input rating based on ECSE post IEP survey to measure parent participation and input for all settings of an IEP development process.

Identification of goals met on the last Progress Report for the annual IEP will increase from 52% to over 55%.

Percentage of students reaching the last objective or benchmark for each individual IEP goal for the annual IEP will be 70% or higher.

Evaluation Questions

- What is the status of the program's progress toward meeting outcomes?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should outcomes be changed? Any added or removed?

Data Collection Methods

- Surveys and questionnaires
- Interviews
- Document reviews
- Observations
- Focus groups
- Case studies
- Assessments
- Other (Specify): Sped Track documentation reflecting compliance with timelines and progress notes