

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% while focusing on Kindergarten readiness.

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: Local reviews identify 100% compliance for all student IEP's with timelines met for initial evaluations, re-evaluations, and annual reviews during the PEP review cycle. The ECSE evaluation team and teachers paid close attention to the timelines identified in Sped Track for all evaluations, re-evaluations, and reviews. Ensuring adherence to compliance for timelines regarding students transitioning from First Steps (Birth-3 state programming) to ECSE programming was a priority during this review cycle.	

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

Measure 1:	Use of Special Services post IEP survey to measure participation and satisfaction of input during the IEP development process.
Results: During the 2017-2018 school year, 95% of the parents that participated in the Special Services Parent Survey identify that they agreed or strongly agreed to two questions regarding participation and input in the IEP development process. Questions used to determine the 95% satisfaction rate included "I was given the opportunity to have input about strengths and concerns for my child's education before or during the IEP meeting," and "My input was documented on the IEP."	

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

Measure 1:	Students will demonstrate achievement by meeting 90% of their IEP goals as measured by the last Progress Report for the annual IEP.
Results: IEP goals are written to directly target the areas identified as delayed during the evaluation process. When reviewing the last progress report for each student's annual IEP, 40% of IEP goals were marked as "met goal". To achieve the "met goal" level of achievement for the children in the ECSE program is a strategic challenge as the goals are written to strengthen the developmental delays presented during the evaluation process. For goals that were not met, all were identified as "making progress". This value represents an increase from 31% of goals met during the previous review cycle.	

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

Strengths	<ul style="list-style-type: none"> • Staff are committed and knowledgeable about student needs • Student to staff ratio is a bonus to supporting individual student plans • Students have access to a variety of service options based on delays • Staff listen to parent input when creating goals for IEPs, and continue strong communication during the year
OFIs	<ul style="list-style-type: none"> • More opportunities for ECSE parents to learn about progress made during the IEP cycle and ways to connect to the home. • Interest in additional time per session to support goals • Desire to enhance onboarding process when students begin the program at varying times throughout the school year

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

Strengths	<ul style="list-style-type: none"> • Staff collaboration to maximize student achievement and preparedness • Providing a variety of programs and resources available to meet the diverse needs of the children participating in the program • Adjusting the new staff orientation to more directly meet the needs of ECSE instructional and evaluation processes • Highly qualified teachers, therapists, teacher assistants • Staff demonstrating passion on a daily/weekly basis to provide instructional experiences that is proactive, innovative, and directly meeting IEP needs • Continued commitment to provide Assistive Technology to support students with communication needs in the classroom and transitioning to the home
OFIs	<ul style="list-style-type: none"> • Need to review classroom structures and how to best support incoming students all throughout the year so students are in the least restrictive environment, yet have the support needed • Desire for a revision of diagnostic teaching practices during the evaluation process in order to gain the best information for eligibility, yet maintain learning needs of current students in the program • Review communication processes and methods to ensure all members of the evaluation process for each student is understood in a timely manner • Investigate training for staff to support students with social emotional and behavior needs who may need additional support for success

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

The program 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 January 2019. Upon reviewing the results, the strengths identified for the ECSE program include:

- Providing equitable access to all children that qualify
- Integrating diverse cultural perspective in the curriculum and resources
- Utilizing teaching strategies that are culturally responsive to diverse learners
- Differentiating support based on socioeconomic needs in order to support the family as a whole with resources to come to school
- Integrating diverse groups of students into the program to support their individual learning needs

Areas to consider for improvement include:

- Integrating the inclusion of new students in to the system
- Engaging more diverse families and stakeholders in the process after the initial qualification
- Providing more diverse communication methods to reach the varying linguistic needs for families

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 Diagnostician will continue to connect with local and state ECSE leaders to maintain collaboration and stay informed of all state changes to programming
- Complete internal compliance checks on a quarterly basis to maintain fidelity to evaluation timelines and mandates processes
- Host monthly staff meetings to communicate with ECSE staff and reflect on processes to maintain compliance
- Identify professional development for staff regarding all areas of the IEP development and eligibility process within small professional learning communities
- Identify additional means and opportunity for parents to provide input during the IEP development
- Review Progress Reports on a quarterly basis to better understand trends of progress made throughout the year
- Make explicit connections between IEP goals and additional assessment measures to maximize the learning experience for students

Cost and Funding Source

No additional funding necessary 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, ECSE Team Members

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, Title I / ECSE 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 between 1-4 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

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|--|---|
| <input checked="" type="checkbox"/> Students | <input type="checkbox"/> Board of Education |
| <input checked="" type="checkbox"/> Parents | <input checked="" type="checkbox"/> Taxpayers |
| <input checked="" type="checkbox"/> Staff | <input type="checkbox"/> Other (Specify.) |
| <input checked="" type="checkbox"/> Administrators | |

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% while focusing on Kindergarten readiness.

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

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

Measures

Local reviews will show 100% compliance for all student IEP's with timelines met for initial evaluations, re-evaluations, and annuals reviews.

Maintain parent satisfaction of participation and input during the IEP development process of 95%.

Identification of goals met on the last Progress Report for the annual IEP will increase from 40% to 50%.

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