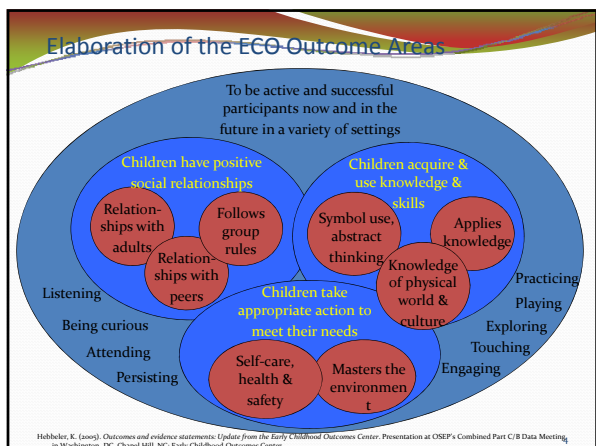


Early Childhood Outcomes
Special Education Administrators' Conference
September 2009
Martha Disbennett, SSD
Martha Leader, DESE
Mary Corey, DESE

What is an early childhood outcome?
An “outcome” is defined as a benefit experienced as a result of services and supports received. Thus, an outcome is neither the receipt of services nor satisfaction with services, but rather what happens as a result of services provided to children.
• Early Childhood Outcomes Center, April 2005

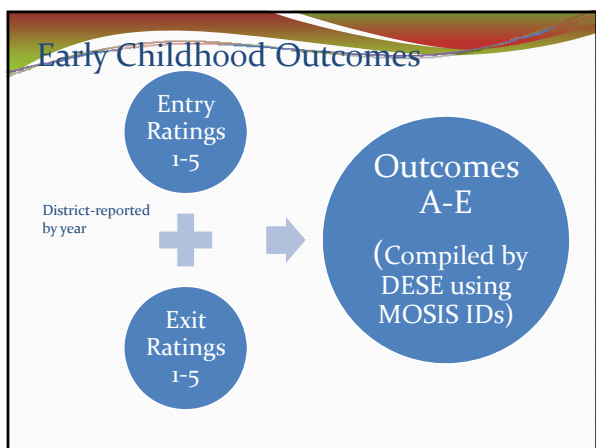
Early Childhood Outcomes

- Progress made from entry to exit in ECSE in each of the following areas:
 - Positive social-emotional skills
 - Acquisition and use of knowledge and skills
 - Use of appropriate behaviors to meet needs



Ratings, Outcomes, and Summary Statements, oh my!

Making sense of it all...



Entry / Exit Data

- Each eligible child (including speech only) will have one entry and one exit rating for each of the three ECO areas
- Entry data is gathered within 30 days of eligibility determination and/or initiation of services
- Exit data is gathered no more than 30 days prior to exiting the program
- A child must be in the program 6 months in order to be included in the entry/exit data reporting

7

Rating Scale

- The ECSE case manager, with input from the IEP team, determines the rating between 1 – 5 for each of the three areas.
- Rating Descriptions
 - 1 – Not Yet (does not attempt)
 - 2 – Emerging (attempts if prompted)
 - 3 – Occasionally (some of the time)
 - 4 – Frequently (most of the time)
 - 5 – Completely (all of the time/typical)

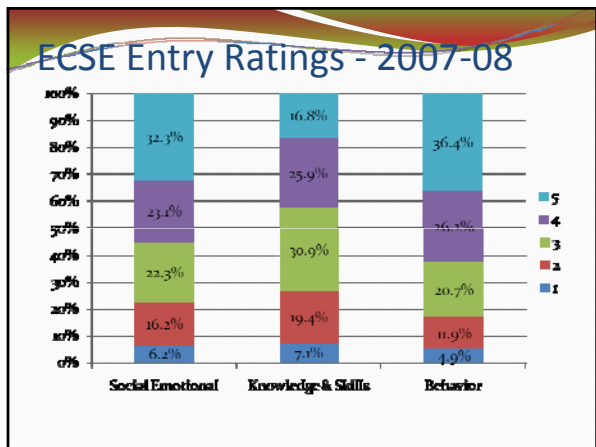
8

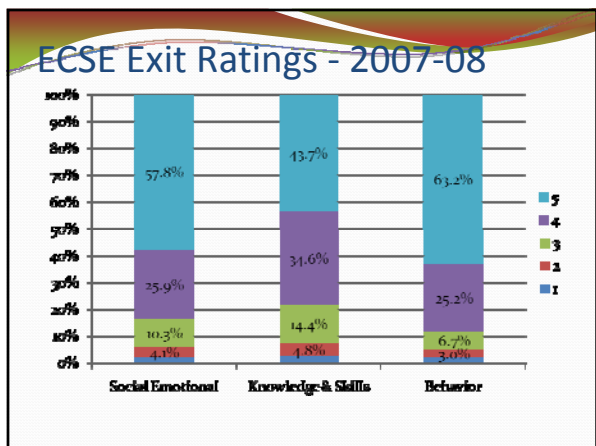
ECO Outcome “Buckets”

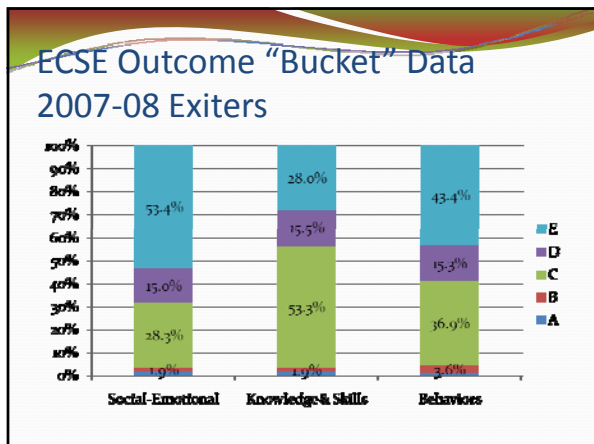
- A. Percent of preschool children who did not improve functioning
- B. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- C. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach
- D. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers
- E. Percent of preschool children who maintained functioning at a level comparable to same-aged peers

Determining the Outcome "Bucket"

Outcome Bucket	Entry Rating	Exit Rating
A - Did not improve functioning	1	1
	3	1
	4	1
	5	1
B - Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers (gap widened)	2	1
	3	2
	4	2 or 3
	5	2 or 3 or 4
C - Improved functioning to a level nearer to same-aged peers (gap narrowed)	1	2 or 3 or 4
	2	2 or 3 or 4
	3	3 or 4
	4	4
D - Improved functioning to reach a level comparable to same-aged peers (closed gap)	1	5
	2	5
	3	5
	4	5
E - Maintained functioning at level comparable to same-aged peers	5	5







The ECO Summary Statements

- Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program
- The percent of children who were functioning within age expectations in each Outcome by the time they exited the program

Summary Statements for Outcome 2 – Knowledge and Skills (07-08 exiters)

	Outcome "Buckets"	Summary Statement 1 $\frac{C + D}{(A+B+C+D)} \times 100$	Summary Statement 2 $\frac{D + E}{(A+B+C+D+E)} \times 100$
A – No improvement	11	11	11
B – Gap widened	16	16	16
C – Gap narrowed	448	448	448
D – Reached age-appropriate	130	130	130
E – Maintained age-appropriate	235		235
Total	840	605	840
Statement %		$578/605 = 95.5\%$	$365/840 = 43.5\%$

ECO Summary Statements for Outcome 2 (07-08 exiters)

- **95.5% of the children who entered the program below age expectations made greater than expected gains**, made substantial increases in their rates of growth. i.e. changed their growth trajectories (Summary statement 1)
- **43.5% of the children were functioning at age expectations in this outcome area when they exited the program** (Summary statement 2)
 - 15.5% started out behind and caught up
 - 28.0% entered and exited at age expectations

16

ECO Data Reporting

- Data reported to DESE at end of year
 - All entry data compiled during that school year
 - All exit data compiled during that school year
 - Report via MOSIS Student Core file
 - MOSIS ID required

ECO Data Reporting

- **Examples to report**
 - 2 year old enters ECSE in April
 - Child exits who entered the previous year and had entry data reported then
- **Examples NOT to report**
 - Entry & exit for child in ECSE less than 6 months

So how do you determine the entry and exit ratings?

Missouri Outcomes Summary Sheet (MOSS)

- The MOSS is designed to synthesize existing information into a comprehensive summary; it is not an evaluation
- The MOSS is a standard form for documenting the multiple sources of information used to determine the entry and exit ratings for each child

Developing a Measure

- What is the purpose of your measure?
 - To gather information for the MOSS
 - To gather information about how ECSE students did in your program
 - To measure growth on a yearly basis
 - To monitor growth throughout the year for purposes of changing and adapting instruction to meet the needs of the children

How to Determine a Measure

- Use existing measures
 - Commercial- many publishers of tests for the early childhood population have cross-walked their instruments with the ECO Outcomes
 - Committee Developed measure - posted on DESE website
 - District Developed measure - Staff align their curriculum with an outcome measure

Curriculum

- Where to start-
 - What curriculum do you follow?
 - Project Construct
 - Creative Curriculum
 - High Scope
 - District developed

Curriculum

- What are the domains/components of your curriculum?
- Cross walk with State Pre-K Standards
- Determine scope and sequence
- Determine if you want a developmental continuum or if you want it tied to an age range
- Determine what you want to measure
- Determine how flexible you want your instrument to be

Our Journey

- We started with using the Brigance
 - It was cumbersome for teachers to use
 - Teachers did not know what to do with the information nor how to report the information
 - Information was not being used for programming purposes
- ECSE Program Evaluation Committee reviewed use of the Brigance
 - We surveyed staff for input
 - Decided to look at the Missouri Pre-K Standards and Project Construct indicators

Process of Development

- The committee then used information from the Brigance, Hawaii Early Learning Profile, Portage, and other developmental checklists
- We cross-referenced the Missouri Pre-K standards with Project Construct and use the Project Construct domains
- We added items from the above mentioned checklist
- We then implemented (bad mistake!)

- Purpose of instrument was thoroughly discussed
 - Use baseline information for students-
 - Where to start when lesson planning and what modifications need to be in place
 - Review data gathered on discrete skills embedded into classroom activities
- Scoring system was reviewed and item analysis was conducted in order to determine what constituted a score of 0,1,2
- Universal materials were developed to aid in consistent scoring
- Items that were not able to be measured in an educational setting were eliminated

Pilot

- School year 2008-2009 the Developmental Curriculum Checklist was piloted in 11 classrooms and with 13 teacher or speech pathologists who served itinerant students
- Baseline was given to students IEP and typical. Every child who entered during the school year and was going to have 6 months of intervention was included.
- We used an internet survey system to gather the information
- Post-test information was gathered in April/May

Along the Way

- The committee met several times throughout the year to get feedback from the staff
- Items and materials were tweaked
- Directions and purpose were tweaked

Results of Pilot

- There were 76 children- both IEP and non-IEP students participated
- Classroom and itinerant students participated
- Each child has at least 6 months of intervention

Domains	Percent of growth
Sociomoral	11%
Representational	15%
Cognitive	21%
Physical	14%
Overall	37%

How We Report the MOSS Scores

- Our DCC is one tool we use to complete the MOSS. Results of the initial and or subsequent evaluations are taken into consideration as well as parent input
- We use the Sociomoral Domain of the DCC to complete the score on Goal 1. We use the Representational and Cognitive Domains of the DCC to complete and score Goal 2. We use the Physical Domain of the DCC to complete and score Goal 3

Scoring the MOSS

- Complete the “Determining Percentage of Delay” box on the MOSS
- The functional age is the baseline in each domain (the age where the child scores 2’s in all items)
- For Goal 2 we use an average of the percentage of delay in both the cognitive and representational domains

Sample

- Below is a sample of how we would score one goal based on the information we gathered with the DCC

Step 1	Step 2	Step 3
Functional (FA)- 2 years Chronological Age (CA) 3 years	Divide FA by CA= .67 .67 x 100= 67	100-67= 33% of delay Sample student would receive a score of 3

ECO Info

- For more information and technical assistance:
 - <http://www.dese.mo.gov/divspeced/ECOtraining.html>

Early Childhood Outcomes (ECO)

Outcome Areas:

- Positive social-emotional skills
- Acquisition and use of knowledge and skills
- Use of appropriate behaviors to meet needs

Rating scale for entry and exit ratings:

- 1 – Not Yet (does not attempt)
- 2 – Emerging (attempts if prompted)
- 3 – Occasionally (some of the time)
- 4 – Frequently (most of the time)
- 5 – Completely (all of the time/typical)

Outcome “buckets”:

- A. Percent of preschool children who did not improve functioning
- B. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- C. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach
- D. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers
- E. Percent of preschool children who maintained functioning at a level comparable to same-aged peers

ECO webpage:

- <http://www.dese.mo.gov/divspced/ECOtraining.html>