

## Missouri Early Childhood Outcomes

System for measuring outcomes for infants, toddlers and preschoolers with disabilities

## Early Childhood Outcomes

Federal & State Objectives

## Purpose of Measuring Child Outcomes

- Program accountability
- Data-based planning can improve early intervention services
- Early childhood outcome results can be used to inform the public

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## State Performance Plan (SPP) / Annual Performance Report (APR)

- Annual ECO data submissions are required of all states by the Office of Special Education Programs (OSEP) through the State Performance Plan.
  - Statewide data reported in Annual Performance Report to OSEP
  - Required to be publicly reported for early intervention providers, school districts and state

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## SPP Early Childhood Outcome (ECO) Areas

OSEP, through the SPP, has identified the following outcome areas to be assessed for each child:

1. Positive social-emotional skills (including social relationships)
2. Acquisition and use of knowledge and skills (including early language/literacy and communication)
3. Use of appropriate behaviors to meet their needs

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## DESE reporting requirements to OSEP for each of the three areas

- a) % of children who maintained functioning at a level comparable to same-age peers
- b) % of children who improved functioning to reach a level comparable to same-aged peers
- c) % of children who improved functioning near to same age peers but did not reach it
- d) % of children who improved functioning but not sufficient to move near to functioning comparable to same age peers
- e) % of children who did not improve functioning

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## Early Childhood Outcomes (ECO)

### Definitions & Descriptions

## What is an early childhood outcome?

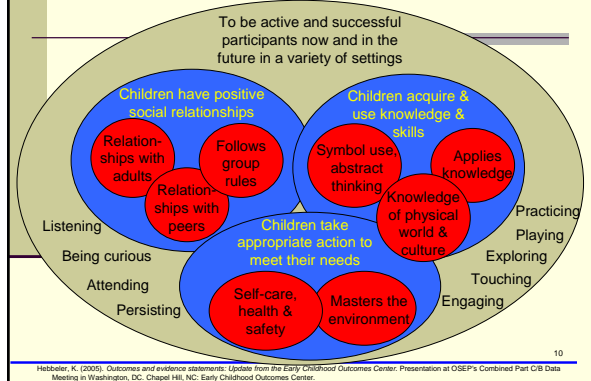
An “outcome” is defined as a benefit experienced as a result of services and supports received. Thus, an outcome is neither the receipt of services nor satisfaction with services, but rather what happens as a result of services provided to children.

- Early Childhood Outcomes Center, April 2005

## Outcomes are functional . . .

- Meaningful in the context of everyday living
- Integrated series of behaviors/skills
- Typical performance across settings and situations
- Use of skills to accomplish tasks
- They are **not**
  - a single behavior
  - domain based

## Elaboration of the ECO Indicator Areas



## How is the Outcome Determined?

- The Outcome is the progress made from entry in the program to exit from the program
- Compare ratings at entry to ratings at exit to determine the outcome, or progress made

## Entry / Exit Data

- Each eligible child will have one entry and one exit rating (for each ECO area)
- Entry data** is gathered within 30 days of eligibility determination
- 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

## Ratings on the three areas

- Each **eligible child entering First Steps or ECSE** must have an ECO rating if the child will be in the program at least 6 months
- Ratings are needed for each of the **3 outcome areas** even if:
  - No one has concerns about the child's development in a given indicator
  - The child has delays in one or two areas, but not in all three areas

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## Ratings reflect global functioning

- **Ratings on each area are a snapshot of:**
  - The whole child
  - Functioning
  - Across settings and situations
- **Rather than:**
  - Skill by skill
  - In one standardized way
  - Split by domains

Hebbeler, K. (2006). *Using the child outcomes summary form*. Presentation at Early Intervention Community in Helena Montana. Chapel Hill, NC: Early Childhood Outcomes Center.

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## Ratings

- Provide an overall sense of child's current functioning in the 3 areas
- They are **not**:
  - Information on the individual services provided
  - The family's satisfaction with services
  - An explanation of **why** the child's functioning is at that level

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## To decide on a rating...

- Know what behaviors and skills are appropriate for the child's age
- Review the available information to determine how the child performs across a variety of situations and settings
- Ensure the entry/exit rating selected is reflective of the child's functional ability.

Hebbeler, K. (2006). *Using the child outcomes summary form*. Presentation at Early Intervention Community in Helena Montana. Chapel Hill, NC: Early Childhood Outcomes Center.

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## Rating Scale

- The service coordinator / ECSE case manager, with input from the team, determines the rating between 1 – 5 for each of the 3 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*)

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## Early Childhood Outcomes

Tools To Gather Data

### Tools to assist with assigning ratings:

- Missouri Outcomes Summary Sheet (MOSS)
- ECO Tools (one for ages 0 – 3 and one for ages 3 – 5) created by St. Louis County Special School District (SSD)

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### Missouri Outcomes Summary Sheet (MOSS)

- The MOSS is designed to synthesize existing information into a comprehensive summary; it is not an evaluation
- Using multiple sources of information, the MOSS provides standard documentation statewide for reporting to DESE

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### Existing Information could include:

- **Review of Existing Data** (current health / medical records, reports from other agencies, portfolios)
- **Screening Information** (vision, hearing, Denver II, ASQ, ASQ-SE)
- **Interviews** (social history, parent interview, teacher interview)
- **Observations** (structured observations, rating scales, behavior interventions)
- **Evaluation / Assessments** (evaluations for eligibility determination, assessments for IFSP/IEP planning, including: adaptive behavior scales, motor or language tests: such as DAYC, ELAP, Preschool Language Scale, Battelle, etc.)

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### The link between Early Childhood Outcomes and Present Levels

- Information used to develop the Present Levels of Abilities and Strengths (First Steps) and Present Levels of Educational Performance (ECSE) can be helpful when assigning ratings to the 3 areas.
- This information is typically collected through the evaluation / assessment process and describes the child's functional skills in several developmental areas.
- Therefore, this information closely links with the child's performance on all 3 areas.

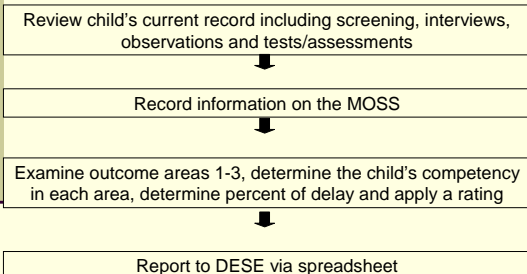
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### Features of the MOSS

- Summarizes **global** sense of how the child is doing
- Rating is based on child's functioning in 3 areas **compared to other children the same age**
- Based on child's **functioning**
  - **what child generally does** across settings and situations,
  - **not what a child can do** under ideal circumstances
- **Not** an evaluation

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### Process for completing the MOSS



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## ECO Tools (ages 0 – 3 and 3-5)

- Information gathered through parent interview / child observation / teacher interview / classroom observation
- This is an informal tool - not a formal screening / assessment instrument
- Can use this tool to rate one, two or all three of the outcome areas

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## Process for completing the ECO Tools

Utilize the First Steps or ECSE tool to determine child's functional age for each of the 3 areas



Determine the child's competency in each area, determine percent of delay and apply a rating



Report to DESE via spreadsheet

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## Notice of Intent / Parental Consent to Obtain ECO Information

- If a review of the child's record containing measures previously conducted (for eligibility or IFSP/IEP planning) is used - no parental consent or notice required
- If a formal assessment is used specifically to collect ECO – will need to obtain parental consent
- Inform parents about ECO using the “*ECO Reporting Guide for Parents*”

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## Early Childhood Outcomes

Reporting Data & Resources

## First Steps/ECSE reporting to DESE

- The required ECO Data Collection Form is posted on the web for download at <http://www.dese.mo.gov/divspced/ECOtraining.html>
- Districts/SPOEs can either add to the existing spreadsheet with new entry/exit data, or can use a new spreadsheet each year
- Data for the school year will be submitted to DESE at the end of the school year

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## Contact Information

- First Steps Questions:
  - [webreplspdfs@dese.mo.gov](mailto:webreplspdfs@dese.mo.gov)
- ECSE Questions:
  - [webreplspedc@dese.mo.gov](mailto:webreplspedc@dese.mo.gov)

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## Resources

### Early Childhood Outcomes Center (ECO):

- For more information on ECO and "crosswalks" or commonly used instruments that identify specific items which directly relate to the indicators:

<http://www.fpg.unc.edu/%7Eeco/index.cfm>

### Department of Elementary & Secondary Education- Division of Special Education (DESE):

- For Q/A and online links to ECO materials:

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

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## Resources, cont'd

### National Early Childhood Technical Assistance Center (NECTAC):

- [www.nectac.org](http://www.nectac.org)

### Office of Special Education Programs (OSEP):

- [www.ed.gov/about/offices/list/osers/osep/index.html](http://www.ed.gov/about/offices/list/osers/osep/index.html)

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