



Special School District

**Early Childhood Special Education
Program Evaluation**

Martha Disbennett, Chair

Board Approved: September 22, 2009



Early Childhood Special Education Standard Program Evaluation

Executive Summary

As required by the Missouri School Improvement Plan (MSIP) standards, school districts must evaluate Early Childhood Special Education services biennially. The question approved by the Board of Education for the present program evaluation was as follows: *What percentage of preschool age children with Individual Education Plans in Special School District's Early Childhood Special Education Program demonstrated growth in literacy skills in the areas of Interactions with Story Books, Emergent Story Book Reading Skills, Early Writing Skills, Knowledge of Print and Alphabet, and Phonological Awareness?* The present evaluation includes a review of achievement and survey data. Based on stakeholder review of the data, strengths, concerns and recommendations are noted.

Results

Strengths

The ECSE Department is pleased with the gains in acquisition of literacy skills as a result of implementing the Animated Literacy Curriculum, a more focused, research-based curriculum. The gains our students have made in crucial emergent literacy skills will be a benefit as they enter kindergarten. Preparing them to have the building blocks necessary for reading in their later school years is part of our mission. In addition, the parents of children in the ECSE program are seeing the benefits of intentional literacy instruction.

Concerns

Despite positive results, the data indicate that not all students demonstrated growth in literacy skill domains as indicated on the LSC. In addition, a concern was noted with regard to the proportion of parents who indicated they rarely observed their child making sound-letter connections.

Recommendations

Additional analysis and exploration of the data via data teams are planned to assess characteristics of those students who did not demonstrate literacy skill growth. ECSE will also provide parents with information regarding literacy development in preschool children as it relates to the importance of phonemic awareness.

To continually improve instruction for all of our students, ECSE will also (a) track students who participated in the Animated Literacy and Breakthrough to Literacy program to see how they performed on MAP/MAP-A in 3rd grade in the area of Communication Arts, (b) continue to review the most current research on literacy skill development in children during the preschool years and inform staff of best practice in the area and (c) continue to measure student progress in the area of literacy as well as other developmental domains and work with staff on data gathering, analysis, and instructional decision making using data.

