



National and Local Child Outcomes Reporting FFY 2015-16

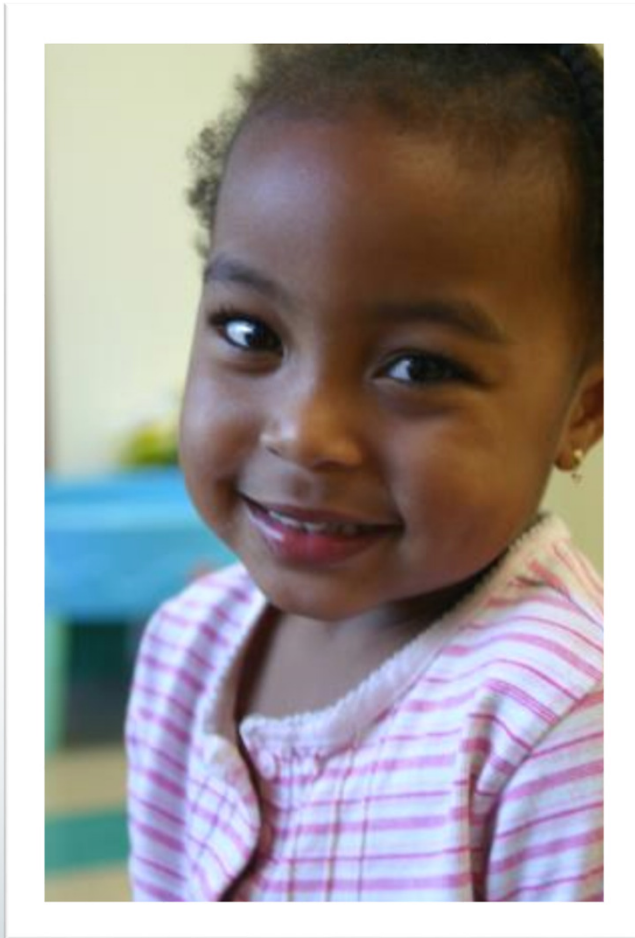
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September 11, 2017



TA&D
NETWORK

On Today's Call



- Learn about the latest national child outcomes data and patterns
- Learn about California's Indicator 7 (Preschool Outcomes) reports and how local programs are using them.

General Background

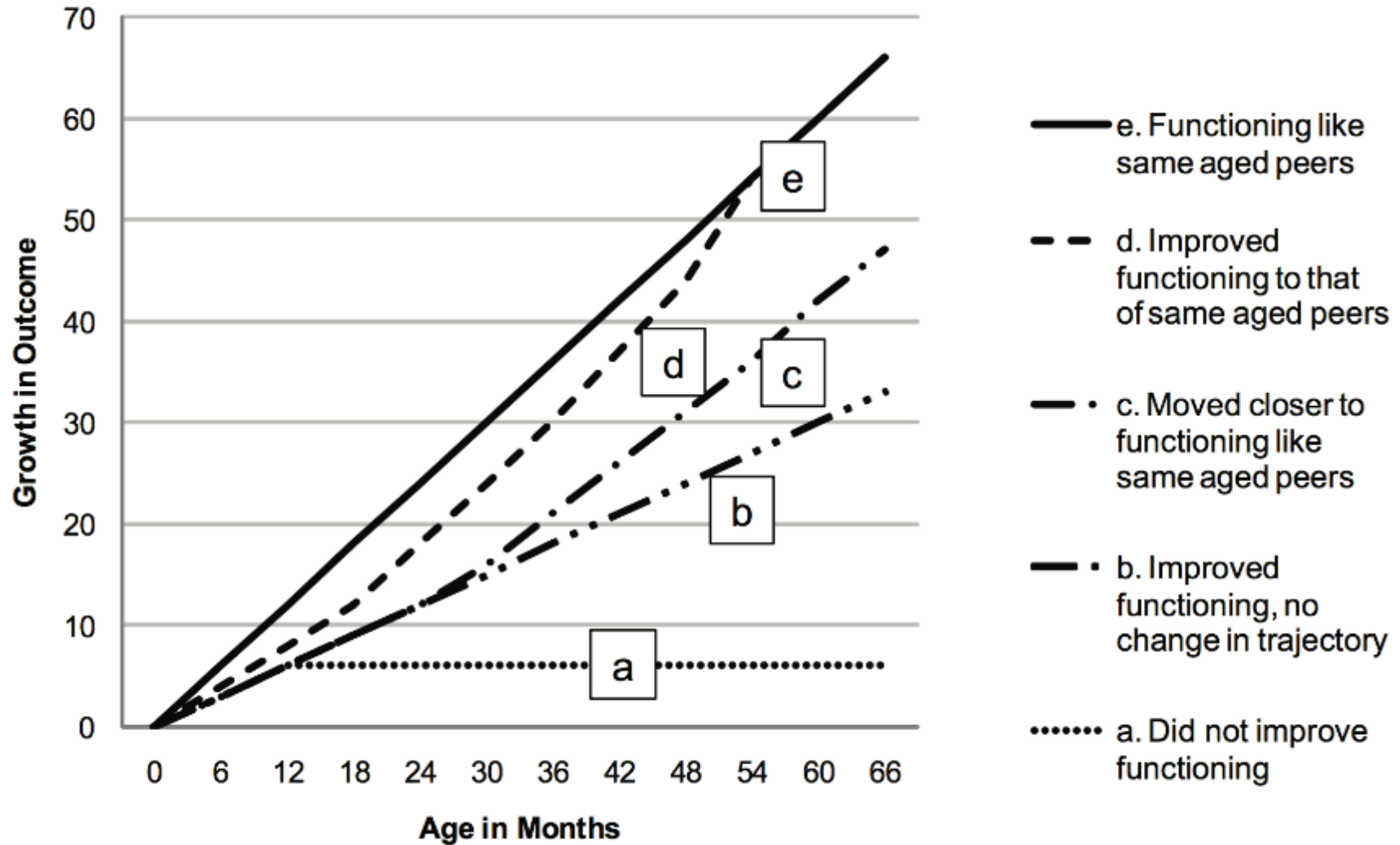
- The emphasis has shifted from getting children access to services (compliance) to focusing on results.
- All federal agencies are required to report on the outcomes achieved by their programs
- The Office of Special Education Programs uses child outcomes data to:
 - Justify the funding for Part C and Part B Preschool.
 - Monitor state results through [Results Driven Accountability](#) processes (Part C only)

Three Child Outcomes

- In 2005, OSEP required states to report data on 3 child outcomes
 - Children have positive social-emotional skills (including social relationships)
 - Children acquire and use knowledge and skills (including early language/ communication [and early literacy])
 - Children use appropriate behaviors to meet their needs



OSEP Progress Categories as Developmental Trajectories





The Summary Statements

1. Of those children who entered or exited the program below age expectations in each outcome, the percent who substantially increased their rate of growth by program exit.
2. The percent of children who were functioning within age expectations in each outcome by program exit.

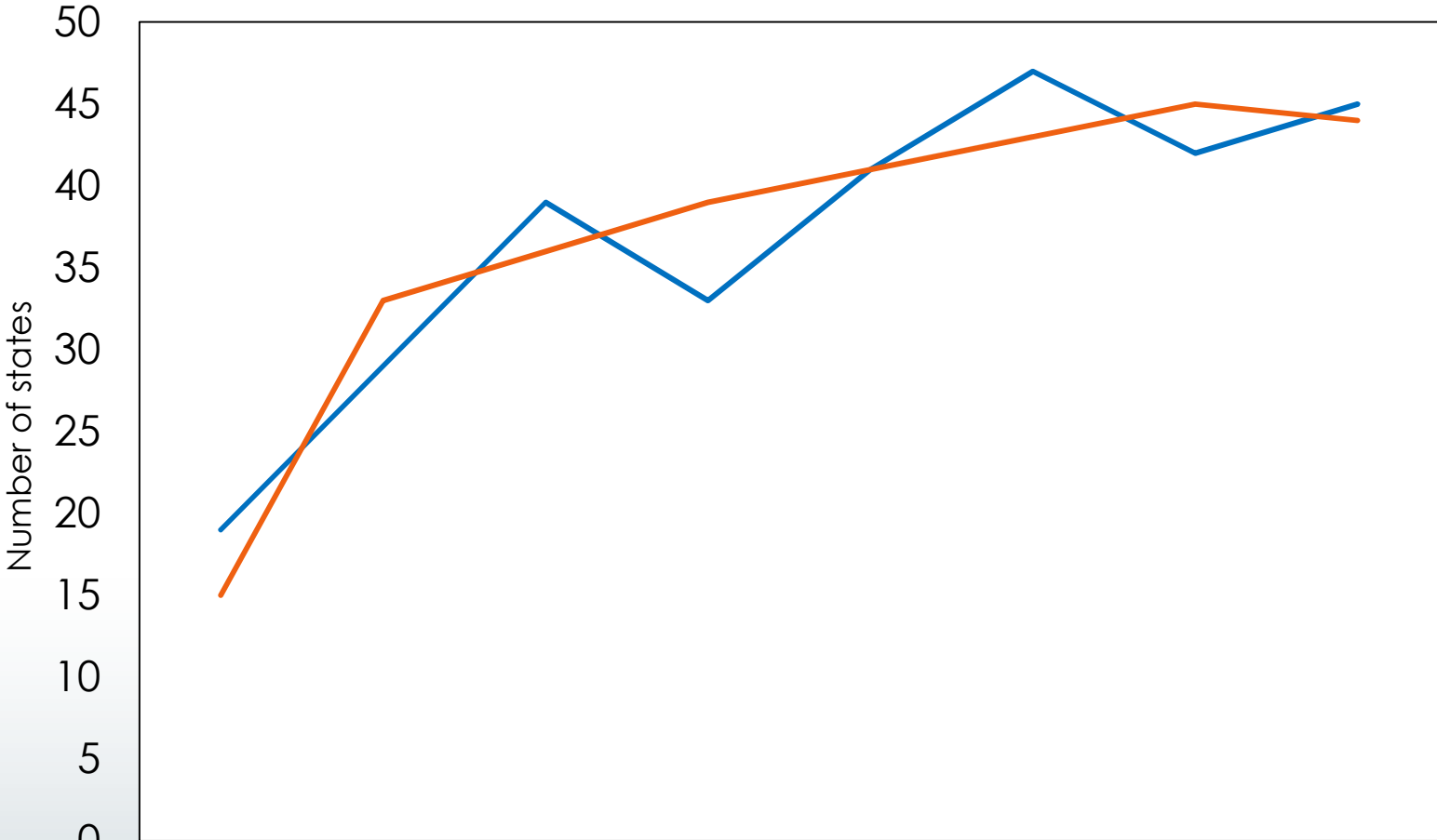
State Approaches to Measuring Child Outcomes – FFY 2015-16

Approach	Part C (N=56)	Part B Preschool (N=59)
COS 7 pt. scale	42/56 (75%)	43/59 (73%)
One tool statewide	8/56 (14%)	8/59 (14%)
Publishers' online analysis	3/56 (5%)	6/59 (10%)
Other	3/56 (5%)	2/59 (3%)

Method for Calculating National Estimates & Criteria

- Weighted average of states that met minimum quality criteria
- Minimum quality criteria for inclusion in national analysis:
 - Reporting data on enough children
 - Part C – 28% or more of exiters
 - Part B Preschool – 12% or more of child count
 - Within expected patterns in the data
 - category ‘a’ not greater than 10%
 - category ‘e’ not greater than 65%

Number of States that Met Criteria for Inclusion in the National Analysis (N=51)

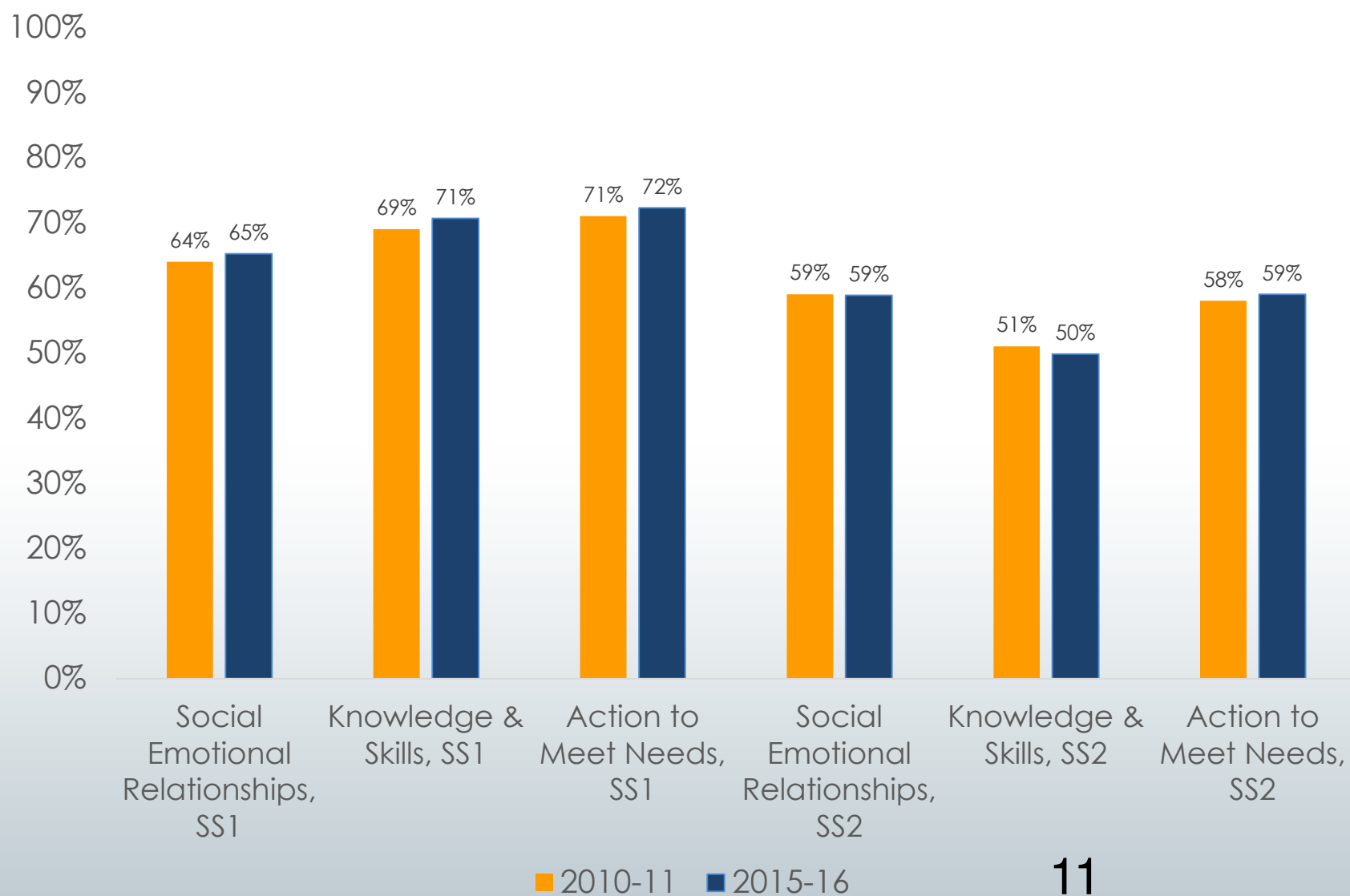


	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Part C	19	29	39	33	41	47	42	45
Part B Preschool	15	33	36	39	41	43	45	44

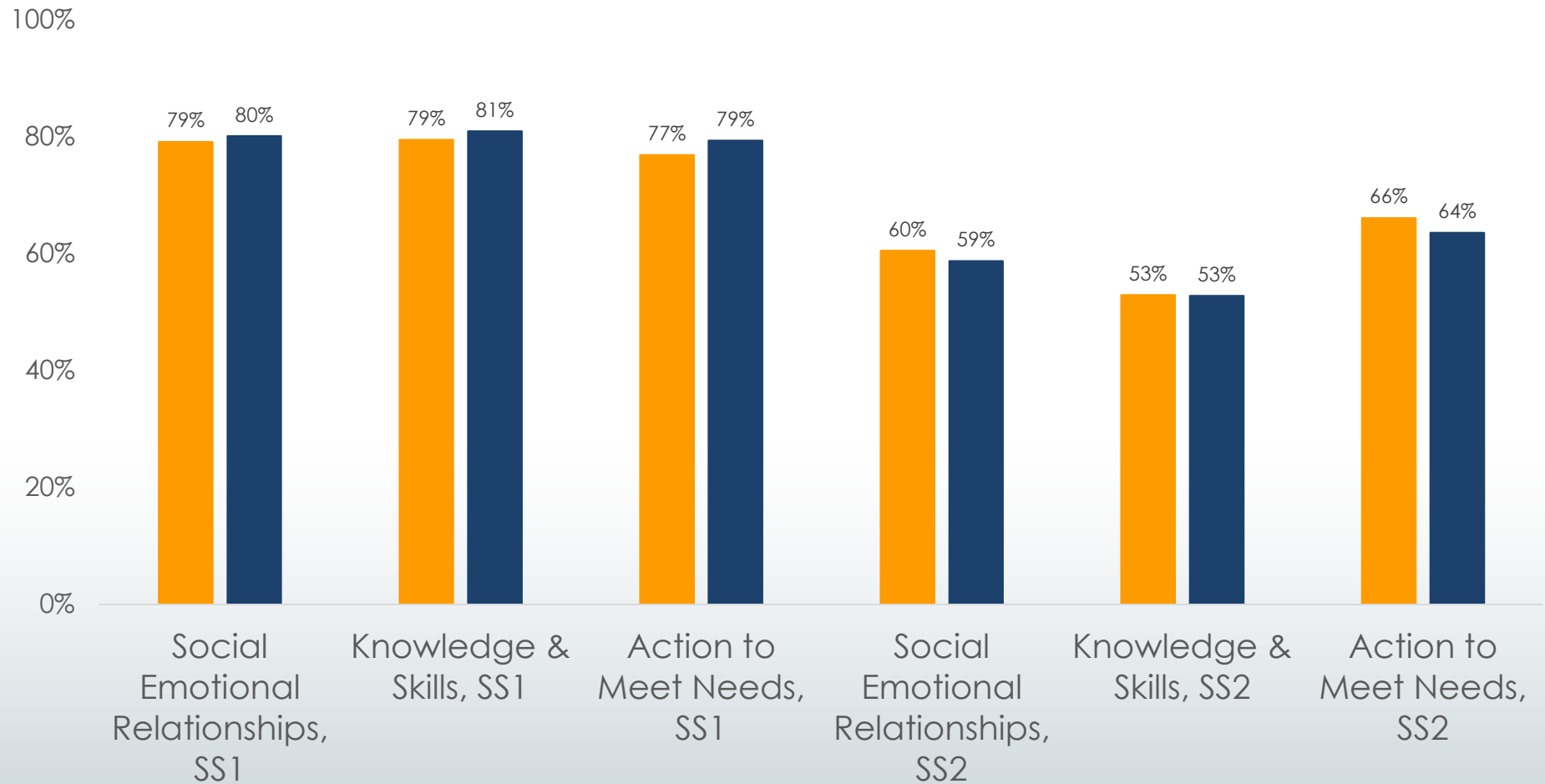
Reason States Were Excluded from Analyses (N=51)

Reason State Was Excluded	Part C	Part B 619
	2015-16	2015-16
State is sampling	2	3
Missing Data	0	1
'a' and 'e' patterning (Had at least one outcome with category a greater than 10% or category e greater than 65%)	3	3
Missing Data AND 'a' and 'e' patterning	1	0
States included in the analysis	45	44

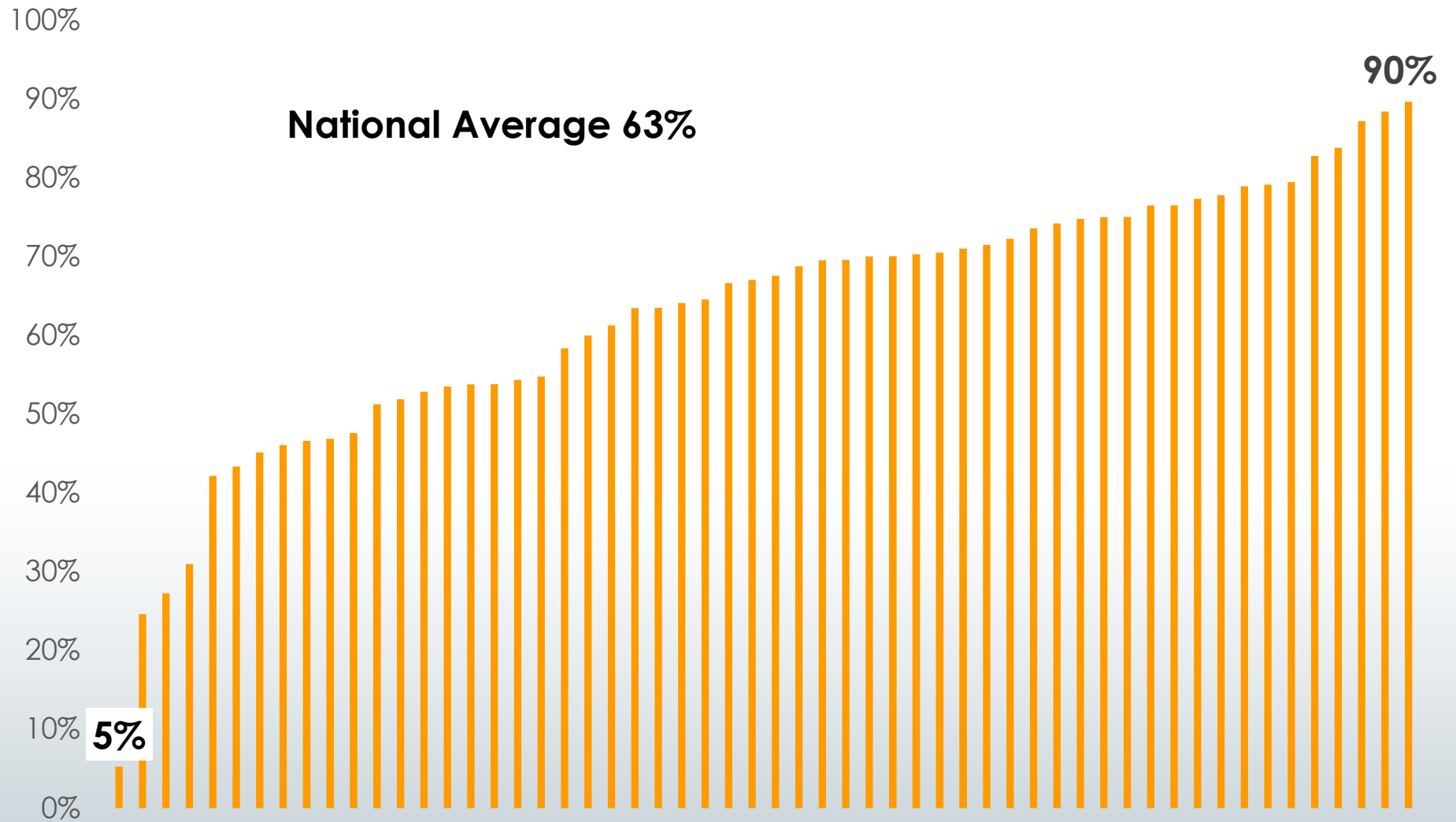
Part C: Changes in child outcomes, 2010-11 to 2015-16



Part B Preschool: Changes in child outcomes, 2010-11 to 2015-16

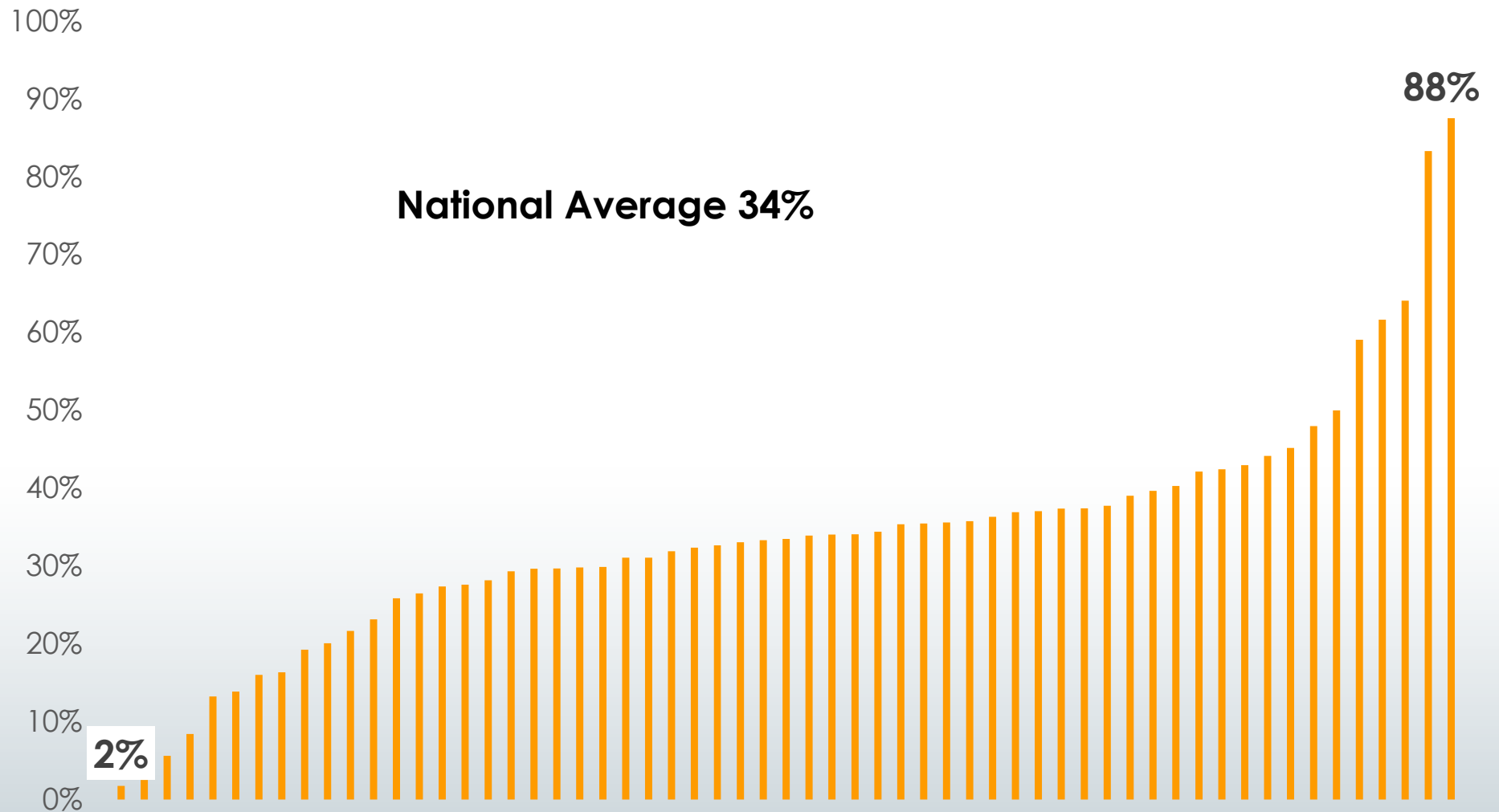


Part C: Completeness of Child Outcomes Data*



* Completeness = (total with outcomes data/total exiters)

Part B Preschool: Completeness* of Child Outcomes Data

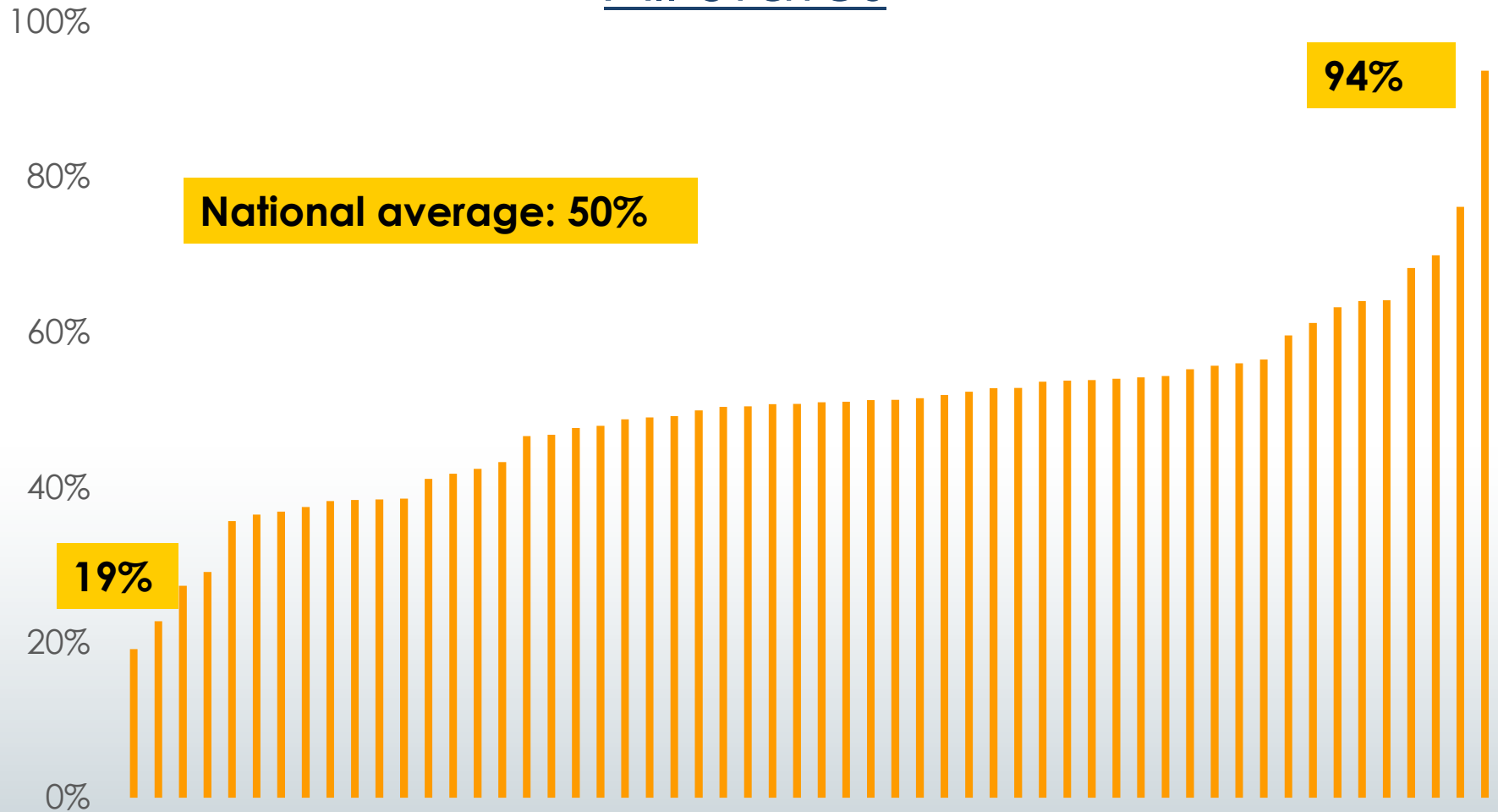


* Completeness = (total with outcomes data/child count)

State Level Variation and Patterns



Part C: State Variation: Exited within Age Expectations – Knowledge and Skills, 2015-2016, All States



Part B: State Variation: Exited within Age Expectations – Knowledge and Skills, 2015-2016, All States

100%

92%

National average: 53%

11%

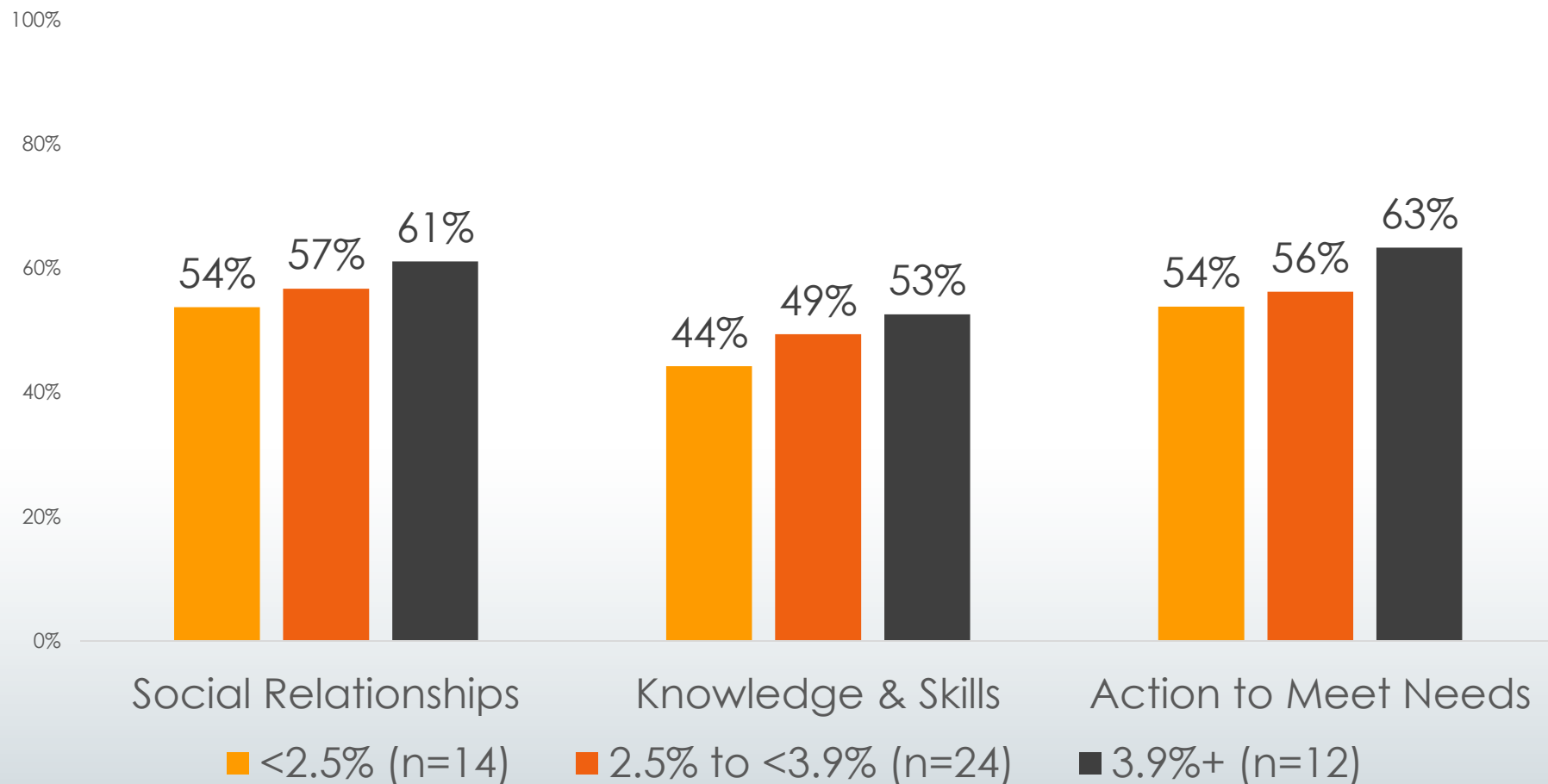
0%

40%

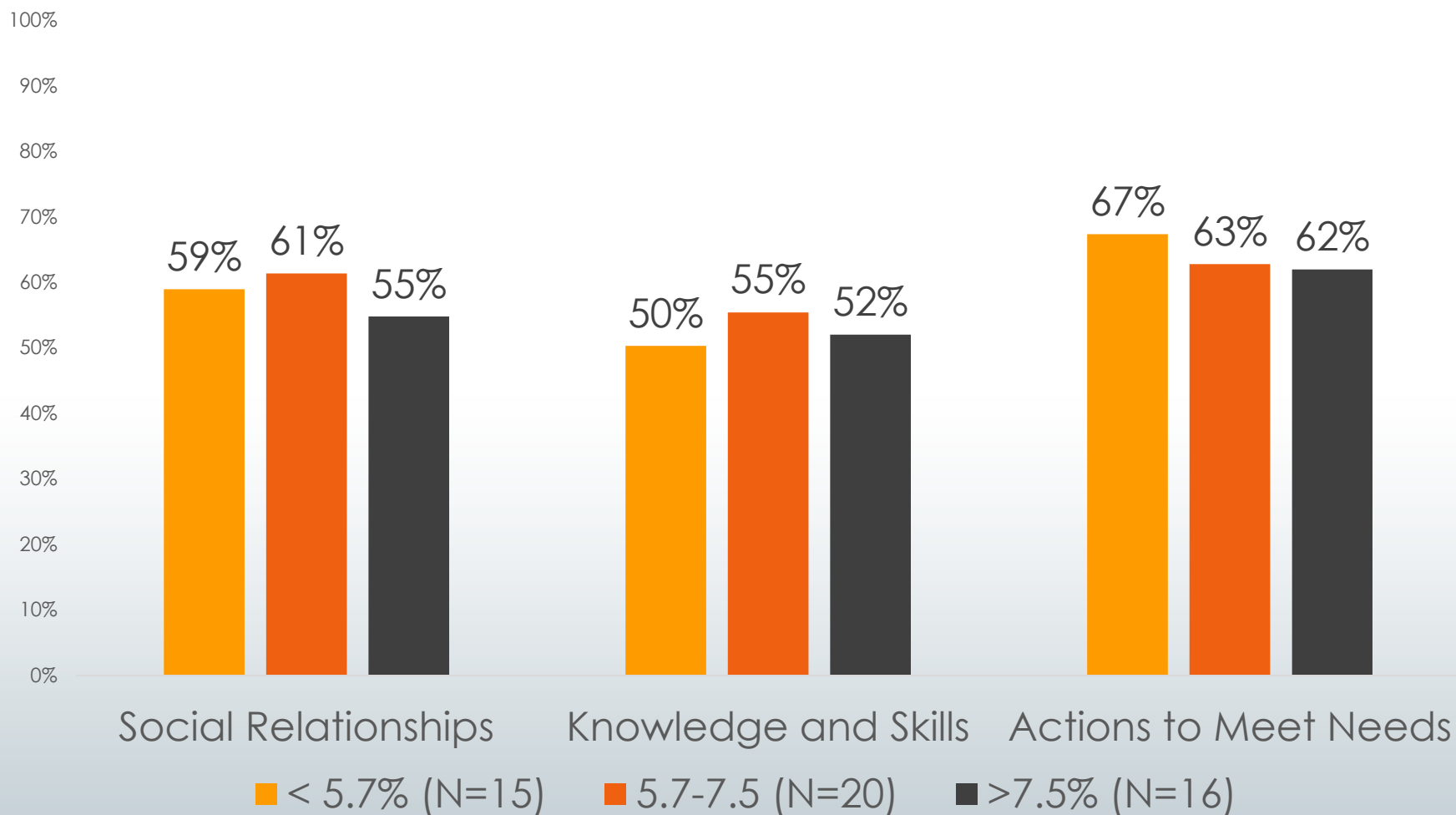
60%

80%

Part C: Average Percentage Who Exited within Age Expectations by State Percent Served*, 2015-16 – All States



Part B Preschool: Average Percentage Who Exited within Age Expectations by State 3 – 5 Percent Served*, 2015-16, All States (N=51)



[*Link to Percent Served Data](#)

Slide 19

CK8

NOT updated! waiting on percent served part b data from patrick

Codie Kane, 8/31/2017

State Child Outcomes Data Quality Profiles FFY 2015-16

State Child Outcomes Data Profile Part C 2015-2016

- 5
- 6
- 7
- 7
- 10
- 13
- 16
- 16
- 18

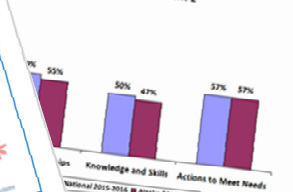
Key Terms
Outcome A = Social Relationships
Outcome B = Knowledge and Skills
Outcome C = Actions to Meet Needs
Summary Statement 1 = Showing greater than expected growth
Summary Statement 2 = Showing the program within age expectations
Progress Category a = Did not improve functioning, no change in trajectory
Progress Category b = Improving functioning
Progress Category c = Moved closer to functioning like same aged peers
Progress Category d = Improved funding to that of same aged peers
Progress Category e = Functioning like same aged peers

Comparison of State and National Data

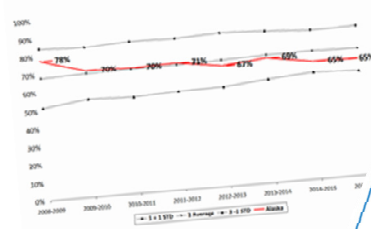
Part C Early Intervention National and State Percentages for Summary Statement 1



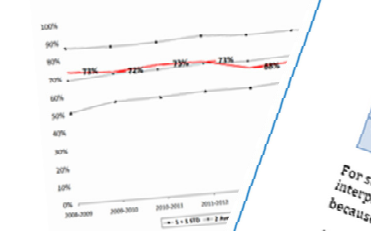
Part C Early Intervention National and State Percentages for Summary Statement 2



Part C Early Intervention State Trends for Summary Statement 1, Outcome B



Part C Early Intervention State Trends for Summary Statement 1, Outcome C



Expected Patterns for Progress Categories

Previous national data collected for indicator C3 and other national data source helped us identify reasonable patterns about expected percentages in each progress category. State data are compared to these expectations. State data are included when the data are within expectations for all progress categories.

Progress category 'a' includes children with the most significant delays and degenerative conditions who do not make any progress or actually regress from entry to exit. We established a cutoff of 5% of children in progress category 'a' as reasonable. Progress category 'e' includes children who enter and exit at age we established in the outcome area. On the basis of previously reported national data, we established a cutoff of 65% of children in progress category 'e' as the limit of reasonable. Progress categories 'b', 'c', and 'd' include children who enter the program functioning below same age peers and either maintain functioning relative to same age peers (b), move closer to the functioning of same age peers (c), or exit the program functioning at a level comparable to same age peers (d). We expect that between 5% and 50% of children in each state will fall into each of these progress categories. The table below shows the comparison of each progress category to the expected range.

Code	Meaning
Low	Below the Expected Range
In Range	Within the Expected Range
High	Above the Expected Range

Expected Pattern	Progress Categories- Expected Pattern and State Status				
	a	b	c	d	e
Outcome A	0%-5%	5%-30%	5%-50%	5%-50%	5%-85%
Outcome B	In Range 0%	In Range 23%	In Range 16%	In Range 27%	In Range 28%
Outcome C	In Range 0%	In Range 29%	In Range 24%	In Range 30%	In Range 10%
	In Range 1%	In Range 23%	In Range 19%	In Range 30%	In Range 18%

For states or territories that serve a small number of children, these data should be interpreted cautiously as they may be more likely to show unexpected patterns because a single child may represent a larger proportion of the children served.

As of 2015, the U.S. Department of Education is using both results and compliance data in making determinations for each State. The results determination includes a measure of data anomalies in the progress categories. For the purpose of

Updated profiles were sent to C/619 coordinators

State Child Outcomes Data Profile

Part C

2015-2016

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Key Terms

Outcome A = Social Relationships

Outcome B = Knowledge and Skills

Outcome C = Actions to Meet Needs

Summary Statement 1 = Showing greater than expected growth

Summary Statement 2 = Exiting the program within age expectations

Progress Category a = Did not improve functioning

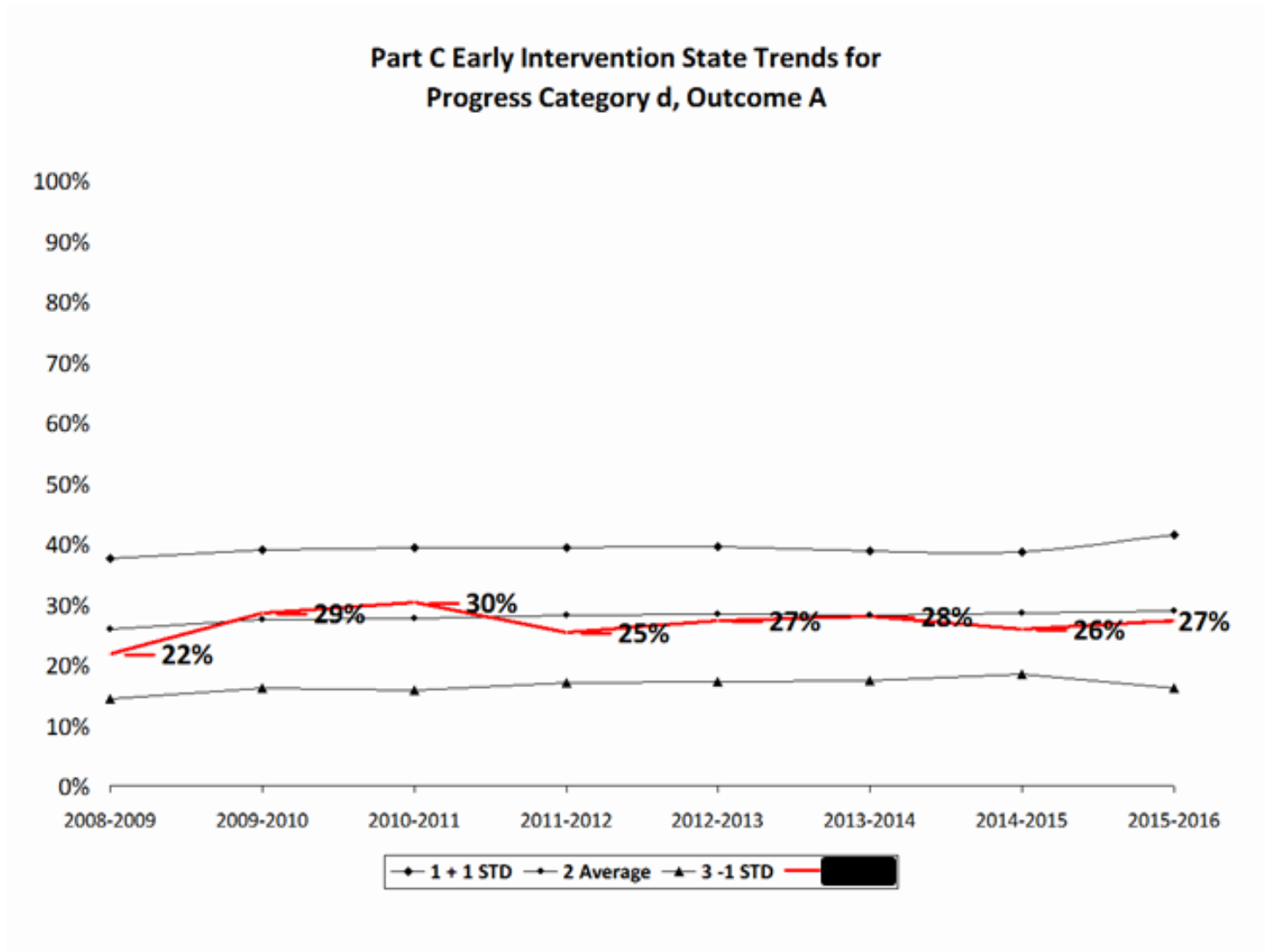
Progress Category b = Improving functioning, no change in trajectory

Progress Category c = Moved closer to functioning like same aged peers

Progress Category d = Improved functioning to that of same aged peers

Progress Category e = Functioning like same aged peers

Part C Example: Children who improved functioning to reach a level comparable to same aged peers– Social Relationships



Uses of the Child Outcomes Data

- Policy-making
 - Justifying the amount of federal funding for the Part C and Part B Preschool
- Accountability
 - Federal monitoring of states (Determinations)
 - States monitoring of locals
- Program improvement
 - State Systemic Improvement Plan (SSIP)
 - General program improvement

















CA Indicator 7 Reports

Available at
<http://ectacenter.org/~calls/2017/childoutcomes-resources.asp>

Samples of Child Outcomes Data Provided to Local Programs

Below are examples from several states of documents provided to local programs summarizing LEA or local program child outcomes data. These include sample reports, templates, reports generated by local programs by data systems in real time, and guidance documents.

- Sample Reports
 -  [Arizona Sample Child Outcomes- Early Intervention Program Report](#)
 -  [Colorado Entry and Exit Score Profile Sample](#)
 -  [Colorado B7 Profile Sample](#)
 -  [Minnesota 625 Part B Pattern Checking 2015-16](#)
 -  [New Jersey County Performance Report 2016 Sample 1](#)
 -  [New Jersey County Performance Report 2016 Sample 2](#)
 -  [North Carolina Child Outcomes 2015-16 Sample Report](#)
 -  [Virginia 619-B7 LEA Data Report 2015-16](#)
- Sample Template
 -  [Nevada Sample Template: Difference from Target- Difference from Last Year](#)
- Sample Reports Generated in Real Time by Data System
 -  [Montanta Sample COS Data System Report](#): Local programs can run their COS data reports in real time through the data system. When a user hovers over the blue numerals the following individual child information displays for the children in the corresponding progress category: name, gender, age, race, date of birth, date of eligibility, eligibility category, county, region, and provider.
 -  [Washington Table 1.1-1.2 Distribution of COS Ratings at Entry- LLA Sample](#)
 -  [Washington Table 1.1-1.2 Distribution of COS Ratings at Exit- LLA Sample](#)
 -  [Washington Table 1.3a-c Exit Scores by Entry Scores per Outcome Type- LLA Sample](#)
 -  [Washington COS Progress Codes- LLA Report Sample](#)

Other Materials

- Thank you for joining
- Please complete the evaluation



The contents of this presentation were developed under a grant from the U.S. Department of Education, # H373Z120002, and a cooperative agreement, #H326P120002, from the Office of Special Education Programs, U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. DaSy Center Project Officers, Meredith Miceli and Richelle Davis and ECTA Center Project Officer, Julia Martin Eile.

