A National Picture: Child Outcomes for FFY2014-15

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On Today's Call

- Learn about the latest national child outcomes data and patterns
- Learn from several states about their insights and efforts to improve data quality

State Approaches to Measuring Child Outcomes – FFY 2014-15

Approach	Part C (N=56)	Part B Preschool (N=59)
COS 7 pt. scale	43/56 (77%)	42/59 (71%%)
One tool statewide	8/56 (14%)	9/59 (15%)
Publishers' online analysis	2/56 (4%)	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)
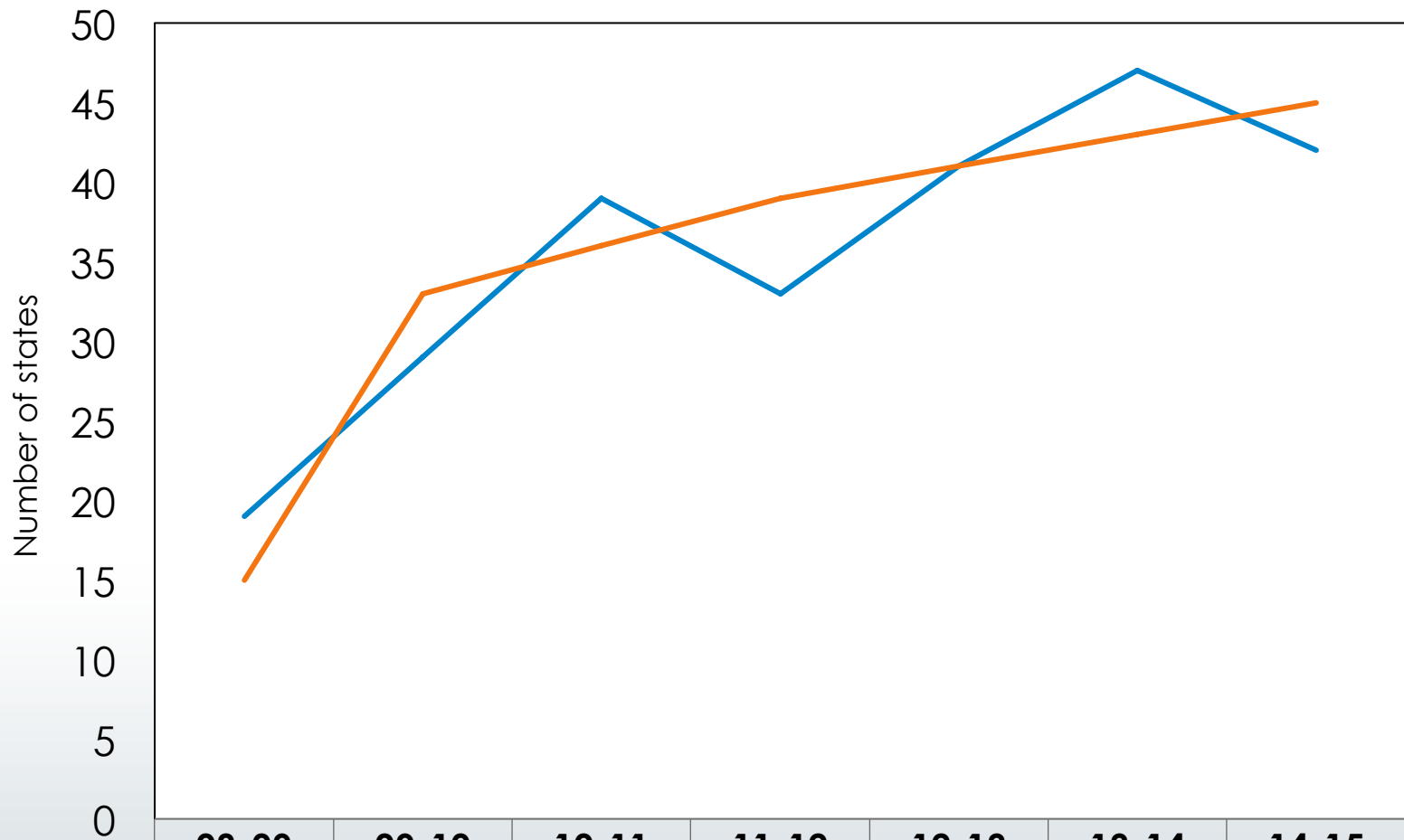
	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Part C	19	29	39	33	41	47	42
Part B Preschool	15	33	36	39	41	43	45

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Reason States Were Excluded from Analyses (out of 51)

| Reason State Was Excluded	Part C		Part B 619	
	2011-12	2014-15	2011-12	2014-15
State is sampling	2	2	2	3
No progress category data reported	0	0	2	0
No child count data available	0	0	0	1
No 618 exiting data	0	1	-	-
Missing Data	6	3	4	0
'a' and 'e' patterning (Had at least one outcome with category a greater than 10% or category e greater than 65%)	5	2	3	3
Missing Data AND 'a' and 'e' patterning	4	1	0	0
States included in the analysis	**33**	**42**	**39**	**45**

Part C: Changes in child outcomes, 2009-10 to 2014-15
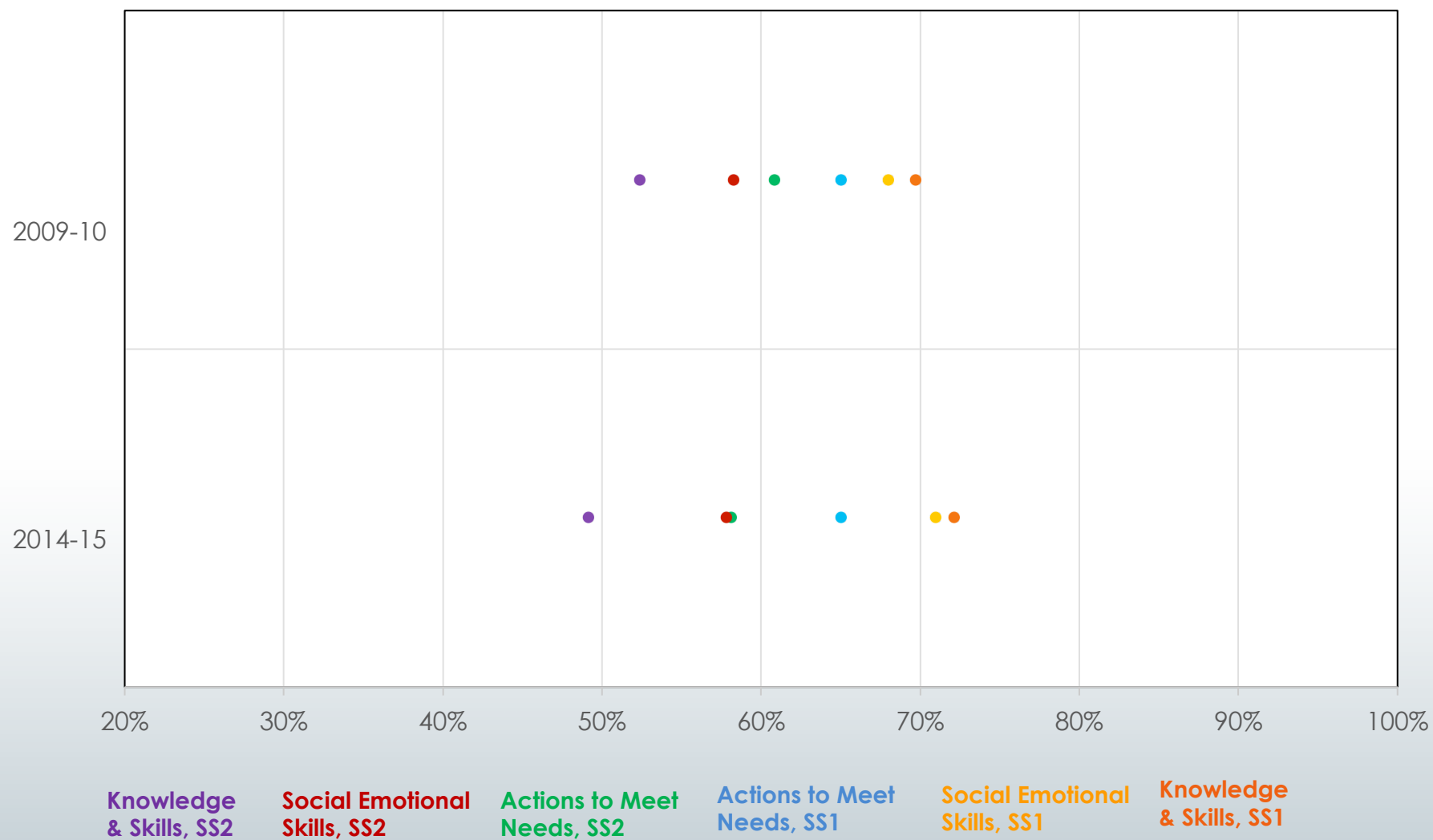
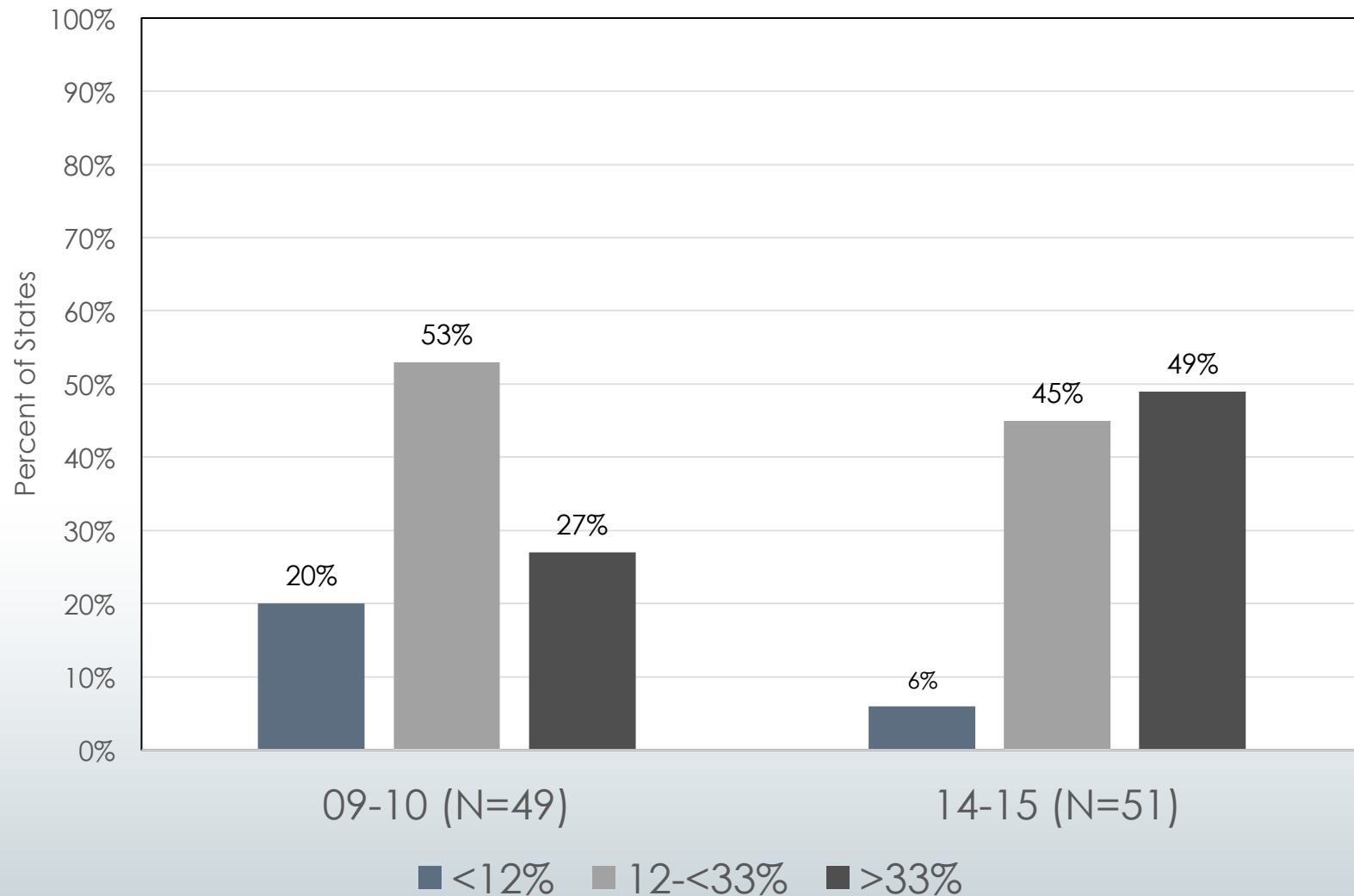# Part B Preschool: Changes in child outcomes, 2009-10 to 2014-15
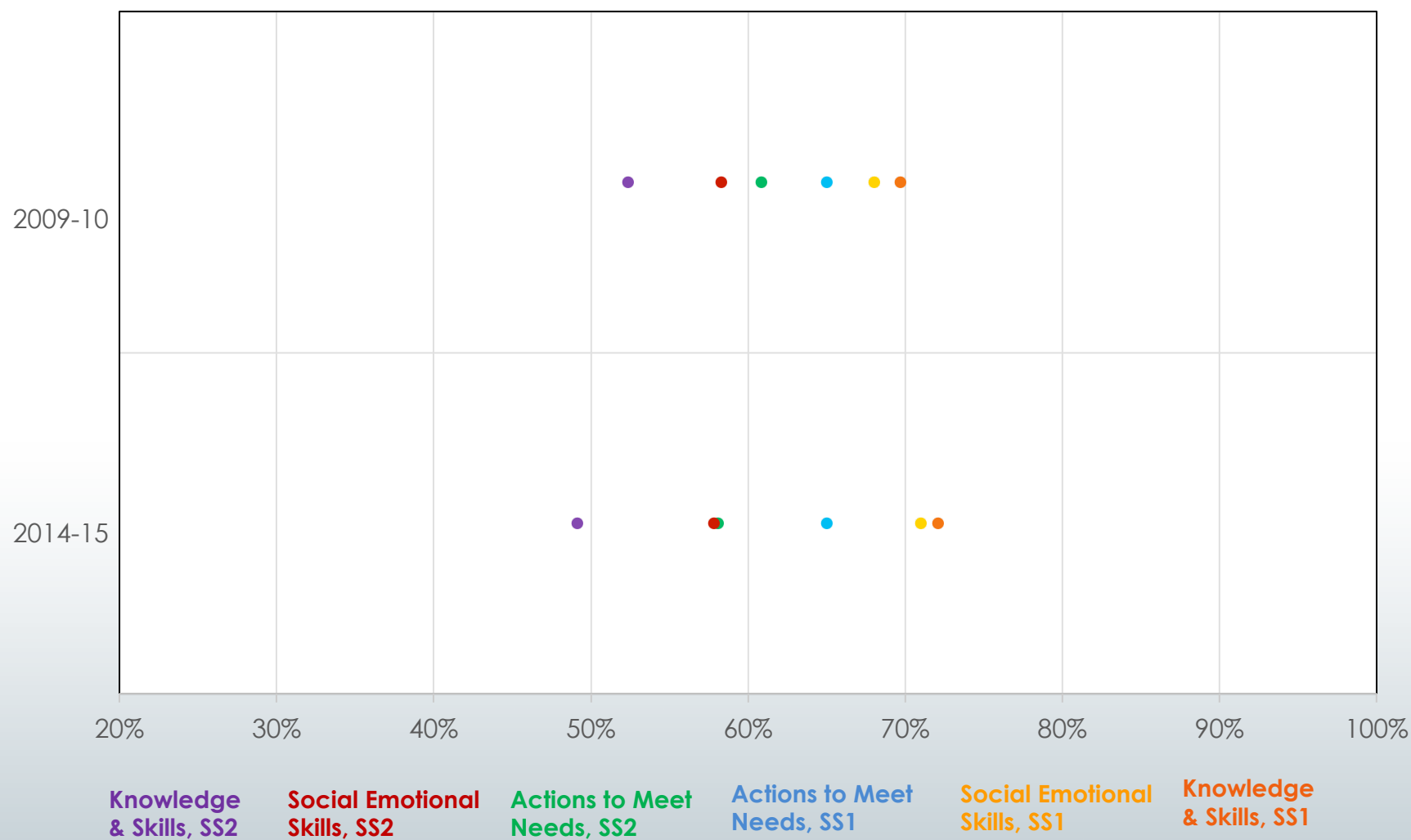
Part C: Percent of States by Completeness of Child Outcomes Data*
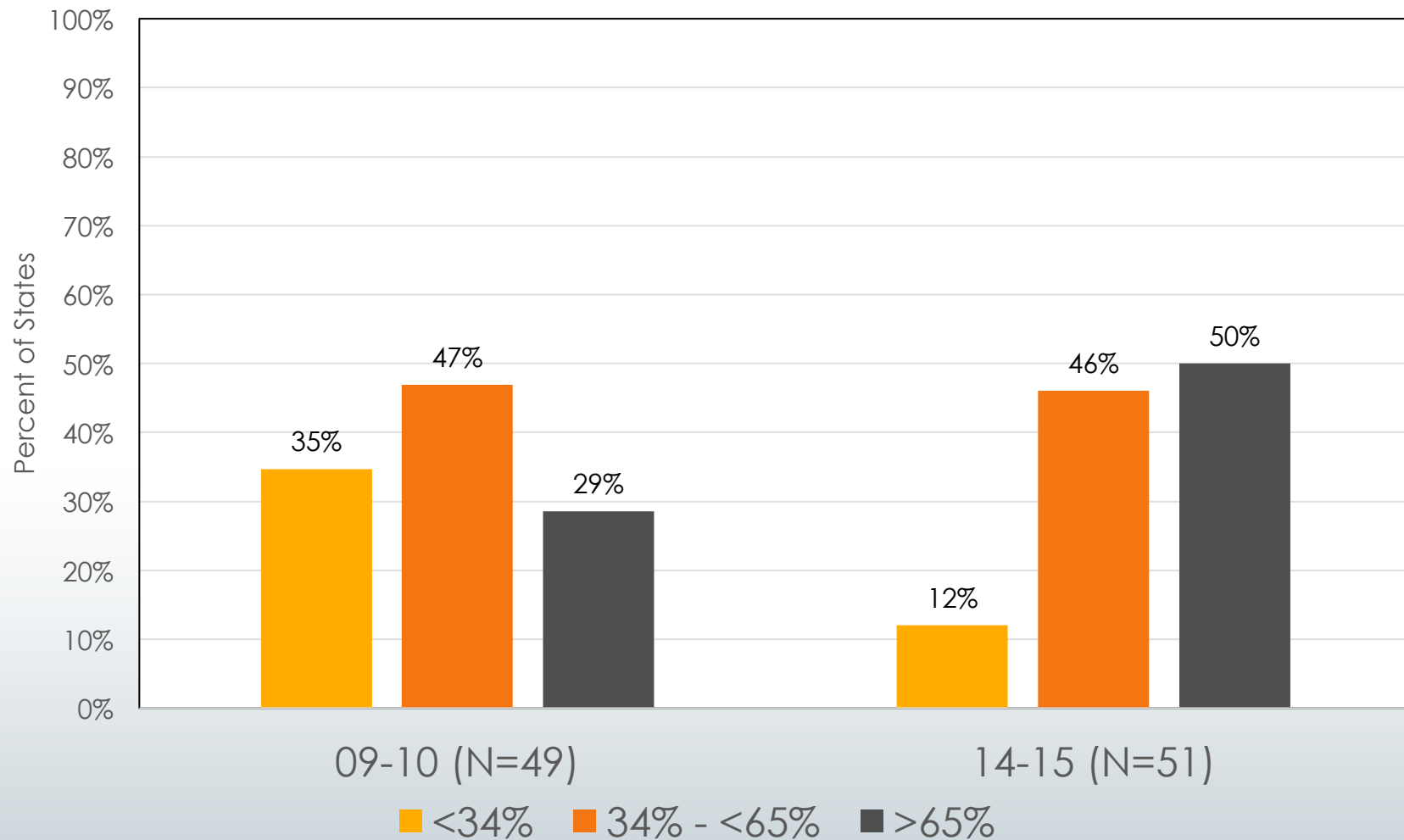
* Completeness = (total with outcomes data/total exiters)

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Part B Preschool: Percent of States by Completeness of Child Outcomes Data
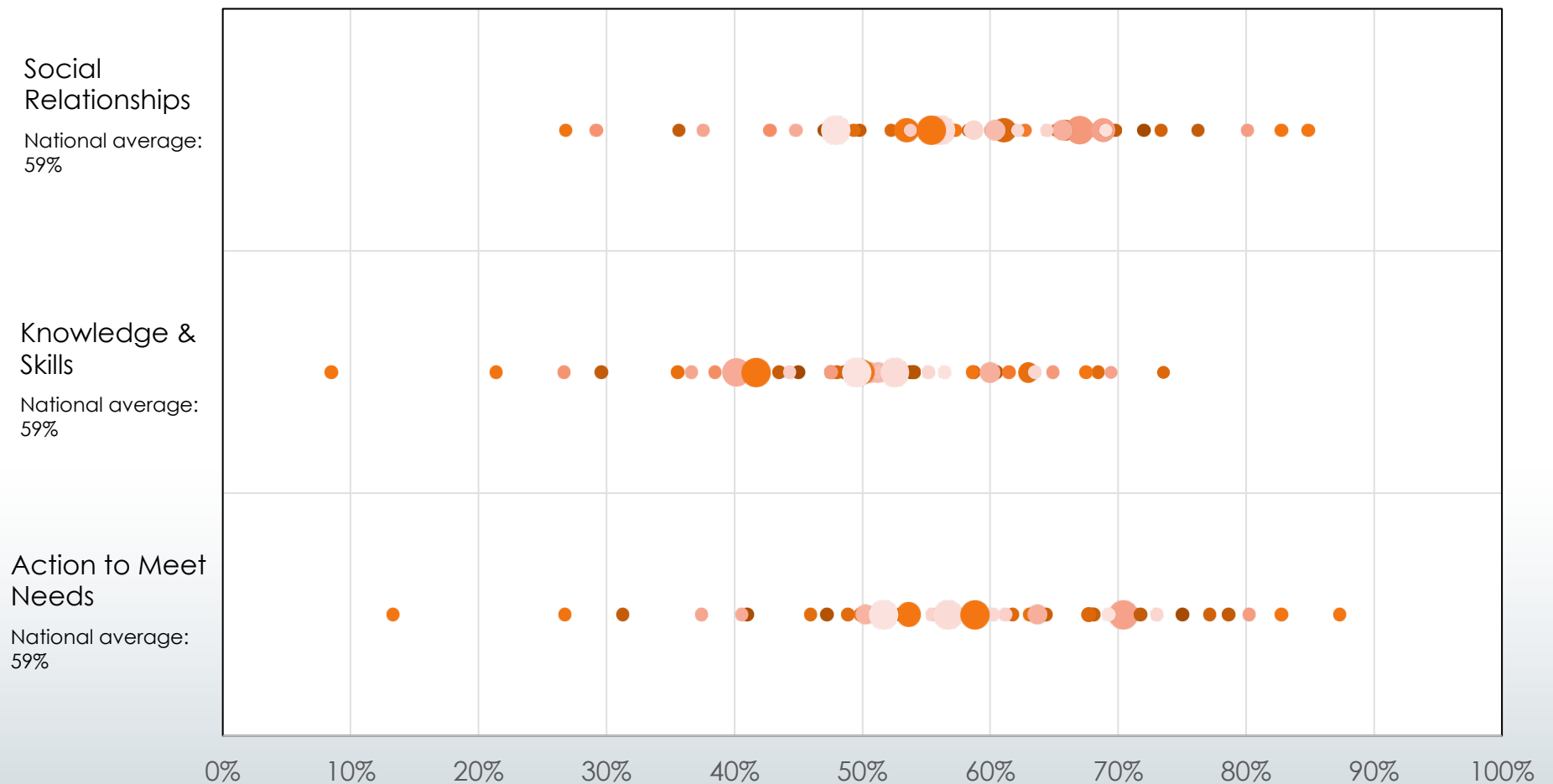

* Completeness = (total with outcomes data/child count)

State Level Variation and Patterns

Part C: State Variation: Exited within Age Expectations, 2014-2015, All States

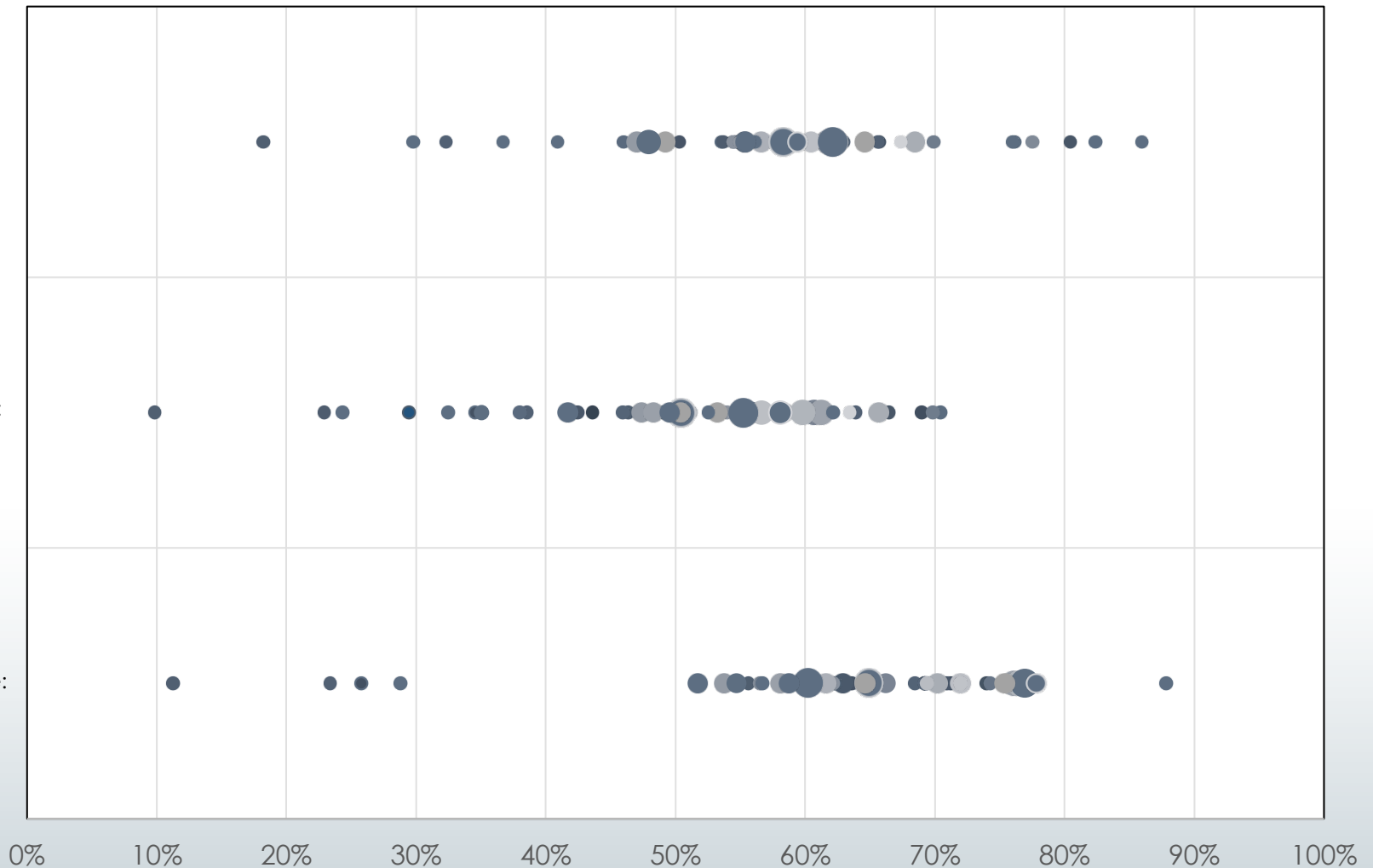# Part B Preschool: State Variation: Exited within Age Expectations, 2014-2015, All States

Variation Over Time
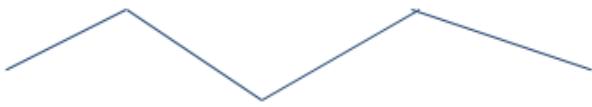
State Child Outcomes Data Quality Profiles
FFY 2014-15
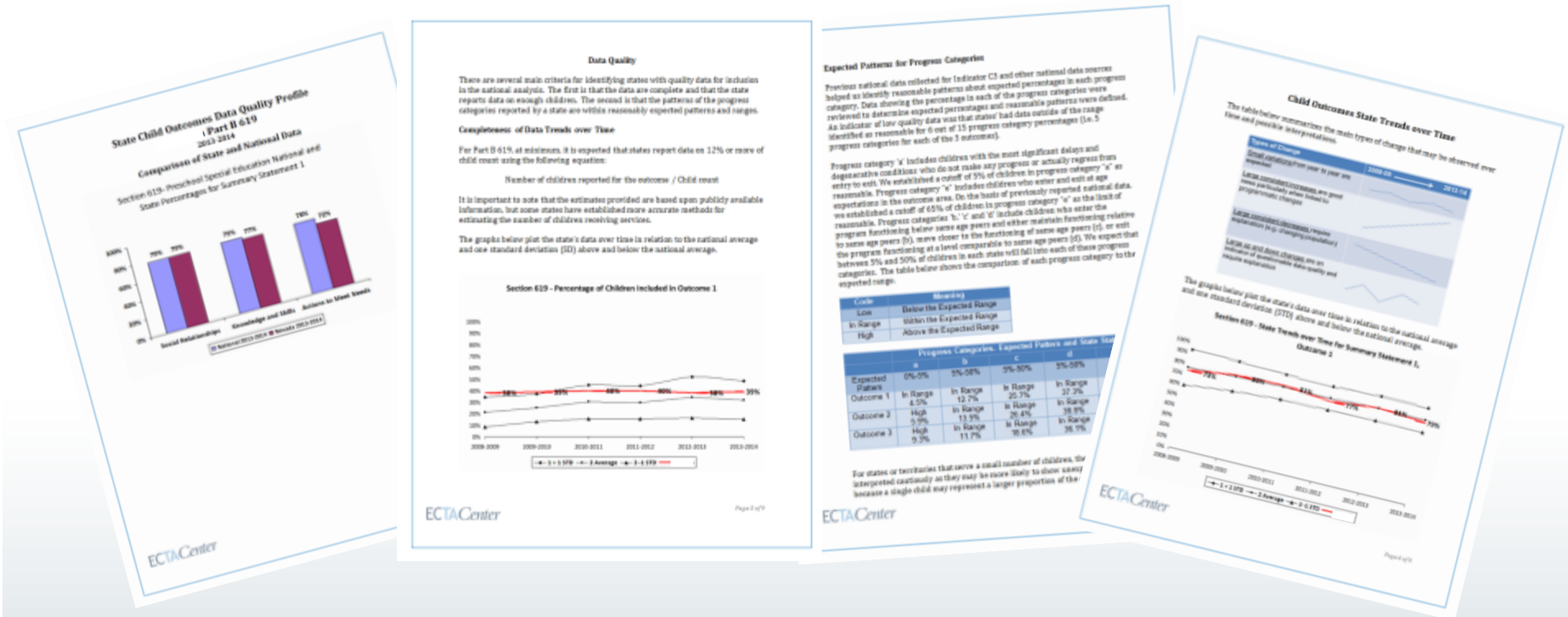
Updated profiles were sent to C/619 coordinators

Child Outcomes State Trends over Time

Types of Change	2008-09	Current Year
Small variations from year to year are expected		
Large consistent increases are good news particularly when linked to programmatic changes		
Large consistent decreases could indicate declining performance.		
Large up and down changes could indicate poor data quality		

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Part C State Example: Exiting within Age Expectations– Social Relationships

Part C Early Intervention State Trends over Time for Summary Statement 2, Outcome 1

619 Example: Exiting within Age Expectations – Social Relationships

Section 619 - State Trends over Time for Summary Statement 2, Outcome 1
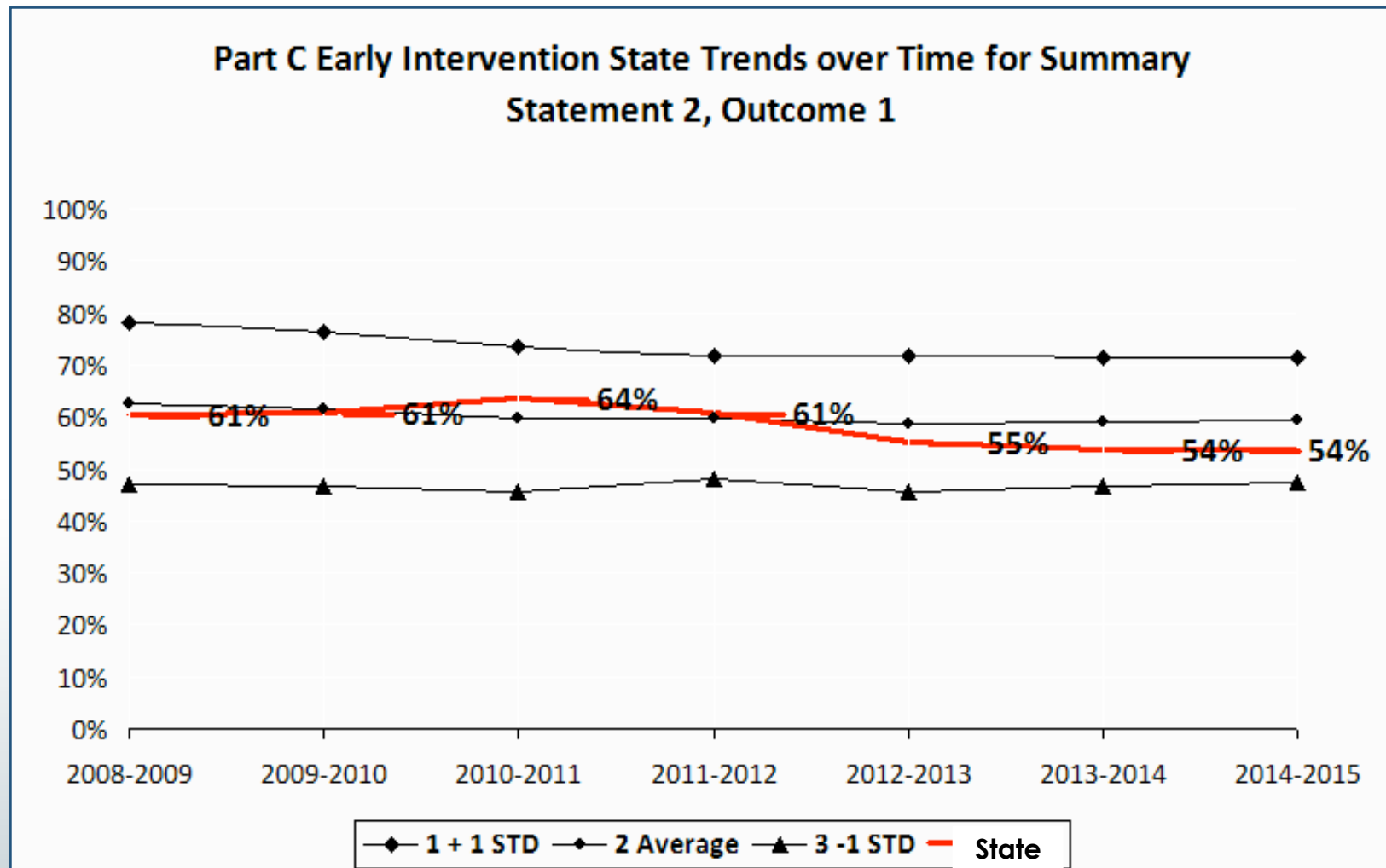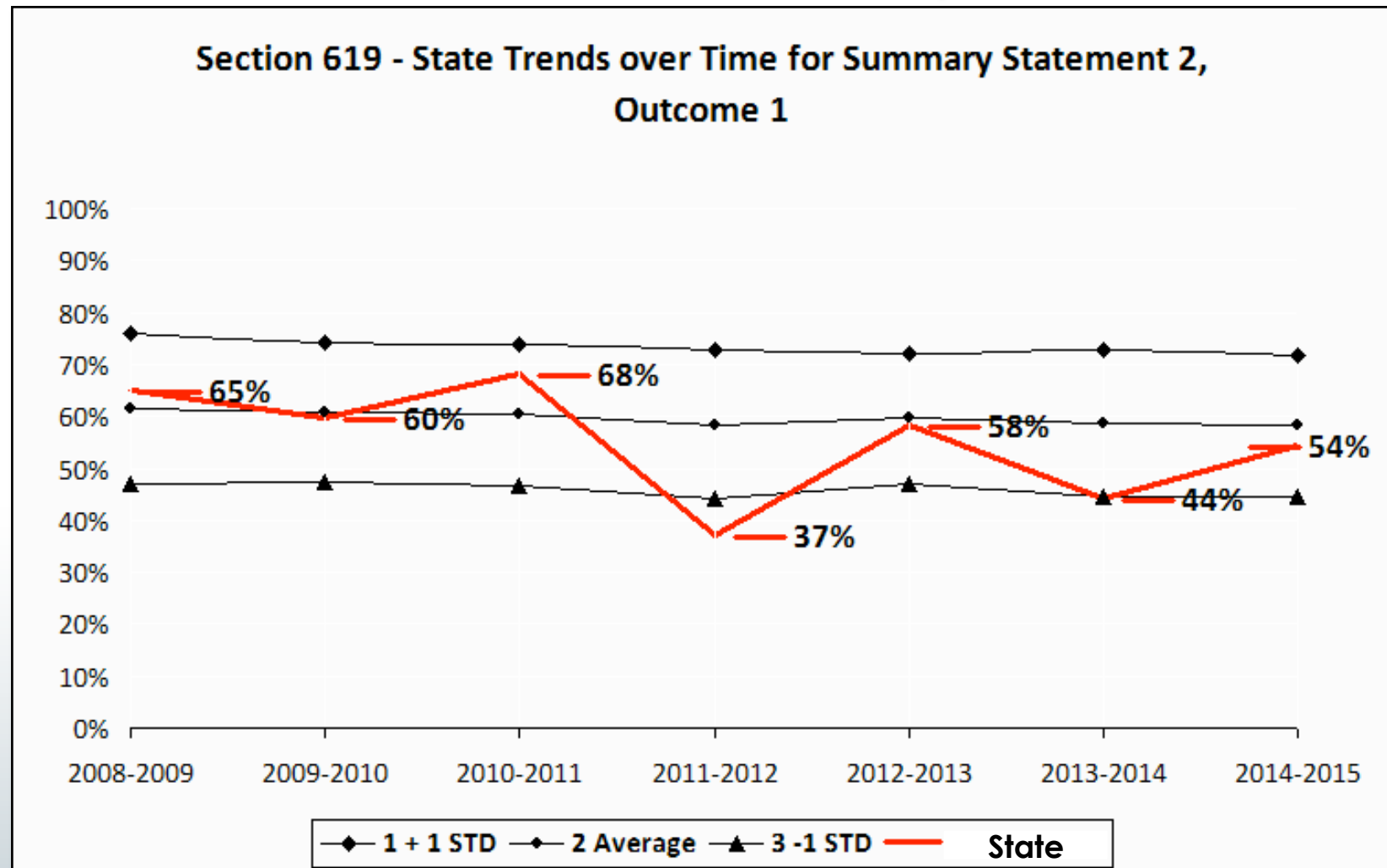
What We See

- Continuing to see consistency over time
- Increasing number of states (most) meet minimum quality criteria for national analysis
- Increasing number of children in the child outcomes data

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Current Emphasis of State Requests

- Data Quality
  - Increasing the number of children/families in the data
  - Pattern checking to identify data quality issues
  - Enhancing professional development for child outcomes measurement
- Using Data for Program Improvement
  - Increasing local capacity to analyze and use data
    - Identifying trends in the data
    - Identifying areas of low and high performance
    - Identifying meaningful differences

Do you have a child outcomes TA request?

Email your ECTA state contact or one of us!

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State Examples

Washington State Part C

Distribution of COSF Ratings
Entry Scores by Outcome Type

Entry Score: 1, 2, 3, 4, 5, 6, 7
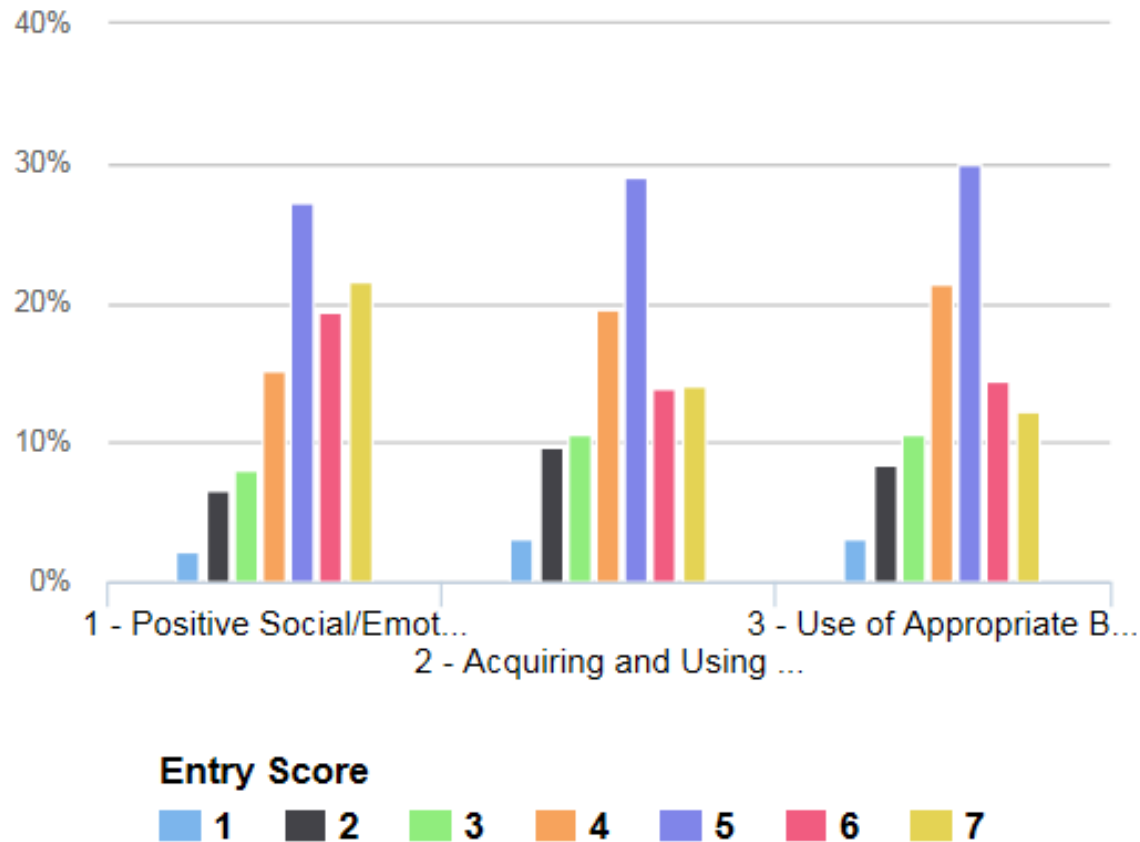
Fun with Data with Local Lead Agencies
November 2015

☑ Shared sample Outcome 1 entry scores from two programs to compare to statewide data (program "A" and "B")

☑ Asked participants to identify a pattern in the local data that differed from the statewide data

☑ Hypothesized which contributing factors might have influenced the data

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Fun with Data 2.0
November 2016

◻ Provided local data to compare to statewide data

◻ Reviewed Outcome 1 entry by exit report

◻ Predicted pattern: functioning at entry in one outcome area will be related to functioning at exit in the same outcome area

◻ Small groups analyzed their data

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Colorado B7 Historical Results

Main data table (column headers):

Total Rating A	Total Rating A	Total Rating B	Total Rating B	Total Rating C	Total Rating C	Sum of weight	2014-2015 lm	2014-2015 lm	2014-2015 lm	2014-2015 lm	2014-2015 lm	2014-2015 impact sizes C2

Bottom summary row:
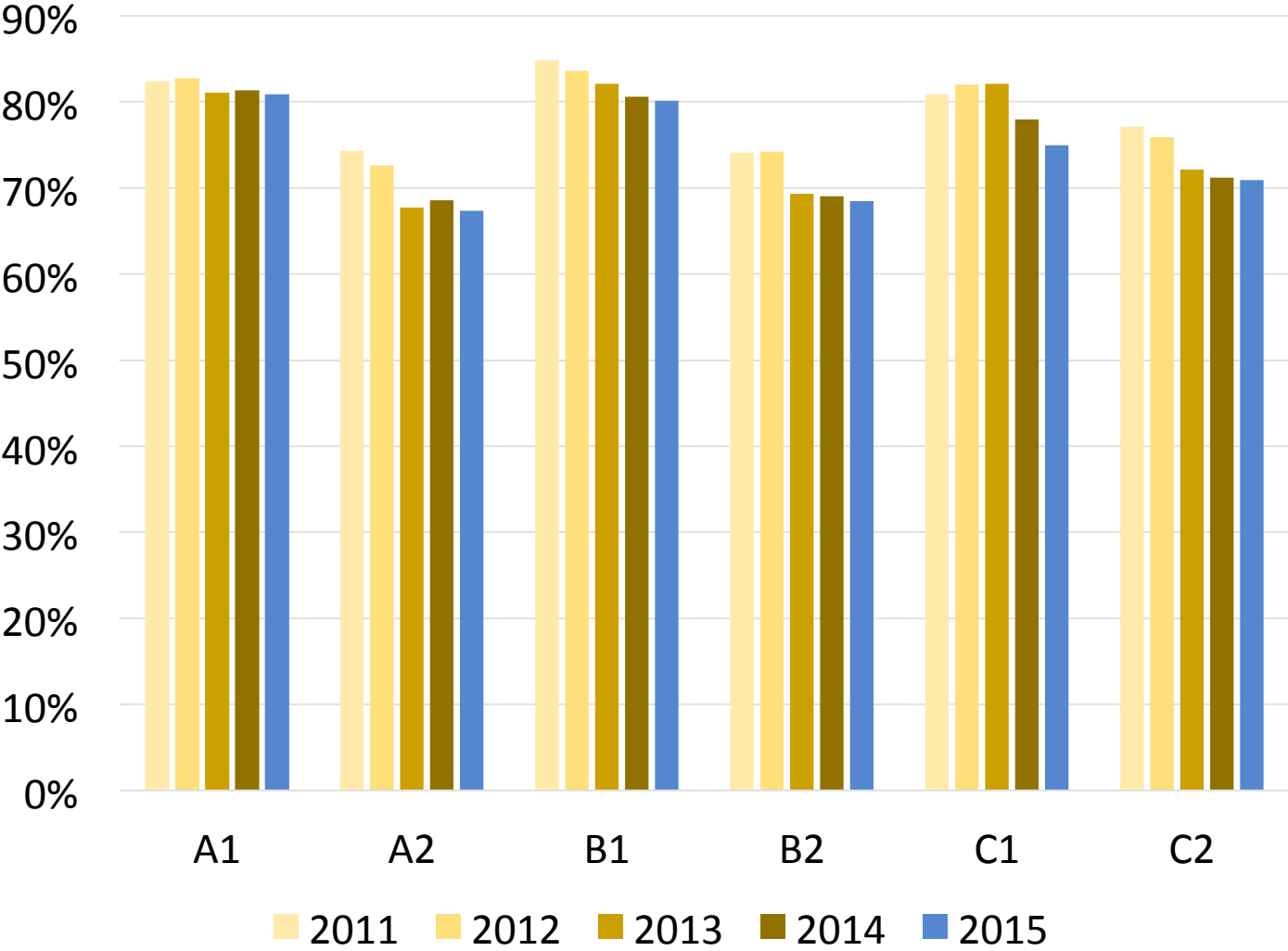
Total Rating A	Total Rating A	Total Rating B	Total Rating B	Total Rating C	Total Rating C		2014-2015 lm	2014-2015 lm	2014-2015 lm	2014-2015 lm	2014-2015 lm	2014-2015 impact sizes C2
-0.47	-0.84	-0.60	-0.60	-0.8	-0.60		-0.88	-25.01	-1.80	-25.00	-11.6	-10.81

Data Analysis Scores

Scoring Criteria for each Summary Statement

How AUs were rated:	
1	Show significant increase form 2012 to 2015 and met target in 2015 (Model Cases)
0	OK, meeting targets
-1	Not meeting the target in 2014-2015
-2	Especially worrisome among those not meeting the 2015 target because the 4 year average is low
-3	Especially worrisome among those not meeting the 2015 target because of significant decrease from 2012 to 2015

Range of Sum of Weighting

-12	-11	-10	-8	-7	-6	-5	-4	-3	-2	-1	0	5

Ratings for 2015-16

A1	A2	B1	B2	C1	C2	Sum
-1	-1	-1	-1	-3	-1	-8

2015-16 Indicator 7 Profile
Results, Descriptive Statistics and Data Quality

ABC Administrative Unit

Indicator 7 Summary Statements - Historical

Outcome A: Children develop positive social-emotional skills including the ability to develop positive social relationships.
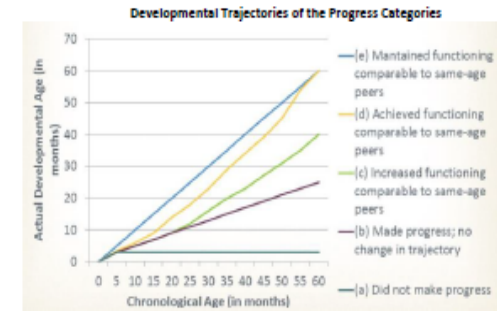
Summary Statement 1: Of the children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited the program.	2012-13	2013-14	2014-15	2015-16	Trend
State Target	84.60%	81.09%	81.09%	81.09%	
State Results	82.80%	81.09%	81.34%	80.90%	
ABC AU	61.70%	87.30%	71.64%	67.24%	

Summary Statement 2: The percent of children who were functioning within age expectations by the time they exited the program.	2012-13	2013-14	2014-15	2015-16	Trend
State Target	85.80%	67.76%	67.76%	67.76%	
State Results	72.60%	67.76%	68.55%	67.50%	
ABC AU	61.70%	64.70%	51.22%	50.00%	

Outcome B: Children acquire and use knowledge and skills including early language, communication, and early literacy skills.
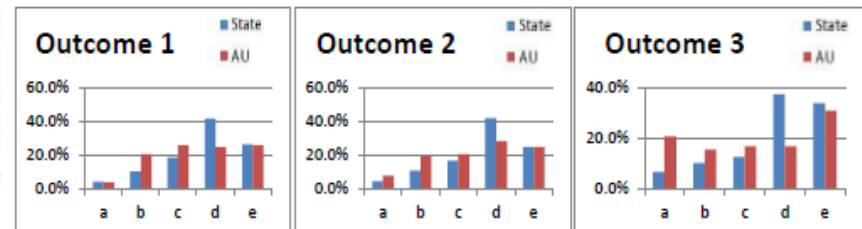
Summary Statement 1: Of the children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited the program.	2012-13	2013-14	2014-15	2015-16	Trend
State Target	77.20%	82.11%	82.11%	82.11%	
State Results	83.60%	82.11%	80.62%	80.10%	
ABC AU	84.40%	87.70%	73.24%	64.41%	

Summary Statement 2: The percent of children who were functioning within age expectations by the time they exited the program.	2012-13	2013-14	2014-15	2015-16	Trend
State Target	75.50%	69.34%	69.34%	69.34%	
State Results	74.20%	69.34%	69.00%	68.50%	
ABC AU	70.40%	63.50%	54.88%	52.56%	

Developmental Trajectories of the Progress Categories

- (e) Maintained functioning comparable to same-age peers
- (d) Achieved functioning comparable to same-age peers
- (c) Increased functioning comparable to same-age peers
- (b) Made progress; no change in trajectory
- (a) Did not make progress

2015-16 AU data compared to statewide data:　　　ABC Administrative Unit

Category	Outcome 1 By Count State	Outcome 1 By Count AU	Outcome 2 By Count State	Outcome 2 By Count AU	Outcome 3 By Count State	Outcome 3 By Count AU
a	172	3	190	6	283	16
b	442	16	465	15	442	12
c	800	20	714	16	543	13
d	1793	19	1816	22	1619	13
e	1142	20	1064	19	1462	24
totals	4349	78	4349	78	4349	78

Category	Outcome 1 Percentage State	Outcome 1 Percentage AU	Outcome 2 Percentage State	Outcome 2 Percentage AU	Outcome 3 Percentage State	Outcome 3 Percentage AU
a	4.0%	3.8%	4.4%	7.7%	6.5%	20.5%
b	10.2%	20.5%	10.7%	19.2%	10.2%	15.4%
c	18.4%	25.6%	16.4%	20.5%	12.5%	16.7%
d	41.2%	24.4%	41.8%	28.2%	37.2%	16.7%
e	26.3%	25.6%	24.5%	24.4%	33.6%	30.8%

Outcome 1 / Outcome 2 / Outcome 3 — bar charts comparing State and AU across categories a, b, c, d, e.

Updated National Graphing Template

Summary Statement 1	Social relationships	Knowledge and skills	Actions to meet needs
National	78	79	77
State Name Here	68	80	77

Summary Statement 2	Social relationships	Knowledge and skills	Actions to meet needs
National	58	53	64
State Name Here	63	59	63

Section 619- Preschool Special Education
National and State Percentages for Summary Statement 1: Substantially Increased Rate of Growth, FFY 2014-15

Note: National data based on 50 states with highest -quality data.

For more information on national data, http://ectacenter.org/eco/assets/pdfs/childoutcomeshighlights.pdf

Section 619- Preschool Special Education
National and State Percentages for Summary Statement 2: Exited within Age Expectations, FFY 2014-15

Note: National data based on 50 states with highest -quality data.

http://www.ectacenter.org/eco/pages/summary.asp#summarygraph

Child Outcomes Summary (COS) Process Module – new sessions!

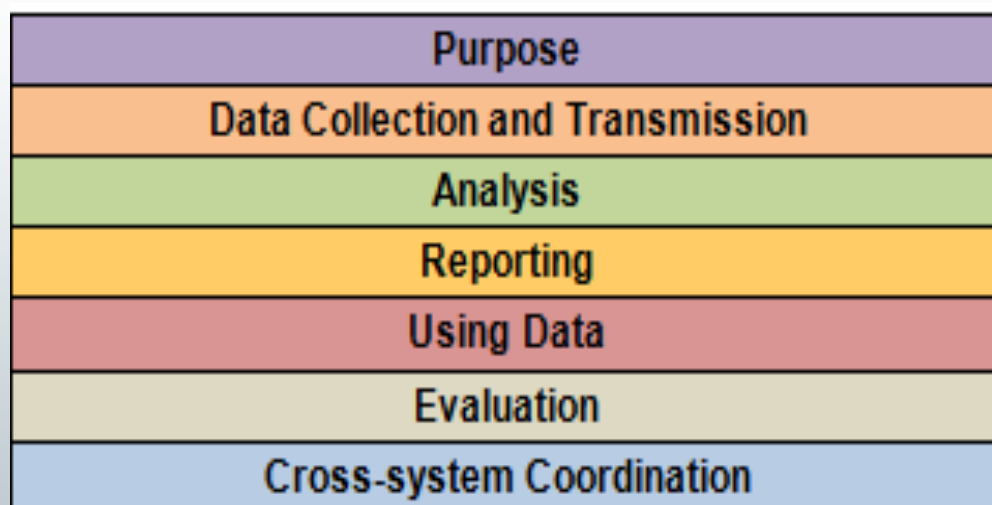**http://dasycenter.org/child-outcomes-summary-cos-process-module-collecting-using-data-to-improve-programs/**

Data System Framework

ECTA System Framework

Child Outcomes Measurement Framework

Purpose
Data Collection and Transmission
Analysis
Reporting
Using Data
Evaluation
Cross-system Coordination

Additional Resources

- Data quality: Pattern checking
  - http://www.ectacenter.org/eco/assets/pdfs/Pattern_Checking_Table.pdf

- Training materials on looking at data:
  - http://www.ectacenter.org/eco/assets/ppt/LookingAtData_revised.ppt

- Additional data quality resources
  - http://www.ectacenter.org/eco/pages/quality_assurance.asp

- Data analysis for program improvement
  - http://www.ectacenter.org/eco/pages/usingdata.asp

- SSIP-related Resources
  - http://ectacenter.org/topics/ssip/ssip.asp

How We Can Help!

- State data quality profiles for FFY 2014-15 were sent out to C/619 coordinators
  - Email Abby Schachner with questions: abby.schachner@sri.com
- Contact us for…
  - help with data quality analysis and quality assurance activities
  - help with program improvement planning and data analysis
- Email
  - Abby Schachner abby.schachner@sri.com
  - Cornelia Taylor cornelia.taylor@sri.com
- Visit the ECTA and DaSy websites for additional resources
  - http://ectacenter.org
  - http://dasycenter.org

IDEAs that Work
U.S. Office of Special Education Programs

TA&D NETWORK

ECTA Center DaSy