Quality of Child Outcomes Data

District Experiences, State Support, and National Findings

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Session Topics

- Background – child outcomes
- National child outcomes data quality
- ENHANCE – national survey of providers
- State experiences supporting data collection and use
- District experiences using data
- Discussion and interpretation

Child outcomes data

- Does Part C/Part B Preschool produce the intended benefits for children?
- Uses: Federal accountability, Program Improvement

Child Outcomes Being Measured

- Children have positive social relationships
- Children acquire and use knowledge and skills
- Children take appropriate action to meet their needs

Characteristics:

- Functional
- Integrated across domains
- General enough to be measured with different assessment tools and approaches

Child Progress–5 Reporting Categories

% of children who….

a. did not improve functioning

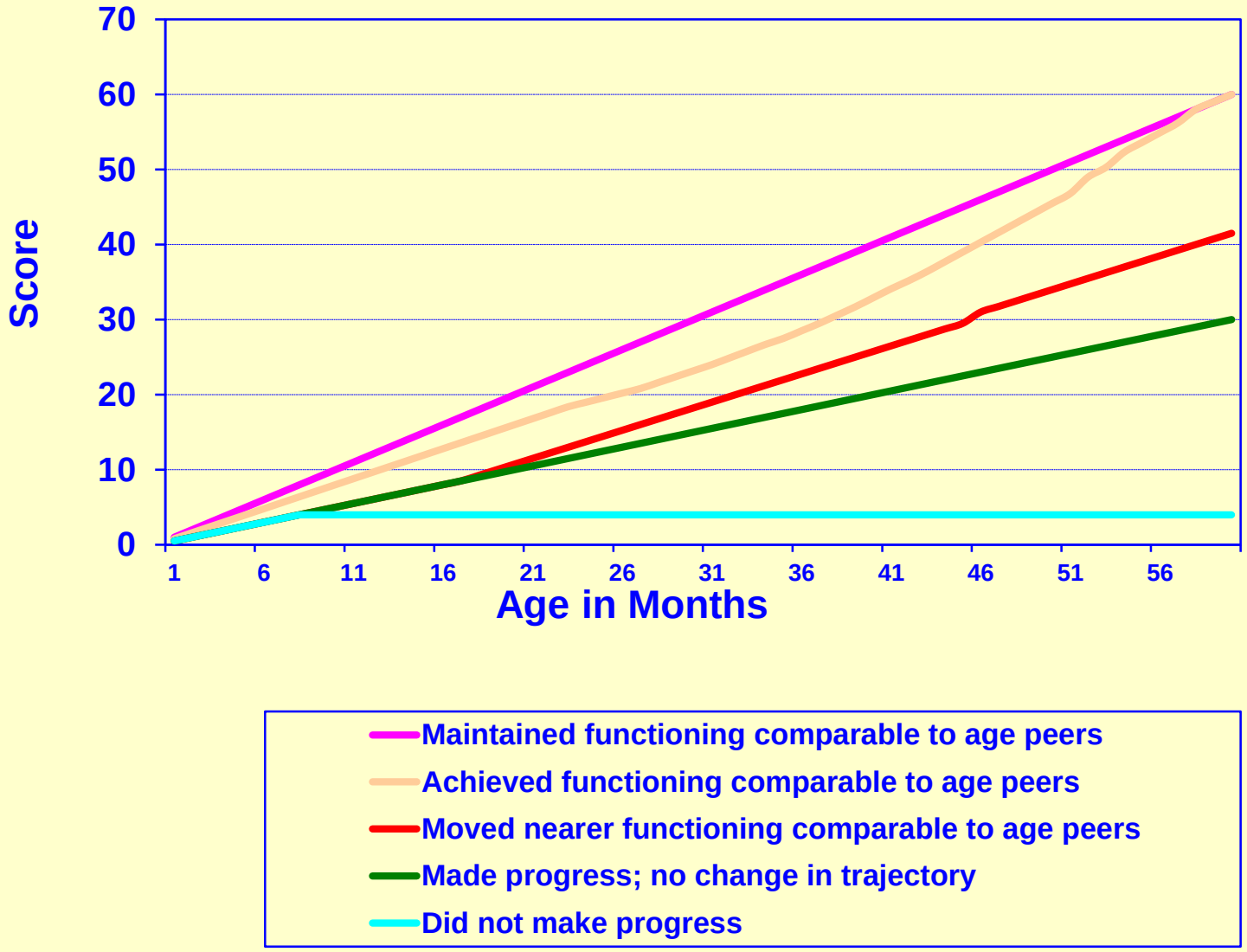
b. improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers

c. improved functioning to a level nearer to same-aged peers, but did not reach it

d. improved functioning to reach a level comparable to same-aged peers

e. maintained functioning at a level comparable to same-aged peers

Illustration of 5 Possible Paths

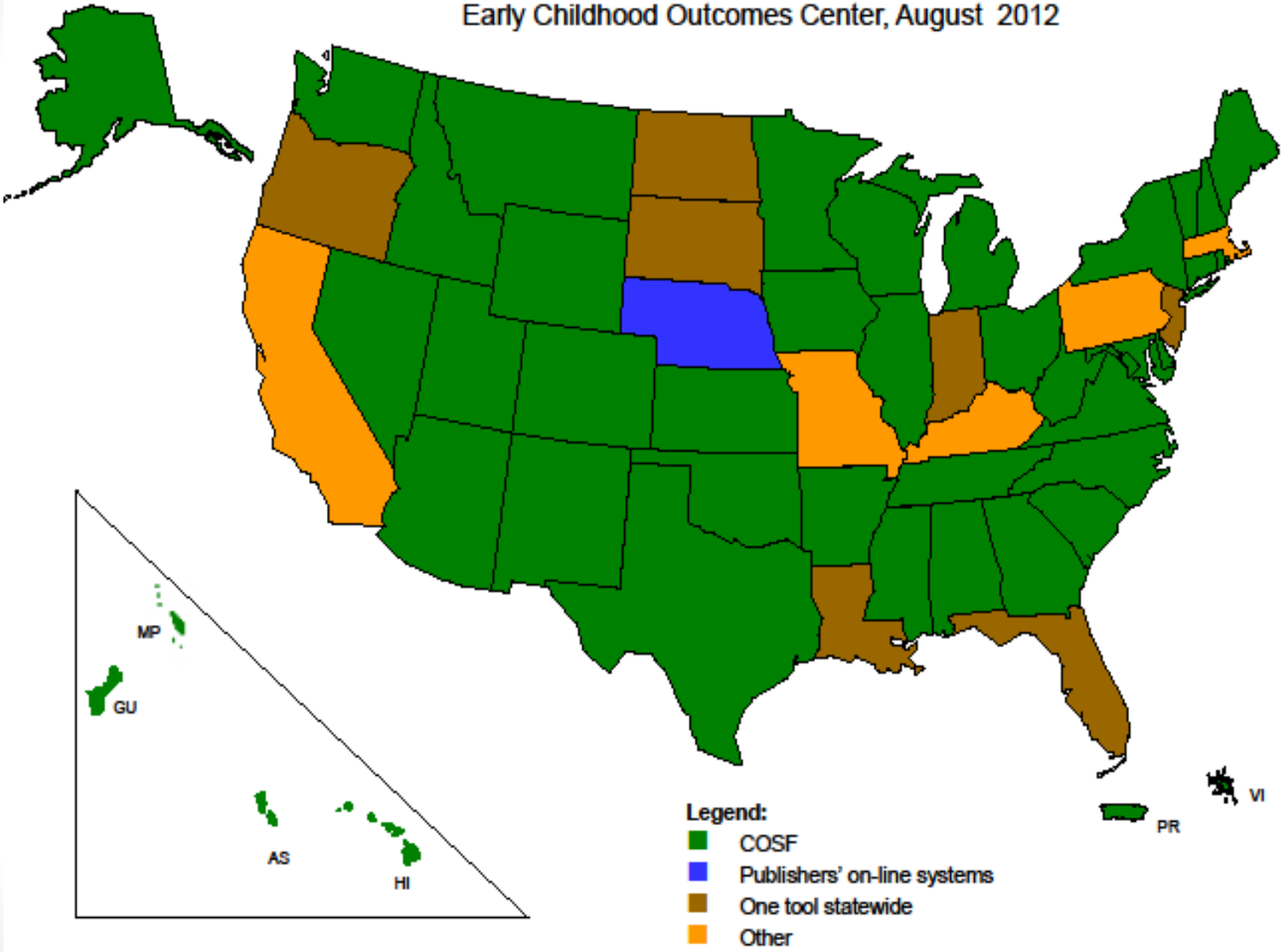


State Variation

- State choice about:
  - Measurement approach
  - Assessment tool(s)
  - Phase in/Sampling plan
- No new funding provided

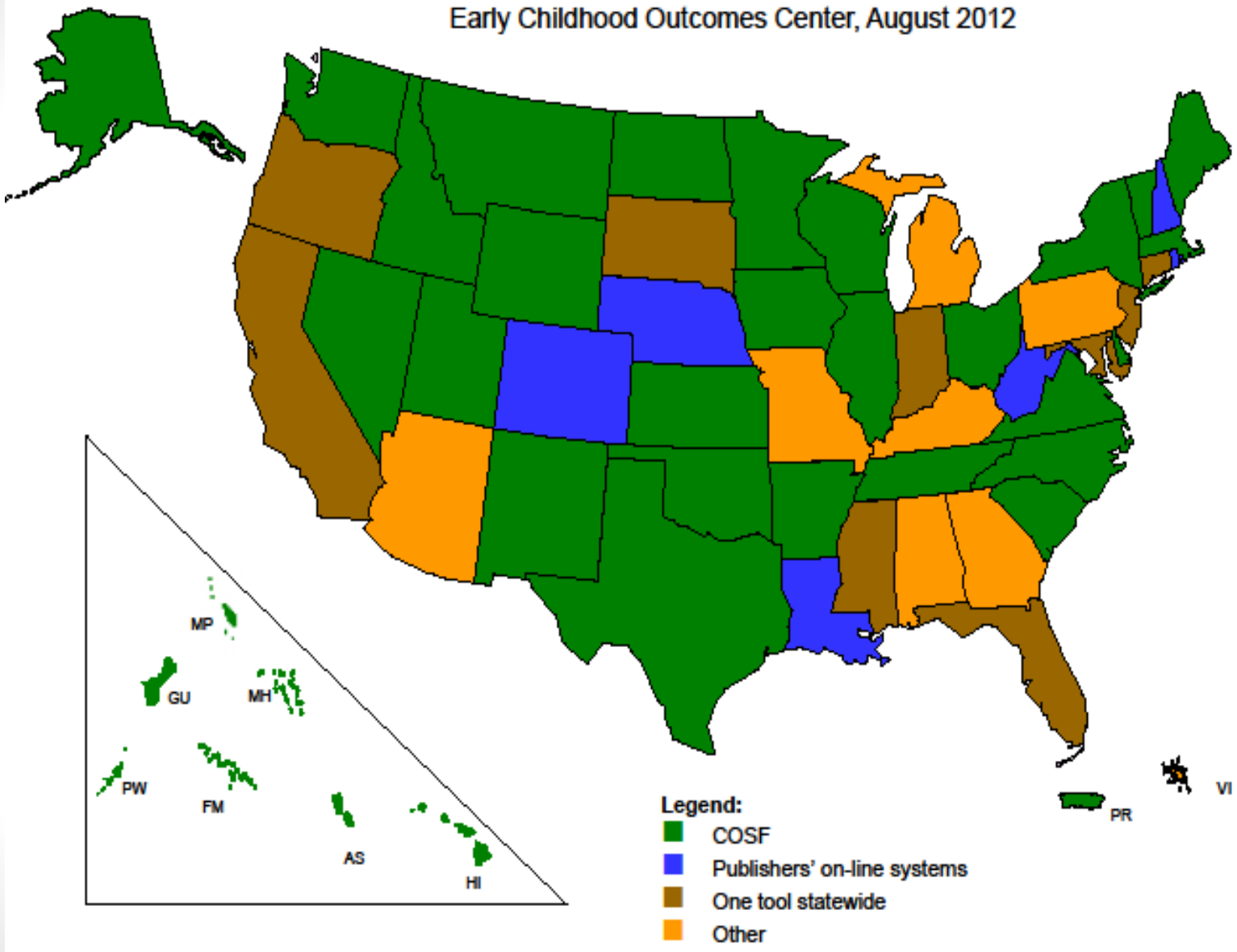
State Approaches to Child Outcomes Measurement – Part C Program

Early Childhood Outcomes Center, August 2012



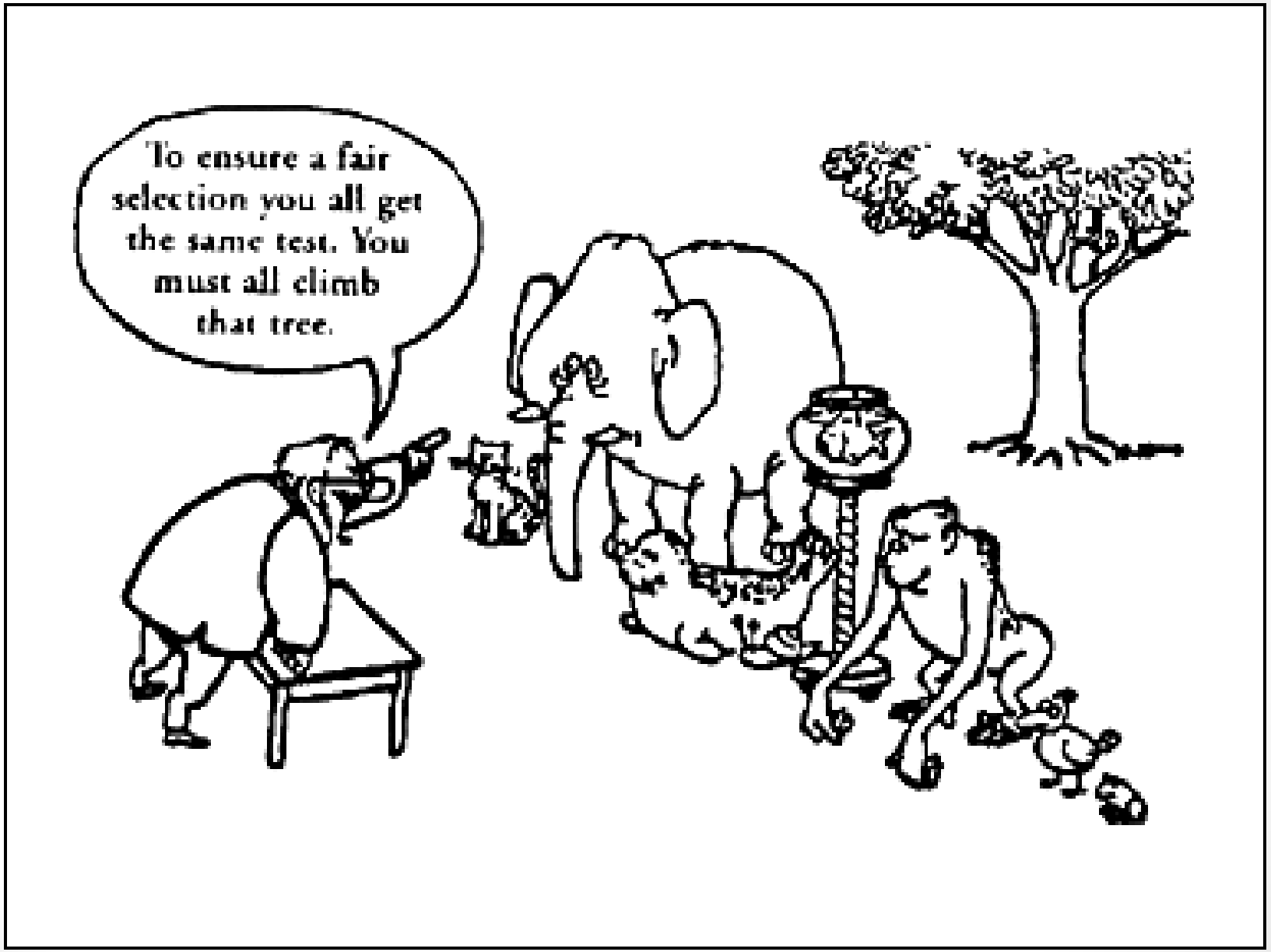
State Approaches to Child Outcomes Measurement – 619 Programs

Early Childhood Outcomes Center, August 2012



Child Outcomes Summary Process

- Team process
- Synthesizes data from different sources, across settings
- Use criteria to rate a child's functioning from 1-7
- Rating compares child's functioning to that of same age peers
- Combination of entry and exit ratings produces progress categories for reporting


To ensure a fair selection you all get the same test. You must all climb that tree.

Questions on COS

a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Rating: 1-7)

b. *(Only for follow-up/exit ratings)* Has the child shown any new skills or behaviors related to [this outcome] since the last outcomes summary? (Yes-No)

Where States Are Now

- Timing:
  - Progress categories determined: fall 2006
  - First year with any data provided: 2007-2008
  - First potential 3 year cohort: 2010-2011
  - Now required: local reporting relative to targets
- System changes:
  - Ongoing training/data quality checks/improvement
  - Some states have changed approaches
  - Capacity building for local programs to examine data
  - Increasing emphasis on using data for program improvement

ENHANCE

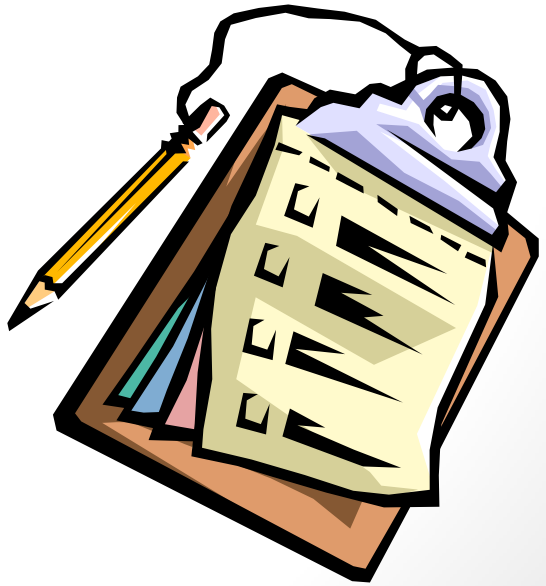
- Multi-study research project to investigate the validity of data from the COS process
  - Conditions under which COS produces meaningful, useful data
  - Positive and negative impact of COS on programs and staff
  - Revisions needed to COS form and guidance materials

ENHANCE
Promoting quality child outcomes data

For more about the project, see http://enhance.sri.com

ENHANCE Provider Survey

- Background and experiences with COS
- Self-appraisal of understanding needed for COS
- COS process – implementation and attitudes about it
- Impact of COS on practice



Provider Survey Sample

- 856 providers in 8 states
- Primary population
  - EI - 472 (55%)
  - ECSE - 302 (35%)
  - Mix - 82 (10%)
- Roles
  - 50% early interventionists/teachers
  - 38% therapists and asst. (SLP, OT, PT)
  - 9% coordinators/psychologists
  - 3% other
- 75% have worked with children without disabilities in some capacity.

Provider experience with COS ratings

- 51% 31 or more COS ratings
- 21% 10 or fewer COS ratings

Provider training on COS is limited

- 90% of providers received some training
- 68% of reported 4 hours or less of training

ECO recommends 1 – 1.5 days of training to get familiar with the process.

Meeting format for COS rating decisions

- Usually lasts 1 – 30 minutes
  - 71% report it takes 1 – 30 minutes to complete a COS rating
- Usually includes a team of at least 2 providers
  - 75% report that most of their rating decisions included a team with at least 1 other professional
- Family involvement in rating decision is limited
  - 34% report most rating decisions were made with the family *present*
  - 68% report most ratings decisions included *input* from families

Providers said they understood the content behind COS ratings

Age-expected functioning

- 89% understood age expected functioning
- 92% knew how to compare children's functioning to what is age expected

The three child outcomes

- 85% understood the three child outcomes
- 83% knew how to discuss functioning in the outcomes with others
- 75% felt that most of the ratings they gave were accurate

Few providers understood how the data are used

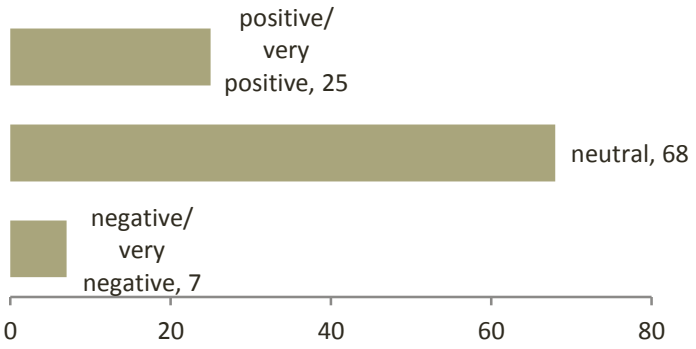
- 65% understood why COS data are being collected
- 37% understood what happens with the data
- 52% knew how to explain the need for child outcomes data to others

Limited ongoing support for providers with the COS process

- 82% someone is available to provide support if I ask for it
- 50% someone in my program provides support
- 47% ongoing support related to the COS process is adequate
- 37% someone in my program checks completed COS forms for accuracy

Neutral impact of COS process on practice

Overall impact of COS on your work with children and families



Specifics reported about COS Process:

- 2% had negative impacts on relationships with families
- 17% improved the assessment process
- 31% takes time away from other important actives
- 30% helps focus discussion on the whole child

COS Process

- Implemented fast, variable training, but completing ratings
- Most received limited training and support
- Felt comfortable with background content
- Limited understanding about what happens with the data or how to explain it.
- Don’t feel like it impacts their work much

Time to USE the data….

State Level Use of Early Childhood Data

Understanding & Investment

- Continuous Improvement process initiated in 1999 by Minnesota Department of Education.
- Began public reporting of local data in 2004
- Ongoing focus in early childhood on **data quality** as precursor to data use
- Web-based process developed by Divisions of Compliance & Assistance and Special Education Policy with support from Early Learning Services

0625-01 ST. PAUL PUBLIC SCHOOL DISTRICT

Select a different district | Logout

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Section Links expand all links

- Introduction
- Survey Schedule
- Status
- Significant District Changes
- Reports
- Mission & Belief Statements
- Leadership Team
- Parental and Community Involvement
- Stakeholder Surveys
- Program Evaluation
- Action Plans
- Public Surveys
- SpEd Policies and Assurances

Introduction

The Purpose of Minnesota Continuous Improvement Process: Self-Review (MNCIMP: SR)

MNCIMP:SR was developed to provide school districts with a tool for effective strategic planning and to promote district ownership through identification of a district leadership team and a process of data-based decision making that supports quality special education programs.

This resource provides a Self-Review (SR) model that includes district program evaluation and compliance monitoring. The Divisions of Compliance and Assistance (DCA), Special Education Policy (SEP), and Early Learning Services (ELS) work collaboratively with local school districts to improve general compliance with state and federal legislation, and to develop a program evaluation system that addresses the quality of special education programming.

This process was developed over the past several years with contributions from the local districts that participated in Self-Review (SR). Consequently, the model has been responsive to a variety of diverse needs for a large cross-section of participating Minnesota school districts.

During the planning year, a district's leadership team develops mission and belief statements, and a data management plan. The plan is implemented by collecting the identified data for analysis. The leadership team analyzes the data, implements change based on data-based decision making, and revises the original plan as needed. This process is a continuous process that is followed annually.

Limitations

As with any model of strategic planning, care must be taken to ensure that the data collected is reliable and valid. The decisions made regarding program improvement are only as good as the data collected. Care must be taken to gather information in a reliable manner and use good professional judgment in the analysis and interpretation of the data.

It is also important to caution that while this SR model is a vehicle for a district to use for improving special education services and programs, it is not intended to be used to evaluate individual staff members, or determine the progress of an individual student.

For further information about MNCIMP:SR, contact the following:

Early Childhood Special Education - Lisa Backer at **lisa.backer@state.mn.us** or 651-582-8473
Special Education Student Data - Nancy Larson at **nancy.larson@state.mn.us** or 651-582-8596
Special Education Compliance Monitoring - Donna Nelson at **donna.e.nelson@state.mn.us** or 651-582-8301.

Program Evaluation

Report and provide an analysis for performance areas where district performance falls below the state rate. Identify the **degree of need** (High, Medium, or Low) based upon the urgency to implement change as determined by district criteria established by the leadership team. Each area designated as a high need must have a corresponding Action Plan for the following school year (see the Future Action Plan section of this application).

MnCIMP: Self Review

Program Evaluation

Graduation Rates
Dropout Rates
Student Achievement
Suspensions & Expulsions
Federal Instructional Settings
Child Find (Part C)
Part C Family Outcomes
Child Outcomes (Part C)
Child Outcomes (Preschool)

Districts Must…

…review their performance on indicators compared to state rate and target.

When performance is below state target:

- **Identify and explain** main problem(s)
- **Analyze** the relevant elements and facts
- **Hypothesize**: State one or more causes for the main problem based on the evidence.
- **Determine degree of need:** Low, Medium or High

Outcome A: Positive social-emotional skills (including social relationships)

Summary 1: Your district had an overall Rate of **54.86%**. Your district performed **below** the state target rate of **80.00%**.

Summary 2: Your district had an overall Rate of **46.28%**. Your district performed **below** the state target rate of **51.00%**.

Please provide analysis related to your district's performance on this indicator (required). Review your data. Make comparisons to performance and statewide performance. Compare you current performance to your performance in prior years. Identify districts th similar in size and student demographics and compare performance. If possible, disaggregate you data. Because it is YOUR data should be possible for you to determine the performance of subsets of children and compare performance across groups. Can differences be detected by primary disability, home primary language, service setting or intensity?

Summary Statement 1: Of the 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 (Made substantial increases in their growth rate)

Statement 2: The percent of children who were functioning within age expectations in each Outcome by the time they exited the program. (% of children functioning like same age peers- started out behind and caught up or entered and exited at the same leve

Following review of the Outcome data from 2009 -2011, it was revealed that students in Part B in SPPS are demonstrating substantial growth before they exit the program however SPPS student performance continues to be below the state target for exiting from Part B services. The data team questioned the validity of the COSF rating for Part B staff due to a significant decrea in student performance as well as inconsistent patterns for student performance in each outcome area.

Outcome B: Acquisition and use of knowledge and skills.

Summary 1: Your district had an overall Rate of **48.77%**. Your district performed **below** the state target rate of **81.00%**.

Summary 2: Your district had an overall Rate of **44.41%**. Your district performed **below** the state target rate of **53.00%**.

Part C Child Outcomes
Part C Indicator 3

ST. PAUL PUBLIC SCHOOL DISTRICT (0625-01)

Special Ed Administrative Unit: St. Paul School District

Part C Child Outcomes:
2010-11 School Year
(Reported in FFY 2010 APR

Percent of infants and toddlers with IEPs who demonstrate improved:
A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/communication), and
C. Use of appropriate behaviors to meet their needs.

Summary Statements	Statewide Rate	Statewide Target	District Rate
Outcome A: Positive social-emotional skills (including social relationships)			
Summary 1: Of those infants and toddlers who entered or exited early intervention below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	63.0%	64.0%	53.3%
Summary 2: The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program.	44.3%	42.0%	40.0%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)			
Summary 1: Of those infants and toddlers who entered or exited early intervention below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.	64.6%	66.0%	54.3%
Summary 2: The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time thjey turned 3 years of age or exited the program.	41.2%	43.0%	36.1%
Outcome C: Use of appropriate behaviors to meet their needs			
Summary 1: Of those infants and toddlers who entered or exited early intervention below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.	66.1%	68.0%	55.4%
Summary 2: The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time thjey turned 3 years of age or exited the program.	45.6%	45.0%	35.6%

Statewide Target: The statewide targets were established by the Governor's Interagency Coordinating Council (ICC).

Special Education Adminis The performance of the SEAU was calculated using ratings from the Child Outcome Summary Form reported by the Special Education Administrative Unit (SEAU) for children who exited early intervention service between July 1 and June 30, 2010 after receiving at least six months of service.

For further information regarding this and other indicators, please refer to the Part B and Part C Annual Performance Report (APR).

Required when a high degree of need is identified:

SMART Checklist for action plans

Specific – focused and clearly stated; based on data that demonstrates a problem

Measurable – outcome of plan can be measured through clearly stated criteria

Attainable – achievable

Realistic - Not a synonym for "easy." Realistic, in this case, means "do-able" with the availability of resources, knowledge and time

Timely - a timeline is associated with implementation

Following review of the Outcome data from 2009 -2011, it was revealed that students in Part B in SPPS are demonstrating substantial growth before they exit the program however SPPS student performance continues to be below the state target fo exiting from Part B services. The data team questioned the validity of the COSF rating for Part B staff due to a significant dec in student performance as well as inconsistent patterns for student performance in each outcome area.

Save Back

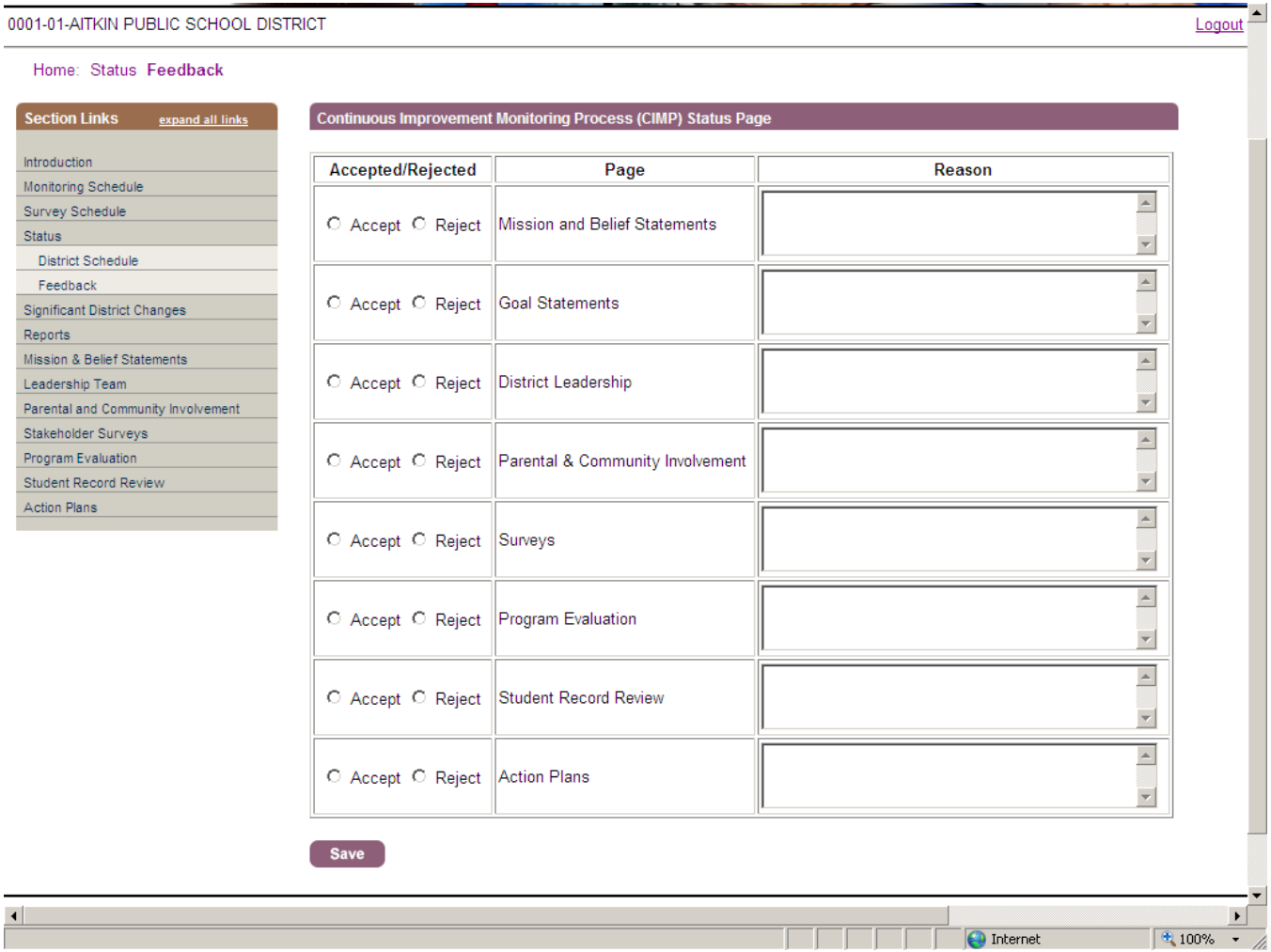
If your district is not meeting or exceeding the state target, you must have a corresponding Action Plan for this indicator. Action Plans are optional for all other districts in order to maintain the level of performance.

Keep in mind that changes in student outcomes may take several years and may not be seen immediately; you are advised to set measureable outcomes that document changes in staff knowledge, practices, or district/building/program policies. Please note that there can be a 1-2 year lag in student outcome data that is included in this online system or is publically reported to OSEP and posted in the Special Education District Profiles.

Develop a new action plan by clicking the "Add New" button below. Select an action plan and Click "Edit" to revise the plan elements of an existing action plan or to describe progress for this indicator.

Select	School Year	Goal Statement	Timeline End Date	Focus Areas	Status
○	11-12	SPPS licensed case managers in ECSE will complete COSF training and use of the Hawaii Early Learning Profile (HELP) as a crosswalk tool to complete accurate scoring and reporting of the COSF scores in a timely manner. ...	Jun 1, 2013	B7	Active

Edit Add New Back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Survey Schedule
Status
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Feedback
Significant District Changes
Reports
Mission & Belief Statements
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Parental and Community Involvement
Stakeholder Surveys
Program Evaluation
Student Record Review
Action Plans
Continuous Improvement Monitoring Process (CIMP) Status Page
Accepted/Rejected
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District Leadership
Parental & Community Involvement
Surveys
Program Evaluation
Student Record Review
Action Plans
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Internet
100%

Minnesota State/Local Data Analytic Partnership

- Just completed successful cycle with 7 local teams.
  - Inver Grove Heights
  - Moorhead
  - North St. Paul-Maplewood-Oakdale
  - Northland Area
  - Ramsey County Head Start & St. Paul Schools
  - South Washington County
  - St. Cloud

Phase 1 - Preparation

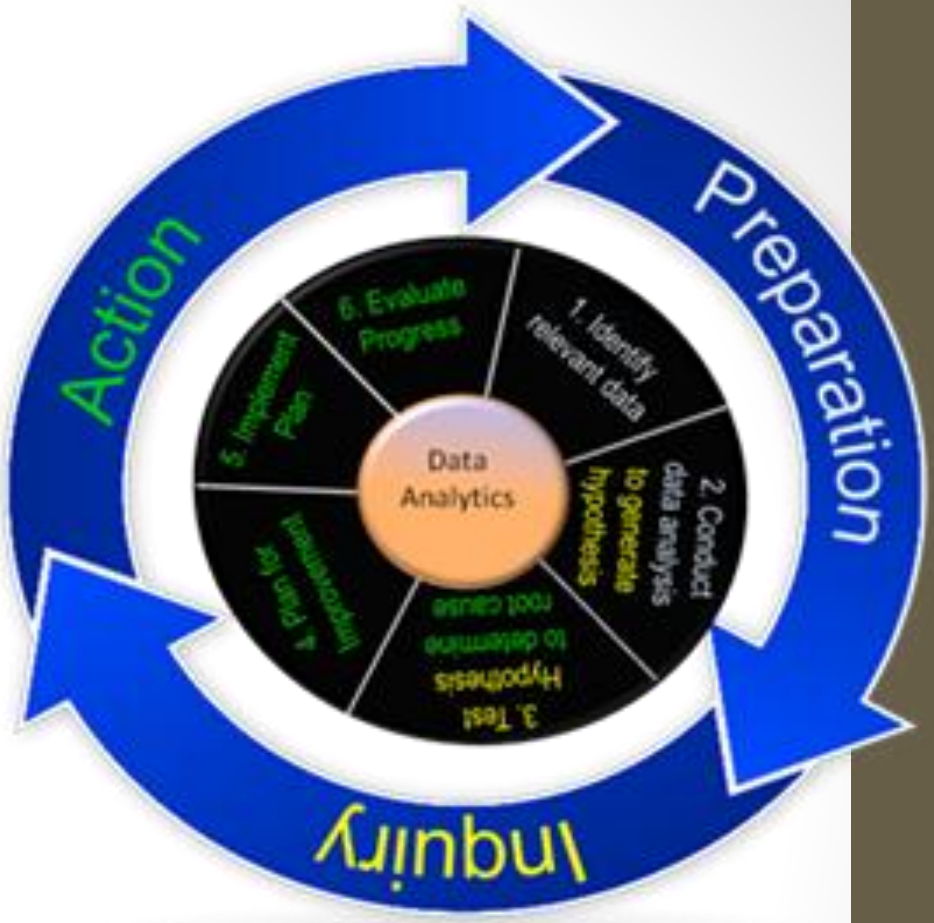
- Step 1: Identify relevant data

Phase 2 – Inquiry

- Step 2: Conduct data analysis
- Step 3: Determine root cause

Phase 3 – Action

- Step 4: Plan for improvement
- Step 5: Implement plan
- Step 6: Evaluate progress



Become Part of Cohort 2

- Application distributed October 8
- Form a team of 4-8 local members from ECSE, Head Start, School Readiness, Early Childhood Screening, etc…
- Travel expenses of teams from Greater Minnesota will be covered
- Be supported through a 3 phase process

Cohort 1 Problem Statement

From 2008-2011, young children with high needs in Minnesota did not make satisfactory progress.

“Children With High Needs”

Children with High Needs means children from birth through kindergarten entry who are from low-income families or otherwise in need of special assistance and support, including children who have disabilities or developmental delays; who are English Learners; or who reside on “Indian lands” as that term is defined by section 8013(6) of the ESEA; who are migrant, homeless, or in foster care; and other children identified by the State.

Reality Check

- Approximately 427,000 children from birth to kindergarten entry live in Minnesota.
- 1/3 of these children live in low income families.
- Child poverty in Minnesota increased 56% since 2000, compared to 18% nationally.

Other Areas of High Need

- 4% of young children have special needs
- 8% are English language learners from homes speaking more than 145 languages and dialects
- 4% are homeless
- 0.5% are in foster care

District Level Use of Child Outcomes Data

Example of How a Local District Uses COS Data

- Continuous Improvement Monitoring Process (CIMP)
  - Analyze our data
  - Inform Staff
  - Set Goals
  - Develop Strategies

Setting Goals

- The COSF data for students exiting the Part B ECSE program will raise 6 percentage points over the next 3 years (2 percentage points per year as an aim line).

Strategy Examples

- Implement Prevent-Teach-Reinforce training module online and live training.
- Provide training in the area of literacy using the SEEDS module.
- Investigate and choose a new tool for criterion referenced tracking for three to five year old students.
- Develop a matrix of evidence based strategies for ECSE teachers.
- Implement the new Teacher Evaluation system for all ECSE teachers and utilize the Standards of Effective Instruction as the expectation for all teachers during intervention visits.
- Implement Incredible Years class in conjunction with ECFE for children with diagnosis, but no needs at this time.

What else do we do with COS data?

- Linkages – Making the Connections between Cute Kids and Standards:
  - Professional Learning Communities
  - Professional Development Plans
  - Teacher Evaluation
  - Accountability Talk that Mirrors K-12

Data with Benefits!

Courageous Conversations about status quo practice

Analysis of Innovation

- 2 to 3 year lag when pushing the needle
- Results of research projects and initiatives
- Balance between analysis and sense of urgency

Discussion

- How are your states using data?
- How are local programs within states using data?
- If not using data, what barriers are in their way? How might they overcome those?
- How are you getting local staff buy-in for using data? Or changing systems to support that?