




**COLORADO**  
Department of Education

## Data Dialogue: Indicator 7 Child Outcomes


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## Module Outcomes

- Identify the three Child Outcomes and the importance of OSEP reporting.
- Understand rating levels and progress categories in order to address data quality and tie positive outcomes to evidence-based practice strategies.
- Investigate two to three questions related to data for Indicator 7 – Preschool Outcomes.




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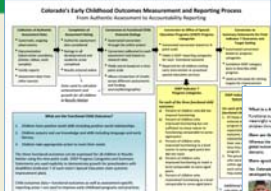
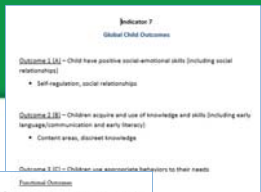

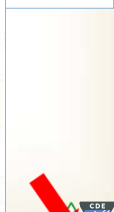
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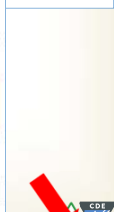
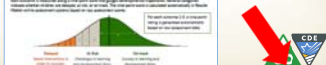
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## Handouts




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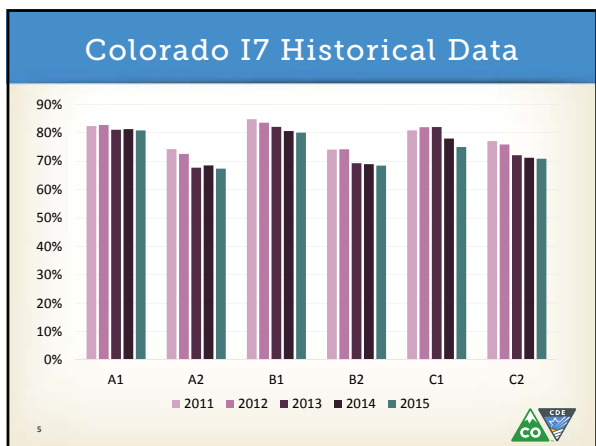
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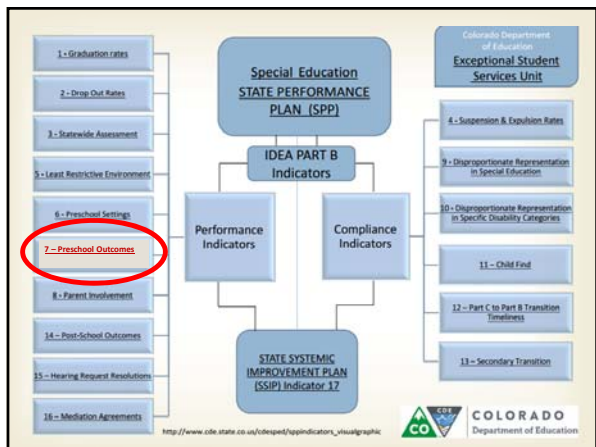
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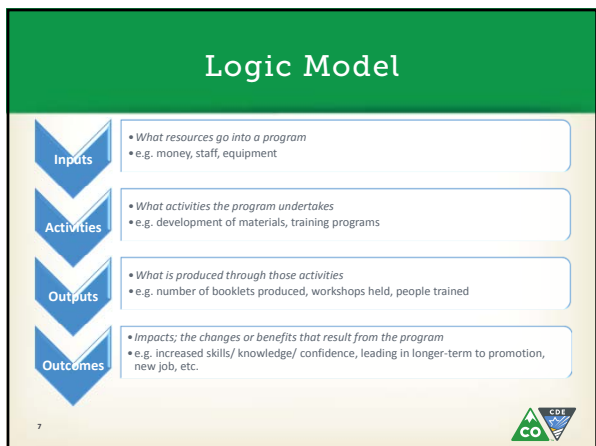
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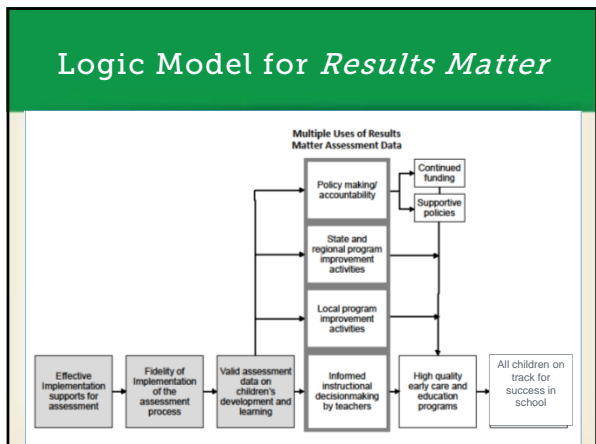
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### What is a child outcome?

A benefit experienced as a result of services and supports provided for a child



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### How are functional outcomes different from *GOLD*® domains?

Functional Outcomes describe children's mastery and appropriate application of behaviors, knowledge, and skills in a meaningful way in their everyday lives.

Functional outcomes look at the integration of behaviors across domains that children need to participate in developmentally appropriate routines and activities.



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## Measuring outcomes helps us...

- Determine how children are faring in our programs
- Monitor results over time
- Compare results with state and national data
- Describe how children are faring for families, funders and the general public





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## Outcome?

Teaching Strategies GOLD®

Checkpoints for Butterflies AM  
Period: Spring 2013/2014

Area: Social Emotional  
Objective: 1 - Regulates own emotions and behaviors  
Dimension: 1 - Manages feelings

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicator		Share what happens to calm self	Comforts self by seeking out special object or person	Is able to look at a situation differently or enjoy gratification						Controls strong emotions in an appropriate manner most of the time
Examples										
Colored Bands										
Jan 13/14		1	2	3	4	5	6	7	8	9
Jan 14/15		1	2	3	4	5	6	7	8	9
Jan 15/16		2	3	4	5	6	7	8	9	9



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## Outcome?

26% percentage point increase in children meeting or exceeding widely held expectations between fall and spring



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## Office of Special Education Programs (OSEP) Indicator 7 Global Outcomes



A) Children develop positive social-emotional skills  
*Including social relationships*



B) Children acquire and use knowledge and skills  
*Including early language/communication and literacy*



C) Children use appropriate behaviors to meet their needs



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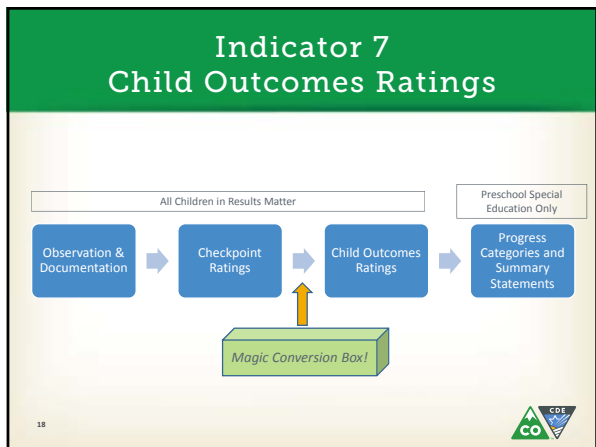
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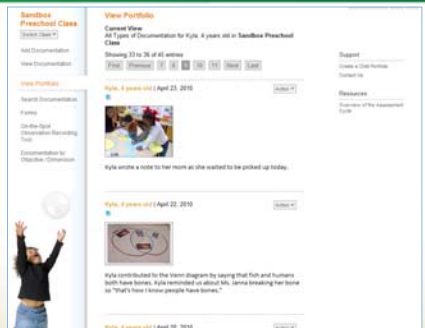
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## Imagine...



The screenshot shows a web page for a 'Sandline Preschool Class'. It includes a 'View Profile' section with a 'Current View' of 'All Types of Documentation for Kyle, 4 years old in Sandline Preschool Class'. It lists 'Showing 23 to 36 of 44 entries' and shows two entries for Kyle, 4 years old, dated April 23, 2010. The first entry has a photo of a child and text: 'Kyle wrote a note to her mom as she waited to be picked up today.' The second entry has a photo of a child and text: 'Kyle contributed to the Venn diagram by saying that fish and humans both have noses. Kyle mentioned an animal like, some breaking their bones as "that's how I know people have bones."'



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Teaching Strategies GOLD

Checkpoint for: Kyla 3 years old  
 Period: Spring 2009/2010  
 The checkpoint due date is: May 31, 2010

Area: Social/Emotional  
 Objective: 1 - Regulates own emotions and behaviors  
 Dimension: 6 - Manages feelings

Level	Not met	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicator	Not met	Uses adult support to calm self	Communicates self by seeking out special object or person	Is able to look at a situation differently or delay gratification	Controls strong emotions in an appropriate manner most of the time					
Examples										
Colored Bars										
Previous Checkpoints										
Documentation										

Jonathan, 3 years old  
 View All Documentation for Objective for Period: Spring 2009/2010  
 05/16/2010 Jonathan attempted to take the teddy from another child. The child screamed "No!" Jonathan then...

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### How do we define entry/exit for reporting?

**IEP Entry Box**

IEP\*  Yes  No  
 Entry into Preschool Special Education (IDEA Part B, Section 619) \*  
 09/03/2014

**OSEP Exiting**

Part B Entry Date	Part B Exit Date	Status
05/20/11		

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### How do we calculate the Child Outcome Ratings?

Some states use the *Child Outcomes Summary Process*

- Team meeting process
- Completed at entry and exit
- Data must be input for state report
- Overrides assessment results

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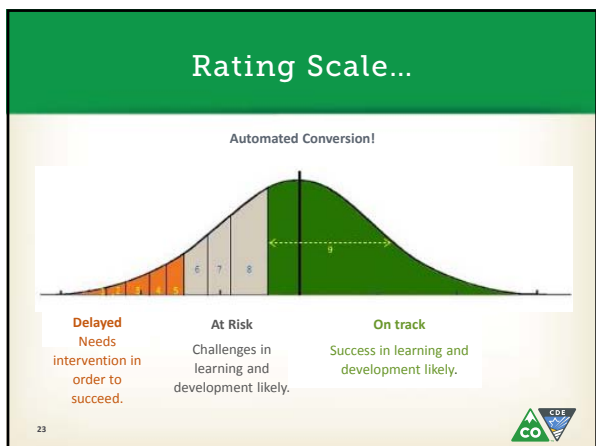
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- ### Why not use the Child Outcomes Summary Form?
- What we heard from stakeholders:
- No need to override assessment results
  - Potential for added subjectivity
  - Unnecessary additional meeting
  - Unnecessary step in the process
  - Need for additional training
  - Potential risk to reliability
- 24
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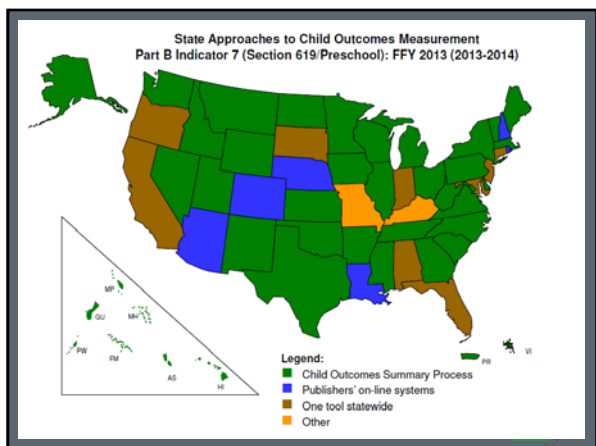
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## I7 Progress Categories = Developmental Trajectories!

A child who begins preschool lagging behind other children must actually progress at a faster rate than their peers in order to catch up

**OSEP 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

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## I7 Summary Statements

**Summary Statement 1** - Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. *Greater than expected growth.*

$$\frac{C+D}{A+B+C+D}$$

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## I7 Summary Statements

**Summary Statement 2** - The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

$$\frac{D+E}{A+B+C+D+E}$$

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## Why Do Results Matter? *The Value of Measuring Outcomes*

“Early environments play a large role in shaping later outcomes. Skill begets skill and learning begets more learning. Early advantages accumulate; so do early disadvantages. Later remediation of early deficits is costly, and often prohibitively so.”

Dr. James Heckman  
2000 Nobel Laureate in Economics




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## Colorado's Special Education Accountability


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## 17 in AU Results Matrix

This is from TS GOLD® OSEP Reporting


Each summary statement has a rubric

Preschool as a whole is worth 25% of the academic achievement section

ACADEMIC	Preschool Skills (and)™	n	% Scaled	AU Score	Rubric			Points Eligible	Points awarded	Rating*	%
					Percentile	75th	50th				
	A. Positive social interaction skills	1	78.5%	27.5	77.8%	84.0%	94.1%	4	3	needs	
	B. Regulation & Use of Knowledge and	2	93.2%	34	97.7%	99.8%	100%	4	3	meets	
	C. Use of appropriate behaviors to meet their needs	1	74.7%	26	71.4%	82.4%	95.5%	4	3	needs	
		2	87.4%	32	75.0%	83.7%	94.1%	4	3	needs	
		2	78.5%	27	62.5%	73.1%	89.3%	4	3	needs	

Rubric

90th<AU = 4  
50th<AU-90th = 3  
15th<AU-50th = 2  
AU<15th = 1




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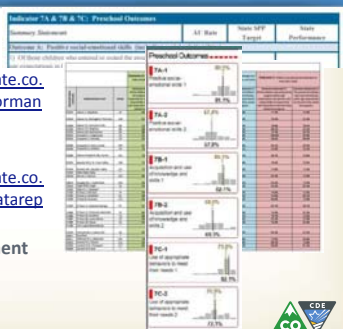
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### Where are final I7 results typically posted?

- ESSU Accountability Website:
  - <https://www.cde.state.co.us/cdesped/AUperformanceprofiles>
- ESSU Data Reports:
  - [https://www.cde.state.co.us/cdesped/sped\\_datareports](https://www.cde.state.co.us/cdesped/sped_datareports)
- ESSU Data Management System (DMS)



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## Review Your Data

Take a moment to access your data and familiarize yourself with what is available to you



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## Trends from 2012 to 2015

**Data Analysis Scores**

Scoring Criteria for each Summary Statement

How AUs were rated:

1	Show significant increase from 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

14	13	10	8	7	6	5	4	3	2	1	0	1
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Ratings for 2015-16

A1	A2	B1	B2	C1	C2	Sum
0	-1	-1	-1	-1	0	-4

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## Possible Questions to Ask Yourself about the Data

1. Are my AU'S results trending up, down, or flat?
2. How are we performing in relation to the rest of the state?
3. Do I have a large or small population?
4. How do growth and achievement interact?
5. Are there specific outcomes with cause for concern or celebration?
6. How might our IEPs be contributing to these outcomes?
7. How might we use these data to inform program/service planning? Instructional planning with teachers?
8. Are any of my data quality indicators concerning?

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## Role Considerations

- How does what I do impact the child outcomes?
- What is your current individual role in data collection or analysis? Other staff in your AU?
- Who could you team with more closely around TS GOLD® and I7 data?
- Where is the intersection between our roles with GOLD checkpoint ratings, OSEP exits, and I7 data analysis?
- How might my AU leverage authentic assessment data to inform intervention strategies?

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## Actions

- Set your own targets.
- Have a process among your own AU staff to examine data.
- Analyze how Indicator 7 outcomes relate to K-12 outcomes.
- Gaining access to real time progress monitoring data. (GOLD!)
- Developing improvement strategies.

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### CDE Preschool Team is looking at data to...

- ✓ Increase transparency of I7 data
- ✓ Internally, disaggregate data and identify patterns beyond Summary Statements
- ✓ Identify exemplars to learn about successful strategies
- ✓ Provide technical assistance and professional learning to AUs
- ✓ Analyze long-term outcomes
- ✓ Facilitate AU connections to TS GOLD®

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### Final Thoughts

1. Go beyond the Summary Statements
2. Use progress monitoring tools
3. Make data-informed decision making part of the culture
4. Data quality is critical to informed decision making
5. IEPs and I7 Outcomes are intertwined



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