

What Do The Data Mean?

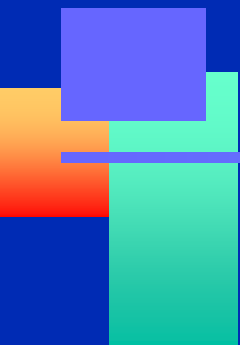


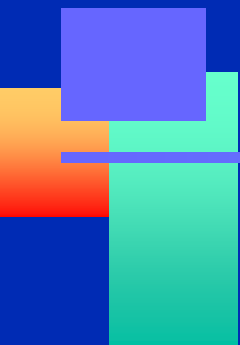


FINDINGS

MEANING

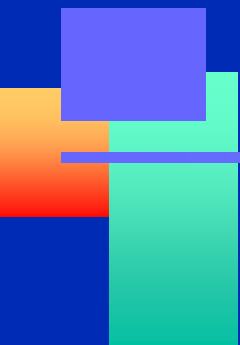
ACTION

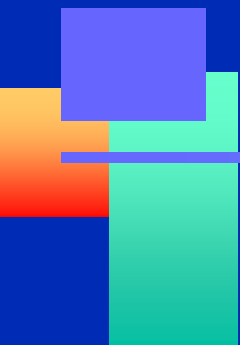
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- Only after we have accurate numbers and representative data can we really understand the meaning of the progress data for all children in Part C and Preschool services

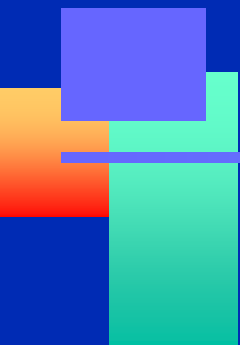


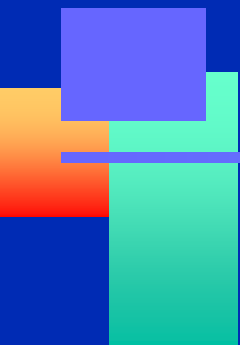
Quick review: what do the progress categories **mean**?

- a. Percent of preschool children who did not improve functioning
 - Don't gain or use even one new skill
 - Children with degenerative conditions/ significant disabilities

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- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
 - Gained and used new skills but did not increase their rate of growth or change their growth trajectories while in services

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- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach
 - Changed their growth trajectories
 - “closing the gap”

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- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers
 - Started out below age expectations, but caught up while in services

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- **e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers**
 - Entered the program at age expectations and were still up with age expectations at exit



So who are we explaining the children's progress to?

OSEP

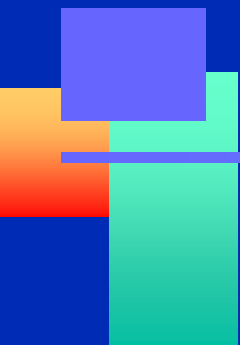
State Legislators

Program Administrators

Teachers/Providers

Parents

The Public



What meaning can be made of the progress categories?

- What will the audiences care about?

e.g. Children receiving services...

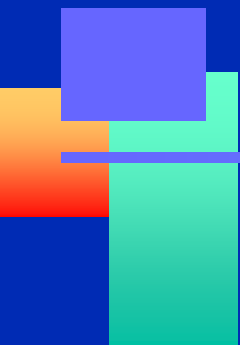
- Make greater than expected progress?
- Are prepared for school when they exit?
- Make progress in their language/ literacy and problem-solving?

Potential messages from outcomes data

1. “Closing the Gap”: e.g. [50%] of the children participating in Part C/619 services made more progress than would have been expected in [knowledge and skills] had they not received services.

Data: Percents
reported in C + D





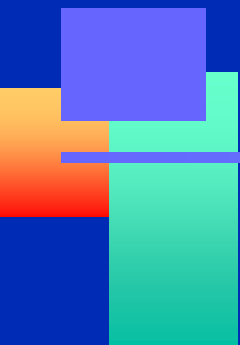
2. “Prevention”: e.g. [25%] of the children in Part C/619 entered the program at age expected levels in [their social relationships], and were able to continue to function at an age expected level throughout their time in the program.

- Data: Percent reported in E

3. “Ready At Exit”: e.g. [40%] of children left the Part C/619 program performing at age expectations.



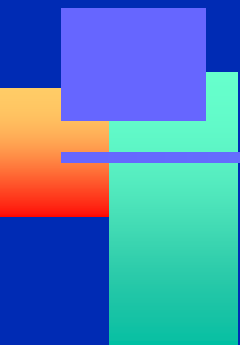
Data: Percents
reported in D + E



4. **Progress:** e.g. [96%] of the children made progress in improving their [early language and problem solving] as a result of participation in Part C/619.

Data: Percents reported in

B+ C+ D+ E



5. Results for significantly involved children: e.g. [3%] of the children participating in Part C/619 did not make progress in [independence and self-help] while participating in the Part C/619

Data: Percentages reported in A

Who are these children? How has the program benefited the families? (Family benefit message)

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- Table discussions



Looking at Data for Program Improvement-

Do outcomes vary by...

- Region of the state?
- Knowledge/Experience of providers?
- Service model/curriculum used?
- Type of services received?



Example: Start with statewide data

Percentage of children who changed developmental trajectories (C + D) in each outcome area

- Social relationships 55%
- Knowledge, skills 71%
- Meets needs 64%



How do the regions/districts compare to the state mean?

Percentage of children who changed developmental trajectories in the area of social emotional development, by region, e.g.

- Region 1 60%
- Region 2 55%
- Region 3 23%

You might look at service delivery location

	% served in Clinic	% served in Natural Environments
Region 1	30	70
Region 2	40	60
Region 3	80	20



Or . . .

- What are your ideas about what you might want to look at?
 - Other APR Indicator data? Which ones?
 - Monitoring data? What?
 - Other ideas?



- **Table discussions**



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