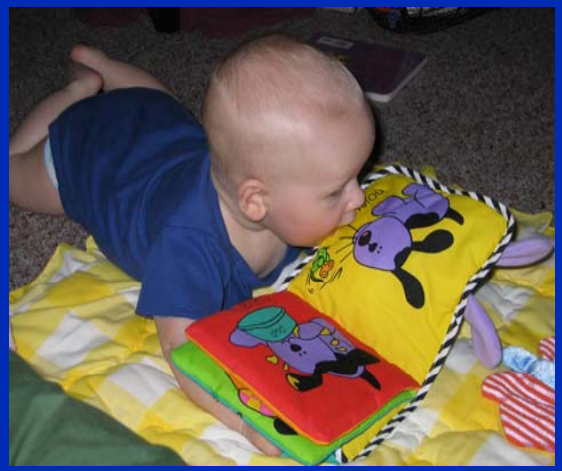
Child Outcomes Data: Getting to Where We Need to Be



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Parts B and C Data Meeting
June, 2008

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

What we will cover

- Quick re-cap of critical events
- What we have learned from the state APRs/SPPs submitted in 2007
- Issues to consider in coming year(s) related to child outcomes data

Critical events

- 1993: Government Performance and Results Act (GPRA)
  - Requires goals and indicators be established for IDEA
- 2002: OMB's Program Assessment Review Tool (PART)
  - Concludes no long-term child outcome goals or data for Part B Preschool and Part C

Critical events

- 2005: OSEP releases first data collection requirement related to 3 child outcomes
- September 2006: Data requirement revised to 5 progress categories
- February 2008: States submit data on the 5 (a to e) categories for the first time for the year July 1, 2006 to June 30, 2007

Good Job!!!!

OSEP Reporting Requirements: Child Indicators (B7, C3)

- Percent of children who demonstrate improved:
  - Positive social emotional skills (including positive social relationships)
  - Acquisition and use of knowledge and skills (including early language/ communication [and early literacy])
  - Use of appropriate behaviors to meet their needs

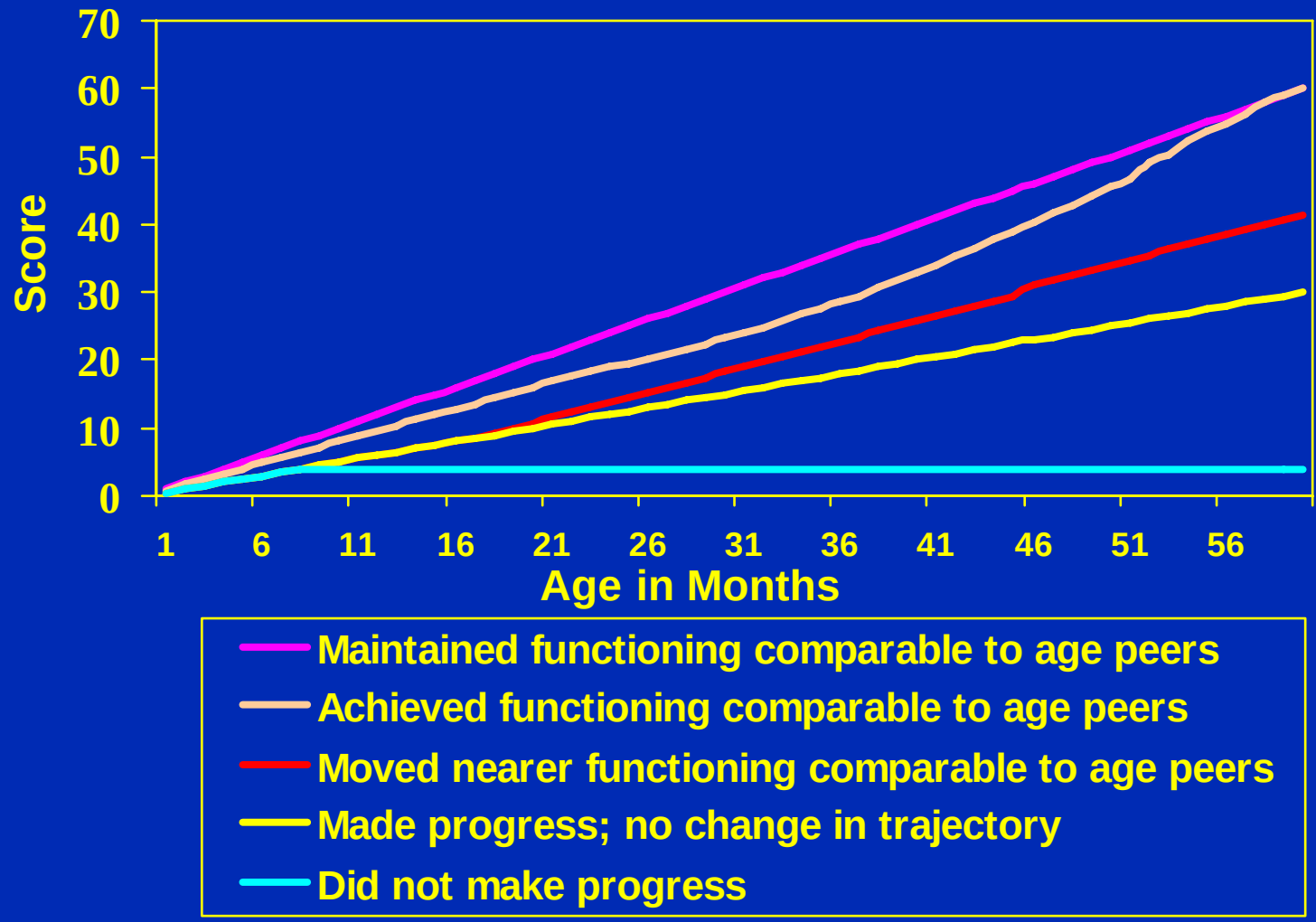
OSEP Reporting Categories

Percentage 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

3 outcomes x 5 progress categories

Illustration of 5 OSEP Categories as Develomental Trajectories

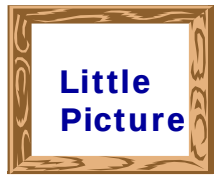


What Now?

1. Ensuring the data are valid
2. Using the data for program improvement

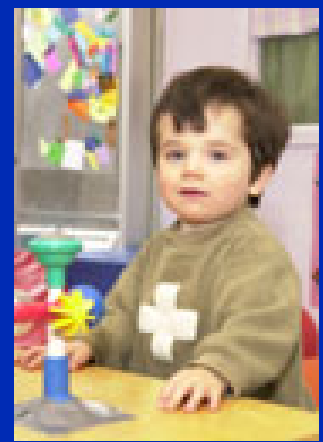
Note: #1 comes before #2

Big Picture



Keeping our eye on the prize:

High quality services for children and families that will lead to good outcomes.



Goal for Children

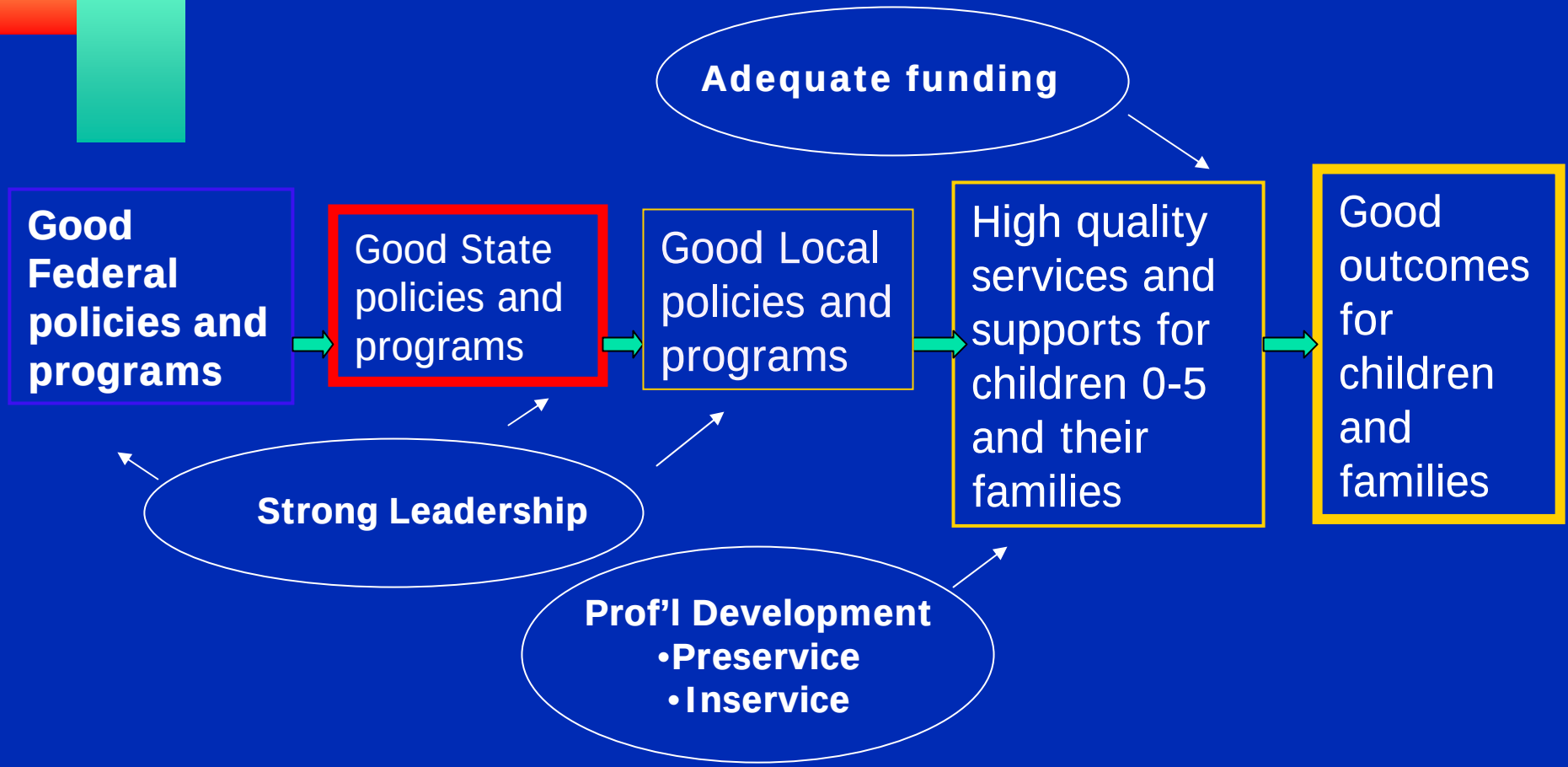
Active and successful participants now and in the future across a variety of settings and situations:

- Have positive social relationships
- Acquire and use knowledge and skills
- Take appropriate actions to meet their needs

High Quality Data on Outcomes

- Data are a piece of a *system* that helps to achieve overarching goals for children and families
- Data yield
  - Findings that can be interpreted as having a particular meaning that leads to specific actions to improve the system.

System for Producing Good Child and Family Outcomes



The Vision: Using Data as a Tool for Program Improvement

- State will have quality data available on an ongoing basis about multiple components of the system
  - Child and family outcomes
  - Services provided
  - Personnel (types, qualifications, etc.)
  - Etc.

Validity

- Validity refers to the **use** of the information
- Are you justified in reaching the conclusion you are reaching based on the data?

Standards for Educational and Psychological Testing (1999) by American Educational Research Association, American Psychological Association, National Council on Measurement in Education

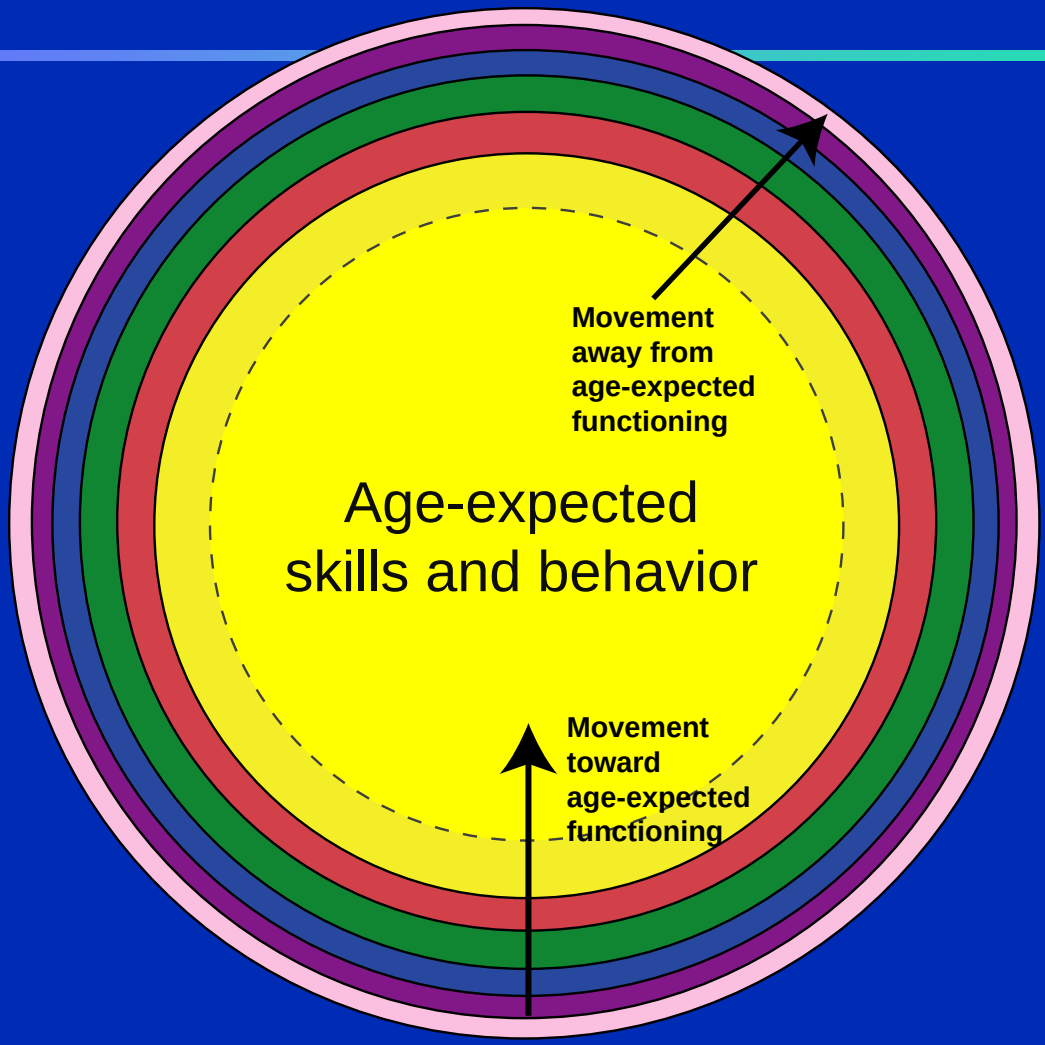
Validity in Accountability Systems

- The question is **NOT** “are the data valid?”
- The question is: “Are the data for valid for the purpose of….?”
  - Are the data sufficiently trustworthy to lead to sound decisions?
  - E.g., funding, TA, focused monitoring, etc.
- How much error is acceptable?
  - There will be error…

Comparability of Data

- How can we compare data from different states?
- How can we compare data when programs are using different tools?

Thinking About the Achievement of Each Child Outcome



Building quality into the state system

- Keep errors from occurring in the first place
- Develop mechanisms to identify weaknesses that are leading to data collection errors
- Provide ongoing feedback including reports of the data to programs and providers

Procedures to Promote Quality

- Preparing for data collection
  - Adequate training and communication
- During data collection
  - Commitment to the data collection
  - System of supports for the “data providers”
- After data collection
  - Data entry
  - Data follow up
  - Data analysis

Quality of the process: Preparing for data collection

Training and Communication

- Is there a process for checking whether **all** of the [data] providers understand what they are to do?
- Is there a process for checking whether they do it?
- Do they know *why* they are doing it?

What do we know about one shot trainings??

Quality of the Process: During Data Collection

Commitment to the data collection

- Do providers understand the importance of the activity?
- Has the system been designed so providers (and families) will receive benefit from collecting and providing data?
- Do providers know someone will be checking on what they are doing?

Supports

- Has the process been designed to make it as easy and to take as little time as possible? (Can any part be streamlined?)
- Is a knowledgeable person observing or tracking data collection activities and providing feedback in a timely manner?
- Is there a way for providers to get ongoing questions addressed?

Quality of the Process: After Data Collection

Data entry

- Are there safeguards to minimize data entry errors?

Data follow up

- Verification: Is there a process in place for checking [a sample of] records for accuracy and completeness?
- Is there a process for providing **timely** feedback when errors are discovered?

Quality of the Process: After Data Collection

Data analysis

- Cleaning individual data: Are there procedures for identifying out of range values, anomalies, incomplete data?
- Are analyses being conducted to identify unexplainable variations, strange patterns, etc.?
- Is there a process for providing **timely** feedback when errors are discovered?

FMA

Findings

Meanings

Action

Findings

- Findings are the numbers
  - 10% of families responded ……
  - 45% of children were in OSEP category b
- The numbers are not debatable (assuming the numbers are correct…)

Meaning

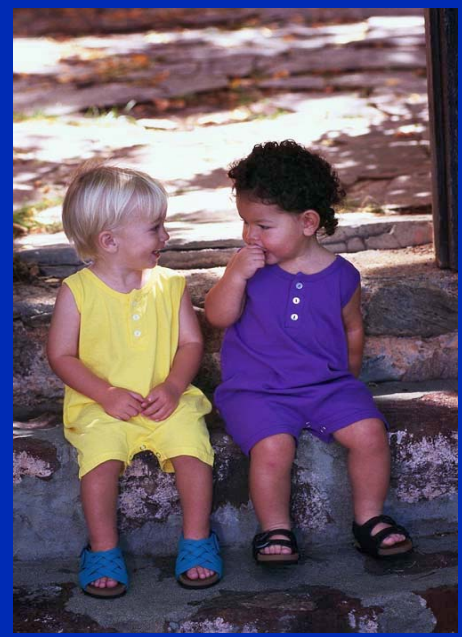
- The interpretation put on the numbers
- Is this finding
  - Credible? (Based on valid data?)
  - Good news?
  - Bad news?
  - News we can't interpret?

Meaning

- Meaning is debatable. Reasonable people can reach different conclusions from the same set of numbers
- Stakeholder involvement can be helpful in making sense of findings
- To interpret meaning, sometimes we analyze data in other ways (ask for more findings)

Putting Meaning on the Data

- What are alternative explanations for the finding?
- Are there other ways of looking at the data that might provide insight into a possible explanation?



(i.e., should we run more analyses?)

Action

- Given the meaning put on the findings, what should be done?
- Possible actions:
  - Continue quality assurance activities to improve the quality of the data
  - Accept the data as credible and develop recommendations based on the findings
- Action is always debatable – and often is debated
- Another role for stakeholders

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