

**ECO Suggested Format for  
Revised SPP Indicator C3, due February 2010**

**Monitoring Priority:** [as stated by OSEP]

**Indicator:** [as stated by OSEP]

**Measurement:** [as stated by OSEP]

**Overview of Issue/Description of System or Process:**

Describe your State's outcome measurement system and **highlight any changes or updates** since the SPP due February, 2009.

- Policies and procedures to guide outcome assessment and measurement practices
- Provision of training and technical assistance supports to administrators and service providers in outcome data collection, reporting, and use
- Quality assurance and monitoring procedures to ensure the accuracy and completeness of the outcome data
- Data system elements for outcome data input and maintenance, and outcome data analysis
- Measurement strategies used to collect data
  - Who is included in the measurement, i.e. what population of children? If sampling, share information about your sampling plan.
  - What assessment/measurement tool(s) and/or other data sources were used?
  - Who conducted the assessments?
  - When did measurement occur?
  - If multiple data sources were used, what method was used to summarize the data for each child? (e.g., the ECO-developed Child Outcome Summary Form, another method, etc.)
  - What data was reported to the state, and how was the data transmitted? (e.g., Programs submit data on paper quarterly to the state agency, data entered through online data system, etc.)
  - What data analysis methods were used to determine the progress categories?
- The criteria used to determine whether a child's functioning was "comparable to same aged peers".

**Baseline Data:**

The tables below may be used for baseline data. Remember to include actual numbers as well as percents.



**Progress Data for Infants and Toddlers Exiting 2008-2009 (Excluding “At Risk”)**

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of infants and toddlers who did not improve functioning		
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers		
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach		
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers		
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers		
<b>Total</b>	<b>N=</b>	<b>100%</b>

B. Acquisition and use of knowledge and skills (including early language/communication):	Number of children	% of children
a. Percent of infants and toddlers who did not improve functioning		
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers		
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach		
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers		
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers		
<b>Total</b>	<b>N=</b>	<b>100%</b>



C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of infants and toddlers who did not improve functioning		
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers		
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach		
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers		
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers		
Total	N=	100%

**Progress Data for “At Risk” Infants and Toddlers Exiting 2008-2009**

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of infants and toddlers who did not improve functioning		
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers		
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach		
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers		
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers		
Total	N=	100%



B. Acquisition and use of knowledge and skills (including early language/communication):	Number of children	% of children
a. Percent of infants and toddlers who did not improve functioning		
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers		
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach		
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers		
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers		
Total	N=	100%

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of infants and toddlers who did not improve functioning		
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers		
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach		
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers		
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers		
Total	N=	100%



**Note:** You may use the ECO [Summary Statements Calculator](#) to generate the baseline data for the table below. Enter your data from the progress charts above into the calculator for each outcome, and the calculator will give you the percentages for the Summary Statements table.

**Baseline Data for Infants and Toddlers Exiting 2008-2009 (Excluding “At Risk”)**

Summary Statements	% of children
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>	
1. Of those children who entered or exited the program 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	
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>	
1. Of those children who entered or exited the program 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	
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>	
1. Of those children who entered or exited the program 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	
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	

**Discussion of Baseline Data:**

Explanation of currently reported progress data should be provided here. Discussion of the data may include issues such as the extent to which this year’s progress data is representative of the children the program serves, and the State’s analysis of the data for the purpose of increasing data quality.

**Measurable and Rigorous Target:**

**Targets for Infants and Toddlers Exiting in FFY 2009 (2009-10) and FFY 2010 (2010-2011) and Reported in Feb 2011 and Feb 2012 (Excluding “At Risk”)**

Summary Statements	Targets for FFY 2009 (% of children)	Targets for FFY 2010 (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>		
1. Of those children who entered or exited the program 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		
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program		
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>		
1. Of those children who entered or exited the program 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		
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program		
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>		
1. Of those children who entered or exited the program 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		
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program		

Provide a rationale for your targets based on your analyses of data quality and strategies for program improvement.

**Improvement Activities/Timelines/Resources:**

Describe the State’s improvement activities for this indicator across the entire SPP period, and **highlight any changes or revisions** since the SPP submitted in February, 2009. Optionally, identify which activities have been “completed.”

