

**ECO Suggested Format for
SPP Indicator B7, due February 2008**

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 any **changes or updates** to the State's outcome measurement system or process since the SPP due February, 2007, e.g. **revised or updated**:

- 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?
 - 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:

Although this is NOT baseline data, and targets are not due until February 2010, progress data should be reported in this section. The tables below may be used for the progress data.

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

Discussion of Baseline Data:

Progress data reported in 2010 will be considered baseline data. However, explanation of currently reported progress data should be provided here, e.g. if the state N's are very low (less than 30), please explain why, and describe expectations for numbers of children with both entry and exit data for the February, 2009 APR.

Measurable and rigorous Target:

Targets will be set in 2010.

Improvement Activities/Timelines/Resources:

Provide any **changes or revisions** to the State's improvement activities since the SPP submitted in February, 2007.