

Kansas ECO Data Quick Reference

Child Outcomes Indicators B7/C3 Progress Categories and Summary Statements for Target Setting

PROGRESS CATEGORY	EXPLANATION	ECOSF RATINGS
a. Did not improve functioning	Children who acquired no new skills or regressed during their time in the program. Most likely children with severe or degenerative disabilities.	Rated lower at exit than entry AND scored "no" on the progress question OR Rated 1 at both entry and exit AND scored "no" on the progress question
b. Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	Children who acquired new skills but continue to grow at the same rate throughout their time in the program.	Rated 5 or lower at entry AND rated the same or lower at exit AND had a "yes" on the progress question
c. Improved functioning to a level nearer to same-aged peers but did not reach it	Children who acquired new skills but accelerated their rate of growth during their time in the program. Children made progress toward catching up with same-aged peers but were still functioning below age expectations when exiting the program.	Rated higher at exit than entry AND Rated 5 or below at exit
d. Improved functioning to reach a level comparable to same-aged peers	Children who were functioning below age expectations when they entered the program but were functioning at age expectations when exiting the program.	Rated 5 or lower at entry AND Rated 6 or 7 at exit
e. Maintained functioning at a level comparable to same-aged peers	Children who were functioning at age expectations when they entered the program and were functioning at age expectations when exiting the program.	Rated 6 or 7 at entry AND Rated 6 or 7 at exit

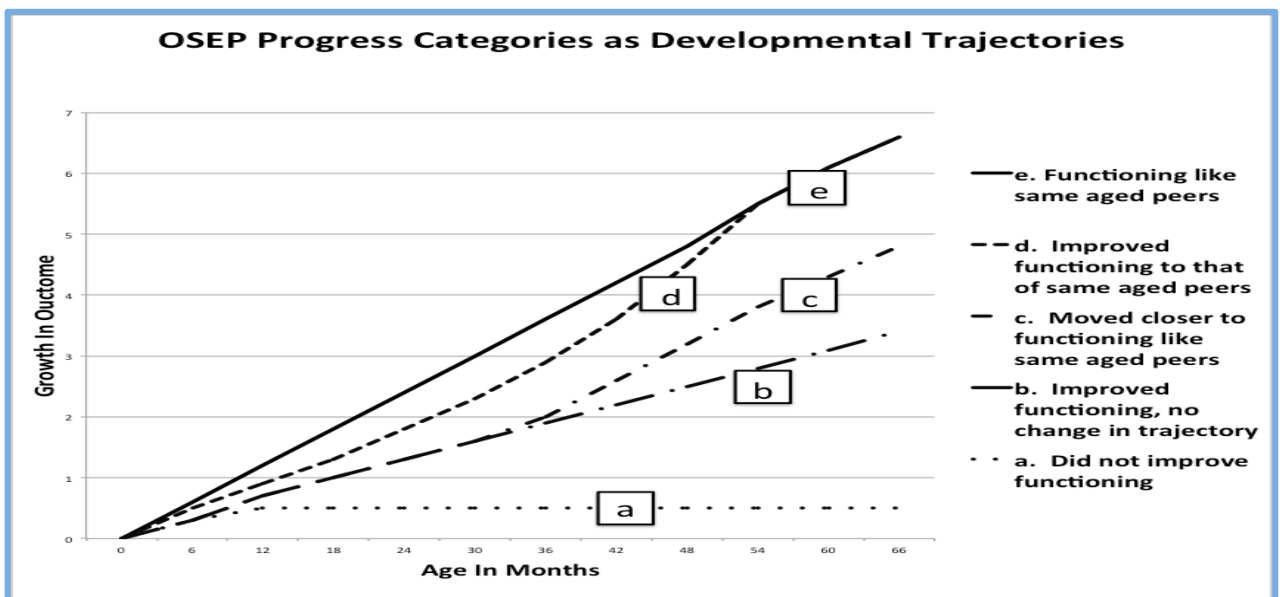
Summary Statements	In other words . . .
<p>1. Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 3/6 years of age or exited the program</p> <p style="text-align: center;">$(c + d) / (a + b + c + d)$</p>	<p>How many children changed growth trajectories during their time in the program?</p> <p>Percent of the children who entered the program below age expectations, made greater than expected gains, made substantial increases in their rate of growth, i.e. changed their growth trajectories</p>
<p>2. The percent of children who were functioning within age expectations in each Outcome by the time they turned 3/6 years of age or exited the program</p> <p style="text-align: center;">$(d + e) / (a + b + c + d + e)$</p>	<p>How many children were functioning like same age peers when they left the program?</p> <p>Percent of the children who were functioning at age expectations in this outcome area when they exited the program, including those who:</p> <ul style="list-style-type: none"> • started out behind and caught up, <i>or</i> • entered and exited at age level

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Developmental science has provided information about the skills children master at different ages. Knowing what is expected for each age allows us to identify children who are developing too slowly. Children who are substantially behind their peers are described as having a developmental delay. The solid line on this graph (**line e**) illustrates typical development. All the other lines represent some kind of delay in the early years.

If Angela is 12 months old with the skills of a 6 month old, without intervention it is likely that she will continue to grow at the same rate, and have the skills of a 9 month old at 1`8 months of age. We provide intervention services because Angela is acquiring skills at about half the rate she should be and will continue to fall farther behind. This pattern of growth is illustrated in the **b line** in the graph. The purpose of intervening is to improve the child's rate of skill acquisition. Still, some children will continue acquiring new skills without improving their rate of growth or moving closer to the functioning of same age peers. A few children in our programs, such as those with profound disabilities or degenerative conditions, will not acquire any new skills and may even show regression. These children are illustrated in **line a**.

The **c and d lines** illustrate children whose growth was greater than expected because their growth rate with intervention was greater than their growth rate before intervention. The children with growth pattern **d** catch up to developmental expectations. States report to OSEP the percentage of children in each of the five growth trajectories illustrated in the graph.



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Collecting, reporting, and interpreting outcomes data on infants, toddlers, and preschoolers with disabilities is a complex undertaking for states and local programs. In this age of accountability, as part of their Annual Performance Report, OSEP requires states to report on the amount of progress made by children with disabilities while they are in programs funded by Part C and Part B/619. Therefore, valid and reliable child outcome data are essential for demonstrating that these services make a difference, while providing state agencies and local programs the opportunity to use their data to identify areas where services can be improved for young children and their families. For more information or technical assistance, contact Tiffany Smith, KSDE, tsmith@ksde.org, Sarah Walters, KDHE, swalters@kdheks.gov or visit www.kskits.org