

Measuring Child Outcomes

Why are states measuring outcomes for programs serving young children with disabilities?

In this age of accountability, policymakers are asking questions about the outcomes achieved by programs supported by public funds. The Office of Special Education Programs (OSEP) in the U.S. Department of Education now requires states to report outcomes data for children served through Part C and Part B Preschool of the Individuals with Disabilities Education Act (IDEA) as part of their Annual Performance Report.

What are the child outcomes states report to the Office of Special Education Programs (OSEP)?

States must report the percent of infants and toddlers with IFSPs or preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behavior to meet needs

What information will be reported to OSEP about the three child outcome statements?

States are required to measure and report on the progress children make between the time they enter a program and the time they exit in each of the outcome areas, including the percentage of children who:

- a. Did not improve functioning
- b. Improved functioning, but not sufficiently 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

How will states set targets for child outcomes?

In the Annual Performance Report (APR) to be submitted every year, states must set targets on two summary statements for each of the three outcomes:

- Summary Statement 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 exited the program $(c+d)/(a+b+c+d)$
- Summary Statement 2 : The percent of children who were functioning within age expectations in each Outcome by the time they exited the program $(d+e)/(a+b+c+d+e)$

Kansas ECO Targets

	Outcome A	Outcome B	Outcome C
Summary Statement 1	Part C= 57.53% Part B= 85.93%	Part C= 61.14% Part B= 86.38%	Part C= 66.99% Part B= 86.24%
Summary Statement 2	Part C= 56.33% Part B= 65.16%	Part C= 47.44% Part B= 63.60%	Part C= 66.99% Part B= 86.24%

Will local program data be reported?

Local data are part of the Public Reporting Requirement in IDEA 2004: "The State shall report annually to the public on the performance of each local educational agency located in the State on the targets in the State's performance plan. The State shall make the State's performance plan available through public means, including by posting on the website of the State educational agency, distribution to the media, and distribution through public agencies."

Where does the local data come from?

The district data are entered into a web-based application, the Outcomes Web System (OWS). Data are entered at initial entry into the Part C or Part B program and when the child permanently exits the Part C or Part B program.

For more information about OSEP reporting, target setting, and local reporting go to:

http://www.fpg.unc.edu/~eco/pages/fed_req.cfm#OSEPRequirements

Adapted from Hebbeler & Rooney (May, 2010). Ohio Early Childhood Outcomes Institute, Office of Early Learning and School Readiness, Ohio Department of Education.