

# State Child Outcomes Data Profile

## Colorado Part B 619

### FFY 2020

## Contents

Comparison of State and National Data.....	2
Summary Statement Trends over Time .....	4
Progress Category Trends Over Time .....	8
Child Outcome A (Social Relationships) Progress Categories .....	9
Child Outcome B (Knowledge & Skills) Progress Categories .....	12
Child Outcome C (Actions to Meet Needs) Progress Categories.....	15
Data Quality.....	18
Completeness of Data Trends over Time.....	18
Table 1. Comparison of the Number and Percentage of Child Count Included in the Outcomes Data across Outcomes.....	19
Expected Patterns for Progress Categories .....	20
Table 2. Code Definitions.....	20
Table 3. Progress Category Values and Status Relative to Expected Values .....	20
Appendix A .....	21
Table A.1 FFY 2020 Summary Statement Data Table .....	21
Table A.2 FFY 2020 Progress Category Data Table .....	21
Table A.3 FFY 2020 Completeness Data Table.....	21

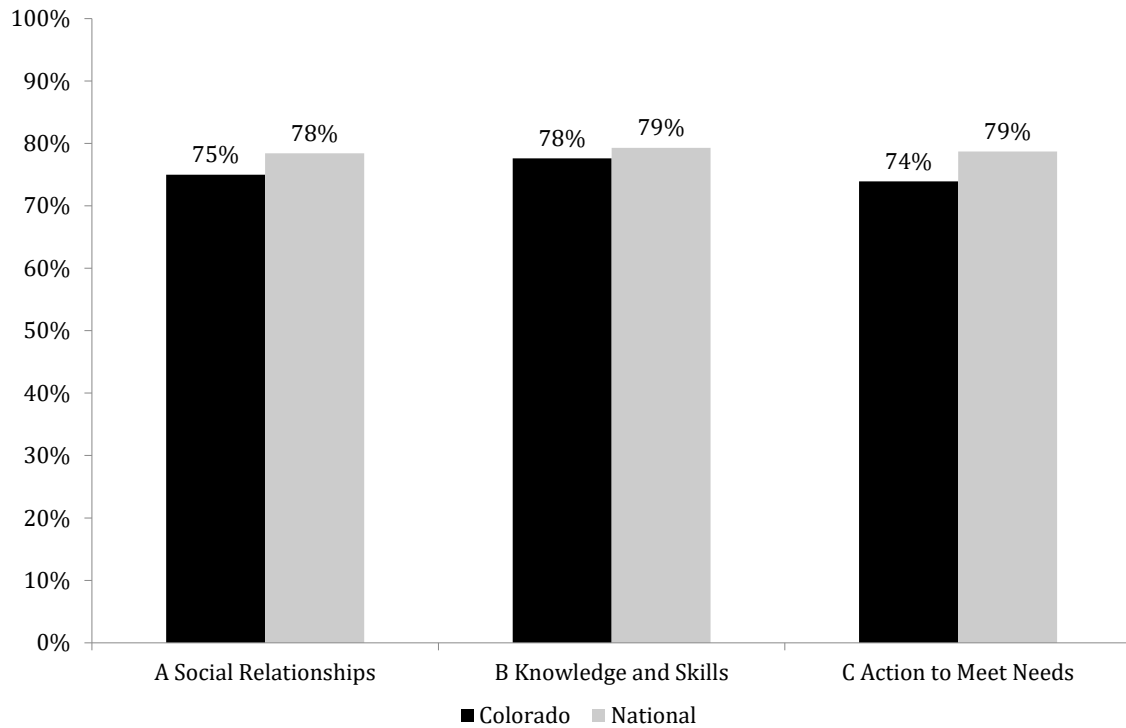
## Key Terms

- Outcome A = Social Relationships
- Outcome B = Knowledge and Skills
- Outcome C = Actions to Meet needs
- Summary Statement 1 = Showing greater than expected growth
- Summary Statement 2 = Exiting the program within age expectations
- Progress Category a = Did not improve functioning
- Progress Category b = Improving functioning, no change in trajectory
- Progress Category c = Moved closer to functioning like same aged peers
- Progress Category d = Improved functioning to that of same aged peers
- Progress Category e = Functioning like same aged peers

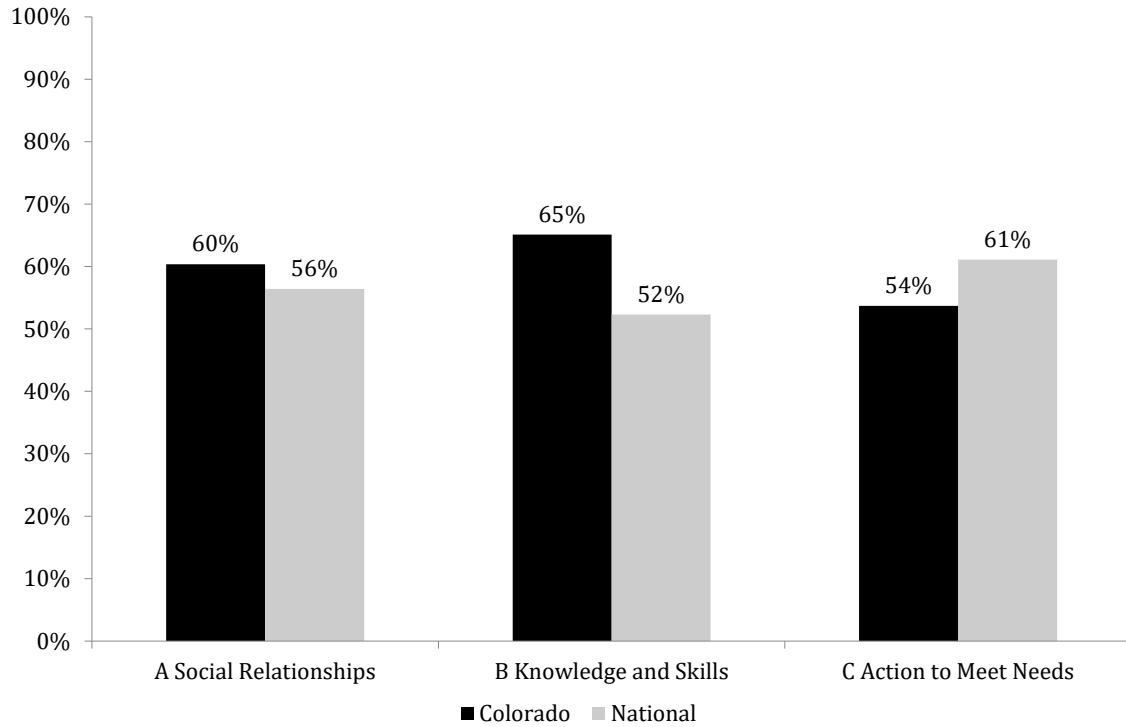
## Comparison of State and National Data

Note: Figures 1 and 2, below, compare the state percentage for each summary statement with the weighted national average. The "weighted average" is calculated to account for the size (i.e., child count) of each state's contribution to the average.

**Figure 1. Preschool Special Education National and State Percentages for Summary Statement 1**








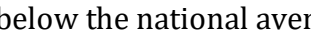


**Figure 2. Preschool Special Education National and State Percentages for Summary Statement 2**



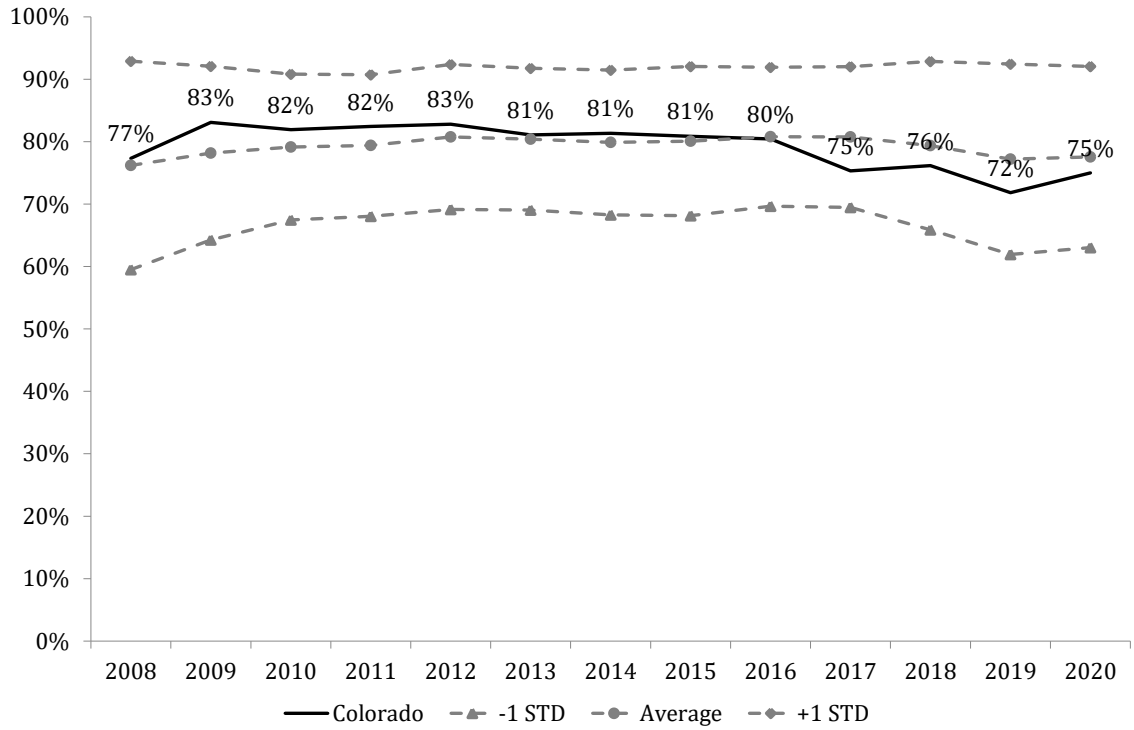
## Summary Statement Trends over Time

The table below summarizes the main types of change observed over time and possible interpretations.

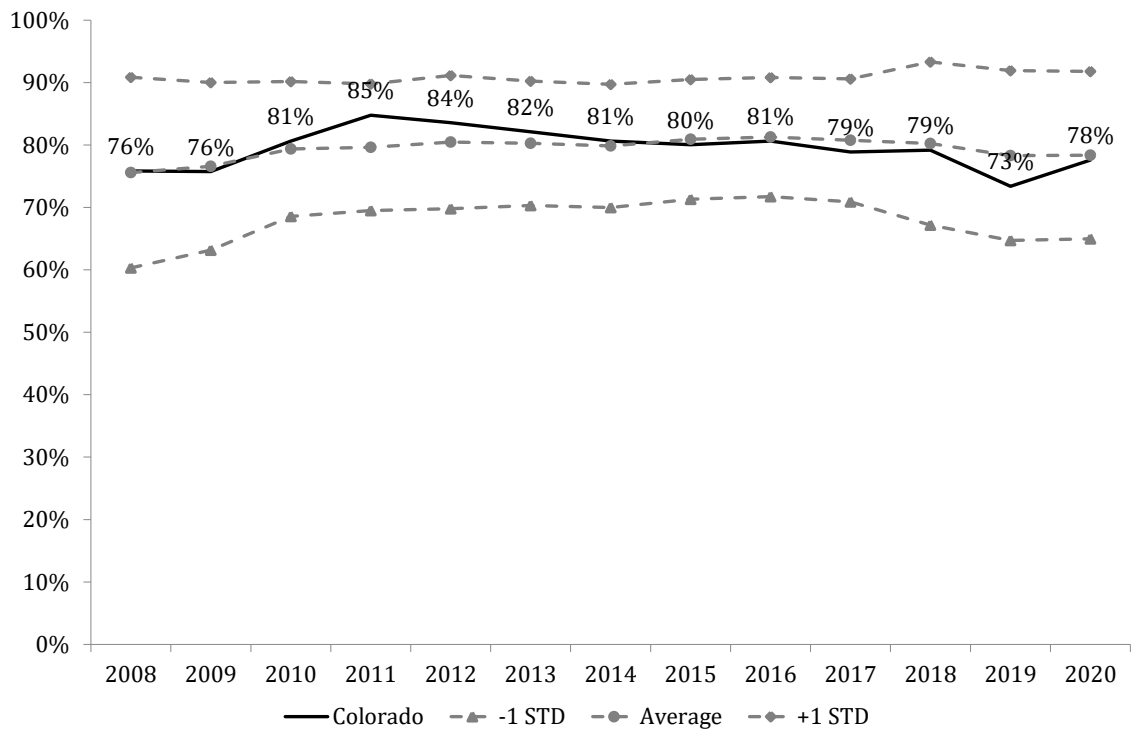
Types of Change	2008-09	Current Year
<u>Small variations</u> from year to year are expected		
<u>Large consistent increases</u> are good news particularly when linked to programmatic changes		
<u>Large consistent decreases</u> could indicate declining performance.		
<u>Large up and down changes</u> could indicate poor data quality		

The graphs below plot the state's data over time in relation to the national average and one standard deviation (STD) above and below the national average. Note that the summary statement values for the most current year are also available in a data table found in Appendix A.

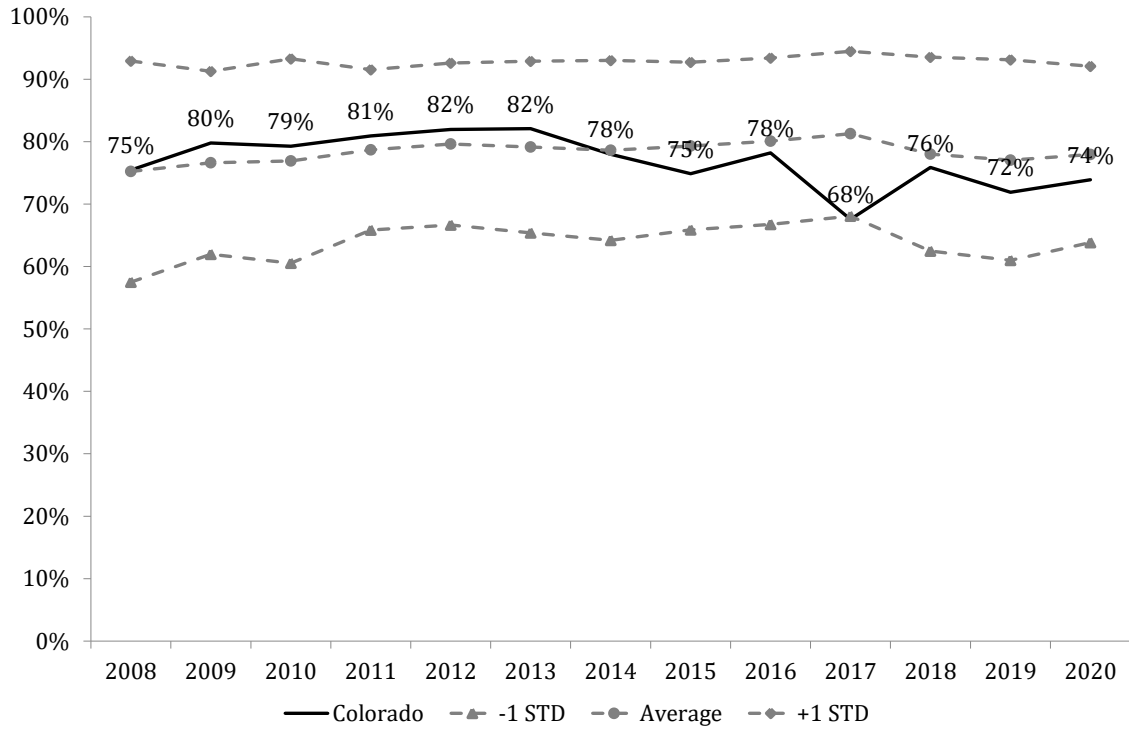
**Figure 3. Preschool Special Education State Trends for Summary Statement 1, Outcome A**



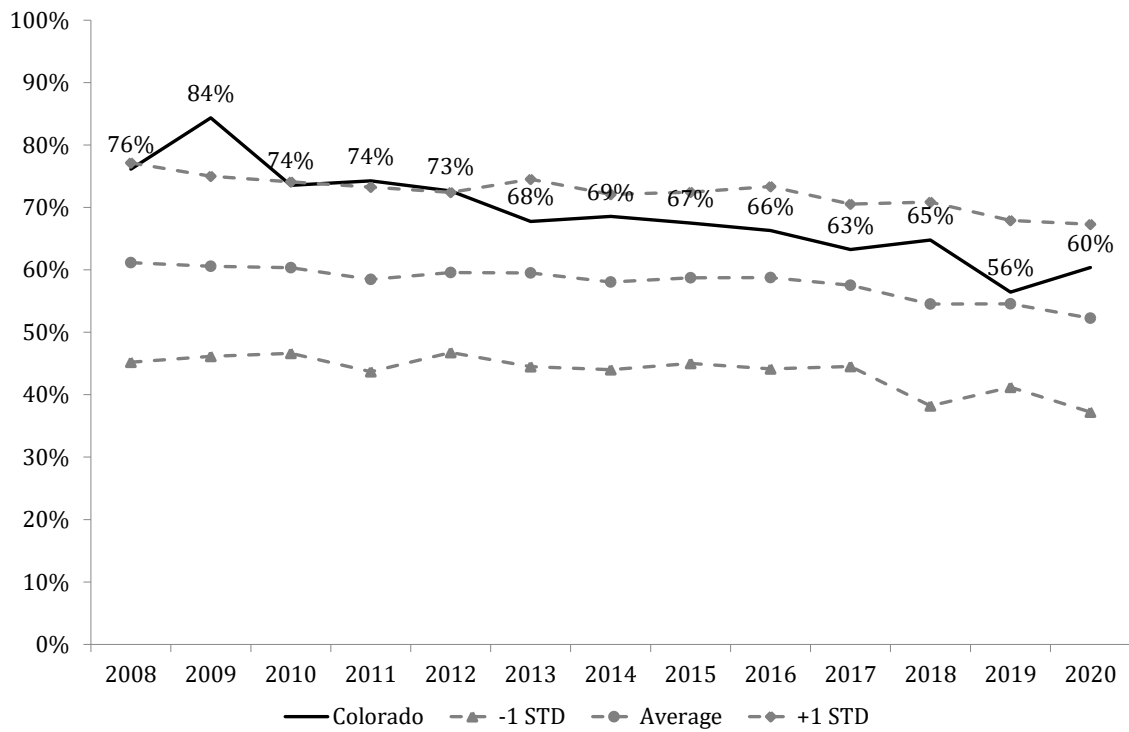
**Figure 4. Preschool Special Education State Trends for Summary Statement 1, Outcome B**



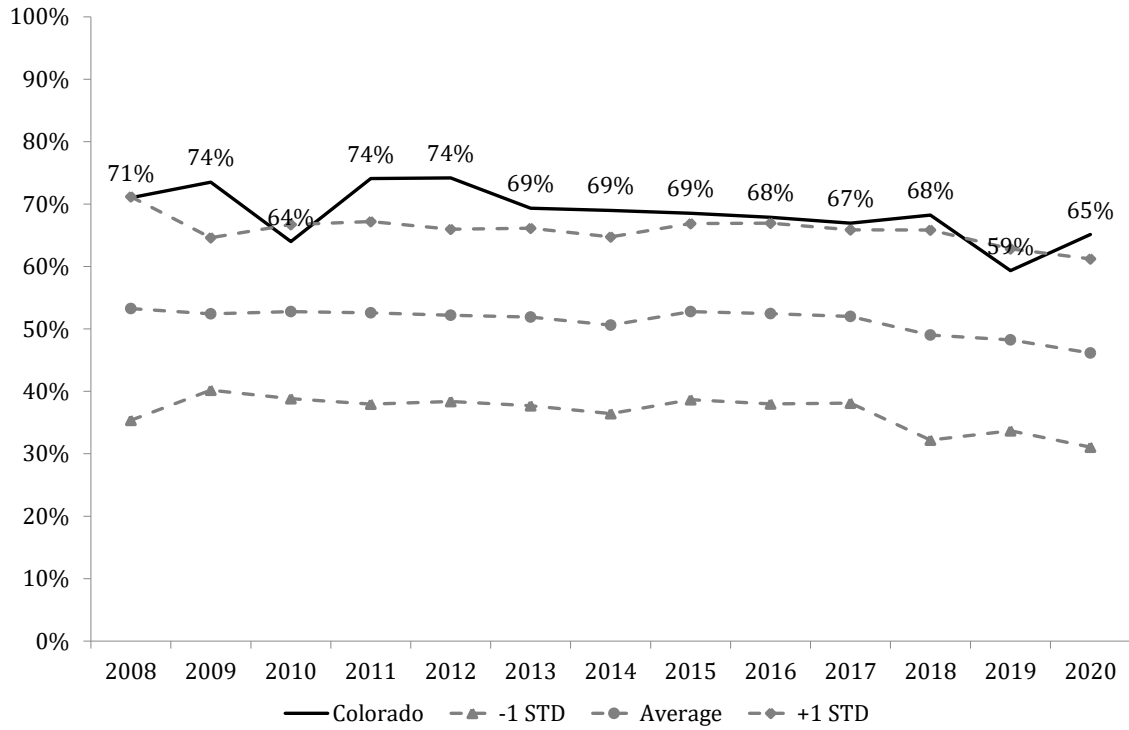
**Figure 5. Preschool Special Education State Trends for Summary Statement 1, Outcome C**



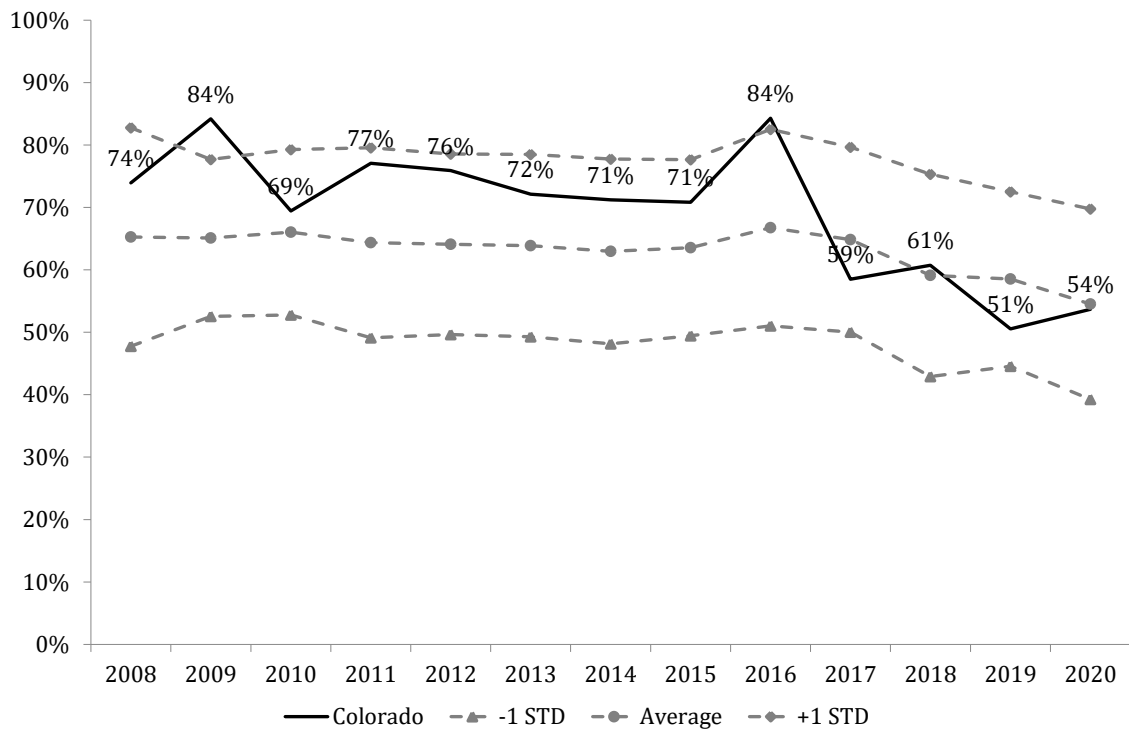
**Figure 6. Preschool Special Education State Trends for Summary Statement 2, Outcome A**



**Figure 7. Preschool Special Education State Trends for Summary Statement 2, Outcome B**



**Figure 8. Preschool Special Education State Trends for Summary Statement 2, Outcome C**



## Progress Category Trends Over Time

The graphs below plot the state's data over time in relation to the national average and one standard deviation (STD) above and below the national average. Note that the progress category values for the most current year are also available in a data table found in Appendix A.

Each of the charts below illustrates progress category trends over time. These graphs can be used to identify possible anomalies within each category or trends that would not be illustrated by cross-sectional analysis.

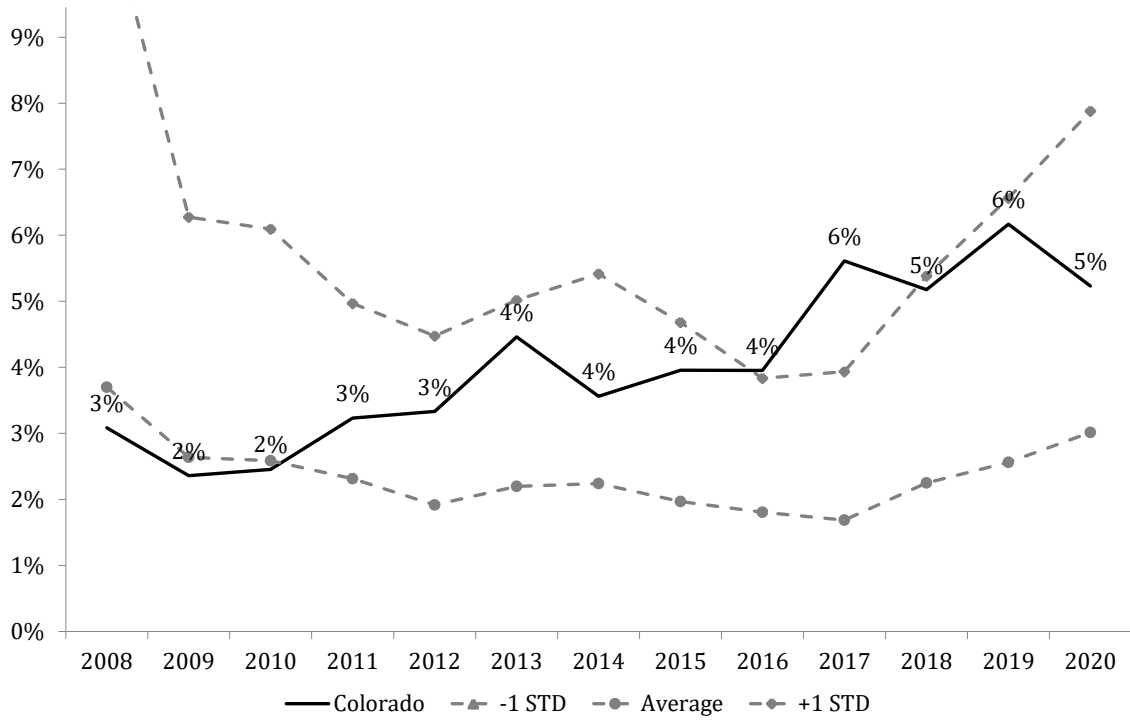
### ***Some questions to consider when examining trends are:***

- How have your progress categories changed over time?
- Are these changes expected? Why?
- How do your trends compare to the national average? Are there characteristics of your state that explain your position above or below the national average?
- How will these inform your targets for next year?
- Could changes be related to the implementation of changes to program(s), including modifications to child outcomes data collection procedures or new evaluation and service delivery approaches?
- What might the impact be from missing or incomplete data for entry and/or exit ratings, particularly if certain populations are over-represented in missing or incomplete data?
- COVID CONSIDERATION: Were there limitations in gathering information from multiple sources and across multiple settings and how might this contribute to possible changes in your data?
- COVID CONSIDERATION: Did children receive fewer of their planned services and how might this contribute to possible changes in your data?



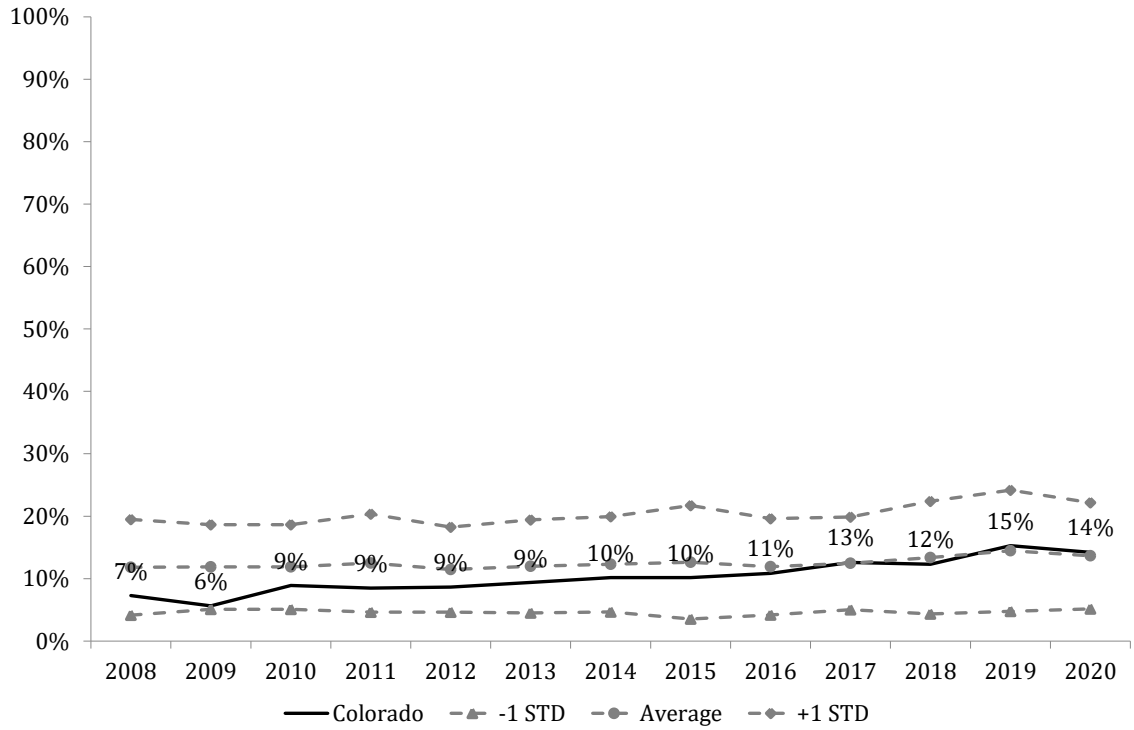
## Child Outcome A (Social Relationships) Progress Categories

**Figure 9. Preschool Special Education State Trends for Progress Category a, Outcome A**

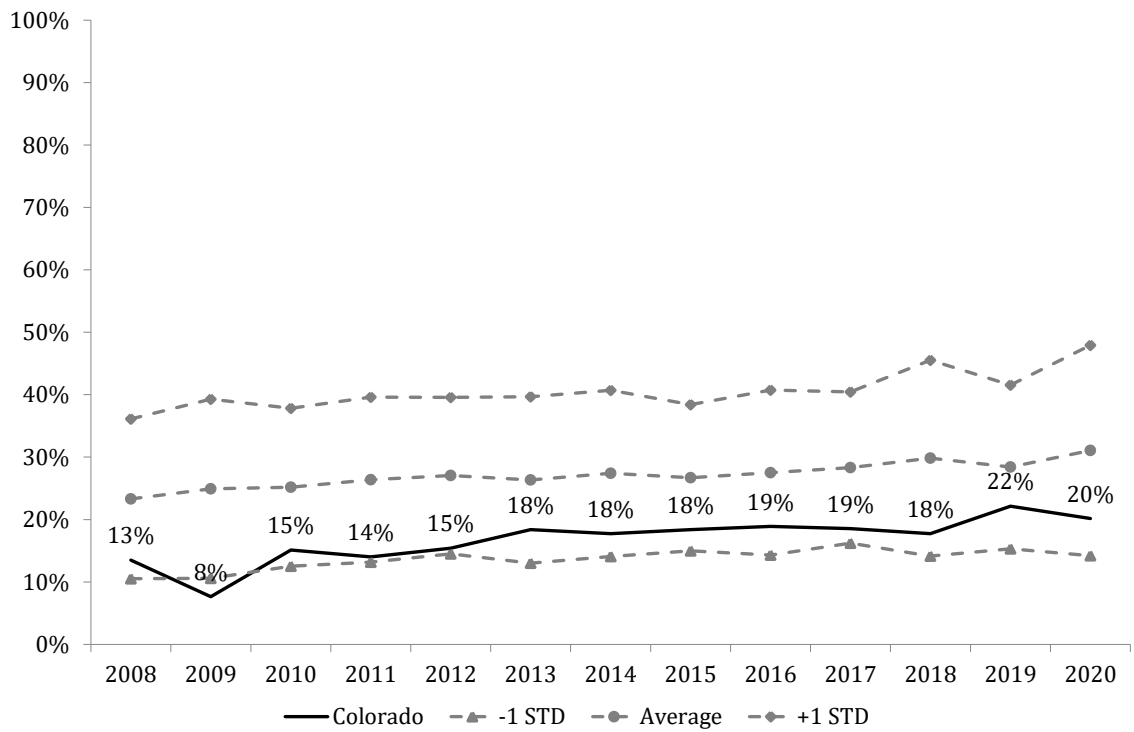


Note: The line for -1 STD below the average is negative and not shown.

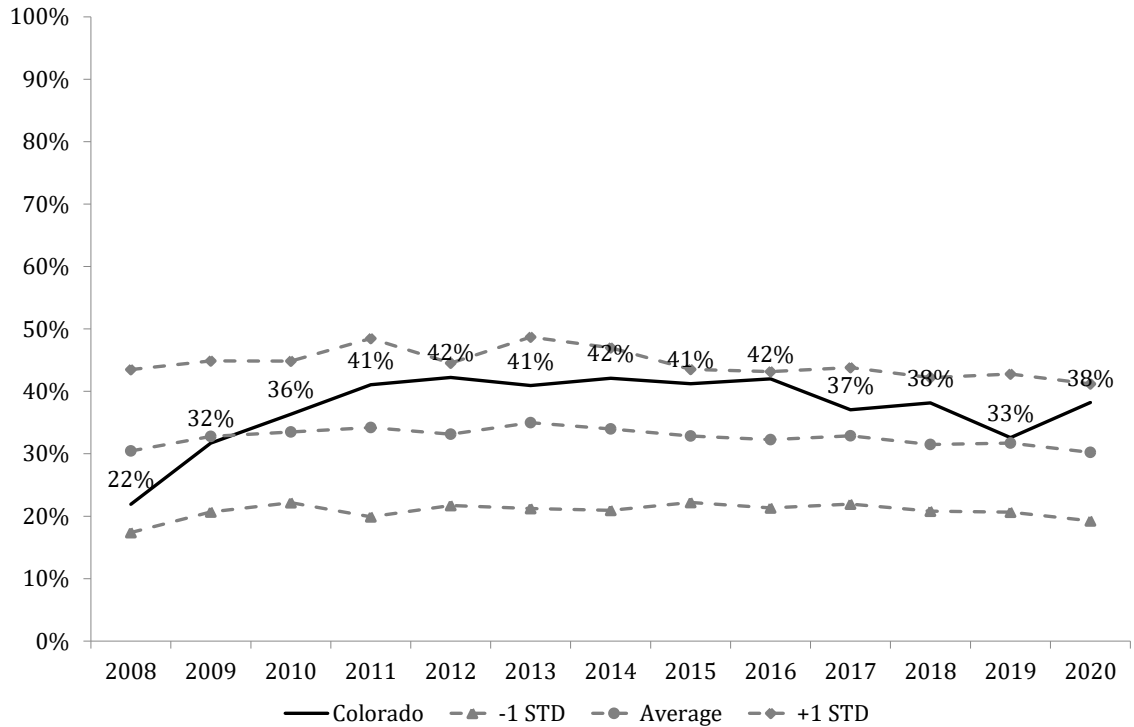
**Figure 10. Preschool Special Education State Trends for Progress Category b, Outcome A**



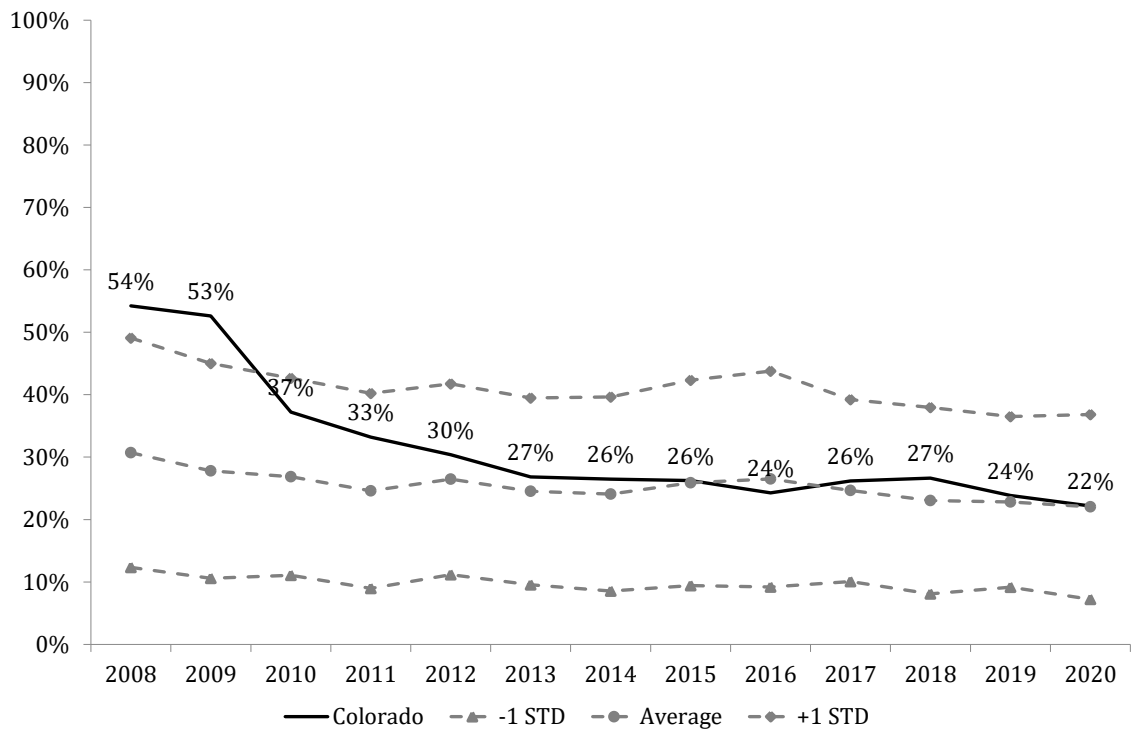
**Figure 11. Preschool Special Education State Trends for Progress Category c, Outcome A**



**Figure 12. Preschool Special Education State Trends for Progress Category d, Outcome A**

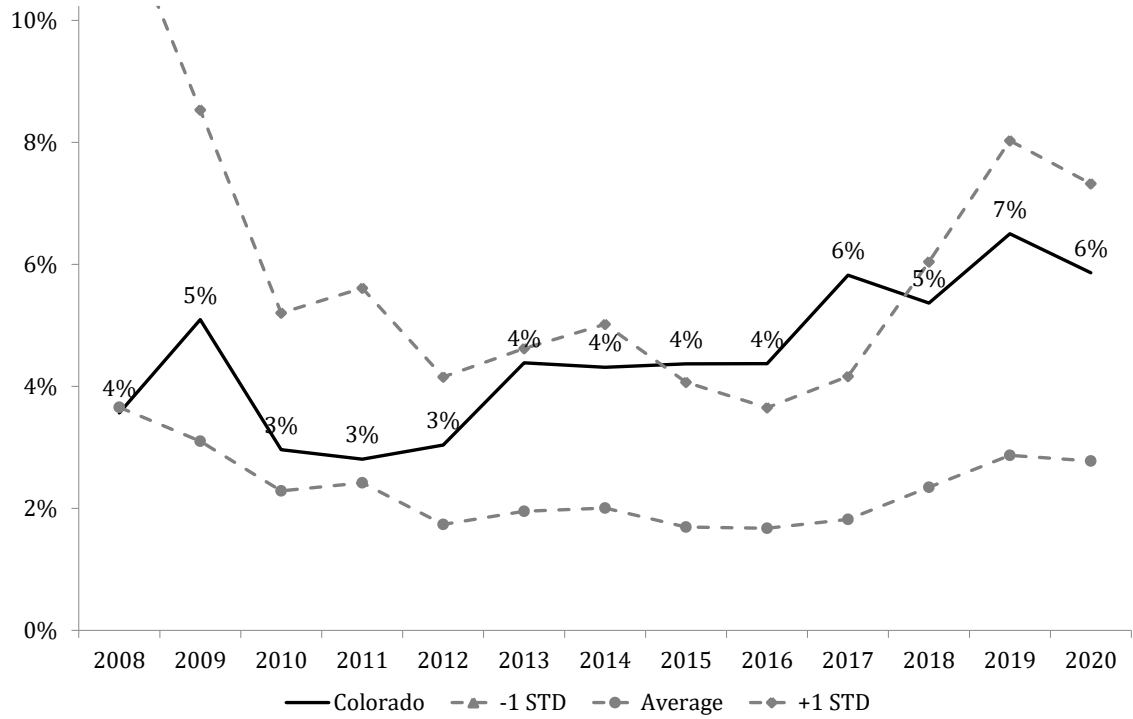


**Figure 13. Preschool Special Education State Trends for Progress Category e, Outcome A**



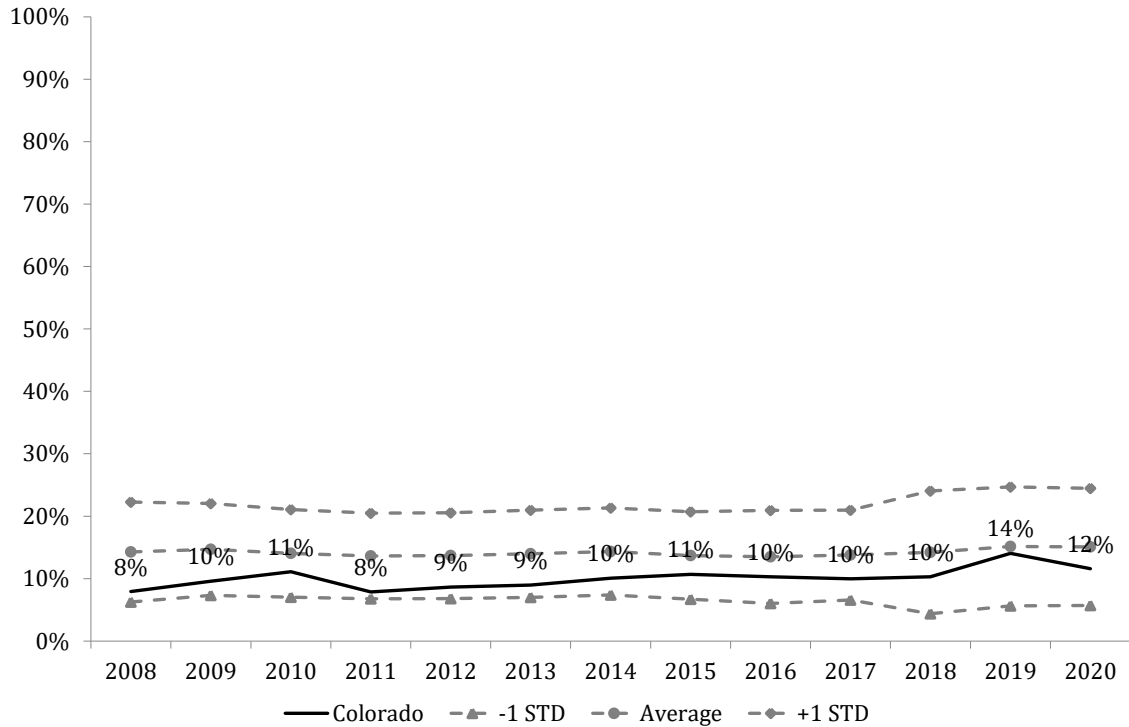
## Child Outcome B (Knowledge & Skills) Progress Categories

**Figure 14. Preschool Special Education State Trends for Progress Category a, Outcome B**

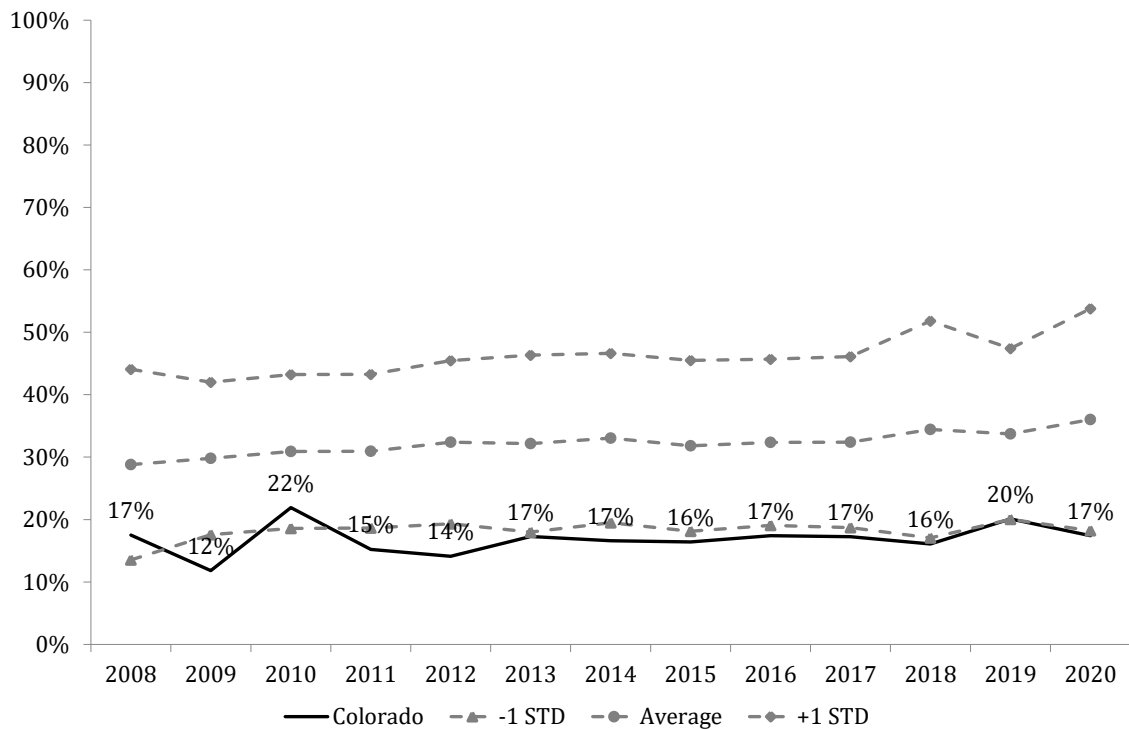


Note: The line for -1 STD below the average is negative and not shown.

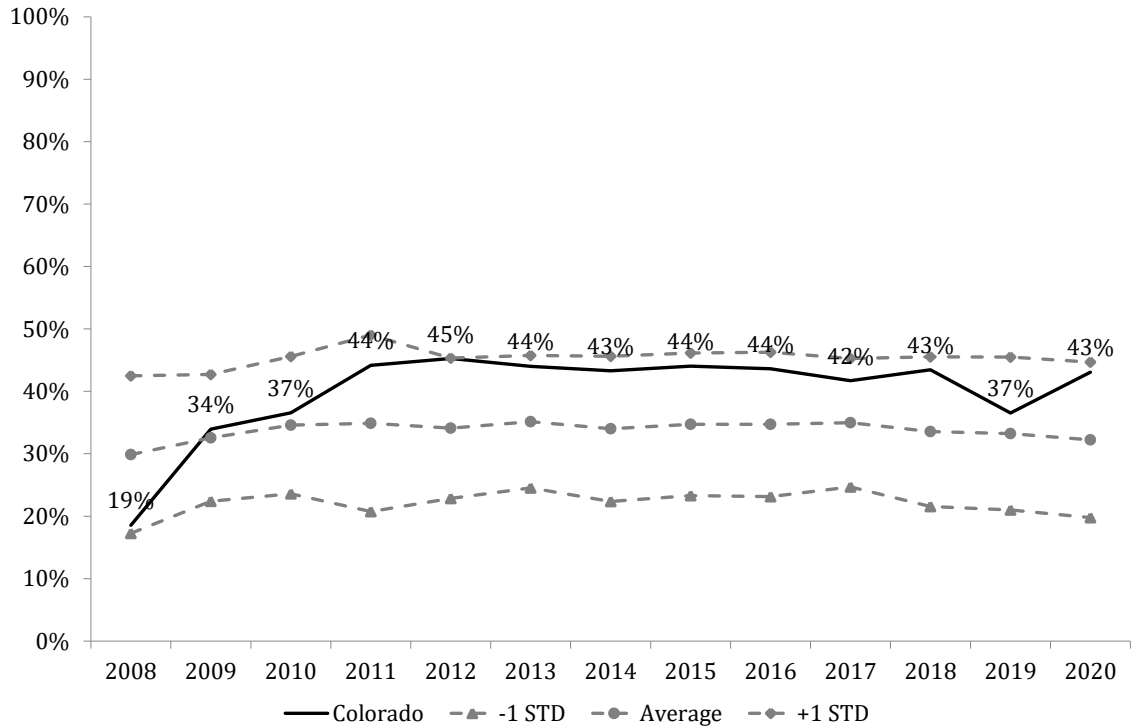
**Figure 15. Preschool Special Education State Trends for Progress Category b, Outcome B**



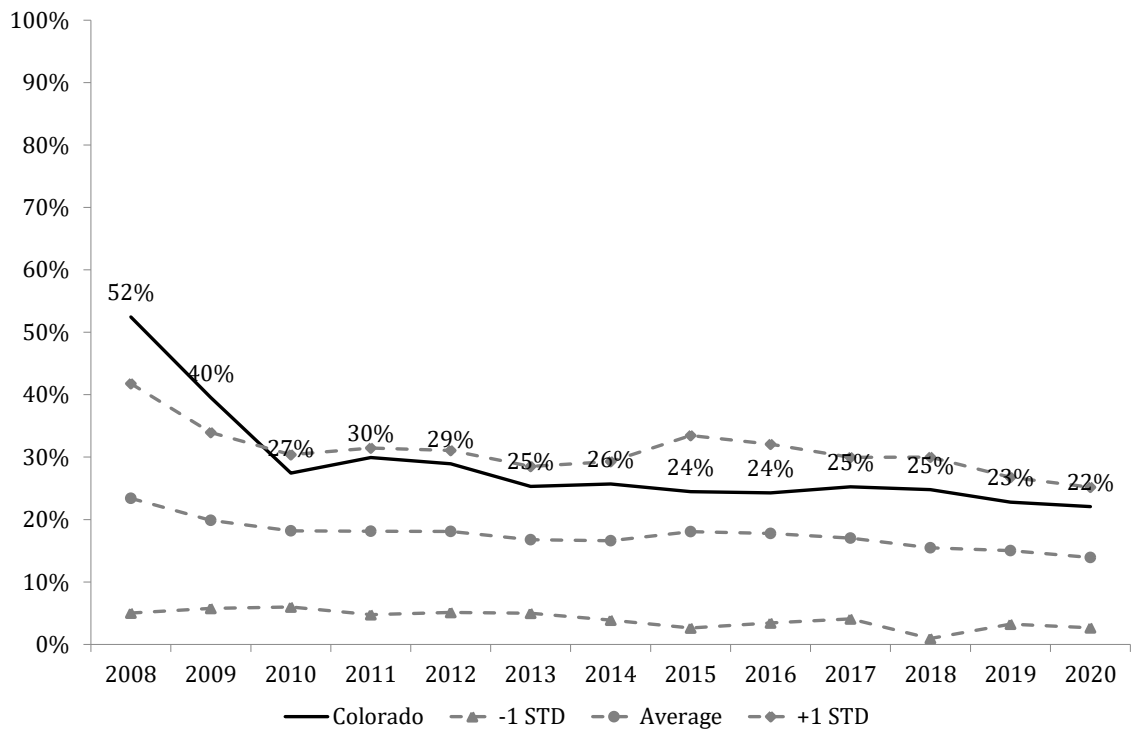
**Figure 16. Preschool Special Education State Trends for Progress Category c, Outcome B**



**Figure 17. Preschool Special Education State Trends for Progress Category d, Outcome B**

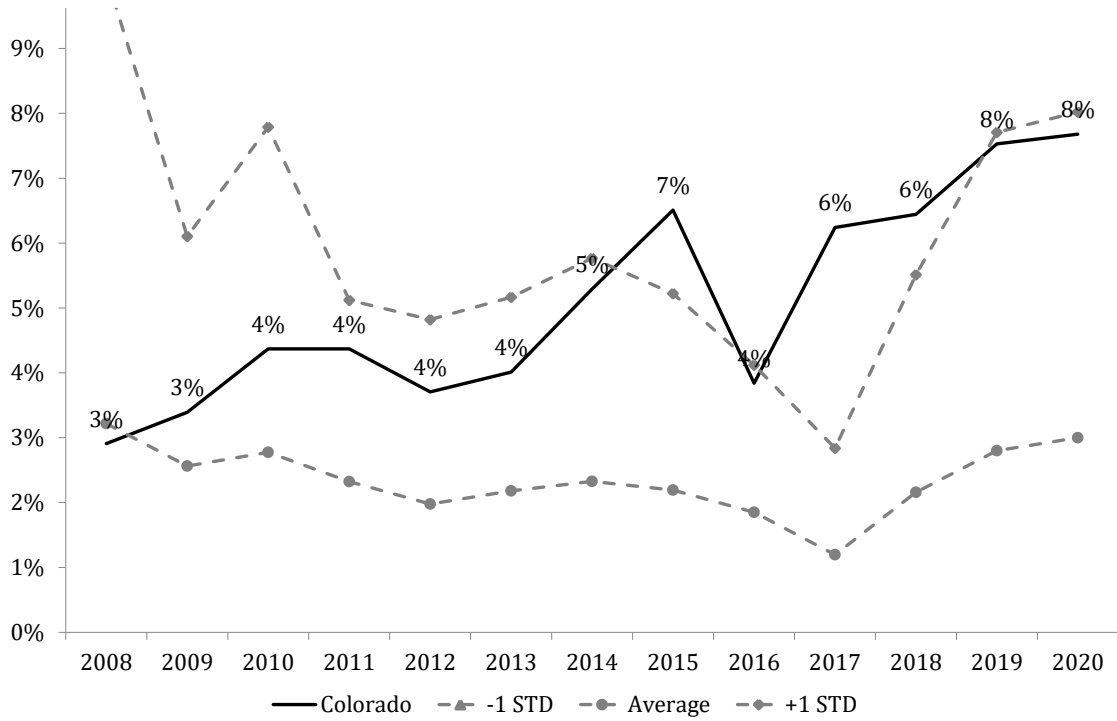


**Figure 18. Preschool Special Education State Trends for Progress Category e, Outcome B**



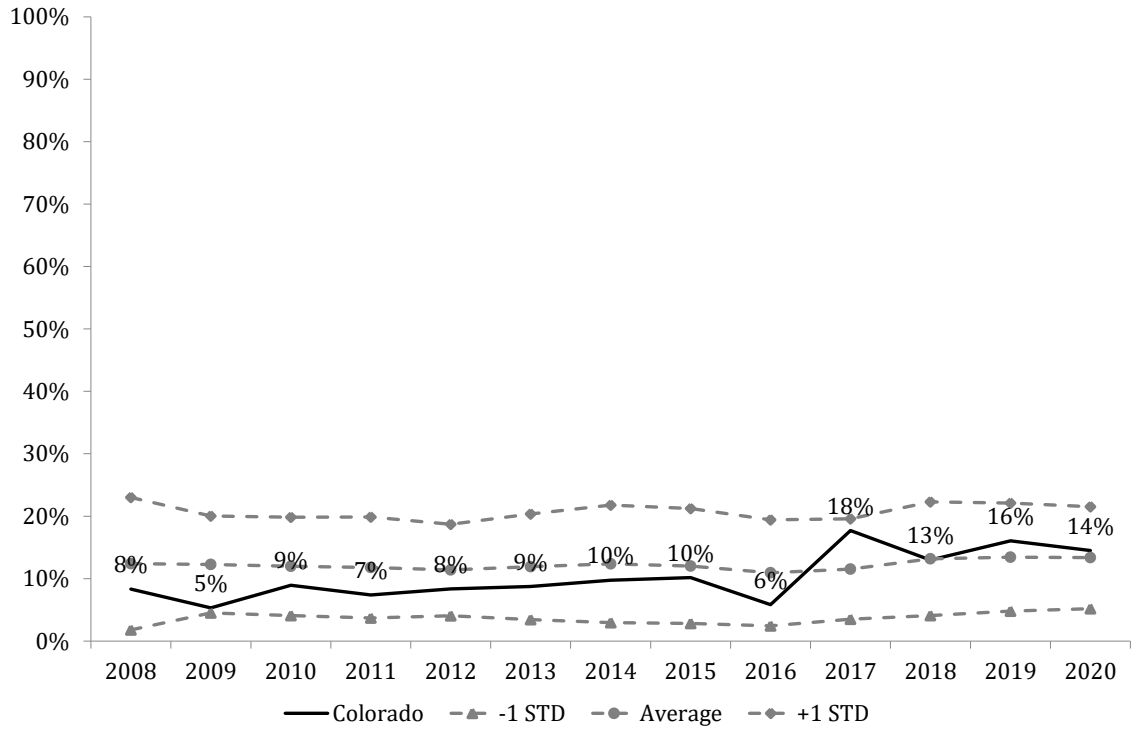
## Child Outcome C (Actions to Meet Needs) Progress Categories

**Figure 19. Preschool Special Education State Trends for Progress Category a, Outcome C**

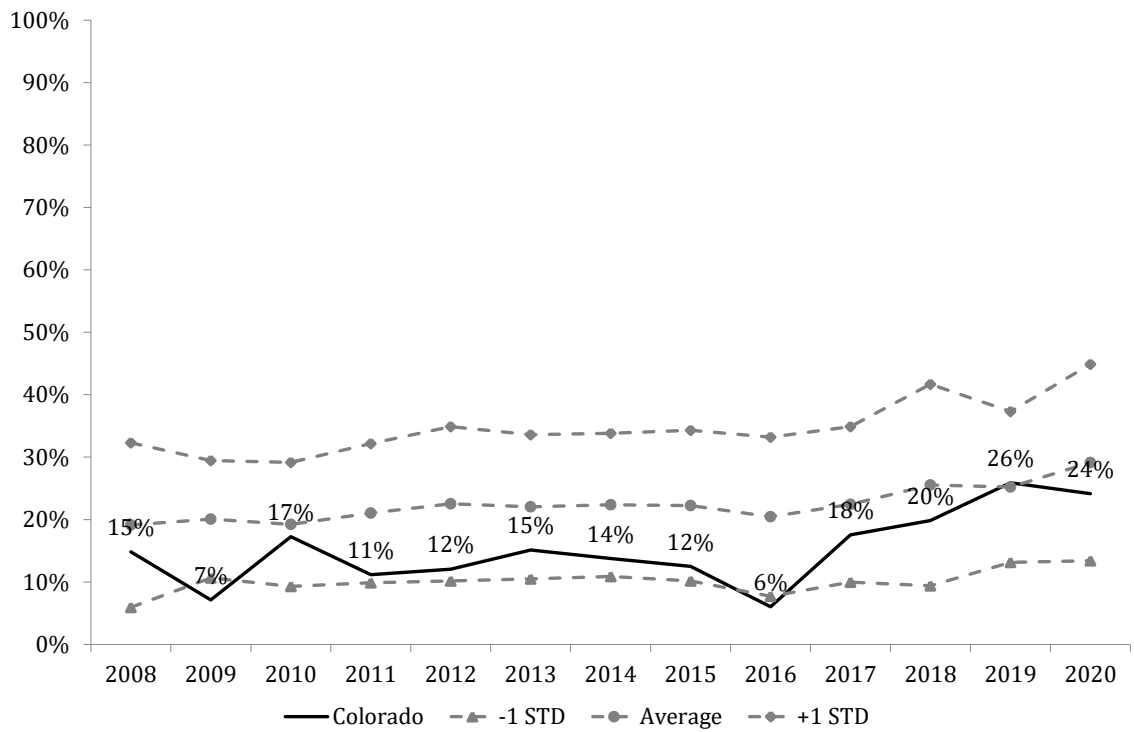


Note: The line for -1 STD below the average is negative and not shown.

**Figure 20. Preschool Special Education State Trends for Progress Category b, Outcome C**

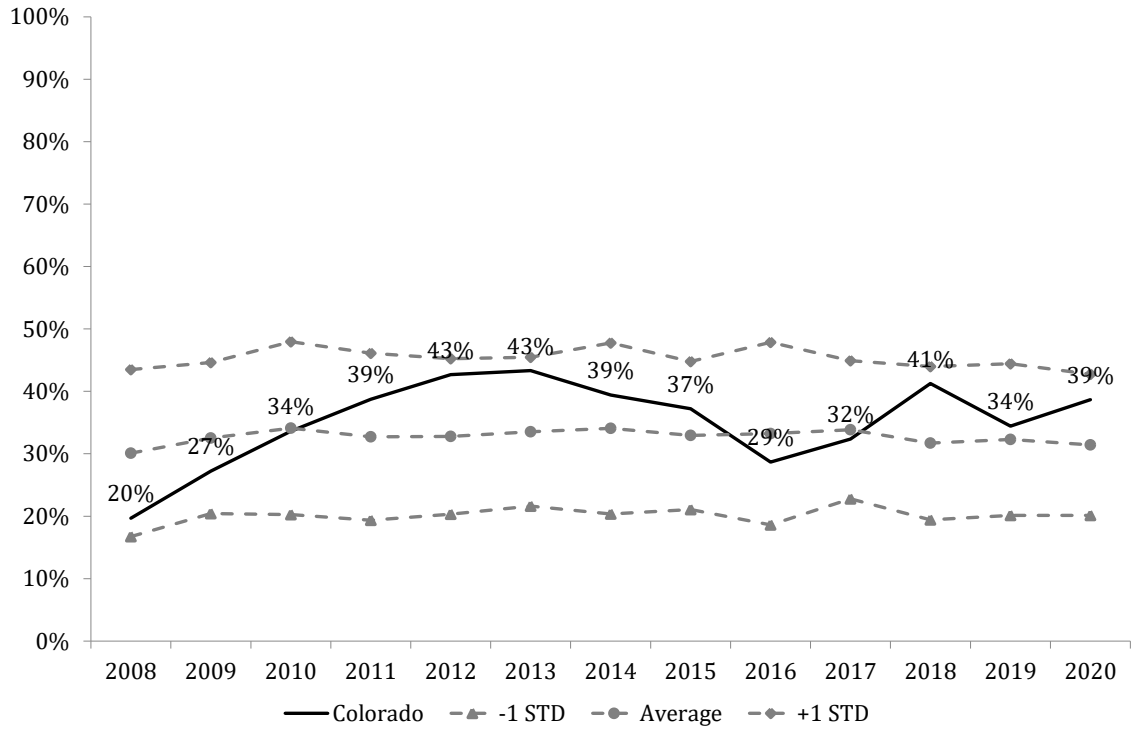


**Figure 21. Preschool Special Education State Trends for Progress Category c, Outcome C**

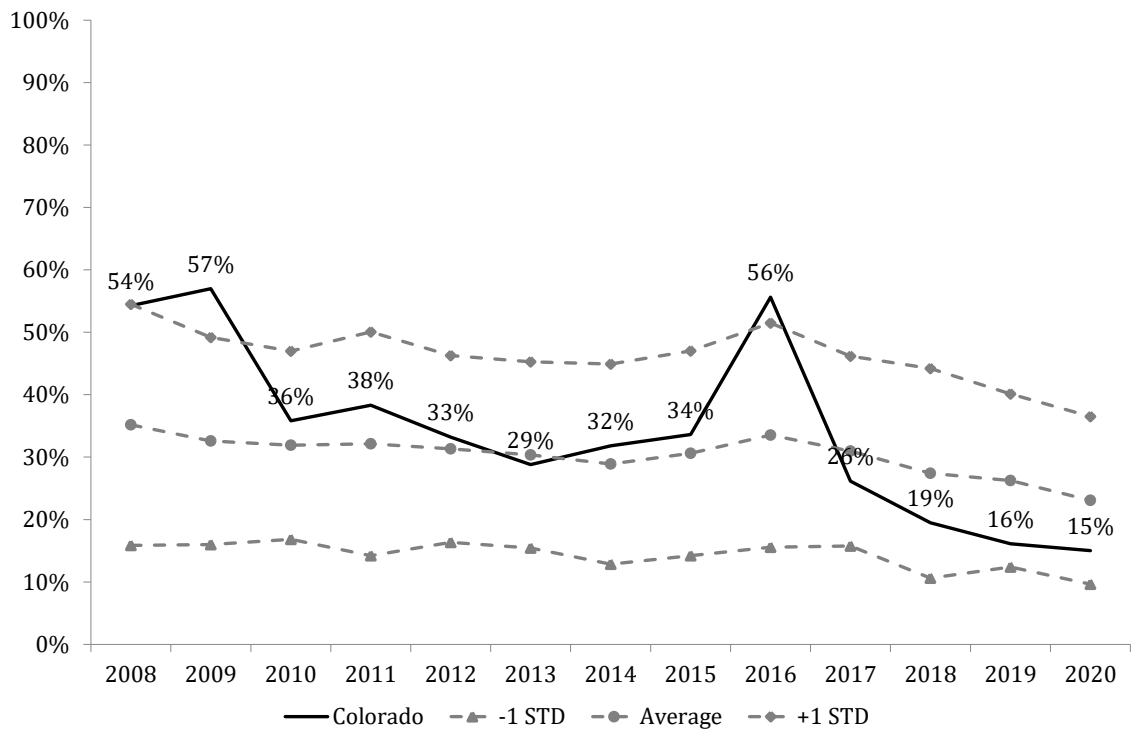




**Figure 22. Preschool Special Education State Trends for Progress Category d, Outcome C**



**Figure 23. Preschool Special Education State Trends for Progress Category e, Outcome C**



## Data Quality

There are several main criteria for identifying states with quality data for inclusion in the national analysis. The first is that the data are complete and that the state reports data on enough children. The second is that the patterns of the progress categories reported by a state are within reasonably expected patterns and ranges.

### Completeness of Data Trends over Time

For Part B 619, at a minimum, it is expected that states report data on 12% or more of child count using the following equation:

$$\text{Number of children reported for the outcome} / \text{Child count}$$

The average percentage of the 3-5 child count with outcomes data ranges between 21-55% across years. The 12% is set as a minimum criterion and is likely not sufficient for most states to ensure representativeness. Some states have established more accurate methods for estimating the number of children who are exiting Preschool Special Education with at least 6 months of service. For more information on how to compute more accurate estimates of data completeness see the 619 Child Outcomes Data Completeness Calculator available from:

[https://ectacenter.org/~xls/eco/619\\_Child\\_Outcomes\\_Data\\_Completeness\\_Calculator.xlsx](https://ectacenter.org/~xls/eco/619_Child_Outcomes_Data_Completeness_Calculator.xlsx)

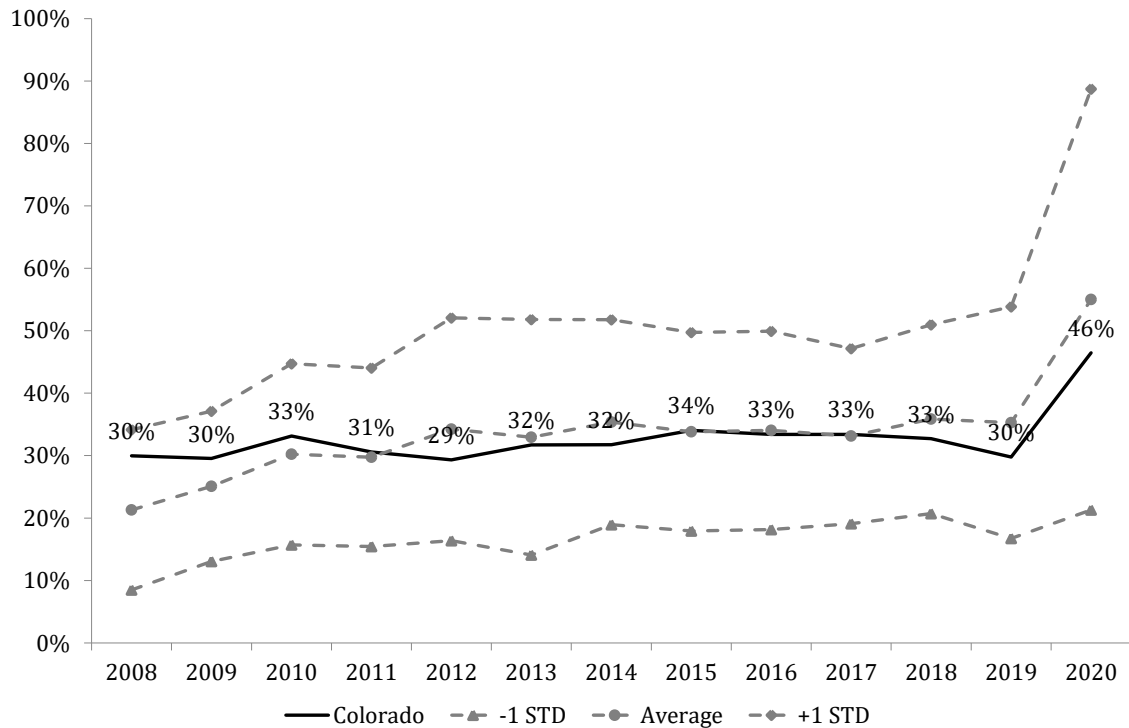
The table below shows the data completeness across the three outcomes for the current fiscal year. If you see a large discrepancy in the number of children reported for the outcome across outcomes, you may have districts or provider types that are not reporting data on all 3 outcomes.

Table 1. Comparison of the Number and Percentage of Child Count Included in the Outcomes Data across Outcomes.

Child Outcome	Number of children reported for the outcome	3-5 child Count (same for all outcomes)	Percentage of child count included in outcomes data
Social Relationships (Outcome A)	3803	8182	46%
Knowledge and Skills (Outcome B)	3803	8182	46%
Actions to Meet Needs (Outcome C)	3803	8182	46%

The graph below plots the state’s data for Outcome A over time in relation to the national average and one standard deviation (SD) above and below the national average.

Figure 24. Preschool Special Education Percentage of Children Included in Outcome A



## Expected Patterns for Progress Categories

Previous national data collected for Indicator B7 and other national data sources helped us identify reasonable patterns about expected percentages in each progress category. An indicator of low-quality data is values outside the range identified as reasonable.

Progress category ‘a’ includes children with the most significant delays and degenerative conditions who do not make any progress or actually regress from entry to exit. We established a cutoff of 5% of children in progress category “a” as reasonable. Progress category “e” includes children who enter and exit at age expectations in the outcome area. On the basis of previously reported national data, we established a cutoff of 65% of children in progress category “e” as the limit of reasonable. Progress categories ‘b,’ ‘c’ and ‘d’ include children who enter the program functioning below same age peers and either maintain functioning relative to same age peers (b), move closer to the functioning of same age peers (c), or exit the program functioning at a level comparable to same age peers (d). We expect that between 5% and 50% of children in each state will fall into each of these progress categories. The table 3 below shows the comparison of each progress category to the expected range.

Table 2. Code Definitions

Code	Meaning
Low	Below the Expected Range
In Range	Within the Expected Range
High	Above the Expected Range

Table 3. Progress Category Values and Status Relative to Expected Values

	Progress Categories- Expected Pattern and State Status				
	a	b	c	d	e
Expected Pattern	0%-5%	5%-50%	5%-50%	5%-50%	5%-65%
Outcome A	In Range 5%	In Range 14%	In Range 20%	In Range 38%	In Range 22%
Outcome B	High 6%	In Range 12%	In Range 17%	In Range 43%	In Range 22%
Outcome C	High 8%	In Range 14%	In Range 24%	In Range 39%	In Range 15%

For states or territories that serve a small number of children, these data should be interpreted cautiously as they may be more likely to show unexpected patterns because a single child may represent a larger proportion of the children served.

## Appendix A

This appendix provides the values for the most current federal fiscal year for figures 3 through 24. The data in these tables may be used to reference the non-labeled values (e.g., national average) in the graphs more easily and export for use in the creation of additional charts in another software program.

Table A.1 FFY 2020 Summary Statement Data Table

	State	National Avg.	+1 st.dev.	-1 st.dev.
Outcome A, summary statement 1	<b>75.0%</b>	<b>77.6%</b>	<b>92.1%</b>	<b>63.0%</b>
Outcome B, summary statement 1	<b>77.6%</b>	<b>78.4%</b>	<b>91.8%</b>	<b>65.0%</b>
Outcome C, summary statement 1	<b>73.9%</b>	<b>78.0%</b>	<b>92.1%</b>	<b>63.8%</b>
Outcome A, summary statement 2	<b>60.4%</b>	<b>52.3%</b>	<b>67.3%</b>	<b>37.2%</b>
Outcome B, summary statement 2	<b>65.1%</b>	<b>46.1%</b>	<b>61.2%</b>	<b>31.1%</b>
Outcome C, summary statement 2	<b>53.7%</b>	<b>54.5%</b>	<b>69.8%</b>	<b>39.3%</b>

Table A.2 FFY 2020 Progress Category Data Table

	State	National Avg.	+1 st.dev.	-1 st.dev.
Outcome A, progress category a	<b>5.2%</b>	<b>3.0%</b>	<b>7.9%</b>	<b>-1.8%</b>
Outcome A, progress category b	<b>14.2%</b>	<b>13.7%</b>	<b>22.2%</b>	<b>5.2%</b>
Outcome A, progress category c	<b>20.2%</b>	<b>31.1%</b>	<b>47.9%</b>	<b>14.2%</b>
Outcome A, progress category d	<b>38.2%</b>	<b>30.2%</b>	<b>41.2%</b>	<b>19.3%</b>
Outcome A, progress category e	<b>22.2%</b>	<b>22.0%</b>	<b>36.8%</b>	<b>7.2%</b>
Outcome B, progress category a	<b>5.9%</b>	<b>2.8%</b>	<b>7.3%</b>	<b>-1.8%</b>
Outcome B, progress category b	<b>11.6%</b>	<b>15.1%</b>	<b>24.5%</b>	<b>5.7%</b>
Outcome B, progress category c	<b>17.4%</b>	<b>36.0%</b>	<b>53.8%</b>	<b>18.2%</b>
Outcome B, progress category d	<b>43.1%</b>	<b>32.2%</b>	<b>44.7%</b>	<b>19.8%</b>
Outcome B, progress category e	<b>22.1%</b>	<b>13.9%</b>	<b>25.2%</b>	<b>2.7%</b>
Outcome C, progress category a	<b>7.7%</b>	<b>3.0%</b>	<b>8.0%</b>	<b>-2.0%</b>
Outcome C, progress category b	<b>14.5%</b>	<b>13.4%</b>	<b>21.5%</b>	<b>5.2%</b>
Outcome C, progress category c	<b>24.1%</b>	<b>29.1%</b>	<b>44.9%</b>	<b>13.4%</b>
Outcome C, progress category d	<b>38.7%</b>	<b>31.4%</b>	<b>42.7%</b>	<b>20.1%</b>
Outcome C, progress category e	<b>15.0%</b>	<b>23.1%</b>	<b>36.5%</b>	<b>9.7%</b>

Table A.3 FFY 2020 Completeness Data Table

	State	National Avg.	+1 st.dev.	-1 st.dev.
Outcome A	<b>46.5%</b>	<b>55.0%</b>	<b>88.7%</b>	<b>21.3%</b>
Outcome B	<b>46.5%</b>	<b>55.0%</b>	<b>88.8%</b>	<b>21.2%</b>
Outcome C	<b>46.5%</b>	<b>55.6%</b>	<b>88.9%</b>	<b>22.3%</b>