



# Using Early Childhood Outcomes (ECO) Data for Program Improvement

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The ECO data collected by  
Preschool Special  
Education is valuable  
information for  
building programs  
and supporting  
professional  
development.



# OSEP Reporting Requirements (SPP Indicator 7): Child Outcome #1



Positive social  
emotional skills  
(including  
positive social  
relationships)



# OSEP Reporting Requirements: Child Outcome #2

Acquisition and use  
of knowledge and  
skills (including early  
language/  
communication [and  
early literacy])



# OSEP Reporting Requirements:

## Child Outcome #3

Use of  
appropriate  
behaviors to  
meet their  
needs







# OSEP Reporting Categories

Percentage of children who:

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



## Indicator 7 ECO Data: Progress Summary Statement 1

The chart below represents the summary for statement 1 for all three categories. The current year 2013 (in black), the actual performance from the previous year (in orange):

A. Positive social-emotional skills (Baseline) (%)	B. Acquisition and use of knowledge and skills (Baseline) (%)	C. Use of appropriate behaviors (Baseline) (%)
<b>73.2</b>	<b>73.6</b>	<b>72.2</b>
<b>74.0</b>	<b>76.0</b>	<b>75.7</b>



## Indicator 7 ECO Data: Progress Summary Statement 2

The chart below represents the summary for statement 1 for all three categories. The current year 2013 (in black), the actual performance from the previous year (in orange):

A. Positive social-emotional skills (Baseline) (%)	B. Acquisition and use of knowledge and skills (Baseline) (%)	C. Use of appropriate behaviors (Baseline) (%)
<b>49.4</b>	<b>44.2</b>	<b>58.4.</b>
<b>58.2</b>	<b>54.0</b>	<b>65.2</b>



## 11 STEPS IN USING DATA FOR PROGRAM IMPROVEMENT

### *DEFINING ANALYSIS QUESTIONS:*

- 1: What are your questions about your program's functioning?
- 2: What information do you already have to use in answering the question?

### *CLARIFYING EXPECTATIONS:*

- 3: What relationships do you expect to find in the child outcomes data?
- 4: How will you analyze the data? What data will you use?
- 5: How will the data look, do you think?

### *ANALYZING THE DATA*

- 6: Run the analysis and review it.

### *TESTING INFERENCES*

- 7: Interpret the results: describe it. Get perspectives of others involved.
- 8: Do you need other analyses?
- 9: Repeat these steps as long as needed.

### *DATA-BASED PROGRAM IMPROVEMENT PLANNING*

- 10: Plan appropriate actions based on the inferences.
- 11: Implement and evaluate the impact of your action plan.  
Revisit the questions you had in step 1

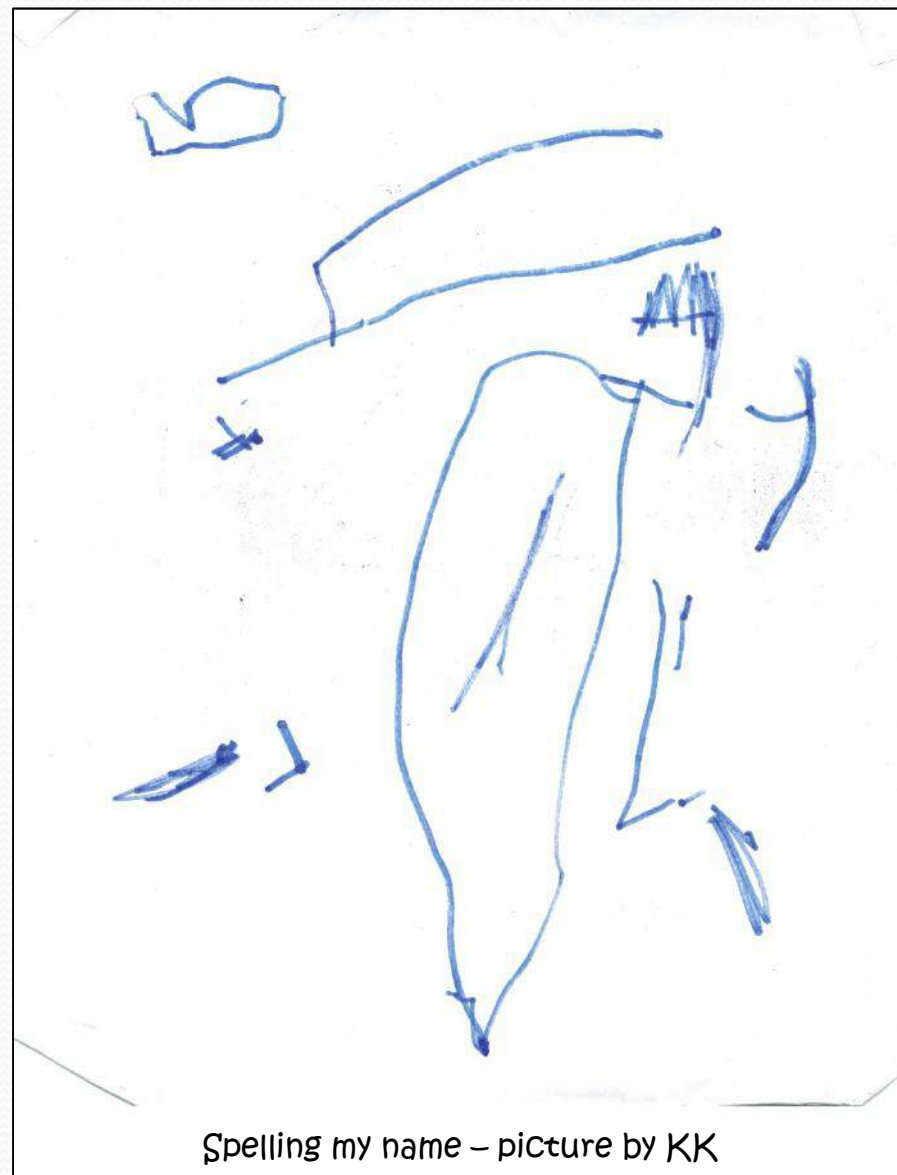
Resource: ECTA Center

<http://ectacenter.org/~pdfs/eco/AnalyzingChildOutcomesData-GuidanceTable.pdf>

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## 11 STEPS IN USING DTA FOR PROGRAM IMPROVEMENT continued...

### *CLARIFYING EXPECTATIONS:*

**3:** What relationships do you expect to find in the child outcomes data?

**4:** How will you analyze the data? What data will you use?

**5:** How will the data look, do you think?

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**ECO Child Outcomes  
Summary Calculator  
Data  
Supports  
the  
Early Childhood  
Outcome Process**

**<http://ectacenter.org/eco/>**

**Outcomes Measurement page  
Calculators and Graphing  
Templates**







For more ECO information and support ...

Preschool Network website:

<http://www.cdd.unm.edu/ecIn/PSN/ECOTrainingCenter.html>

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