

A decorative graphic consisting of a thin gold circle on the left side. A thick, light olive-green horizontal bar spans across the middle of the slide. On the left end of this bar, there is a large black left square bracket. On the right end, there is a large gold right square bracket.

On your mark....get set....

**Helping Administrators and  
Providers from Local Programs  
Prepare to use their Outcomes Data**

*Lisa Backer: Minnesota Part C & 619*

# [ Understanding & Investment ]

- Program Evaluation & Continuous Improvement process initiated by MN Dept. of Education in 1999
- Reported local data since 2003-04
- Incorporate data into presentations whenever possible
- Games to enhance understanding
- Attention paid to District Data Profiles

<b>Child Outcomes</b>	<b>Family Outcomes</b>	<b>Misc. SPP Indicators</b>	<b>COSF</b>	<b>OSEP Progress Categories</b>
<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

## OSEP Progress Categories-5 pts

**One of two categories indicating a significant increase in a child's rate of developmental growth; this category includes children who reach a level comparable to same age peers by the time they exit Part C or Preschool Special Education.**

# OSEP Progress Categories-5 pts

## What is Category D?

Percent of children who improve functioning to reach a level comparable to same age peers.

<b>Child Outcomes</b>	<b>Family Outcomes</b>	<b>Misc. SPP Indicators</b>	<b>COSF</b>	<b>OSEP Progress Categories</b>
<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

# [ **Free** Jeopardy Templates ]

[http://www.hardin.k12.ky.us/res\\_techn/download/blankjeopardy.ppt](http://www.hardin.k12.ky.us/res_techn/download/blankjeopardy.ppt)

<http://www.elainefitzgerald.com/Jeopardy1Template.ppt>

<http://www.jmu.edu/madison/teacher/jeopardy/jeopardy.htm>

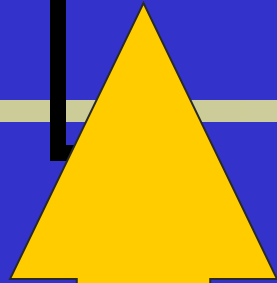
POWER

10

# THE POWER OF 5

Birth to

100%

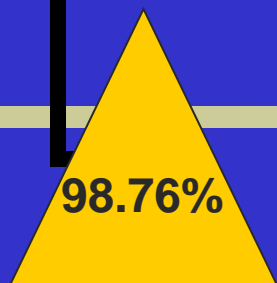


Question 1: Within 50  
percentage points....

What percent of Minnesota's  
infants and toddlers received  
the services on their IFSPs in a  
timely manner during the  
2007-2008 reporting year?

0%

100%



98.76%

## Answer 1:

98.76% of IFSP services were delivered in a timely manner (within 30 days of projected start date)



0%

Question 1: Which of the following is not true of Minnesota's initiative to collect, report and use data on outcomes for young children with disabilities?

12	★	5 Points
11	★	5 Points
10	★	3 Points
9	★	3 Points
8	★	3 Points
7	★	3 Points
6	★	2 Points
5	★	2 Points
4	★	2 Points
3	★	1 Point
2	★	1 Point
1	★	1 Point

**A** COSF ratings are reported at Part C Entrance/Exit

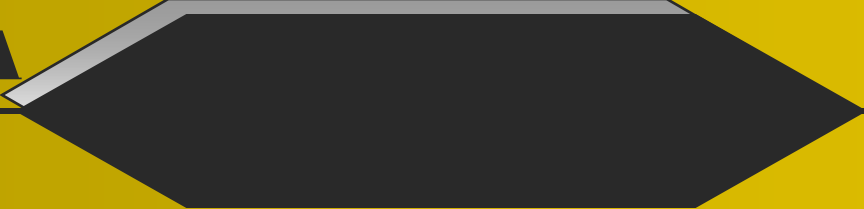
COSF ratings are reported for each child annually **B**

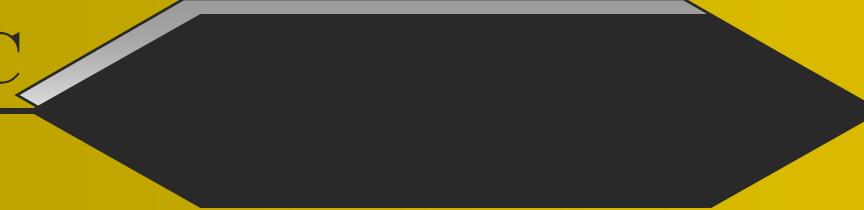
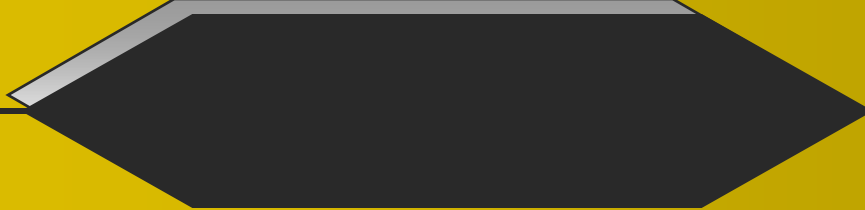
**C** COSF ratings are reported as children enter/exit ECSE

District level child outcome data will become public in 2010 **D**

Question 1: Which of the following is not true of Minnesota's initiative to collect, report and use data on outcomes for young children with disabilities?

- 12 ★ 5 Points
- 11 ★ 5 Points
- 10 ★ 3 Points
- 9 ★ 3 Points
- 8 ★ 3 Points
- 7 ★ 3 Points
- 6 ★ 2 Points
- 5 ★ 2 Points
- 4 ★ 2 Points
- 3 ★ 1 Point
- 2 ★ 1 Point
- 1 ★ 1 Point

**A**  **B** COSF ratings are reported for each child annually

**C**  **D** 

# Data Continually “Repackaged” for Use\* by local programs

## Family Outcomes

- Local survey return rate
- Local performance on each outcomes

## Child Outcomes

- Frequency distributions of Entrance & Exit COSF Data
- Local Program COSF means
- Calculated Summary Statements 1 & 2 for each local program

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**Introduction**

## The Purpose of Minnesota Continuous Improvement Process: Self-Review (MNCIMP: SR)

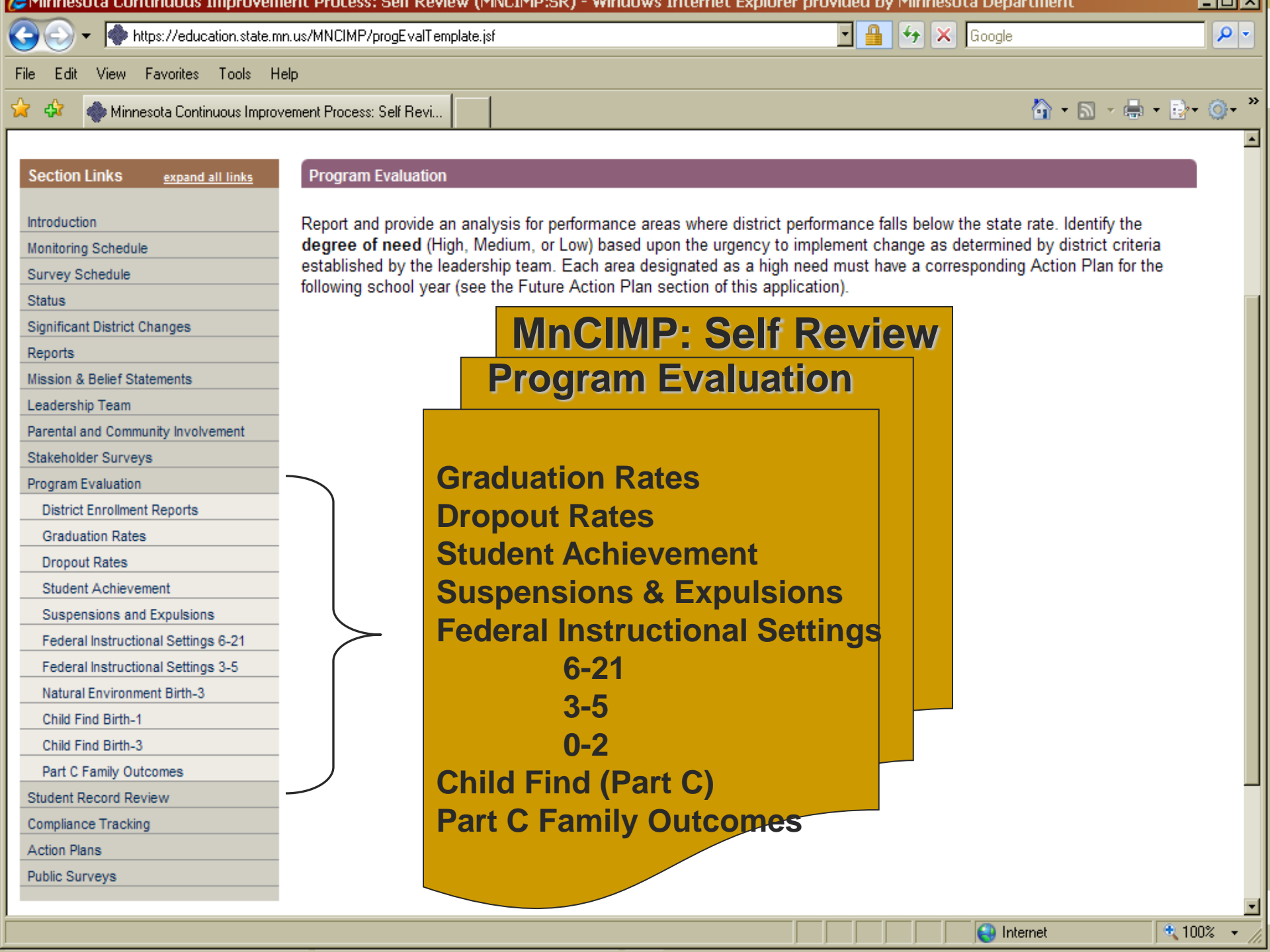
MNCIMP:SR was developed to provide school districts with a tool for effective strategic planning and to promote district ownership through identification of a district leadership team and a process of data-based decision making that supports quality special education programs.

This resource provides a Self-Review (SR) model that includes district program evaluation and compliance monitoring. The Divisions of Compliance and Assistance (DCA), Special Education Policy (SEP), and Early Learning Services (ELS) work collaboratively with local school districts to improve general compliance with state and federal legislation, and to develop a program evaluation system that addresses the quality of special education programming.

This process was developed over the past several years with contributions from the local districts that participated in Self-Review (SR). Consequently, the model has been responsive to a variety of diverse needs for a large cross-section of participating Minnesota school districts.

During the planning year, a district's leadership team develops mission and belief statements, and a data management plan. The plan is implemented by collecting the identified data for analysis. The leadership team analyzes the data, implements change based on data-based decision making, and revises the original plan as needed. This process is a continuous process that is followed annually.

## Limitations



- Section Links** [expand all links](#)
- Introduction
  - Monitoring Schedule
  - Survey Schedule
  - Status
  - Significant District Changes
  - Reports
  - Mission & Belief Statements
  - Leadership Team
  - Parental and Community Involvement
  - Stakeholder Surveys
  - Program Evaluation
    - District Enrollment Reports
    - Graduation Rates
    - Dropout Rates
    - Student Achievement
    - Suspensions and Expulsions
    - Federal Instructional Settings 6-21
    - Federal Instructional Settings 3-5
    - Natural Environment Birth-3
    - Child Find Birth-1
    - Child Find Birth-3
    - Part C Family Outcomes
  - Student Record Review
  - Compliance Tracking
  - Action Plans
  - Public Surveys

## Program Evaluation

Report and provide an analysis for performance areas where district performance falls below the state rate. Identify the **degree of need** (High, Medium, or Low) based upon the urgency to implement change as determined by district criteria established by the leadership team. Each area designated as a high need must have a corresponding Action Plan for the following school year (see the Future Action Plan section of this application).

**MnCIMP: Self Review**  
**Program Evaluation**

**Graduation Rates**  
**Dropout Rates**  
**Student Achievement**  
**Suspensions & Expulsions**  
**Federal Instructional Settings**  
**6-21**  
**3-5**  
**0-2**  
**Child Find (Part C)**  
**Part C Family Outcomes**



0011-01-ANOKA-HENNEPIN PUBLIC SCHOOL DIST.

Home: [Student Record Review](#)

<b>Section Links</b>	<a href="#">expand all links</a>
<a href="#">Introduction</a>	
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<a href="#">Survey Schedule</a>	
<a href="#">Status</a>	
<a href="#">Significant District Changes</a>	
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<a href="#">Mission &amp; Belief Statements</a>	
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<a href="#">Program Evaluation</a>	
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<a href="#">Student Selection</a>	
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<a href="#">Notification</a>	
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<a href="#">IEP/IFSP Standards</a>	
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<a href="#">Longitudinal Checks</a>	
<a href="#">Comments</a>	
<a href="#">Compliance Tracking</a>	
<a href="#">Action Plans</a>	

### Student Record Review

As part of the continuous improvement monitoring process, districts are required to review files of a sample of special education students, representing district demographics, which includes: age, gender, race/ethnicity, and disability. In addition, records must include students from secondary transition age. Each student's record must be evaluated. The process for this step is outlined below. To begin the record review process, select **Student Selection** from the menu on the left, and select **Student Selection**, or use the menu

## MnCIMP: Self-Review

### Student Record Review

#### Step 1 - Student Selection

All special education students are included in the base list. A representative sample of students is selected from the base list to approximate the district's demographics. If a student is enrolled in another district, their file should be reviewed in that district, their file should be reviewed in that district.

- Timelines
- Notification
- Evaluation Standards
- Eligibility Checklists
- IEP/IFSP Standards
- Behavior & Discipline
- Longitudinal Checklists
- Comments

#### Step 2 - Student Evaluation

Each student's record is reviewed for the following areas: Areas for district compliance, Evaluation Standards, IEP/IFSP Standards, Behavior and Discipline, Longitudinal Checks, and Comments.

To begin the record review process, select **Student Selection** from the menu on the left, and select **Student Selection**, or use the menu on the left. To begin the record review process, select **Student Selection** from the menu on the left, and select **Student Selection**, or use the menu on the left. To begin the record review process, select **Student Selection** from the menu on the left, and select **Student Selection**, or use the menu on the left.

For each standard, select statements that are true for the file being reviewed, then select the appropriate Final TSES Status.



# Minnesota Continuous Improvement Process: Self Review (MNCIMP:SR)

011-01-ANOKA-HENNEPIN PUBLIC SCHOOL DIST.

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- Stakeholder Surveys
- Program Evaluation
- Student Record Review
- Compliance Tracking
- Action Plans
  - Future Action Plan
- Public Surveys

### Edit Future Action Plan

#### Goal Statement - Identify a goal that addresses an area i

Functional Area associated to the above goal statement:

- Select One
- Mission, Belief and Goal Statements
- Leadership Team
- Parental and Community Involvement
- Surveys
- Survey Analysis
- Graduation Rates
- Dropout Rates
- Student Achievement
- Suspensions and Expulsions
- Federal Instructional Settings 6-21
- Federal Instructional Settings 3-5
- Natural Environment B-3
- Child Find B-1
- Child Find B-3
- Part C Timely Evaluations
- Part C Effective Transition
- Part C Family Outcomes
- Student Record Review

Select One

#### Desired Outcome - Provide a measurable statement of the expected outcome

**Strategies** - Describe strategies employed to achieve the desired outcome, e.g. training, staff development, policies, task force committees, etc.

# Special Activity for Special Interest Group

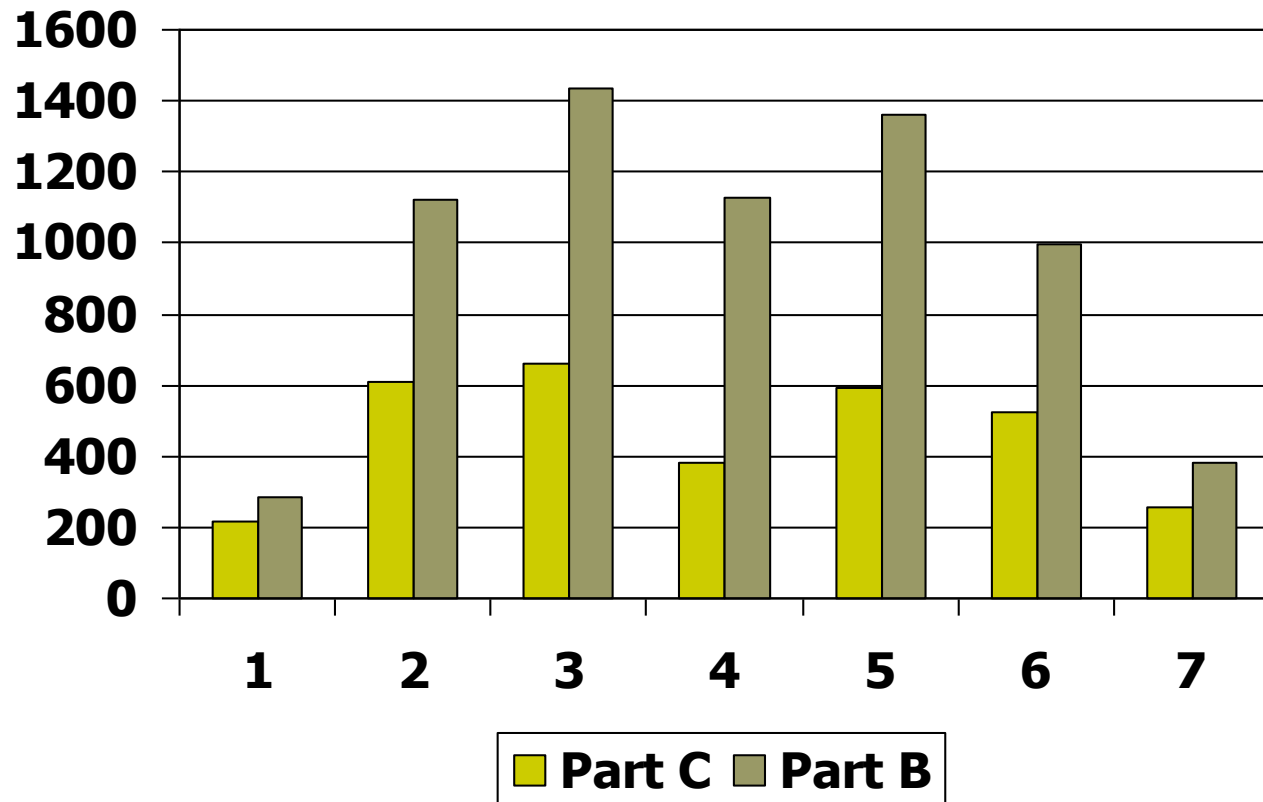
## ECSE Day of “*Excel*”-ence

- Targeted local ECSE leaders (Part C & Section 619)
- Prioritized those with largest data sets
- Outcomes
  - Understand local data
  - Learn basic analysis
  - Create Professional Development Resource

# Preparation for Day of Excellence

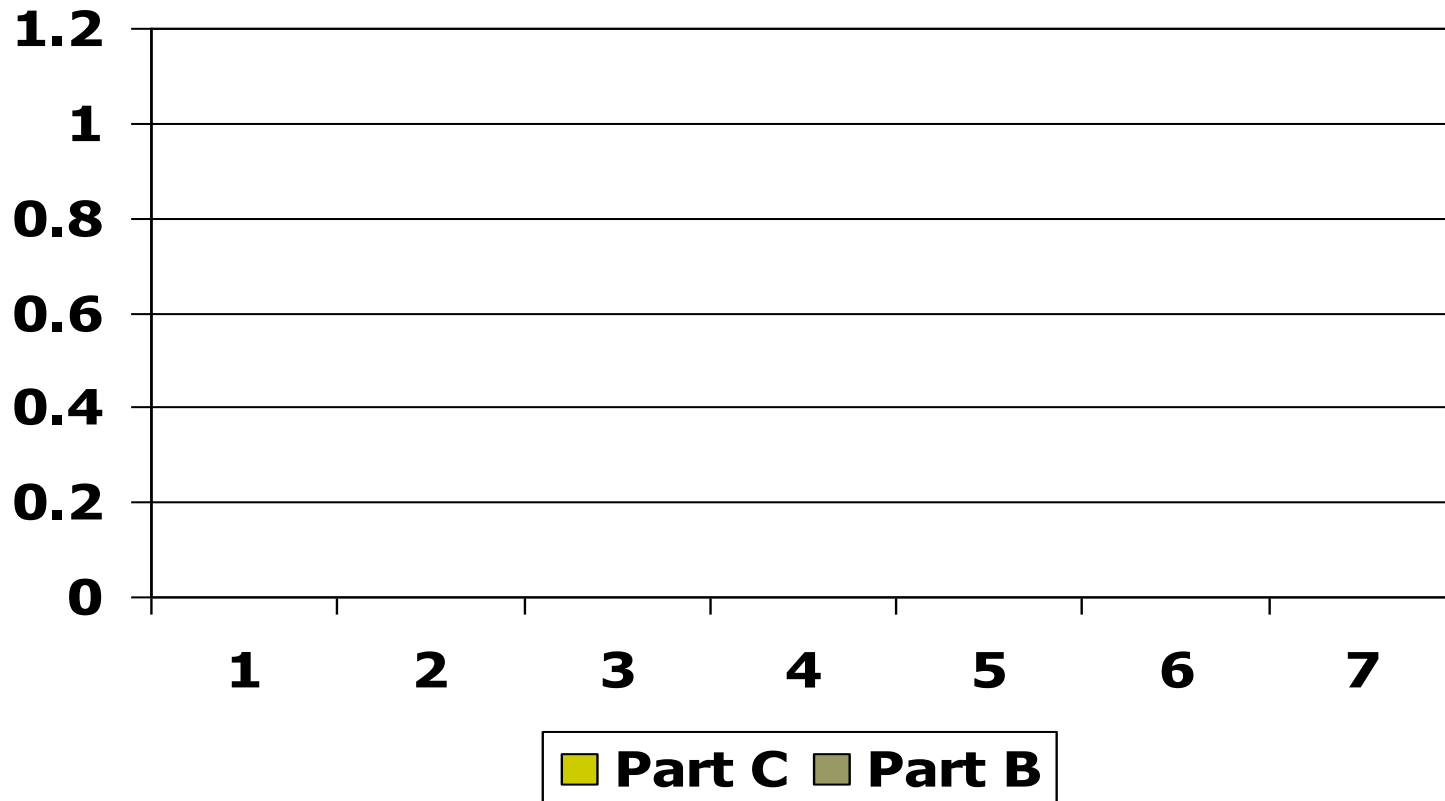
- Solicit participants
  - Hoped for 30, Stopped at 40, Turned 20 away
  - Survey – Skill level, Excel version, Mac/PC
- Prepare PowerPoint Shell
- Build program-specific Excel Workbooks
- Order lunch

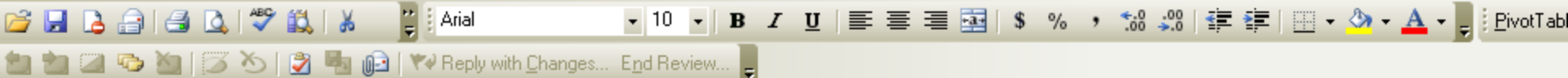
# MN: Outcome 1 Entrance: 07-08



# Our District: Outcome 1

## Entrance: 07-08





E7      fx      0001

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
marSSn	studentna	district	district	administ	admin	birthDate	primaryDis	homePrim	ageInMont	homeless	wardOfSta	economiccl	entranced	Q1_entranc	Q1_exitRa	Q1_pro
0001000	RAMIREZ,0001	03	0001	03	07/02/2003	S/L	045		45	N	N	2	06-07	3	6	Y
0001000	SHURKIN,0001	03	0001	03	10/24/2002	ASD	011		52	N	N	2	06-07	4	3	Y
0001000	HERNANDEZ,0001	03	0001	03	12/05/2002	S/L	045		51	N	N	2	06-07	5	6	Y
0001000	BORDON,0001	03	0001	03	08/25/2003	S/L	011		45	N	N	0	06-07	6	7	Y
0001000	MEANS,0001	03	0001	03	04/18/2003	S/L	011		54	N	N	0	07-08	6	6	Y
0001000	SIMPSON,0001	03	0001	03	07/08/2003	S/L	011		45	N	N	1	06-07	5	7	Y
0001000	WILSON,0001	03	0001	03	03/22/2003	S/L	011		54	N	N	0	07-08	5	6	Y
0001000	JENSEN,0001	03	0001	03	10/31/2002	DD	011		54	N	N	2	06-07	2	3	Y
0001000	BENKA,IS,0001	03	0001	03	01/04/2003	S/L	011		56	N	N	0	07-08	3	4	Y
0001000	RAMSEY,0001	03	0001	03	11/24/2002	DD	011		58	N	N	2	07-08	3	5	Y
0001000	WASHINGTON,0001	03	0001	03	03/04/2003	DD	011		50	N	N	2	06-07	4	6	Y
0001000	WASHINGTON,0001	03	0001	03	03/04/2003	DD	011		50	N	N	2	06-07	4	6	Y
0001000	LINKLATER,0001	03	0001	03	07/08/2003	DD	011		50	Y	N	2	07-08	3	5	Y
0001000	OLTHOFF,0001	03	0001	03	10/19/2002	S/L	011		59	N	N	0	07-08	6	7	Y

## Part C & Section 619 Enrollment Data (618 Data Source)

### Initial Evaluation Enrollment Records

### Child Outcome Data (C & 619)

- Entry Ratings (multiple years)
- Exit Ratings
- OSEP Progress Categories

marssnu	studentna	district	district	administ	admin	birthDate	primaryDis	homePrim	ageInMont	homeless	wardOfSta	economic	entranceD	Q1_entr	Q1_exitRa	Q1_pro	
0001000	RAMIREZ	0001	03	0001	03	07/02/2003	S/L	045	45	N	N	2	06-07	3	6	Y	
0001000	SHURKIN	0001	03	0001	03	10/24/2002	ASD	011	52	N	N	2	06-07	4	3	Y	
0001000	HERNAN	0001	03	0001	03	12/05/2002	S/L	045	51	N	N	2	06-07	5	6	Y	
0001000	BORDON	0001	03	0001	03											7	Y
0001000	MEANS,	0001	03	0001	03											6	Y
0001000	SIMPSON	0001	03	0001	03											7	Y
0001000	WILSON,	0001	03	0001	03											6	Y
0001000	JENSEN,	0001	03	0001	03											3	Y
0001000	BENKA,	0001	03	0001	03											4	Y
0001000	RAMSEY	0001	03	0001	03											5	Y
0001000	WASHIN	0001	03	0001	03											6	Y
0001000	WASHIN	0001	03	0001	03											6	Y
0001000	LINKLATE	0001	03	0001	03											5	Y
0001000	OLTHOFF	0001	03	0001	03											7	Y
0001000	COONEY	0001	03	0001	03											5	Y
0001000	WHITE, J	0001	03	0001	03											6	Y
0001000	GHANT, M	0001	03	0001	03											5	Y
0001000	MOLINA,	0001	03	0001	03											6	Y
0001000	ABSTON,	0001	03	0001	03											3	Y
0001000	THOMPS	0001	03	0001	03											4	Y
0001000	HARPER	0001	03	0001	03											6	Y
0001000	GOMEZ	0001	03	0001	03											5	Y
0001000	EDWARD	0001	03	0001	03											4	Y
0001000	MEEKS,	0001	03	0001	03											5	Y
0001000	SIMS, DE	0001	03	0001	03											4	Y
0001000	WHIPPLE	0001	03	0001	03											6	Y
0001000	DUALE, K	0001	03	0001	03											3	Y
0001000	CASPER,	0001	03	0001	03											7	Y
0001000	LYMAS, A	0001	03	0001	03	12/30/2002	DD	011	45	N	N	2	06-07	3	4	Y	
0001000	REYES-F	0001	03	0001	03	12/03/2003	S/L	045	33	N	N	2	06-07	3	7	Y	
0001000	ROMERC	0001	03	0001	03	10/21/2002	DD	045	60	N	N	2	07-08	5	3	Y	

## Data Elements

- Age of child at initial identification
- Primary Disability
- Home Language
- Race/ethnicity
- Instructional Setting/Intervention Environment
- Eligibility for free/reduced lunch
- Service hours
- Gender
- Homelessness
- End Codes (mobility, C to B transition)

# Purpose of Analyses

- Examine enrollment data files for accuracy for impact on 618 data and SPP/APR indicators
- Check for missing COSF data
- Conduct COSF “pattern checking” exercises to compare local data to expected data and to the state as a whole
- Build skills

# Challenges: Self-Appraisal of skills on 5 point scale\*

- **Infant:** The data world is still a mystery to me
- **Toddler:** I have taken a few baby steps but have a long way to go before I am solidly on my own two feet.
- **Preschooler:** I can do a few things. I want to do it by myself but have many questions. Sometimes I get really frustrated and give up altogether
- **Adolescent:** There are some things can do really well but there are some holes in what I know and there are still some basic things I need to learn (yes, we know that no adolescent would ever admit this...).
- **Adult:** I can take appropriate action to meet my data needs across a variety of analyses.

\* Thanks to Kathy Hebbeler & ECO

# [ Challenges: Techno-Diversity ]

Hardware: PC's & Macs

Operating Systems: Windows, Vista,  
MacOS

Excel: 6 different versions

PowerPoint: Multiple versions

Difficult to demonstrate step by step

# [ Day of Excel-lence: Successes ]

- Overwhelmingly Positive Evaluation of Day
- Constructive feedback on what worked & what needed to be improved
- Unanimous desire for a 2<sup>nd</sup> Day

# Predictable Patterns within Child Outcome Summary Form (COSF) Data

Insert Number of Special Education Administrative Unit (SEAU) into Yellow Cell at right →

1

## Minneapolis Public Schools


SEAU No.

Number of children in each data set included in this analysis:

<i>Minnesota 07-08 Entry:</i>	<b>Part C</b>	<b>Part B</b>
	3,236	6,705
<i>Minnesota 07-08 Progress:</i>	1,059	3,161

<i>SEAU 07-08 Entry:</i>	<b>Part C</b>	<b>Part B</b>
	239	346
<i>SEAU 07-08 Progress:</i>	46	132

**Important Note:** SEAU's whose data sets include very small numbers of children (e.g. <20) should interpret their data, and the extent to which their data reflects predicted patterns with extreme caution.



### Predicted Pattern #1a

Children will differ from one another in their entry scores in reasonable ways.

Evidence suggests Part C and ECSE serve more mildly than severely impaired children (few ratings at low end) and few children receiving services would be considered typically functioning (few ratings at high end).

Compare the distribution of your SEAU's COSF ratings for Part C and Part B (shown below on the right) to those of the state as a whole. Are the percentages of children per rating similar to the state as a whole. Can any significant differences be explained upon consideration of the attributes of the group of children served during the reporting year?

MN: 07-08 COSF Entry Data  
Positive Social Relationships

SEAU: 07-08 COSF Entry Data  
Positive Social Relationships

A	B	C	D	E	F	G	H	I	J	K
---	---	---	---	---	---	---	---	---	---	---

SEAU 07-08 Progress: 46 132



**Predicted Pattern #1a**

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