

Timeline for Reporting Early Childhood Outcomes (Indicators B7 and C3)

Updated January 2011

Feb 2009 SPP/APR –

- 2nd time to report progress data
- children entered 2005-2006, 2006-2007, or 2007-2008 and exited 2007-2008 that have entry and exit data collected and have been in the program for at least 6 months
- report on the 5 categories** across 3 outcome areas*
- use SPP format

Feb 2010 SPP/APR –

- 3rd time to report progress data
- children who entered 2005-2006, 2006-2007, 2007-2008, or 2008-2009 and exited 2008-2009 that have entry and exit data collected and have been in the program for at least 6 months
- report on the 5 categories** across 3 outcome areas*
- This will be considered baseline data.
- Using data from the 5 reporting categories calculate 2 summary statements*** for the 3 outcome areas; establish targets on the summary statements.
- use SPP format

Feb 2011 SPP/APR –

- 4th time to report progress data
- children who exited 2009-2010 that have entry and exit data collected and have been in the program for at least 6 months
- report on the 5 categories** across 3 outcome areas*
- Using data from the 5 reporting categories calculate 2 summary statements*** for the 3 outcomes and compare to targets.
- 1st time to use APR format – report on progress/slippage by comparing 2009-2010 data to 2009-2009 data; report on targets by comparing 2009-2010 data with targets set for 2010
- Revise SPP to include targets for 2011 and 2012 and any additional improvement activities
- 1st time to report on LEA/EIS program performance

Feb 2012 SPP/APR –

- 5th time to report progress data
- children who exited 2010-2011 that have entry and exit data collected and have been in the program for at least 6 months
- report on the 5 categories** across 3 outcome areas*
- Using data from the 5 reporting categories calculate 2 summary statements*** for the 3 outcomes and compare to targets.
- Use APR format
- Report on LEA/EIS program performance



*** Three outcome areas**

Percent of children who demonstrate improved:

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

****Five reporting categories**

- a. % of children who did not improve functioning
- b. % of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- c. % of children who improved functioning to a level nearer to same-aged peers but did not reach it
- d. % of children who improved functioning to reach a level comparable to same-aged peers
- e. % of children who maintained functioning at a level comparable to same-aged peers

*****Two Summary Statements**

Summary Statement 1: Of those children who entered the program below age expectations in the Outcome Area, the percent who substantially increased their rate of growth by the time they exit the program.

Summary Statement 2: The percent of children who are functioning within age expectations in the Outcome Area by the time they exit the program.

