

# State Child Outcomes Data Profile

## Arizona Part B 619

### 2017

## Contents

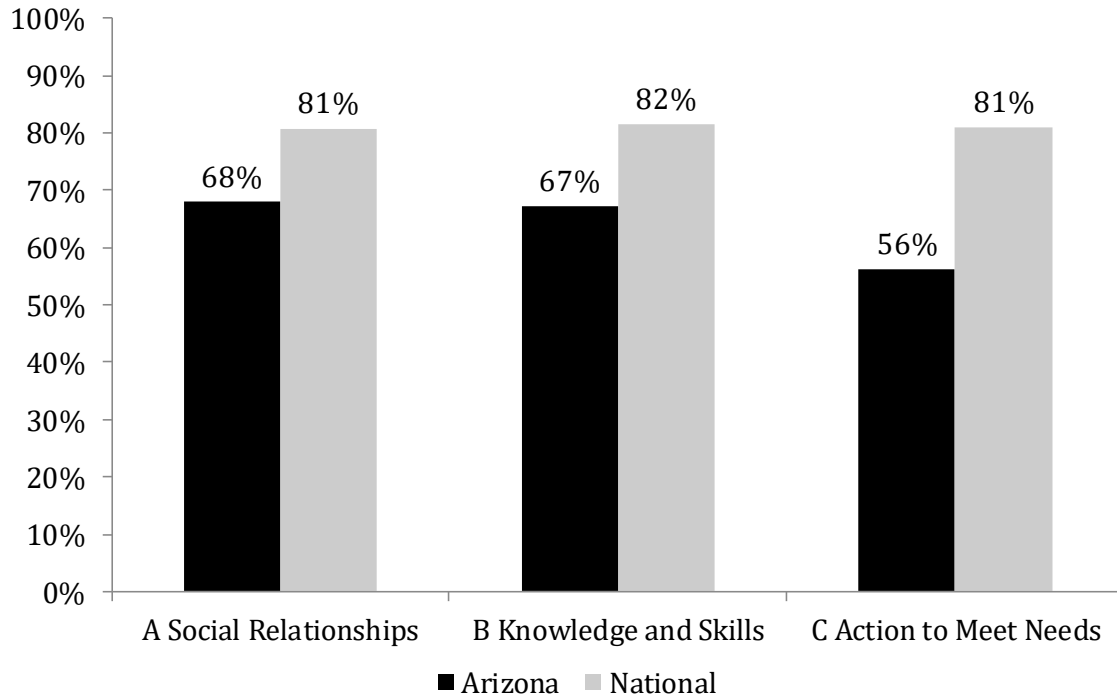
Comparison of State and National Data .....	2
Summary Statement Trends over Time .....	2
Progress Category Trends Over Time.....	8
Child Outcome A Progress Categories.....	8
Child Outcome B Progress Categories.....	8
Child Outcome C Progress Categories.....	11
Data Quality.....	17
Completeness of Data Trends over Time .....	17
Expected Patterns for Progress Categories.....	19

## Key Terms

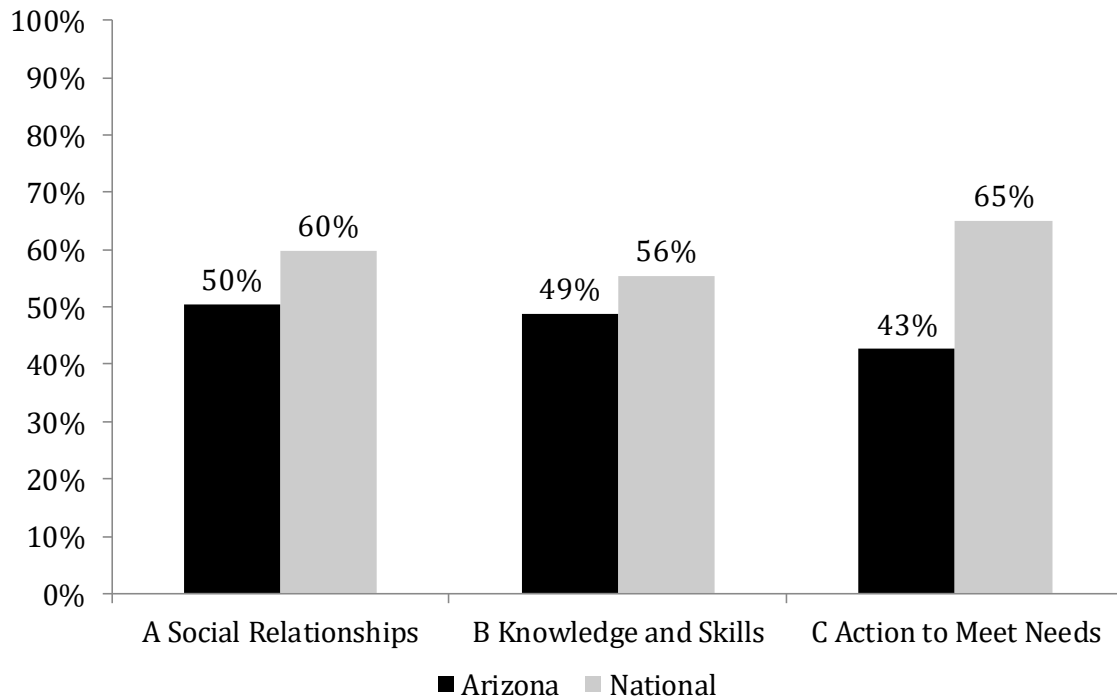
- Outcome A = Social Relationships
- Outcome B = Knowledge and Skills
- Outcome C = Actions to Meet needs
- Summary Statement 1 = Showing greater than expected growth
- Summary Statement 2 = Exiting the program within age expectations
- Progress Category a = Did not improve functioning
- Progress Category 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

**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**



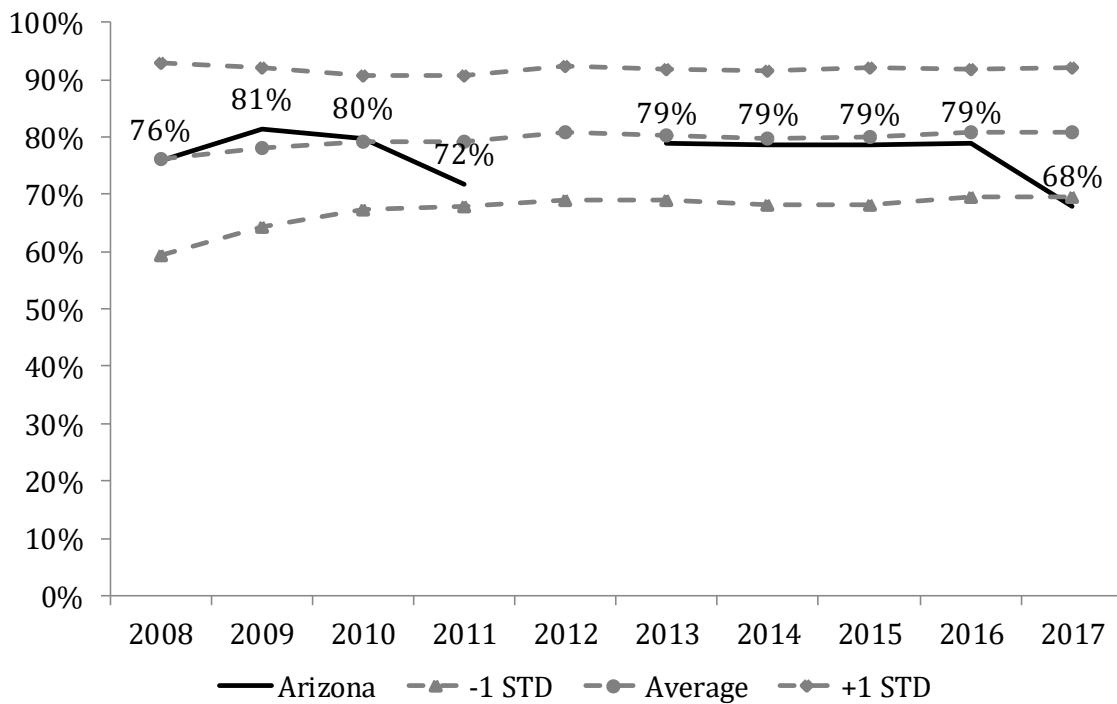
## Summary Statement Trends over Time

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

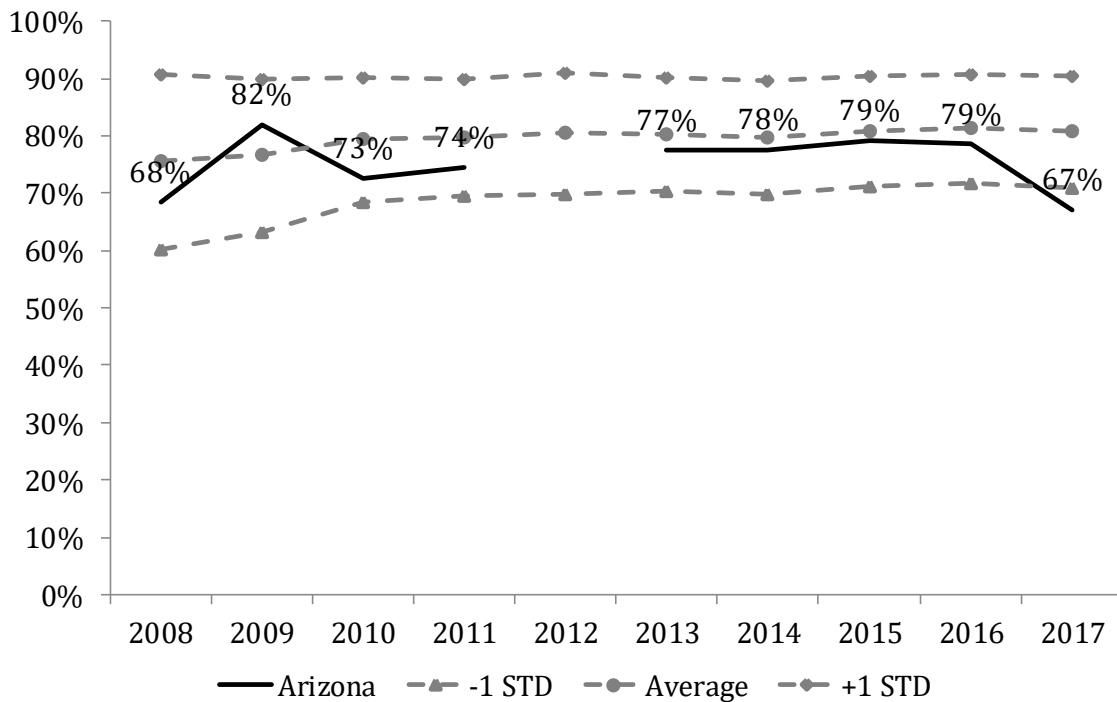
Types of Change	2008-09	Current Year
<u>Small variations</u> from year to year are expected		
<u>Large consistent increases</u> are good news particularly when linked to programmatic changes		
<u>Large consistent decreases</u> could indicate declining performance.		
<u>Large up and down changes</u> could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

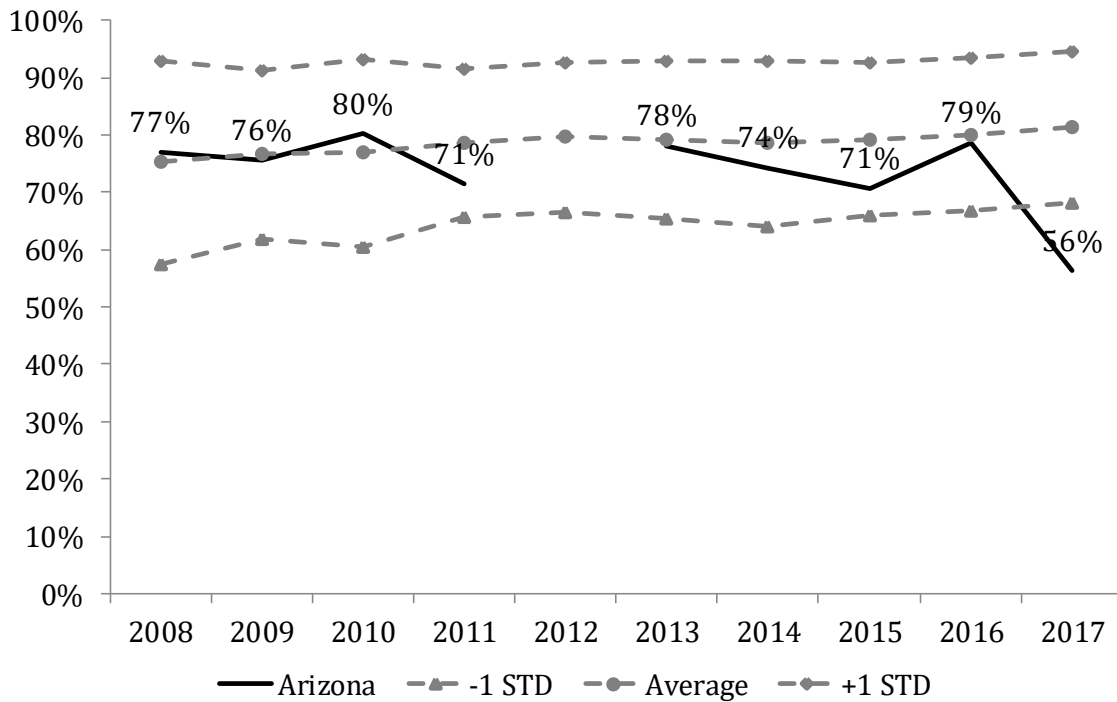
**Figure 3. Preschool Special Education State Trends  
for Summary Statement 1, Outcome A**



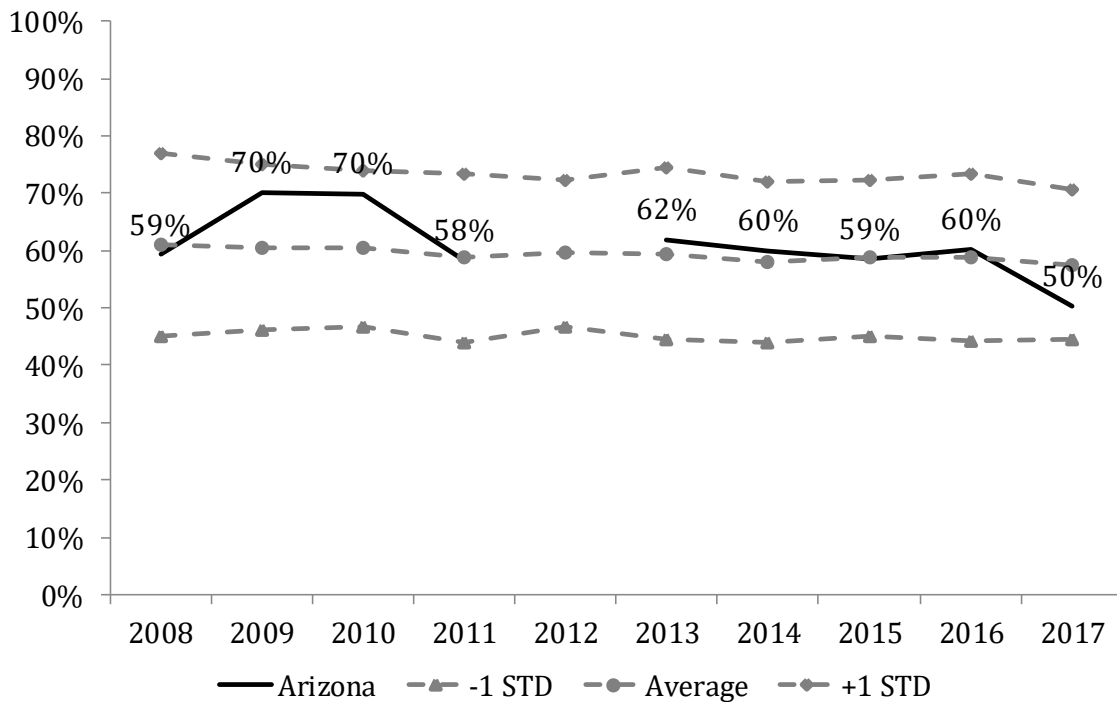
**Figure 4. Preschool Special Education State Trends  
for Summary Statement 1, Outcome B**



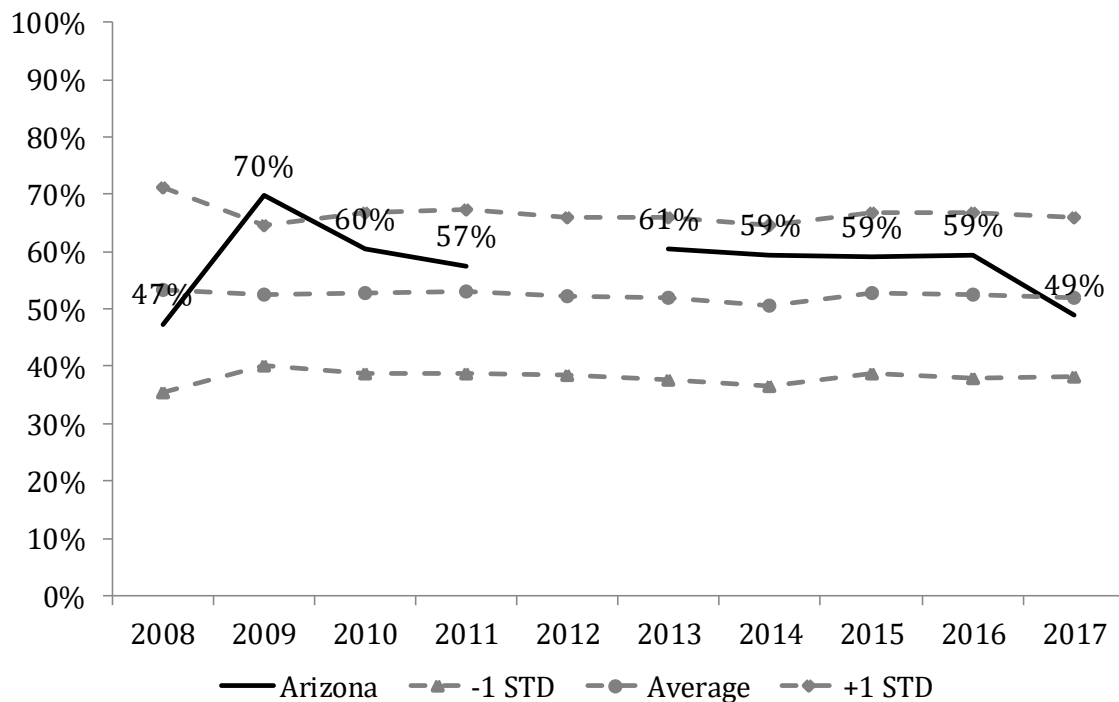
**Figure 5. Preschool Special Education State Trends  
for Summary Statement 1, Outcome C**



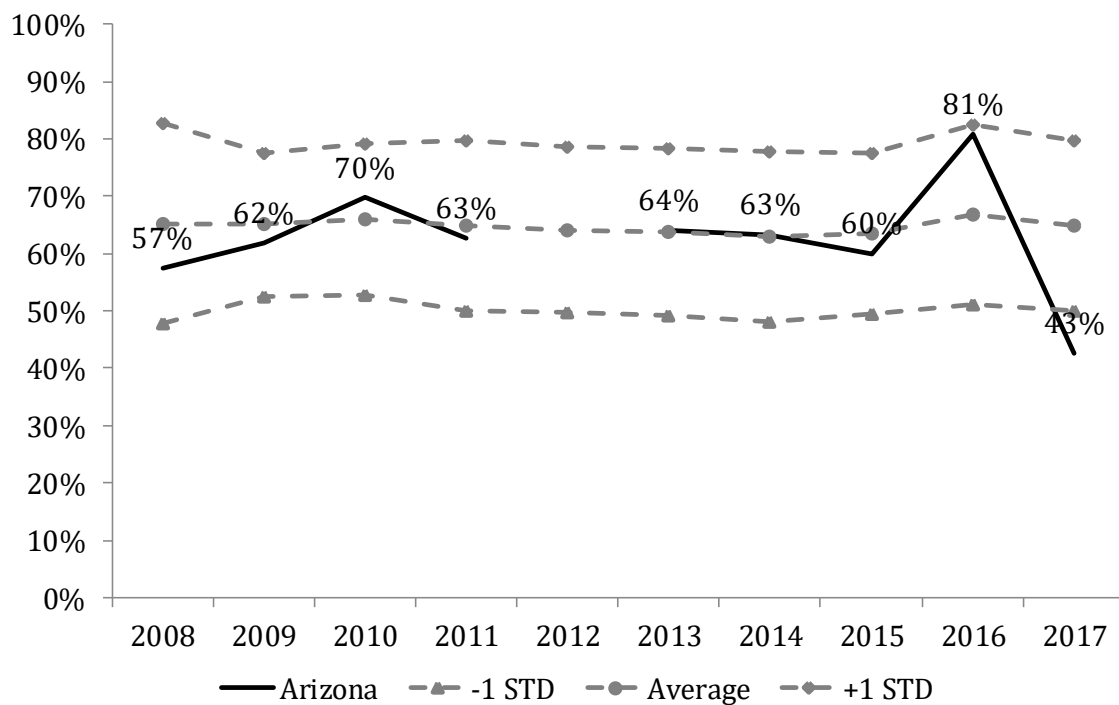
**Figure 6. Preschool Special Education State Trends  
for Summary Statement 2, Outcome A**



**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.

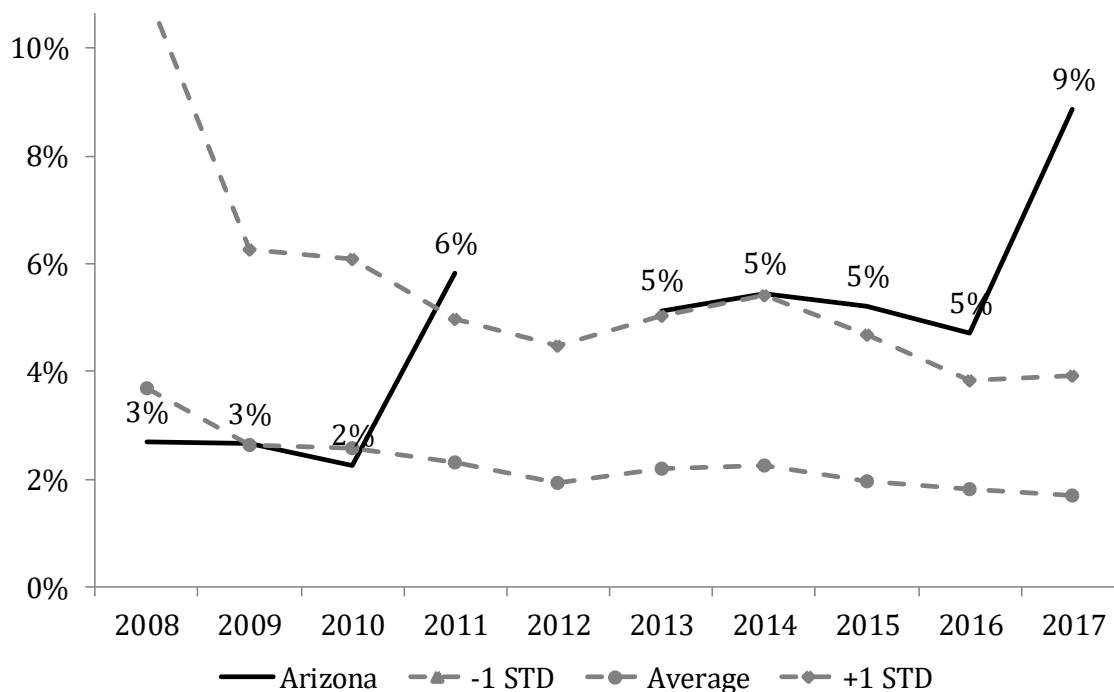
Each of the charts below illustrates progress category trends over time. These graphs can be used to identify possible anomalies within each category or trends that would not be illustrated by cross-sectional analysis.

### ***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 program implementation?

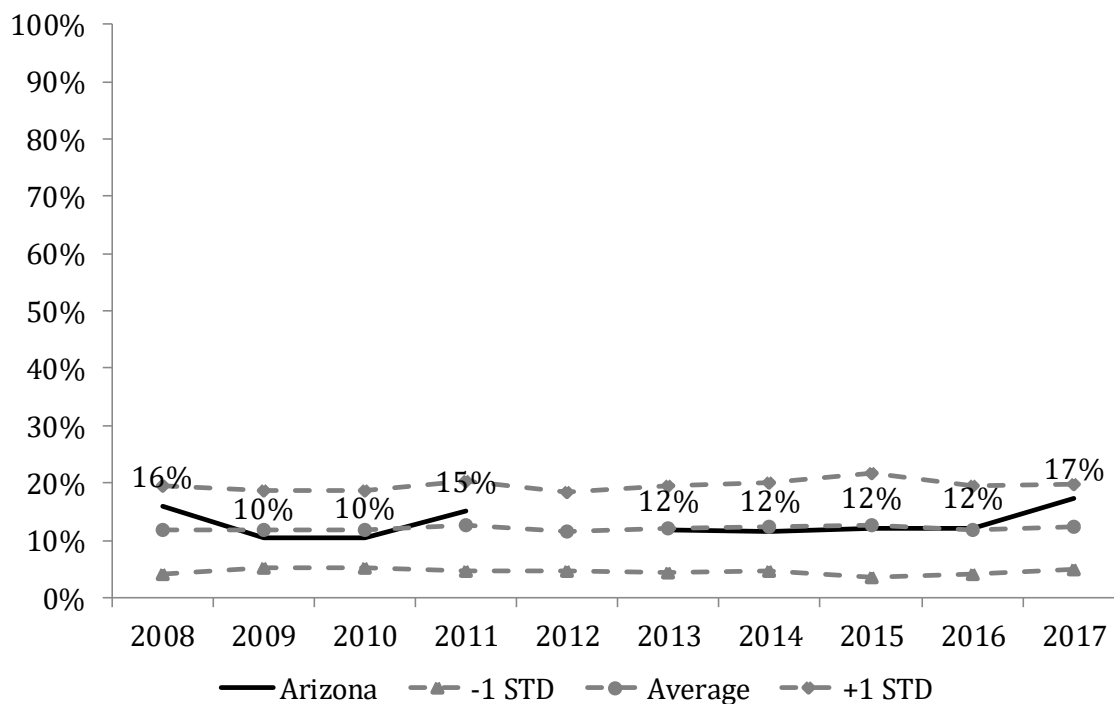
## Child Outcome A (Social Relationships) Progress Categories

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

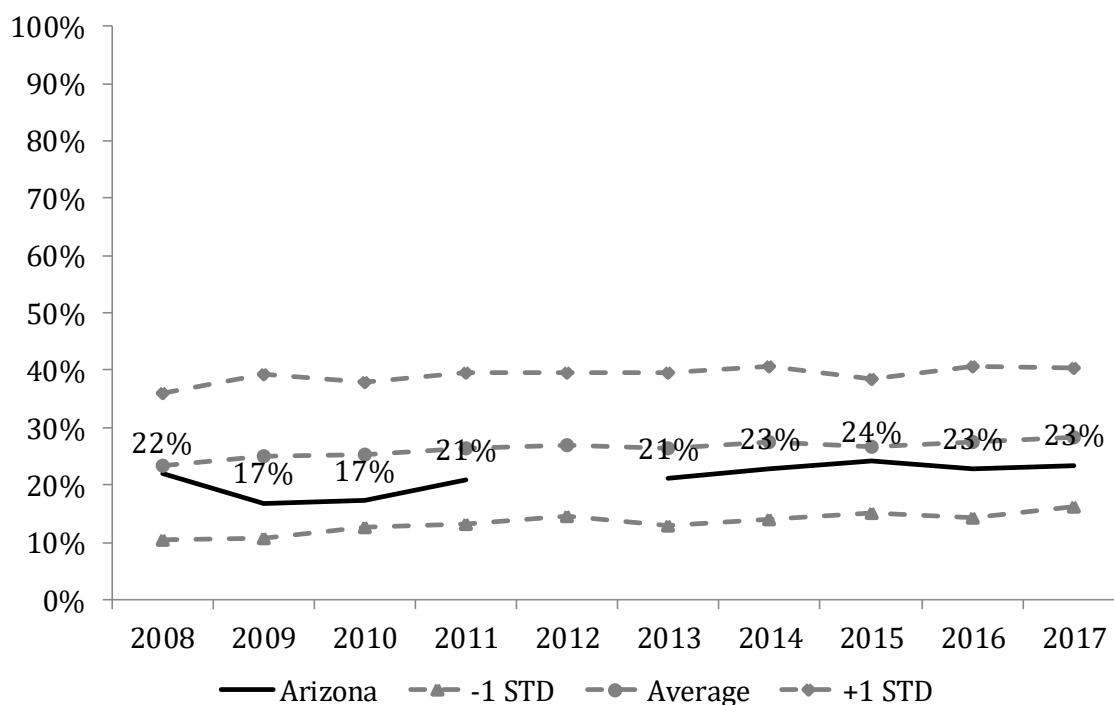


Note: The line for -1 STD below the average is negative and not shown.

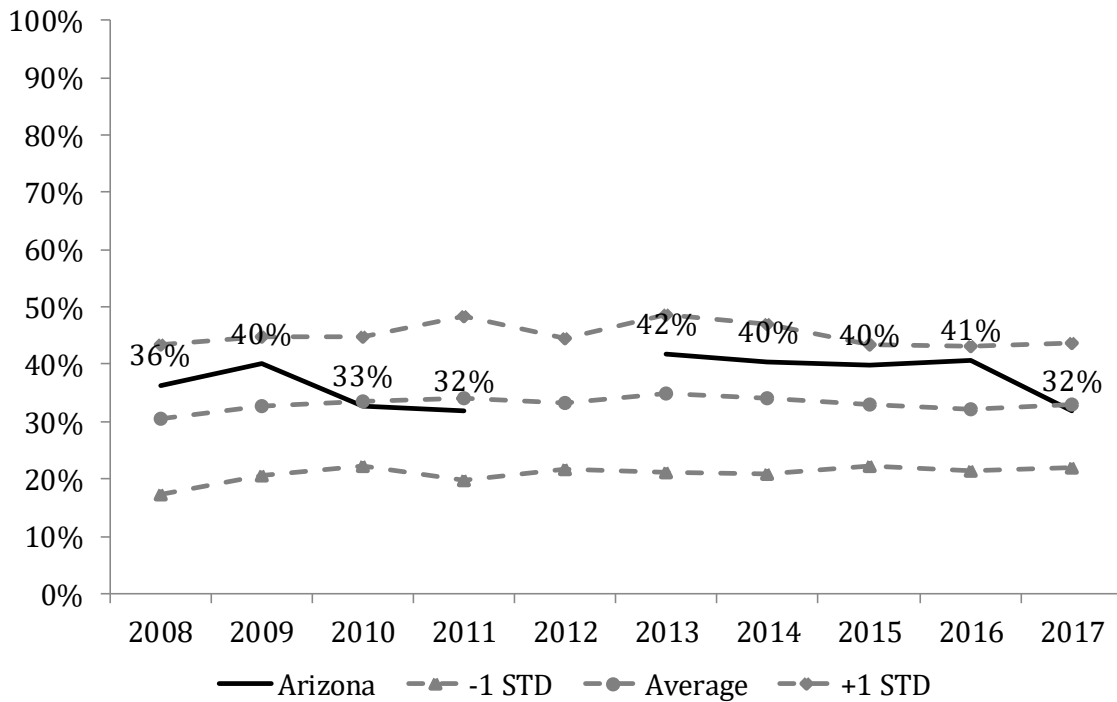
**Figure 10. Preschool Special Education State Trends  
for Progress Category b, Outcome A**



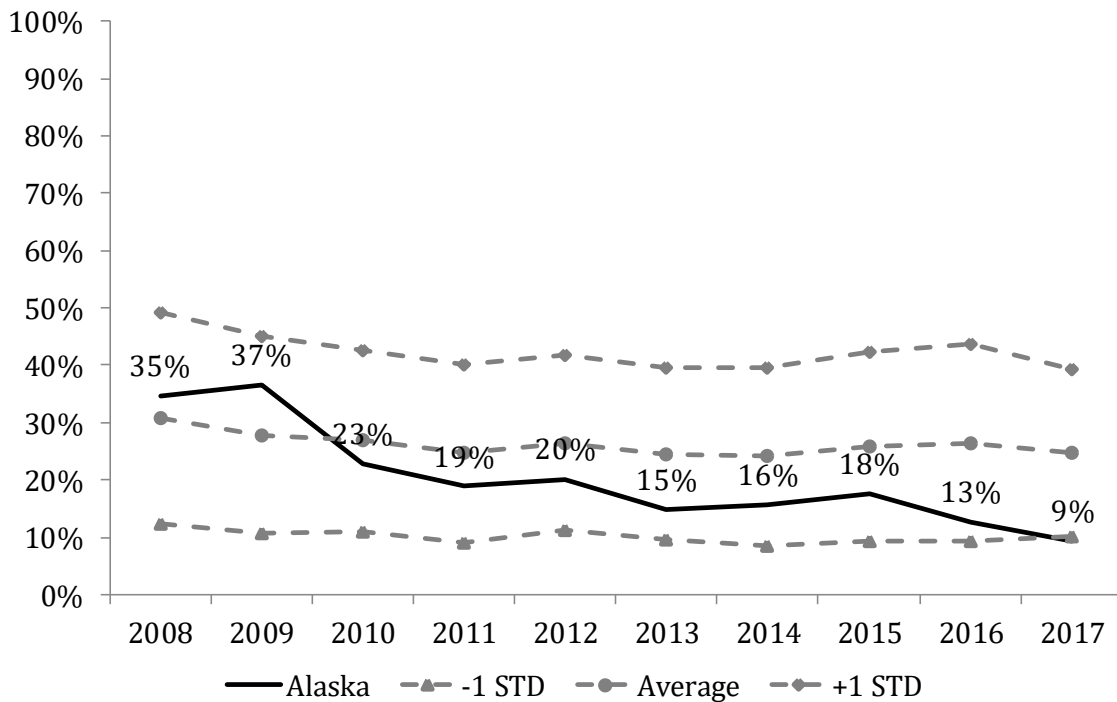
**Figure 11. Preschool Special Education State Trends  
for Progress Category c, Outcome A**



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

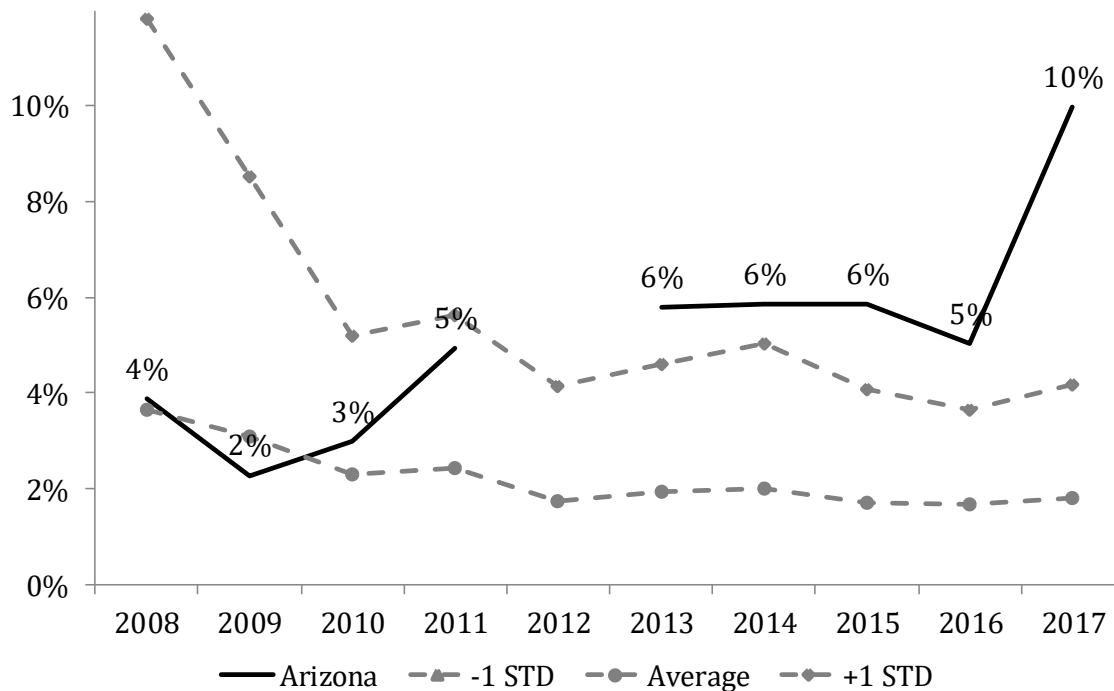


**Figure 13. Preschool Special Education State Trends  
for Progress Category e, Outcome A**



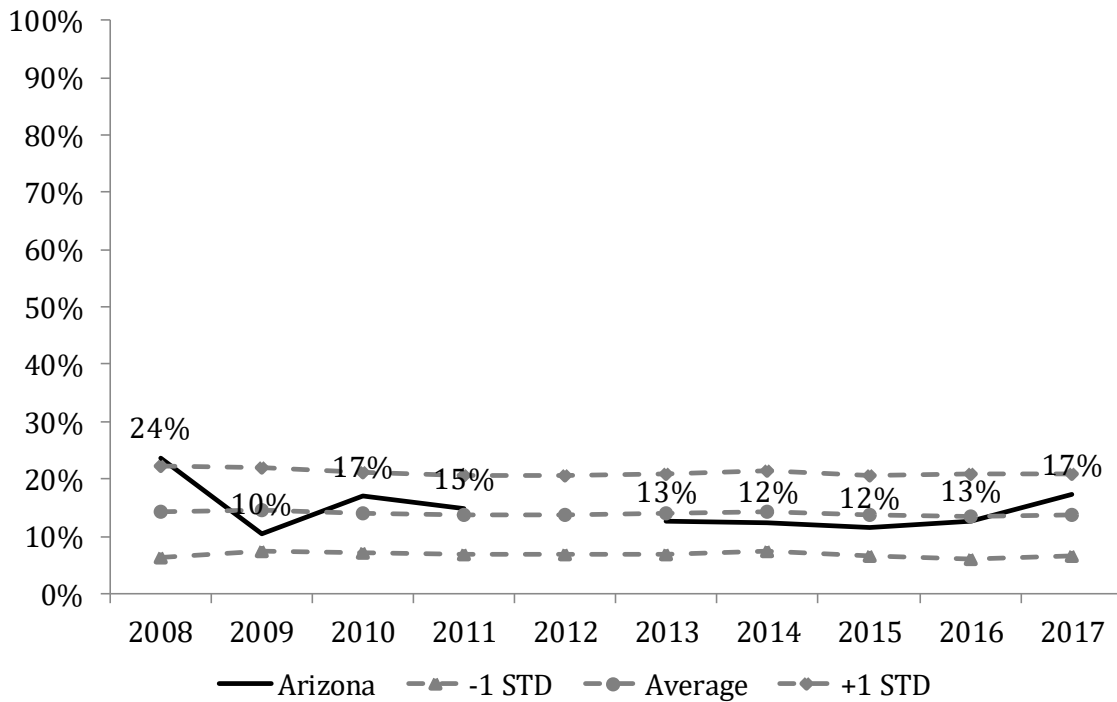
## Child Outcome B (Knowledge & Skills) Progress Categories

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

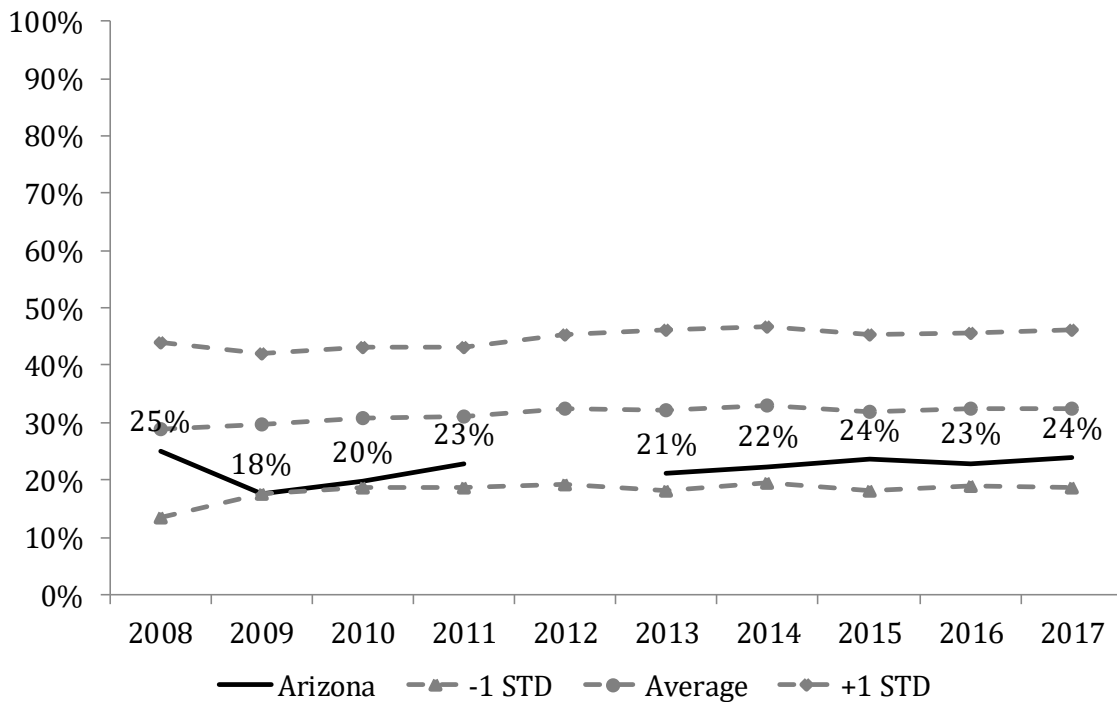


Note: The line for -1 STD below the average is negative and not shown.

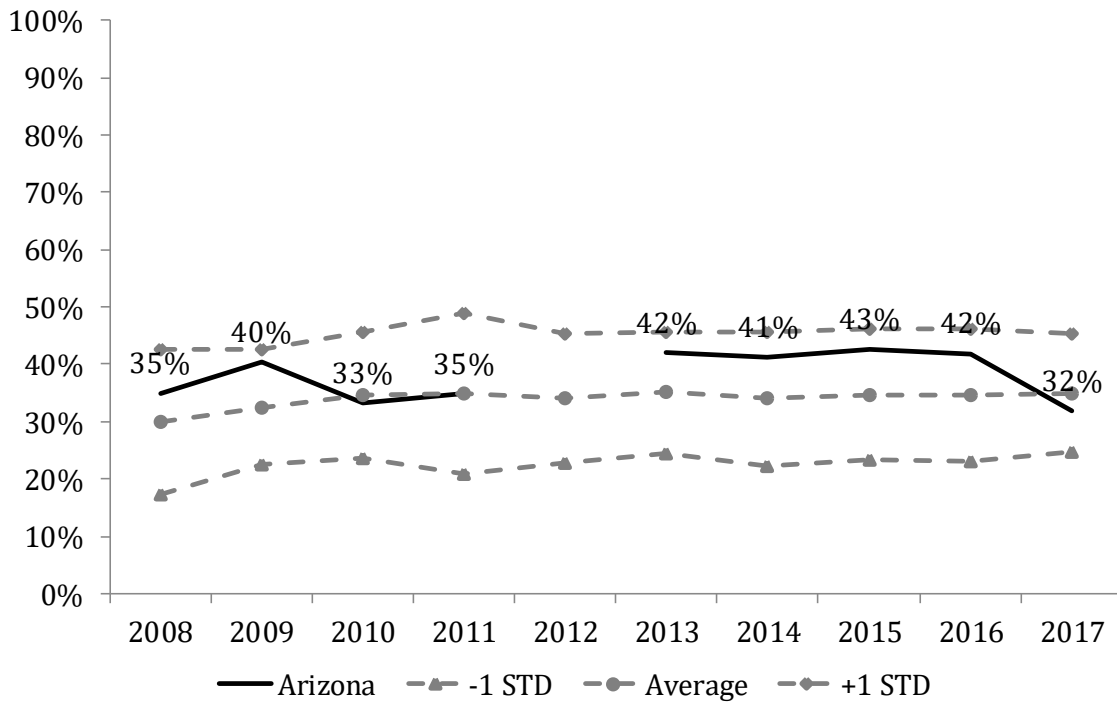
**Figure 15. Preschool Special Education State Trends  
for Progress Category b, Outcome B**



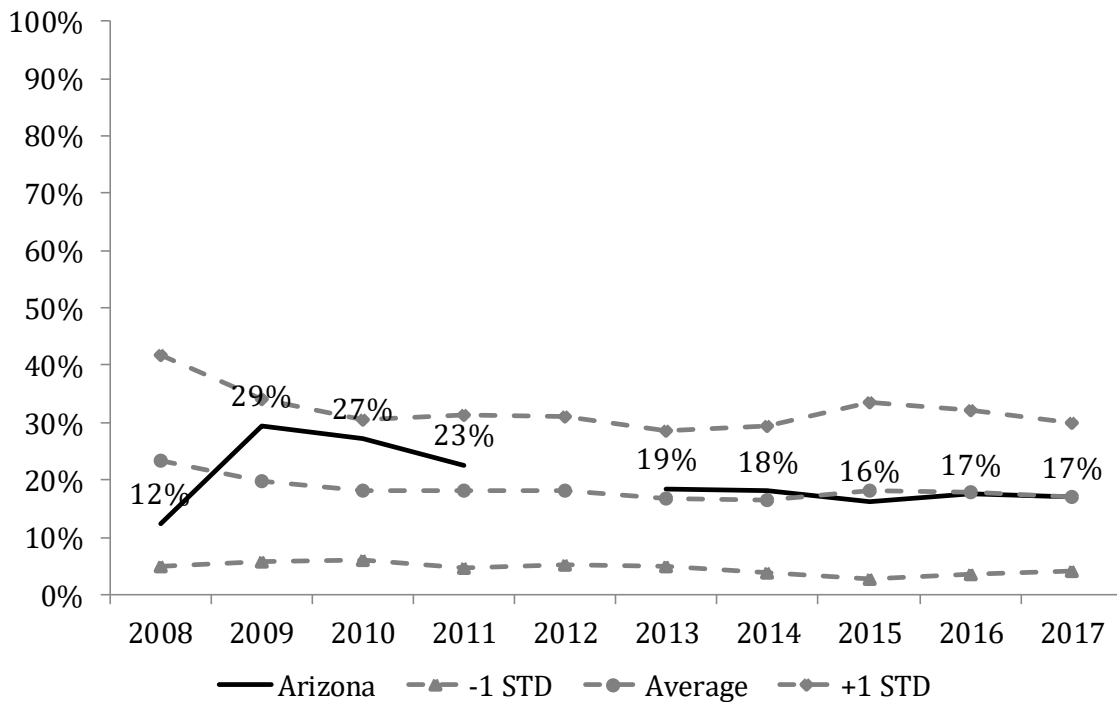
**Figure 16. Preschool Special Education State Trends  
for Progress Category c, Outcome B**



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

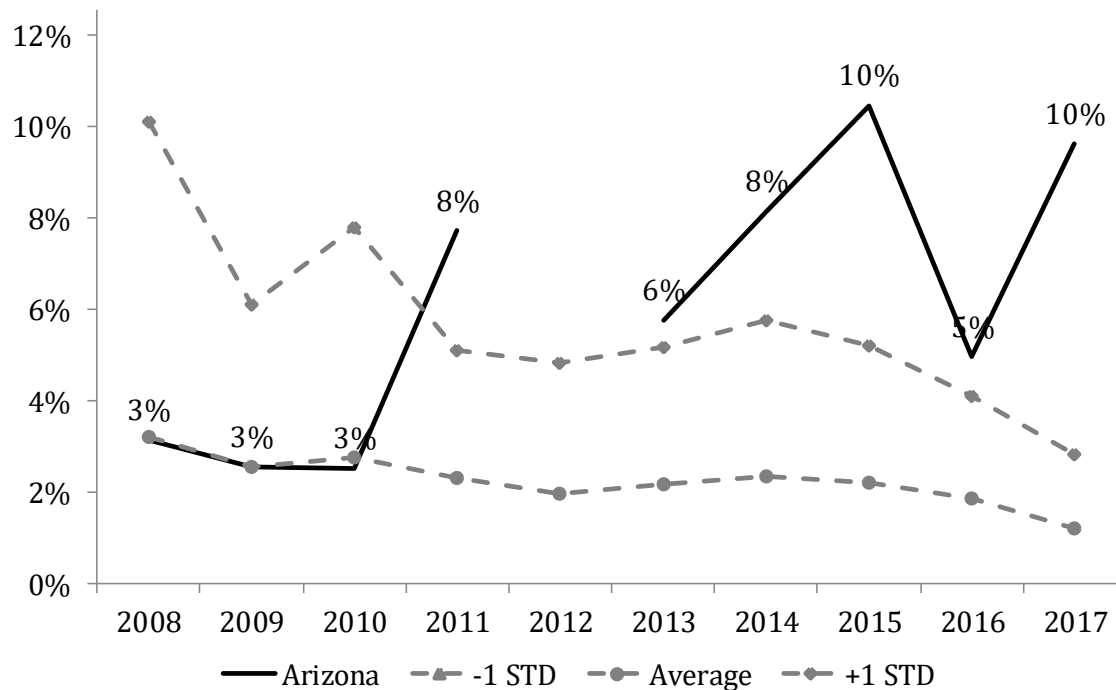


**Figure 18. Preschool Special Education State Trends  
for Progress Category e, Outcome B**



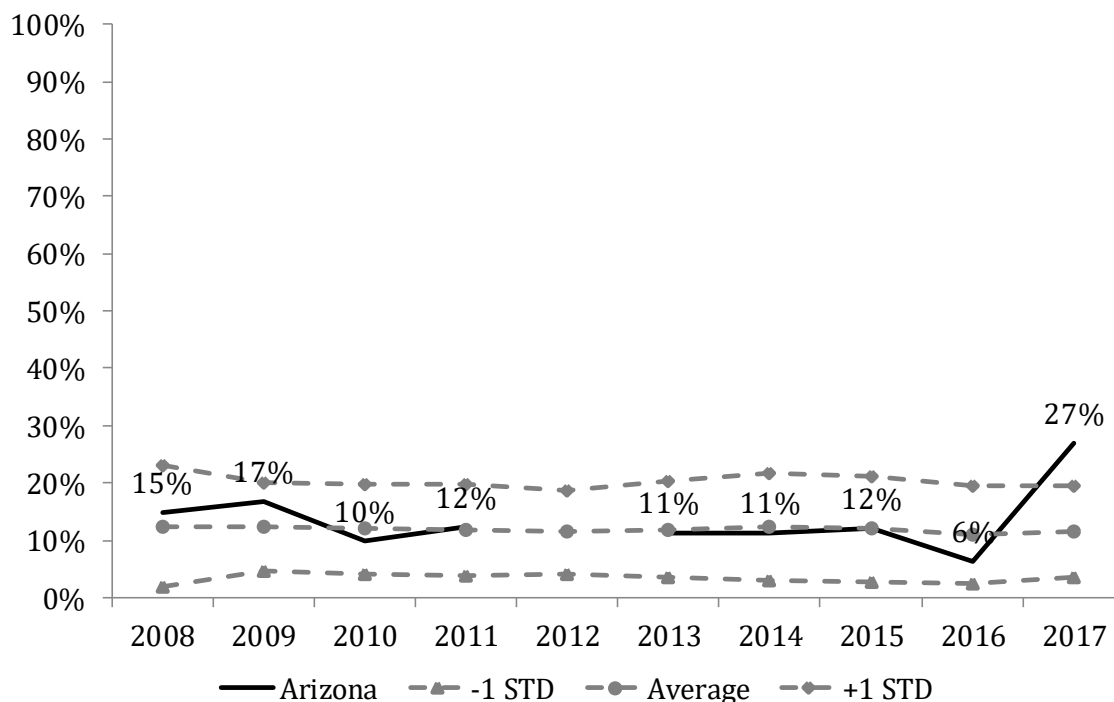
## Child Outcome C (Actions to Meet Needs) Progress Categories

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

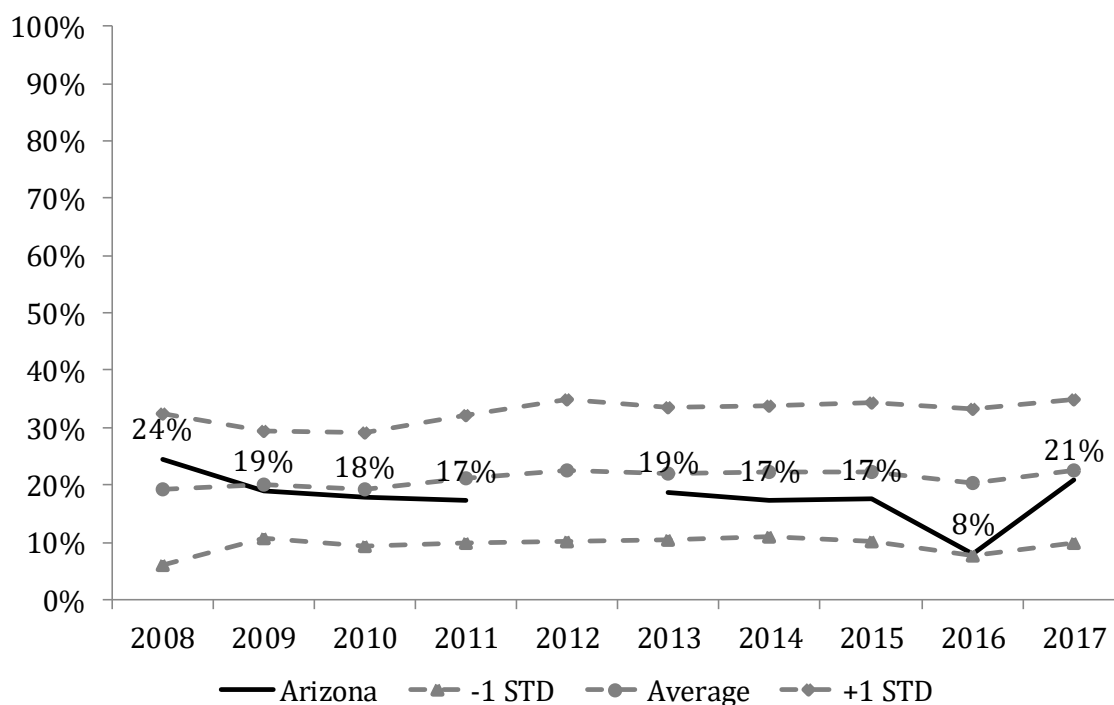


Note: The line for -1 STD below the average is negative and not shown.

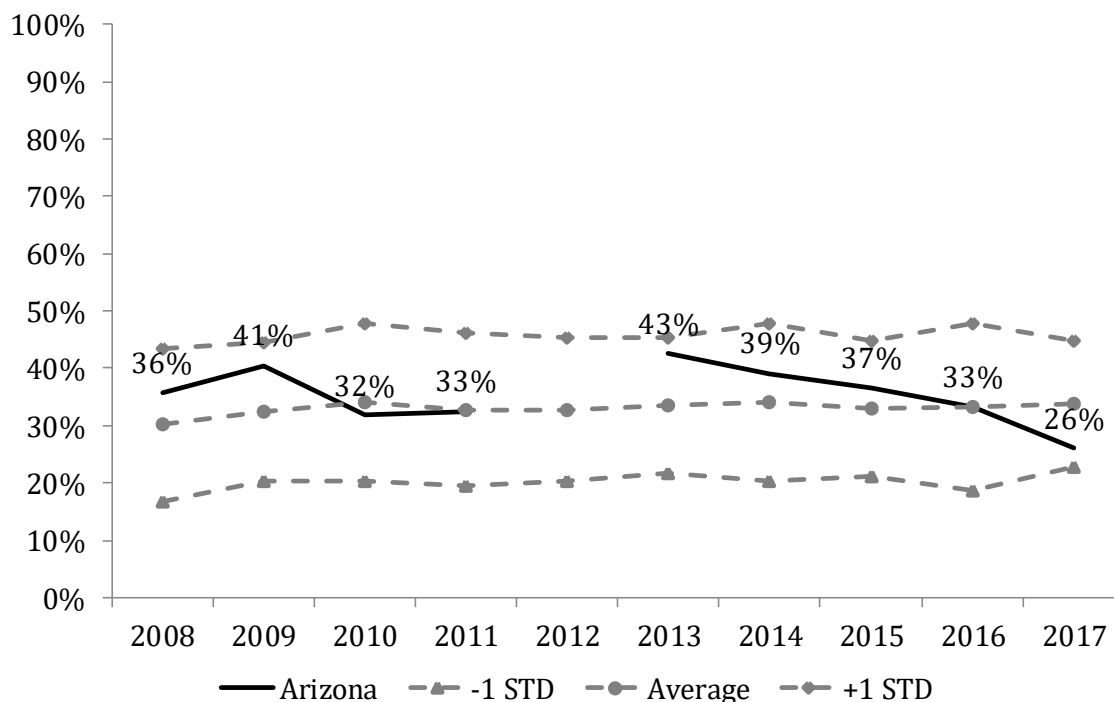
**Figure 20. Preschool Special Education State Trends  
for Progress Category b, Outcome C**



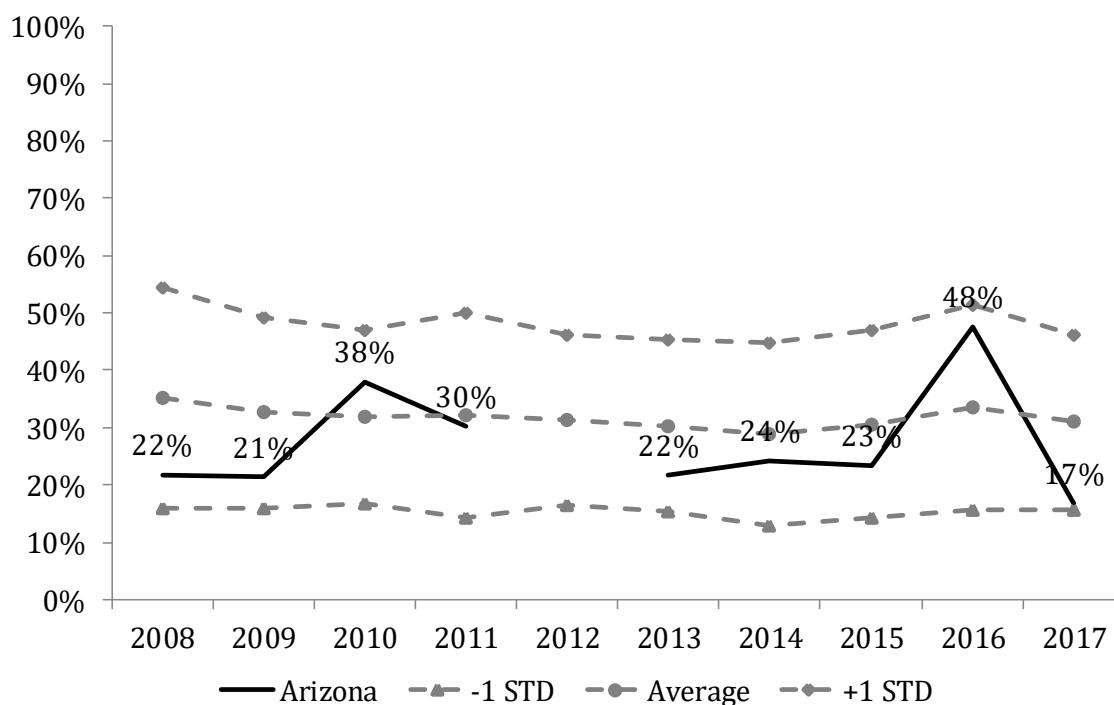
**Figure 21. Preschool Special Education State Trends  
for Progress Category c, Outcome C**



**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 21-36% across years. The 12% is set as a minimum criteria 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.

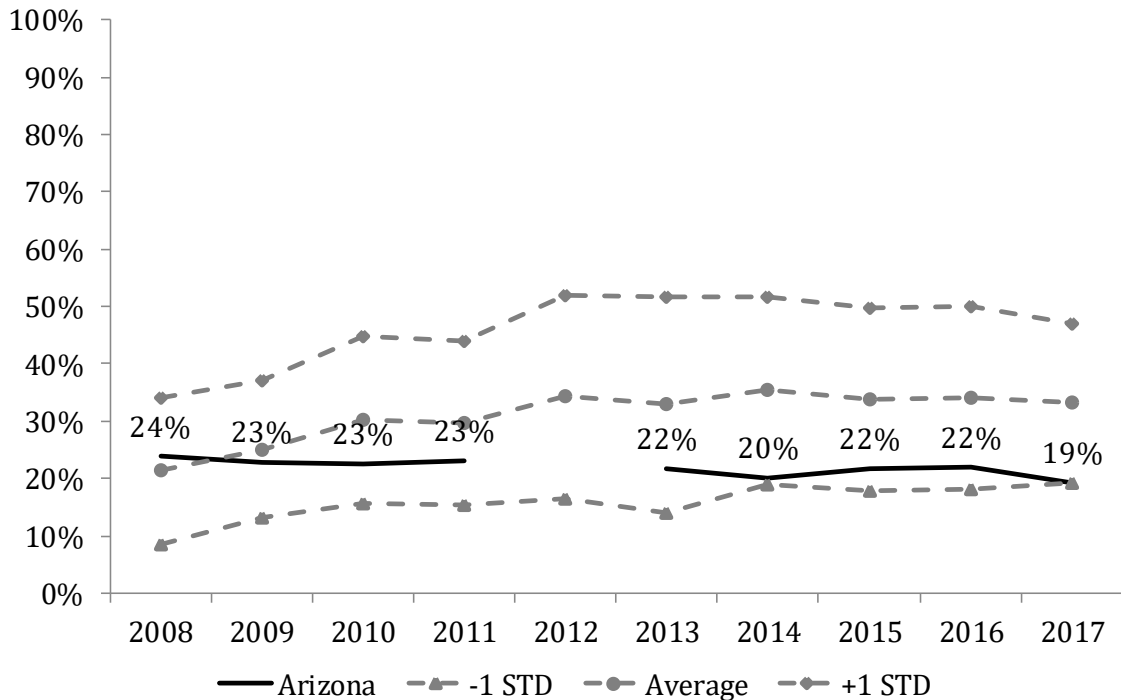
The table below shows the data completeness across the three outcomes for the current fiscal year. If you see a large discrepancy in the number of children reported for the outcome across outcomes, you may have districts or provider types that are not reporting data on all 3 outcomes.

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
Outcome A	3169	16517	19%
Outcome B	3169	16517	19%
Outcome C	3171	16517	19%

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	High 9%	In Range 17%	In Range 24%	In Range 32%	In Range 18%
Outcome B	High 10%	In Range 17%	In Range 24%	In Range 32%	In Range 17%
Outcome C	High 10%	In Range 27%	In Range 21%	In Range 26%	In Range 17%

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.