**Early Childhood Outcomes (ECO)**

**Child Outcomes**

The percent of infants and toddlers with Individualized Family Service Plans (IFSPs) who demonstrate improved:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/communication [and early literacy]); and
3. Use of appropriate behaviors to meet their needs.

Outcomes Defined:

1. **Positive social emotional skills (including social relationships).** This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.
2. **Acquisition and use of knowledge and skills (including early language/communication/early literacy).** This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.
3. **Use of appropriate behaviors to meet their needs.** This outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one’s self in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

**Collecting and Reporting ECO Data**

* States are required to report outcomes data annually on children who exited early intervention services and received a minimum of 6 months (182 days of service)
* The rating is based on the comparison between the first assessment (entrance) and last (exit) but most states (TN included) complete annual or periodic assessment throughout the child’s early intervention experience
* TN calculates 6 months of service from the initial IFSP date to the exit date
* For states with an Extended Option (like TN), states are required to report outcomes data the year the child turns three AND the year they actually exit early intervention, if different
* Data is reported in the federal Annual Performance Report (APR) and in the Report to Public available on the TEIS website (Indicator 3) <https://www.tn.gov/disability-and-aging/about-us/reports.html>

**Child Outcomes Summary (COS) Ratings (NOT REQUIRED FOR FEDERAL REPORTING)**

*Entrance* and *Exit* ratings

|  |  |  |
| --- | --- | --- |
| **7** | **Completely** | * Child shows functioning expected for his or her age in all or almost all everyday situationsthat are part of the child’s life. Functioning is considered appropriatefor his or her age. * No one has any concerns about the child’s functioning in this outcome area. |
| **6** |  | * Child’s functioning generally is considered appropriatefor his or her age but there are some significant concernsabout the child’s functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. * Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations. |
| **5** | **Somewhat** | * Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child’s functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. * Child’s functioning might be described as like that of a slightly younger child. |
| **4** |  | * Child shows occasional age-appropriate functioning across settings and situations. More functioning is notage-appropriate than age appropriate. |
| **3** | **Nearly** | * Child does not yetshow functioning expected of a child of his or her age in any situation. * Child uses immediate foundational skills,most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. * Functioning might be described as like that of a younger child. |
| **2** |  | * Child occasionally uses immediate foundational skillsacross settings and situations. More functioning reflects skills that are notimmediate foundational than are immediate foundational. |
| **1** | **Not Yet** | * Child does not yetshow functioning expected of a child his or her age in any situation. * Child’s functioning does not yet include immediate foundational skillsupon which to build age-appropriate functioning. * Child functioning reflects skills that developmentally come before immediate foundational skills. * Child’s functioning might be described as like that of a much younger child. |

**Progress Categories (REQUIRED FOR FEDERAL REPORTING)**

Five progress categories for each of the three child outcomes:

1. Children who did not improve functioning.
2. Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers.
3. Children who improved functioning to a level nearer to same aged peers but did not reach it.
4. Children who improved functioning to reach a level comparable to same aged peers.
5. Children who maintained functioning at a level comparable to same aged peers.

**Summary Statements (REQUIRED FOR FEDERAL REPORTING)**

Data used to compare to state targets and for Annual Performance Report (APR), Indicator 3 reporting

Summary Statement 1:

Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.

Calculation using progress category data: c+d/ a+b+c+d

Summary Statement 2:

The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

Calculation using progress category data: d+e/ a+b+c+d+e

**ECO Outcome to BDI Domain Mapping**

|  |
| --- |
| * Social-emotional (Outcome A), the Social-emotional domain is used |
| * Knowledge & Skills (Outcome B), the Communication & Cognitive domains will be combined |
| * Appropriate Action to Meet needs (Outcome C), Adaptive & Motor domains will be combined |

**BUSINESS RULES USED BY TEIS in 2023-24 Dataset**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Entrance Assessment** | **Exit Assessment** | **COS Rating (1-7)** | **Progress Category** | **Summary Statements** |
| AEPS | BDI-3 | Entrance: Provided by AEPS  Exit: Use Std. Deviations (Z-Scores) to calculate | Calculation based on 1-7 ratings | Use progress categories to calculate |
| BDI-2 | BDI-3 | Used Std. Deviations (Z-Scores) to calculate | Calculation based on 1-7 ratings | Use progress categories to calculate |
| BDI-3 | BDI-3 | Used Std. Deviations (Z-Scores) to calculate | Calculation based on 1-7 ratings | Use progress categories to calculate |

**\*\*NEW\*\* BUSINESS RULES FOR RE-CALCULATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Entrance Assessment** | **Exit Assessment** | **COS Rating (1-7)** | **Progress Category** | **Summary Statements** |
| AEPS | BDI-3 | Entrance: Provided by AEPS  Exit: Use Std. Deviations (Z-Scores) to calculate | Calculation based on 1-7 ratings | Use progress categories to calculate |
| BDI-2 | BDI-3 | N/A | Use Developmental Quotient (DQ) subdomain scores (see below) | Use progress categories to calculate |
| BDI-3 | BDI-3 | N/A | Use Developmental Quotient (DQ) subdomain scores (see below) | Use progress categories to calculate |

BDI to BDI Progress Category calculations:

1. The exit DQ is less than 78 and all exit raw subdomain scores are less than or equal to entry raw subdomain scores
2. The exit DQ is less than 78 and less than or equal to entry DQ and one or more exit raw subdomain scores are greater than the entry raw subdomain score
3. The exit DQ is less than 78 and greater than entry DQ and one or more exit raw subdomain scores are greater than the entry raw subdomain score
4. The entry DQ is less than 78 and the exit DQ is greater or equal to 78 Or The entry DQ greater than or equal to 78 and exit DQ greater than or equal to 78 and at least one entry subdomain Z-score of -1.50 or Less.
5. The entry and exit DQs are greater than or equal to 78

Progress Question "Did child make developmental progress"

* Yes: If child is in progress category b-e above
* Yes: If child is in progress category a but has any raw subdomain score greater or equal to entry raw subdomain score
* No: If child is in progress category a and all exit raw subdomain scores are lower than entry raw subdomain scores

**Questions for Data Project:**

* If TEIS had used the “New Business Rules” for calculating ECO data for children with BDI for entrance and exit within the 2023-24 dataset, how would that have impacted the federal reporting?
  + Use new business rules to recalculate ECO data for children with BDI-2 or BDI-3 as entrance assessment
  + Re-calculate progress categories and summary statements for entire dataset
* TEIS noted a dramatic increase in the number of children in progress category A using their business rules for 2023-24. What are some demographic qualities of the children in this progress category:
  + Point of Entry office (POE)
  + Length of time in services
  + Length between assessment and exit
  + Length between entrance and exit assessments.
  + Difference between entrance and exit assessment instruments.
  + Age at assessment/exit