

**Child Outcomes Summary
Form:
Working for Quality Data**

Kathy Hebbeler

Lynne Kahn

Parts B and C Data Meeting

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What we will cover

- Issues in quality data as related to COSF
- What is happening around the country to promote high quality data

Validity

- Validity refers to the **use** of the information
- Are you justified in reaching the conclusion you are reaching based on the data?

Standards for Educational and Psychological Testing (1999) by American Educational Research Association, American Psychological Association, National Council on Measurement in Education

Validity in Accountability Systems

- The question is **NOT** “are the data valid?”
- The question is: “Are the data for valid for the purpose of....?”
 - Are the data sufficiently trustworthy to lead to sound decisions?
 - E.g., funding, TA, focused monitoring, etc.
- How much error is acceptable?
 - We seek perfection but...there will be error.

Implications for COSF data

- Validity is NOT a characteristic of an assessment or measurement device.
- It is a characteristic of the **data** produced by the tool and how these data are **used**.
- Implications: State A's COSF data could be valid; State B's COSF data could not be.

Implications for States using COSF

- Need to examine the conditions under which COSF data are more or less valid
 - When, where and for whom do the data look sensible? Or not?
- Need to structure the conditions to increase the likelihood of generating valid data with the COSF process.

So how does a state increase the validity of its COSF data?

- Intentionally design and build the multiple component of a **system** for child outcomes data collection. Create conditions for quality data in every component of the system.
- Ongoing monitoring of the implementation of the system's components
- Adjustment as necessary

Procedures to Promote Quality

- Preparing for data collection
 - Adequate training and communication
- During data collection
 - Commitment to the data collection
 - System of supports for the “data providers”
- After data collection
 - Data entry
 - Data follow up
 - Data analysis

Quality of the process: Preparing for data collection

Initial Training

- [Start-up] Procedures for training providers in the use of the COS process
- Procedures for getting new providers trained?
- Procedures for filling knowledge gaps identified in the COSF training
 - E.g., Typical child development

Quality of the process: Preparing for data collection

Follow up Training and Communication

- Procedures for checking whether all of the [data] providers understand what they are to do?
 - At the end of training
 - Over time
- Do all participants (local administrators, providers, families) know *why* the data are being collected?
- Is there a process for ensuring that previously trained providers are still implementing appropriately? (preventing “drift”)

Quality of the process: Preparing for data collection

Follow up Training and Communication

- Procedures for addressing the questions that providers have as they implement the COSF process

****Are you doing one shot trainings??****

What's happening out there?

- Lots of activity related to training, the development of training materials, train the trainer, etc.
 - Training consortium
 - Use of the web – AK
 - Development of support materials – VA
 - Development of videos for training and followup - IL

Training consortium

- About 35 people from 20 states
- Sharing training materials
- Developing video examples of team process and written child examples
- Meet in person and by phone

Alaska's Web Site

- Streaming Video

[http://health.hss.state.ak.us/ocs/InfantLearning/
resources/COS_training.htm](http://health.hss.state.ak.us/ocs/InfantLearning/resources/COS_training.htm)

Virginia's web site

- Materials

<http://www.infantva.org/ovw-DeterminationChildProgress.htm>

Videos Developed by Illinois

- <http://www.wiu.edu/users/starnetv/mov/apples.html#Broadcast+from+2007>

Online Training

- University of Connecticut (Mary Beth Bruder) developing series of online modules
 - Accountability
 - Assessment
 - Typical Child Development
 - COSF

Talking to the Implementers: Hawai'i "Road Trip"

- Face-to-face meeting with teams implementing the COSF
- Talked to them about the why
- Learned a lot about how they were implementing and the kind of issues they were encountering
 - How can we make the process work better for them?
- Reactions to early data

Quality of the Process: During Data Collection

Commitment to the data collection critical at all levels of the system (state administrators and staff, local administrators, providers, families)

- Do providers understand the importance of the activity?
 - Training
 - Attitude
- Has the system been designed so providers (and families) will receive benefit from collecting and providing data?
 - Reporting
- Do providers know someone will be checking on what they are doing?
 - Ongoing quality assurance procedures

Quality of the Process: During Data Collection

Supports

- Has the process been designed to make it as easy and to take as little time as possible? (Can any part be streamlined?)
 - Time as an enemy of the COSF process
 - Proposition: Quality rating require rich sharing of information about the child
- Is a knowledgeable person observing or tracking data collection activities and providing feedback in a timely manner?
- Is there a way for providers to get ongoing questions addressed?

Helping providers adjust the process

- Hawai'i: Where to put the COSF discussion in the IFSP process?
- Virginia: Using the 3 outcomes as an organizing device for assessment reports and program planning

Quality of the Process: After Data Collection

Data entry

- Are there safeguards to minimize data entry errors?

Data follow up

- Verification: Is there a process in place for checking [a sample of] records for accuracy and completeness?
- Is there a process for providing timely feedback when errors are discovered?

Data Verification/Quality Assurance

- Checking of COSF records
 - 1) Is there sufficient evidence/documentation to justify the rating?
 - 2) Is the evidence consistent with the rating provided?
- Purpose: Monitoring of individual programs or records? identification of systems issues?
- Self-assessment? external review?

Quality Assurance Work

- New York Record Review Study
 - Developing protocol to pilot with sample of records in two communities
- North Carolina
- Ohio

COSF Review Worksheet

1. Is the COSF complete? If not, what information is missing?
2. Does the evidence correspond with the appropriate outcome area? If not, what are some examples where the evidence is listed with the incorrect outcome area?
3. Does the evidence provided support the rating? Where is more evidence needed? Where does the evidence clearly suggest the rating is incorrect?

1. Is the COSF complete? If not, what information is missing?

- The Evaluator's name is missing
- How the family information was collected is not indicated

2. Does the evidence correspond with the appropriate outcome area? If not, what are some examples where the evidence is listed with the incorrect outcome area?

- Outcome 1, there are two pieces of information that would fit better with other outcome areas:
 - Helps with undressing (goes better with outcome 3)
 - Names 2 pictures of familiar objects (goes better with outcome 2)
- Outcome 2, there are two pieces of information that would fit better with other outcome areas:
 - Helps with washing and drying hands (goes better with outcome 3)
 - Plays cooperatively (goes better with outcome 1)
- Etc.

3. Does the evidence provided support the rating? Where is more evidence needed? Where does the evidence clearly suggest the rating is incorrect?

- Outcome 2: The summary of relevant results clearly includes some skills and behaviors that are age appropriate or immediate foundational. Therefore, a 2 rating (which is defined as mostly foundational skills with some immediate foundational skills) is clearly too low. It may be helpful to have more information, e.g. about her use of expressive language.

Surveys and Videotaping

- Look at systems issues = the overall process
- KS studies
 - Survey of providers
 - Questions about who, how, level of confidence, etc.
 - Videotapes
 - Who, amount of time, topics, use of evidence, etc.

Quality of the Process: After Data Collection

Data analysis

- Cleaning individual data: Are there procedures for identifying out of range values, anomalies, incomplete data?
- Are analyses being conducted to identify unexplainable variations, strange patterns, etc.?
- Is there a process for providing timely feedback when errors are discovered?

The data can be considered valid for conclusions related to program effectiveness and program improvement when:

1. The n is sufficiently large.
2. The overall pattern in the data looks reasonable (no unexplainable variation)
3. The data are representative of the state.
4. The pattern for various subgroups in the data looks reasonable (no unexplainable variation)
 - By locality
 - By disability
 - By ?, ?, ?

- For more information on this, see slides for the Workshop for December 2007 at <http://www.fpg.unc.edu/~eco/presentations.cfm>

COSF Meets the X Files: In Search of the Unexplainable

Entry and Exit Ratings for each outcome

- Mean ratings and distributions
 - Are they similar? If not, is the difference understandable (and consistent with the hypothesis that quality data are being collected?)

COSF Community of Practice

- Focused on data analysis.
- Opportunity to look at data across states and learn about new ways to analyze data.
- See www.the-eco-center.com for more information.

Mean Entry Scores by Program (table)

| | Social- Emotional Skills | Acquire and Use Knowledge and Skills | Appropriate Action |
|--|--------------------------------|---|-----------------------|
| Program for Children with Delays (N=1774) | 5.9 | 5.3 | 5.1 |
| Program for Environmentally at Risk (N=1311) | 6.4 | 6.4 | 6.4 |

ECO On-site Work with States on Quality Assurance

- Exercises on reviewing data
- Guidance for reviewing completed COSF forms
- Building COSF review into the monitoring process and procedures

Other ECO TA Activities

- COSF Community of Practice
- Guidance documents
- Training consortium
- COSF Calculator
- Materials to support data systems framework (under development)
- Training materials (inc. online course)

August Conference

- Registration is open for the Measuring Child and Family Outcomes Conference, August 27-28, 2008, in Baltimore, MD
- Have something to present? Let us know at <staff@the-eco-center.org>
- Links to registration on both NECTAC and ECO web sites
 - www.nectac.org
 - www.the-eco-center.org

Contact information:

www.the-ECO-Center.org

or e-mail to

staff@the-eco-center.org