

Child Indicator Summary Statements

Sample date is being used to explain where the numbers come from for the summary statements.

Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of infants and toddlers who did not improve <i>functioning</i>	40	4
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	150	15
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	270	27
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	300	30
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	240	24
Total	N=1000	100%

Required 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= 75%

Required Summary Statement 2:

The percent of children who were functioning within age expectations in each Outcome by the time they exited the program= 54%

Where do the #s come from?

Prog cat	#	%
a	40	4
b	150	15
c	270	27
d	300	30
e	240	24

570 (c and d) of the 760 (a, b, c, and d) changed their growth trajectories (made greater than expected progress)

$$\frac{270 + 300 = 570}{760} = 75\%$$

Measurement for Summary Statement 1:

of infants and toddlers reported in progress categories "c" + "d"

divided by

of infants and toddlers reported in progress categories "a" + "b" + "c" + "d"

times 100

Where do the #s come from?

Prog cat	#	%
a	40	4
b	150	15
c	270	27
d	300	30
e	240	24

30% of the children reached age expectations by exit and 24% of the children entered and exited at age expectations

$$\frac{300 + 240 = 540}{1000} = 54\%$$

Measurement for Summary Statement 2:

of infants and toddlers reported in progress categories "d" + "e"

divided by

the total number of infants and toddlers

times 100

	Enter # of Children	% of Children
a. Percent of infants and toddlers who did not improve functioning	40	4.0%
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	150	15.0%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	270	27.0%
d. Percent of infants and toddlers who improved functioning to reach a level compared to same aged peers	300	30.0%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	240	24.0%
TOTAL	1000	100.0%
SUMMARY STATEMENTS		
1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited.		75.0%
2. Percent of children who were functioning within age expectations in [outcome], by the time they exited.		54.0%

Summary Statements Calculator -April 14, 2009

Assuming this data is for Child Indicator 1 (positive social emotional skills, including positive social relationships), what can we say about the children's progress in this system?

- 96% of children participating in Part C made progress in their social relationships while they were enrolled.
- The 4% of children who did not make progress included children with the most severe disabilities and/or degenerative conditions. Can you describe them?
- 24% of the children participating in Part C were functioning at age expectations at entry and at exit in this outcome area.
- **75% of the children who entered the program below age expectations made greater than expected gains;** they made substantial increases in their rates of growth. i.e. changed their growth trajectories (summary statement 1)
- **54% of the children were functioning at age expectations in this outcome area when they exited the program.** (summary statement 2)
 - 30% started out behind and caught up
 - 24% entered and exited at age expectations