Early Childhood Outcomes: Improving the Quality of Data Through Training and Technical Assistance
Participant Outcomes

As a result of our time together participants will ...

• Understand the early childhood outcome purpose, data collection and reporting requirements.

• Explore questions related to early childhood outcome reporting.

• Know where to find resources for training and technical assistance related to early childhood outcomes.
Participant outcomes → Why and what of Indicator 7: Early Childhood Outcomes → National data → Kansas data

Participants

Improving data quality → Resources for training and technical assistance → Contact information

Agenda
What is Indicator 7?

- Measured by Part C and Part B Preschool Special Education Programs.
- Functional skills and behaviors that are meaningful for a child’s participation in everyday routines.
- Cut across developmental domains
- Meant to measure skills and behaviors across settings and situations.
Outcome A: Positive Social-Emotional Skills (including social relationships)

- Relating with caregivers.
- Attending to other people.
- Interacting with peers.
- Participating in social games and communicating with others.
Outcome A: Positive Social-Emotional Skills (including social relationships)

• Following social norms and adapting to change in routines.

• Expressing own emotions and responding to the emotions of others.
Outcome B: Acquisition and Use of Knowledge and Skills

- Showing interest in learning
- Attending to other people in a variety of settings
- Engaging in purposeful play
- Understanding pre-academics and literacy
- Acquiring language to communicate
- Understanding questions asked and directions given
Outcome C: Use Appropriate Behaviors to Meet Needs

- Moving around and manipulating things to meet needs
- Eating and drinking with increasing independence
- Dressing and undressing with increasing independence
- Diapering/toileting and washing with increasing independence
- Communicating needs
- Showing safety awareness
Why is Indicator 7 Important?

- Focused on functional outcomes versus only academic achievement.
- Emphasizes mastery and appropriate application of behaviors, knowledge and skills in a meaningful activities.
- Emphasizes actions/knowledge that children need to be able to function successfully across a variety of settings.
- Measures the benefit experienced as a result of services and supports received.
Data Sources for Indicator 7

• Collected for each child receiving Part B Preschool Services:
  • When the child first enters Part B.
  • When the child permanently exits Part B.

• Child Outcome Summary (COS) Form completed by team and submitted into the Outcome Web Based System (OWS) located on the KSDE web application.
Two Summary Statements for Each Outcomes

Summary Statement 1:
Of those children who entered or exited the program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they exited the program.

Summary Statement 2:
The percent of children who were functioning within age expectations in each outcome by the time they exited the program.
Indicator 7: Early Childhood Outcomes Data
State Approaches to Measurement of Early Childhood Outcome
National Trends Indicator 7 Data

Indicator 7 A1, B1 and C1 Longitudinal Data: FFY 2014-FFY 2019

<table>
<thead>
<tr>
<th>Indicator 7 A1</th>
<th>Indicator 7 B1</th>
<th>Indicator 7 C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>91% 91% 88% 88%</td>
<td>92% 93% 85% 70%</td>
<td>93% 92% 86% 78%</td>
</tr>
</tbody>
</table>

Legend:
- Orange: FFY 2014
- Blue: FFY 2015
- Green: FFY 2016
- Gray: FFY 2017
- Red: FFY 2018
- Maroon: FFY 2019
Kansas Trends Indicator 7 Data

Indicator 7 A1, B1 and C1 Longitudinal Data: FFY 2016-FFY 2020

<table>
<thead>
<tr>
<th>Year</th>
<th>Indicator 7 A1</th>
<th>Indicator 7 B1</th>
<th>Indicator 7 C1</th>
</tr>
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<tbody>
<tr>
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<td>89.7%</td>
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</tr>
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<td>FFY 2017</td>
<td>90.7%</td>
<td>89.1%</td>
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</tr>
<tr>
<td>FFY 2018</td>
<td>88.6%</td>
<td>89.7%</td>
<td>88.9%</td>
</tr>
<tr>
<td>FFY 2019</td>
<td>90.6%</td>
<td>87.6%</td>
<td>88.9%</td>
</tr>
<tr>
<td>FFY 2020</td>
<td>89.6%</td>
<td>88.9%</td>
<td>90.1%</td>
</tr>
</tbody>
</table>
# Kansas Trends Indicator 7 Data

Indicator 7 A1, B1 and C1 Longitudinal Data: FFY 2016-FFY 2020

<table>
<thead>
<tr>
<th>FFY</th>
<th>Indicator 7 A1</th>
<th></th>
<th>Indicator 7 B1</th>
<th></th>
<th>Indicator 7 C1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>State Rate</td>
<td>Target</td>
<td>State Rate</td>
<td>Target</td>
<td>State Rate</td>
</tr>
<tr>
<td>2020</td>
<td>89.63%</td>
<td>88.85% ↓</td>
<td>86.50%</td>
<td>88.87% ↑</td>
<td>90.12%</td>
<td>89.58% ↓</td>
</tr>
<tr>
<td>2019</td>
<td>87.00%</td>
<td>89.63% ↑</td>
<td>86.50%</td>
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<td>88.00%</td>
<td>90.12% ↑</td>
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<td>88.56% ↑</td>
<td>86.50%</td>
<td>89.69% ↑</td>
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<td>89.94% ↑</td>
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<tr>
<td>2017</td>
<td>86.75%</td>
<td>90.68% ↑</td>
<td>86.49%</td>
<td>89.06% ↑</td>
<td>87.80%</td>
<td>90.56% ↑</td>
</tr>
<tr>
<td>2016</td>
<td>86.65%</td>
<td>89.42% ↑</td>
<td>86.47%</td>
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<td>87.60%</td>
<td>88.77% ↑</td>
</tr>
</tbody>
</table>
National Trends Indicator 7 Data


<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>59%</td>
<td>59%</td>
<td>59%</td>
<td>76%</td>
<td>82%</td>
<td>74%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<tr>
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<td>55%</td>
<td>55%</td>
<td>57%</td>
<td>56%</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>78%</td>
<td>75%</td>
<td>71%</td>
<td>72%</td>
<td>70%</td>
<td>66%</td>
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</tr>
</tbody>
</table>
Kansas Trends Indicator 7 Data

Indicator 7 A2, B2 and C2 Longitudinal Data: FFY 2016-FFY 2020

<table>
<thead>
<tr>
<th>Indicator 7 A2</th>
<th>Indicator 7 B2</th>
<th>Indicator 7 C2</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2016: 63%</td>
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<td>FFY 2016: 76%</td>
</tr>
<tr>
<td>FFY 2017: 65.9%</td>
<td>FFY 2017: 63%</td>
<td>FFY 2017: 78%</td>
</tr>
<tr>
<td>FFY 2018: 63.4%</td>
<td>FFY 2018: 62.3%</td>
<td>FFY 2018: 77.3%</td>
</tr>
<tr>
<td>FFY 2019: 61.9%</td>
<td>FFY 2019: 60.2%</td>
<td>FFY 2019: 75.8%</td>
</tr>
<tr>
<td>FFY 2020: 62.2%</td>
<td>FFY 2020: 61%</td>
<td>FFY 2020: 75.2%</td>
</tr>
</tbody>
</table>

Kansas leads the world in the success of each student.
## Kansas Trends Indicator 7 Data

### Indicator 7 A2, B2 and C2 Longitudinal Data: FFY 2016-FFY 2020

<table>
<thead>
<tr>
<th>FFY</th>
<th>Indicator 7 A2</th>
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<th>Indicator 7 B2</th>
<th>State Rate</th>
<th>Indicator 7 C2</th>
<th>State Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>61.87%</td>
<td>62.17%</td>
<td>62.25%</td>
<td>61%</td>
<td>75.76%</td>
<td>75.23%</td>
</tr>
<tr>
<td>2019</td>
<td>67%</td>
<td>61.87%</td>
<td>64%</td>
<td>60.22%</td>
<td>79.50%</td>
<td>75.76%</td>
</tr>
<tr>
<td>2018</td>
<td>67%</td>
<td>63.37%</td>
<td>64%</td>
<td>62.25%</td>
<td>79.50%</td>
<td>77.25%</td>
</tr>
<tr>
<td>2017</td>
<td>66.80%</td>
<td>65.94%</td>
<td>63.75%</td>
<td>63.03%</td>
<td>79.25%</td>
<td>78.02%</td>
</tr>
<tr>
<td>2016</td>
<td>66.6%</td>
<td>63.34%</td>
<td>63.5%</td>
<td>61.79%</td>
<td>79%</td>
<td>75.76%</td>
</tr>
</tbody>
</table>
State Performance Plan/Annual Performance Report (SPP/APR) Data Site

Kansas APR Reports

Please Login

Username: [Enter Username]
Password: [Enter Password]

Login

Forgot Password

System Copyright ©2020 Data Driven Enterprises

The Kansas APR website will operate correctly under Windows Internet Explorer 7, 8, 9, 10 and 11, Google Chrome 85 and Macintosh Firefox 3.6. Other browsers are not supported.

Kansas APR Reports
### Indicator 7 - Early Childhood Outcomes

<table>
<thead>
<tr>
<th>Category</th>
<th>Positive Social-Emotional Skills</th>
<th>Acquiring and Using Knowledge and Skills</th>
<th>Taking Appropriate Action to Meet Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of children</td>
<td>% of children</td>
<td># of children</td>
</tr>
<tr>
<td>a - Children who did not improve functioning</td>
<td>7 / 3754</td>
<td>0.19%</td>
<td>8 / 3754</td>
</tr>
<tr>
<td>b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers</td>
<td>307 / 3754</td>
<td>8.18%</td>
<td>306 / 3754</td>
</tr>
<tr>
<td>c - Children who improved functioning to a level nearer to same-aged peers but did not reach it</td>
<td>1106 / 3754</td>
<td>29.46%</td>
<td>1150 / 3754</td>
</tr>
<tr>
<td>d - Children who improved functioning to a level comparable to same-aged peers</td>
<td>1396 / 3754</td>
<td>37.19%</td>
<td>1358 / 3754</td>
</tr>
<tr>
<td>e - Children who maintained functioning at a level comparable to same-aged peers</td>
<td>938 / 3754</td>
<td>24.99%</td>
<td>932 / 3754</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3754 / 3754</td>
<td>100.00%</td>
<td>3754 / 3754</td>
</tr>
</tbody>
</table>

**Summary Statements:**

1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.
   
   
   
   \[
   (c+d) / (a+b+c+d) \]
   
   
   
   Of those children, \(88.85\%\) increased their rate of growth by the time they exited.

2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.
   
   
   
   \[
   (d+e) / (a+b+c+d+e) \]
   
   
   
   Of those children, \(75.23\%\) were functioning at a level comparable to same-aged peers by the time they exited.
# Kansas APR Reports

## Trend Report:
- **State Indicator 7**
- **Start Year:** 2010
- **End Year:** 2019

### Mode/Attribute:
- **State Rate**

### District:
- **All Districts**

### State Indicator 7 Trend Analysis

<table>
<thead>
<tr>
<th>FFY</th>
<th>Target</th>
<th>State Rate</th>
<th>Target</th>
<th>State Rate</th>
<th>Target</th>
<th>State Rate</th>
<th>Target</th>
<th>State Rate</th>
<th>Target</th>
<th>State Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>87.00%</td>
<td>89.63%</td>
<td>67.00%</td>
<td>61.87%</td>
<td>86.50%</td>
<td>87.61%</td>
<td>64.00%</td>
<td>60.22%</td>
<td>88.00%</td>
<td>90.12%</td>
</tr>
<tr>
<td>2018</td>
<td>87.00%</td>
<td>88.56%</td>
<td>67.00%</td>
<td>63.37%</td>
<td>86.50%</td>
<td>89.89%</td>
<td>64.00%</td>
<td>62.25%</td>
<td>88.00%</td>
<td>89.94%</td>
</tr>
<tr>
<td>2017</td>
<td>86.75%</td>
<td>90.08%</td>
<td>65.80%</td>
<td>65.94%</td>
<td>86.49%</td>
<td>89.06%</td>
<td>63.75%</td>
<td>63.03%</td>
<td>87.80%</td>
<td>90.56%</td>
</tr>
<tr>
<td>2016</td>
<td>86.85%</td>
<td>89.42%</td>
<td>65.60%</td>
<td>63.34%</td>
<td>86.47%</td>
<td>89.57%</td>
<td>63.50%</td>
<td>61.79%</td>
<td>87.60%</td>
<td>88.77%</td>
</tr>
<tr>
<td>2015</td>
<td>86.50%</td>
<td>88.13%</td>
<td>65.40%</td>
<td>65.52%</td>
<td>86.45%</td>
<td>87.53%</td>
<td>63.00%</td>
<td>63.32%</td>
<td>87.40%</td>
<td>86.81%</td>
</tr>
<tr>
<td>2014</td>
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<td>87.74%</td>
<td>65.40%</td>
<td>65.61%</td>
<td>86.45%</td>
<td>86.78%</td>
<td>63.00%</td>
<td>63.00%</td>
<td>87.40%</td>
<td>86.76%</td>
</tr>
<tr>
<td>2013</td>
<td>86.50%</td>
<td>87.74%</td>
<td>65.40%</td>
<td>65.61%</td>
<td>86.45%</td>
<td>86.78%</td>
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<td>63.00%</td>
<td>87.40%</td>
<td>86.68%</td>
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<tr>
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<td>87.74%</td>
<td>65.40%</td>
<td>65.61%</td>
<td>86.50%</td>
<td>87.88%</td>
<td>64.00%</td>
<td>63.84%</td>
<td>86.74%</td>
<td>87.66%</td>
</tr>
<tr>
<td>2011</td>
<td>86.50%</td>
<td>87.74%</td>
<td>65.40%</td>
<td>65.61%</td>
<td>86.50%</td>
<td>87.88%</td>
<td>64.00%</td>
<td>63.84%</td>
<td>86.74%</td>
<td>87.66%</td>
</tr>
<tr>
<td>2010</td>
<td>86.45%</td>
<td>86.82%</td>
<td>65.68%</td>
<td>65.85%</td>
<td>86.88%</td>
<td>86.24%</td>
<td>64.10%</td>
<td>63.42%</td>
<td>86.74%</td>
<td>86.97%</td>
</tr>
</tbody>
</table>
Early Childhood Outcome Reporting Requirements
Made by an Early Childhood Team

Early childhood outcome ratings are completed by a team that must include at least two professionals. Families can also be an important part of this team.
Kansas Curriculum-Based Measures

- Assessment and Programming Evaluation System (AEPS)
- Carolina Curriculum for Infants and Toddlers or Preschoolers with Special Needs
- Child Observation Record (High Scope)
- TS GOLD
- Hawaii Early Learning Profile (HELP)
- Transdisciplinary Play-Based Assessment (TPBA2)
- Work Sampling System
Using A Curriculum-Based Measure Means ...

• Focusing on what a child typically does.
• Looking at actual performance across settings and situations.
• Examining how a child uses skills to accomplish tasks.
• Focusing on how a child functionally uses their skills and abilities rather than domain-specific tasks.
• Identifying information that will inform instruction.
# Child Outcome Summary Process

## Child Outcomes Summary Form

**Date of Rating:**

**First/Last Date of Services:**

**Child Information:**

- **Legal Name:**
  - First
  - Middle
  - Last

**Date of Birth:**

- **Month Day Year**

**KIDS ID #:**

**Persons involved in deciding the summary ratings:**

<table>
<thead>
<tr>
<th>Name (First, Middle Initial, Last)</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Family information on child functioning (Check all that apply):**

- [ ] Received in team meeting
- [ ] Collected separately
- [ ] Incorporated into assessment(s)
- [ ] Not included

## 1. Positive Social-Emotional Skills (Including Social Relationships)

To answer the questions below, think about the child’s functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

### 1a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Circle one number)

<table>
<thead>
<tr>
<th>Not Yet</th>
<th>Emerging</th>
<th>Somewhat</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**Supporting evidence for answer to Question 1a**

- **Source of Information**
- **Date**
- **Summary of Relevant Results**

### 1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive socio-emotional skills (including positive social relationships) since the last outcomes summary? (Circle one number)

<table>
<thead>
<tr>
<th>Yes</th>
<th>1 →</th>
<th>Yes, describe progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Decision Tree from Summary Ratings

Does the child over function in ways that would be considered age-appropriate with regard to this outcome?

No (consider rating 1-3)

Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?

No

Uses skills that are not yet immediate foundational

Rating = 1

Yes

To what extent is the child using immediate foundational skills across settings and situations?

Occasional use of immediate foundational skills

Rating = 2

Uses immediate foundational skills most or all of the time across settings and situations

Rating = 3

To what extent is the child’s functioning age-appropriate across all or almost all settings and situations?

No

Occasional use of age-appropriate skills; more behavior that is not age-appropriate

Rating = 4

Uses a mix of age-appropriate and not age-appropriate behaviors and skills across settings and situations

Rating = 5

Yes

Does anyone have concerns about the child’s functioning with regard to the outcome area?

Yes

Rating = 6

No

Rating = 7
Outcome Web System (OWS)

- Each child must have a Kansas Individual Data on Students (KIDS) State Student Identification (SSID) number before data can be entered into OWS.
- The Child Outcomes Summary (COS) refers to the rating scale developed by the Early Childhood Outcomes Center.
- All users must register with the KSDE Authenticated Web Applications and be approved by KSDE.
- The OWS won’t allow child exit data on a child without entry data present in the system.
- The data entry year is from July 1 through June 30 of each calendar year, but the OWS is open for data correction through Sept. 15 of that calendar year.
Data Entry Reminders

• While children are sometimes served before their third birthday in IDEA Part B services, the **OWS will only accept a first date of service on or after a child’s third birthday.**

• **The OWS has a session setting of 30 minutes.** The server will time out after 30 minutes of inactivity, and all data will be lost. Click on a button or link that causes server activity to reset the 30-minute window.

• All children entering IDEA Part B services must have child outcome entry summary rating data entered in the OWS if they can be in the program for at least six months. Remember, the six months in a program is defined as the entire time a child is in Part B, not just the time a child is in a specific organization or district.
Data Entry Reminders

• If a program knows the child will leave services within six months, do not enter a record for the child into the OWS. However, if there is any doubt that the child will leave within six months, it is highly recommended that an entry rating for that child be entered into OWS.

• Child outcomes entry ratings must be determined within 30 days of the first service date per the IFSP/IEP.

• Once a child has an entry COS completed, then exits IDEA Part B services permanently and has not been in the program for six months, the exit will be entered into the OWS, and no child outcomes summary rating data will be entered. The OWS system won’t allow the rating to be entered.
Data Quality Reminders

A permanent exit is considered when:

• Transitioning from preschool services to kindergarten.
• A child is in IDEA Part B preschool program and turns age 6.
• Child has exited and no longer requires IDEA services.
• Moved out of state.
• Child is withdrawn by parent or guardian.
• Child is deceased.
Timelines for Entering Child Outcome Data in OWS

June 30:

- Last date for submitting child outcome entry summary rating data to KSDE for all newly identified children entering IDEA Part B services.
- Last date for submitting child outcome exit summary rating data for children permanently exiting IDEA Part B services between July 1 and June 30 of the current year.

July 1–Sept. 15:

- Data verification occurs during this period.
Kansas Early Childhood Outcome Resources and Supports
Indicator 7: Preschool Outcome Resources

**Outcomes Web System (OWS) User Guide:**

This guide provides you with all the steps and resources you need to complete the early childhood outcomes process.
Indicator 7: Early Childhood Outcome Resources

KSDE website

State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Resources

Technical assistance with SPP/APR Indicators may be requested by contacting the lead consultant for each indicator or at www.ksdetasn.org.

Indicators: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Indicator 7: Preschool Outcomes

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs.

District reports are available after login at Kansas APR Reports (external link)
Indicator 7: Preschool Outcomes Fact Sheet (PDF)
Summer Leadership Conference (scroll down to Data Sessions) (external link)

Indicator 7: KITS-Introduction to Early Childhood Outcomes in Kansas
Indicator 7: Outcomes Web System Users Guide
Indicator 7: Early Childhood Outcomes Frequently Asked Questions (PDF)
Indicator 7: Early Childhood Outcomes Center
Indicator 7: Kansas Early Childhood Outcomes-What You Need To Know PowerPoint (PDF)
Indicator 7: State Child Outcomes Data Profile Kansas Part B 619 (PDF)
Indicator 7: Preschool Outcomes

Resources:

Kansas Technical Assistance System Network (TASN)

Making connections to improve outcomes.

REQUEST ASSISTANCE

We provide technical assistance to support school districts’ systematic implementation of evidence-based practices. How can we help you?

Indicator 7: Early Childhood Outcomes
Next Steps

• Evaluate need for Indicator 7 training and technical assistance.
• Create needed training and technical assistance materials.
• Make connections to Indicator 6: Early Childhood Environments Data.
Discussion

• In what ways have you examined the Early Childhood Outcome data in your district?
• What have you learned from analyzing this data?
• What does your state team need to know about your data and your efforts to improve this data?
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