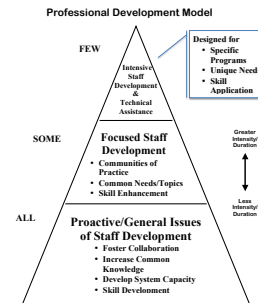


# Kansas Data Drill Down Guide and Training


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## KITS Professional Development Model



Home  
About Us  
Links to Resources  
Technical Assistance  
Training and Calendar  
Publications  
ECRC  
Kansas ECO Resources  
Transition Resources  
List Services  
What's New?

Technical Assistance



**Kansas Early Childhood Outcomes Information**

PDFs and external links open in a new browser window. To return to this page, close the new window. Word documents will download to your desktop. Information presented does not infer preference for an assessment by KSDE, KCHIE or KITS.

- Introduction
- Recently Added Information
- KSDE Outcomes Web System Login
- Kansas Outcomes Web System User Guide
  - Kansas Outcomes Web System User Guide (PDF)
- Kansas ECO Forms
- ECO Case Studies
- Understanding Your ECO Data
- Information for Administrators
- Information for Data Entry Personnel
- Information for Direct Service Providers
- Information for Families
- ECO Training
- Additional Resources

## ECO Process in Kansas



## Kansas Early Childhood Outcomes

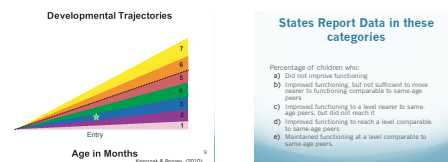
SPP/APR: Indicator 7 Data for Part B-619 Preschool Programs


### Data Drilldown Guide: Understanding and Using Early Childhood Outcome Data

#### Purpose

- Developed as a tool for local Part B Preschool Special Education Programs
  - ✓ To identify components of a high quality system
  - ✓ To evaluate their existing Indicator 7 Data
  - ✓ To encourage decision making that will support program improvement efforts

## TA Focused on Helping Local Programs Understand the Data






## Kansas Early Childhood Outcomes

SPP/APR: Indicator 7 Data for Part B-619 Preschool Programs

### Data Drilldown Guide: Understanding and Using Early Childhood Outcome Data

**5 Sections**

- Local Policies and Procedures for Data Reporting
- District APR Data
- Addendum Report Data
- Data Verification
- Child Level Data from OWS



## Kansas Early Childhood Outcomes

SPP/APR: Indicator 7 Data for Part B-619 Preschool Programs

### Data Drilldown Guide: Understanding and Using Early Childhood Outcome Data

**Each Section includes;**

- Information about the data to be examined and where it can be found
- Questions to Guide your Review Process
- Action Planning Form

## Action Plan


Early Childhood Outcome SPP/APR Improvement Activities Evaluation Action Plan

**Indicator 7: Percent of preschool children with IFPs 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.

**Section A: Policies and Procedures**

Improvement Activity	Timeline	Staff Responsible	Action Plan Steps	Timeline	Status



## Kansas Early Childhood Outcomes

SPP/APR: Indicator 7 Data for Part B-619 Preschool Programs

### Data Drilldown Guide: Understanding and Using Early Childhood Outcome Data


#### Suggested Use

- Local Implementation Team
- Part of an ongoing strategic planning process
- May be completed in total or in sections
- Reassess periodically



## Section A: Examine Local Policies and Procedures for Data Reporting

- [Administrator Quality Rating Checklist](#)
- [Data Entry Quality Rating Checklist](#)
- [Direct Service Provider Quality Rating Checklist](#)
- Questions to Guide the Review Process (pg. 4 Data Drill Down Guide)



## Section A: Examine Local Policies and Procedures for Data Reporting

### ECO City Example

ECO City Case Study  
Early Childhood Outcomes Administrator  
Quality Rating Checklist

This form was developed for use by current and future administrators to assess the data by an administrator to assess the quality of the data. It is not intended to be used as a checklist for the administrator. It is intended to be used as a guide for the administrator to assess the quality of the data. It is not intended to be used as a checklist for the administrator. It is intended to be used as a guide for the administrator to assess the quality of the data.

Administrative Policies for Reporting and Using Early Childhood Outcome Data	Notes/Comments	Revisions Needed/Reviewer	Date Completed
1. Training in completing the ECO Outcomes Reporting Form is provided to all staff and relevant personnel. If not, provide training for staff and relevant personnel.	Staff received in 2011 at regional COOP meeting. The course for new staff training. List of participants for new staff training.		
2. Training includes assessment of report material available at ECO Outcomes Reporting Form and manual.	ECO Outcomes Reporting Form and manual are available at ECO Outcomes Reporting Form and manual.		
3. Training in entering data is provided to all staff and relevant personnel. If not, provide training for staff and relevant personnel.	All teachers enter data in COOP. Staff have completed COOP training. COOP training is provided to all staff and relevant personnel.		
4. Manual includes an overview of report and staff is completing the ECO Outcomes Reporting Form.	Staff are provided with manual for reporting new staff based on manual at ECO Outcomes Reporting Form.		
5. COOP results to the ECO Outcomes Reporting Form are provided to all staff and relevant personnel. If not, provide training for staff and relevant personnel.	Staff are provided with manual for reporting new staff based on manual at ECO Outcomes Reporting Form.		
6. Staff is a person for training ECO Outcomes Reporting Form and manual.	Staff are provided with manual for reporting new staff based on manual at ECO Outcomes Reporting Form.		

**Section B: ECO City APR Data**

Kansas IDEA State Performance Plan Public Report  
Federal Fiscal Year 2009 Data Reported on March 15, 2011

Indicators	Col. A Current Year District Data	Col. B Current Year Statewide Target	Col. C Current Year Statewide Target Met
Ind 1 Evaluation Rates	95.91%	85.00%	Yes
Ind 2 Drop-Out Rates	1.03%	2.49%	Yes
Ind 3A Assessments- Math Proficiency	92.24%	97.80%	Yes
Ind 3B Assessments- Reading Participation	99.36%	97.80%	Yes
Ind 3C Assessments- Math Proficiency	92.38%	96.40%	No
Ind 3D Assessments- Reading Proficiency	91.28%	97.20%	No
Ind 3E LRE 50-51, Reg 50 89%	94.70%	93.00%	No
Ind 3F LRE 50-51, Reg 50 84%	93.00%	8.20%	No
Ind 3G LRE 50-51, Separate	1.40%	2.14%	Yes
Ind 7A1 EC Outcomes, Social/Emotional	75.00%	85.93%	No
Ind 7A2 EC Outcomes, Social/Emotional	56.36%	65.16%	Yes
Ind 7B1 EC Outcomes, Knowledge & Skills	78.43%	86.38%	Yes
Ind 7B2 EC Outcomes, Knowledge & Skills	50.91%	63.60%	No
Ind 7C1 EC Outcomes, Appropriate Behavior	68.42%	86.24%	No
Ind 7C2 EC Outcomes, Appropriate Behavior	65.45%	76.79%	No
Ind 11 Timely Evaluations	100.00%	100.00%	Yes
Ind 12 Transition from Part C to Part B	100.00%	100.00%	Yes

**Section B: Locating and Examining District APR Data**

Indicator	State %	District %	Target Met
Ind 3C LRE 6-21, Separate	1.43%	2.14%	Yes
Ind 7A1 EC Outcomes, Social/Emotional	75.00%	85.93%	No
Ind 7A2 EC Outcomes, Social/Emotional	56.36%	65.16%	Yes
Ind 7B1 EC Outcomes, Knowledge & Skills	78.43%	86.38%	Yes
Ind 7B2 EC Outcomes, Knowledge & Skills	50.91%	63.60%	No
Ind 7C1 EC Outcomes, Appropriate Behavior	68.42%	86.24%	No
Ind 7C2 EC Outcomes, Appropriate Behavior	65.45%	76.79%	No
Ind 11 Timely Evaluations	100.00%	100.00%	Yes
Ind 12 Transition from Part C to Part B	100.00%	100.00%	Yes

**Section C: Examining Addendum Reports for ECO City**

Indicator 7 - Early Childhood Outcomes

Category	Positive Social/Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs
	State % District # of children	State % District # of children	State % District # of children
a - Children who did not improve functioning	0.52% 0 / 55	0.00% 0 / 55	0.00% 0 / 55
b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers	10.00% 10 / 55	18.18% 10 / 55	20.00% 11 / 55
c - Children who improved functioning to a level nearer to same aged peers but did not reach it	23.76% 14 / 55	25.45% 16 / 55	29.09% 16 / 55
d - Children who improved functioning to reach a level comparable to same aged peers	33.96% 16 / 55	29.09% 16 / 55	34.55% 19 / 55
e - Children who maintained functioning at a level comparable to same aged peers	31.70% 15 / 55	27.27% 15 / 55	41.90% 17 / 55
Total	100.00% 55 / 55	100.00% 55 / 55	100.00% 55 / 55

**Section C: Locating and Examining Addendum Reports**

Summary Statements:	State %	District # of children	District % of children	State %	District # of children	District % of children	State %	District # of children	District % of children
1. Of those children who entered the program before age expectations, the percent who substantially increased their rate of growth by the time they exited. (a-e) / (a-b-e-e-e)	84.52%	30 / 40	75.00%	85.38%	40 / 51	78.43%	85.84%	26 / 38	68.42%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited. (d-e) / (a-b-e-e-e)	65.46%	31 / 55	56.36%	62.65%	28 / 55	50.91%	77.93%	36 / 55	65.45%

**Section C: Examining ECO City Addendum Reports**

Progress and Slippage Reports

Indicator	Category	Target	Actual	Slippage	Percent	Percent	Percent
3C	Separate Facilities	100%	100%	0%	100%	100%	100%
7	Early Childhood Outcomes	100%	100%	0%	100%	100%	100%
7A1	Positive Social/Emotional Skills	85.93%	75.00%	-10.93%	85.93%	75.00%	-10.93%
7A2	Acquiring and Using Knowledge and Skills	86.38%	78.43%	-8.95%	86.38%	78.43%	-8.95%
7B1	Knowledge and Skills	86.38%	78.43%	-8.95%	86.38%	78.43%	-8.95%
7B2	Appropriate Behavior	86.24%	68.42%	-17.82%	86.24%	68.42%	-17.82%
7C1	Appropriate Behavior	86.24%	65.45%	-20.79%	86.24%	65.45%	-20.79%
7C2	Appropriate Behavior	76.79%	65.45%	-11.34%	76.79%	65.45%	-11.34%

**Section D: Data Verification**

Data Verification occurs each August 1<sup>st</sup> – 31<sup>st</sup>

Indicator 7 Exit Report

Organization: 03000  
As Of Date: Current  
Generated: 7/19/2012 10:32:56 PM

KIDS ID	Last Name	First Name	Middle Name	Date of Birth	Age	Exit Date
7106134035	Carmichael	Nathan		11/14/2007	4	
9707721665	Dix	Dorothea		10/1/2007	4	5/18/2012
6640892657	Meechum	Martha		9/2/2005	6	

**Section D: ECO City Data Verification**

4  
ECO Data Verifications for FY 2010

KIDS ID	Child's Name	What Happened	District Action
00110020010	John B	Was receiving SL, SLP forgot to do an exit rating	Not able to submit data.
00110020011	Casey M	Was receiving SL, SLP forgot to do an exit rating	Not able to submit data.
00110020012	Juan B	Was receiving SL, SLP forgot to do an exit rating	Not able to submit data.
00110020013	Robi L.	Was receiving SL, SLP forgot to do an exit rating	Not able to submit data.
00110020014	Phoebe R.	Was receiving SL, SLP forgot to do an exit rating	Not able to submit data.
00110020015	Carla H.	Child was in program less than 6 months.	No Action needed
00110020016	Dave L.	Have exit rating, but student did not show up in LEAMIS	No Action needed
00110020017	Max R.	Student's parent decided to send them to kindergarten	Rating was made and data was submitted in August.

19

**Section E: Examining Child Level Data in OWS**

Kansas Department of Education - Early Childhood Outcomes  
Outcomes Web System Home

OWS News

The OWS application will be down for maintenance on July 23, 2012 only.

Review the KITS webpage for guidance materials and the new data drill down guide for OWS

Begin getting prepared for your verification process by completing your records in OWS.

Valid and reliable child outcome data are essential for state agencies and local programs to use in improving services and supports for young children and their families.

PLEASE BE SURE AND ONLY SUBMIT KIDS ID #'S AND NOT THE CHILD'S NAME WHEN REQUESTING ASSISTANCE FROM KSDE OR KDHE TO ENSURE CONFIDENTIALITY VIA ELECTRONIC CORRESPONDENCE. THANK YOU! :)

20

**Section E: Examining Child Level Data in OWS**

**Outcomes Web System**  
OWS Home  
Applications List  
Logout

**User Options**  
Data Entry / Review / Print  
Search For Child  
Reports  
KIDS Full Data Report  
KIDS Parameterized Data Report  
KIDS No Permanent Exit Report  
KIDS With Permanent Exit Report  
Summary Statement Report  
ECO Report

21

# How is the KSDE ECO Data Drill Down Guide Being Used?

Examples of Implementation at the Local Level

**Level 2: Targeted TA to Support Local Use of KSDE ECO Data Drilldown Guide**

Improvement Activity	Timeline	Staff Responsibility	Action Plan Steps	Action Plan Timeline	Action Plan Status
Section A 1. Complete ECO Admin. Quality Rating Checklist 2. Complete ECO Data Entry Quality Rating Checklist 3. Complete ECO Direct Service Provider Quality Rating Checklist	4-9-12  May 2012	Ben  All EC direct service staff	1 & 2. Identify any procedures not yet in place or not being monitored. Provide guidance on any procedural modifications, i.e., not accepting Part C exit ratings at entry. 3. Following training 4-12-12, all staff will complete checklist in early May (prior to completing COSF exit ratings).	4-12-12	Completed

Improvement Activity	Timeline	Staff Responsibility	Action Plan Steps	Action Plan Timeline	Action Plan Status
Section A 4. Provide training on identifying functional outcomes and use of Documenting the Basis of Ratings Form and Decision Tree	4-12-12	Ben, with Phoebe Rinkel, KITS	Use handouts for new staff training and case study of Rachel from KITS website. Require DBRF to be turned in with COSF to monitor team process of identifying functional skills and behaviors across outcomes.	4-12-12	Completed

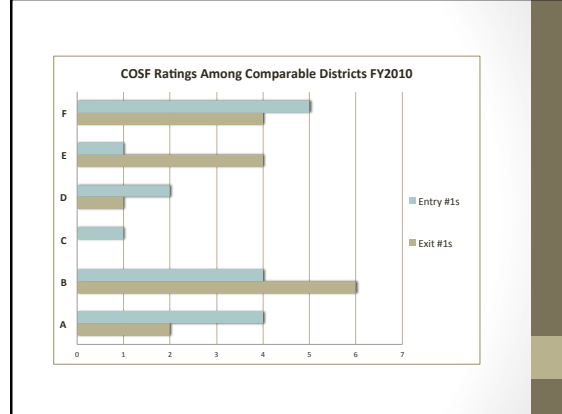
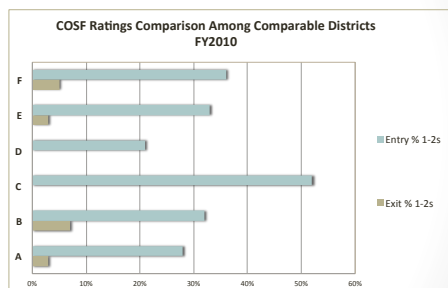
Improvement Activity	Timeline	Staff Responsibility	Action Plan Steps	Action Plan Timeline	Action Plan Status
Section A 5. Develop professional development plan for training new staff in ECO	August 2012	Ben, with Phoebe Rinkel, KITS	5. Identify relevant resources from KITS website Develop calendar, timelines, and assign responsibilities for mentoring new staff		

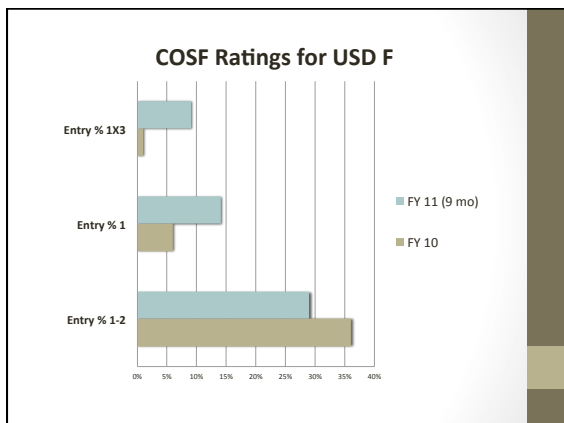
Improvement Activity	Timeline	Staff Responsibility	Action Plan Steps	Action Plan Timeline	Action Plan Status
Section B Review public report data with EC team	4-12-12	Ben	Identify summary statements where district did not meet state targets	4-12-12	Completed

Improvement Activity	Timeline	Staff Responsibility	Action Plan Steps	Action Plan Timeline	Action Plan Status
Section C Share with staff: a. differences in percentages by outcomes; b. decrease in percentages in 5/6 categories in FY2010 compared with FY2009	4-12-12	Ben, with Phoebe Rinkel, KITS	Compare ECO categories and summary statements in district with state targets. Look at Progress and Slippage report to see how many kids are represented in each category.	4-12-12	Completed

Improvement Activity	Timeline	Staff Responsibility	Action Plan Steps	Action Plan Timeline	Action Plan Status
Section E Looking for patterns/red flags in parameterized report, noted wide variance between ratings for individual children, i.e., -22/78 ratings differ by 3 or more points across the 3 outcomes -11/22 rate outcome B significantly lower than A or C	4-9-12	Ben, with Phoebe Rinkel, KITS	1. Share information with staff to clarify that outcomes are interrelated, with overlap across all developmental areas, i.e., there is no "communication" outcome, no "motor" outcome, no "kindergarten readiness" outcome  2. Monitor exit ratings in May 2012 and compare patterns with FY 2010 parameterized report.  3. Monitor entry/exit ratings through FY 2012 to ensure a. consistency of ratings across the 3 outcomes b. more progress than slippage across all summary statements c. significant improvement toward meeting state targets in outcomes A1 and B2	4-12-12	Completed

## Level 2: Targeted TA to Support Local Use of KSDE ECO Data Drilldown Guide





### Level 3: Individualized TA Plan for District

Activities	Timelines
1. Complete data drill down, reviewing reports generated in OWS as well as other district data to identify data patterns. Use information from data drill down to identify possible reasons for data discrepancies between district and state reports.	April-May 2011
2. Develop plan to address any variables that can and should be changed to close gap between state and district targets reported for SS1, while continuing to meet the targets for SS2 in all 3 outcomes.	June 2011
3. Implement plan during 2011-12 school year that will result in improvement toward meeting state targets for SS1, while continuing to meet targets for SS2, in all outcomes, by 2013.	April 2012

### Resources Needed

- Kansas APR Reports for 2009-2013;
- ECO Data Drill Down Guide;
- COSF training resources from KITS website;
- Updated AEPS training resources for district trainers;
- Dedicated inservice training time for COSF and AEPS training in 2011-2012

### Evaluation Plan

Questions	Measures	Persons Responsible	Timeline	Status
1. Was data drill down completed, and were possible reasons identified to explain data discrepancies?	KSDE ECO Data Drill Down Guide questions completed	EC leaders and Phoebe	May 2011	Completed and summarized May 24, 2011 (on file). Identified higher percent of "speech only" students served in comparison with statewide data. Itinerant SLPs have not all received current training on team process for making COSF ratings and appear to be rating most students 6 or 7 on all 3 outcomes.

Questions	Measures	Persons Responsible	Timeline	Status
2. Was a plan developed to address any variables that can and should be changed in order to close the gap between state and district targets for SS1?	Training needs identified in KSDE ECO Data Drilldown Guide; training events scheduled with assistance from KITS staff, in collaboration with staff identified by district as future COSF trainers	EC Leaders and Phoebe	-Aug 11, 2011 COSF process training (with Phoebe and district representatives identified as trainers) scheduled for all ECSE staff -Sept 14, 2011 targeted training (with Chelie, Phoebe, and district identified trainers) scheduled for all SLPs -March-April 2012 All staff repeat self-assessment of Process Quality Rating Form for Direct Service Provider	-AEPS training CD provided to EC leaders 5-4-11 for use in training all SLPs and new ECSEs. AEPS training provided by district trainers 8-11-11. -Overview of COSF training and updates provided to all ECSE staff 8-11-11. Pre/post, baseline Self-assessment of Process Quality Rating Form, and Evaluations on file, indicating need to clarify COSF ratings and team process for itinerant speech students. Pre-test KEY sent 8-11-11 to be posted on Moodle. Summaries of baseline self-assessments and evaluations shared in meeting 10-14-11 (on file). -Targeted training for all SLPs 9-14-11; evaluations on file, indicating improved understanding of COSF ratings and team process. Evaluation summaries shared 10-14-11 (on file).

Questions	Measures	Persons Responsible	Timeline	Status
3. Was the plan implemented during the 2011-12 school year and written procedures developed to ensure fidelity of implementation beyond the 2011-12 school year?	ECO verification process -ECO Administrative Process Quality Rating Form -Data Entry Process for ECO Quality Rating Form -Child Outcome Summary Form Process Quality Rating Form	EC Leaders	-ECO verification process completed by August 31, 2011 - ECO Process Quality Rating Forms completed in fall 2011 (baseline) and repeated in Mar-Apr 2012 for progress monitoring. -Written procedures developed and in place for monitoring fidelity of implementation of COSF ratings process by 5-31-12. Leadership team will use workdays 11-15-11, 2-7-12, 3-19-12, and 4-17-12.	-Following verification process, district developed online COSF reporting process, including drop-down menu for supporting evidence, linked with AEPS goal statements and Kansas Early Learning Standards - ECO Process Quality Rating Forms for Direct Service Providers completed by all ECSE staff 8-11-11 (on file) -ECO Admin Process Quality Rating Form and Data Entry Process Quality Rating Form completed by EC administrator August 2011. -Written ECO COSF procedures developed and posted on share drive (moodle) Aug 2011. District ECO COSF procedures implemented in 2011-2012 and monitored by EC administrator in August, October, January, and May.

Questions	Measures	Persons Responsible	Timeline	Status
4. Was plan effective in improving district's student performance on SS1 across all 3 outcomes?	APR district status report and district expanded report	EC Leaders with KITS staff	April 2013	March 15, 2012 District Public APR showed USD met or exceeded all 6 targets for ECO Indicator 7.

## Lessons Learned

Training is important. Many practitioners need

- Training in curriculum-based assessment;
- Resources on typical child development;
- Help understanding the relationship between assessment for child outcome ratings and evaluation for eligibility determination;
- Support in implementing an effective team process.

For speech-language pathologists, this training may be *critically important*.

## Lessons Learned

Administrators need to implement a process for ongoing monitoring of

- training for new staff;
- use of curriculum based assessment;
- team process for completing the ratings;
- "reasonable" child outcome summary ratings for individuals, groups.

## Lessons Learned

Administrators and practitioners want to understand their data, including

- How it's calculated;
- How it's reported;
- How it's used (and how it *could* be used).

## Lessons Learned

- Part B and Part C are separate programs with different goals. Part B programs should not accept Part C exit ratings as their entry ratings *unless* they worked as a team, using shared data, to document the basis for the ratings and determine the ratings together.
- Part B needs to decide how to better engage the families in the ratings process as we plan to integrate outcomes with the IEP.

Kansas Inservice Training System (KITS) is a program of the Life Span Institute at Parsons and is supported through grants from the Kansas State Department of Education – Special Education Services (Grant #21013) as a part of the Kansas Technical Assistance System Network (TASN) and the Kansas Department of Health and Environment – Infant Toddler Services.

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