



From Data to Decisions: Strengthening Indicator 7 (Preschool Outcomes)

SETS Leadership Conference

June 24, 2026

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Why Indicator 7 Matters



Session Outcomes

- Explore strategies to improve early childhood outcome data quality.
- Understand how to align practices across early childhood classrooms.
- Connect ECO data to program improvement



Why Indicator 7 Matters

- Are children making meaningful progress?
- Can we trust our data?
- What patterns exist across programs?
- What systems are driving our results?



Quick Refresher: What are the Early Childhood Outcomes

- A. Positive social-emotional skills (including social relationships)
 - B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy, early numeracy)
 - C. Use of appropriate behaviors to meet their needs
- Functional skills across settings
 - Meant to measure child progress over time
 - Reflective of instructional effectiveness
 - Informs program improvement

Leadership Takeaway: Indicator 7 measures functional outcomes, not test scores.



How Indicator 7 Becomes Leadership Information



How Outcomes Become SPP/APR Results

Child Assessment Information

- → COS Entry
- → COS Exit
- Progress Categories
- Summary Statements
- SPP/APR Results
- Leadership Decisions



What Drives Strong Indicator 7 Results



What High-Performing Districts Have in Common



Assessment Quality → Rating Consistency → Strong
Instruction → Progress Monitoring → Professional
Learning → Leadership Monitoring →

Improved Child Outcomes

Five Data Patterns Every Director Should Watch

- Too many children rated 6 or 7 at entry
- Large Category B percentages
- Large Category A percentages
- Building-to-building differences
- Missing entry or exit ratings



Leadership Red Flags

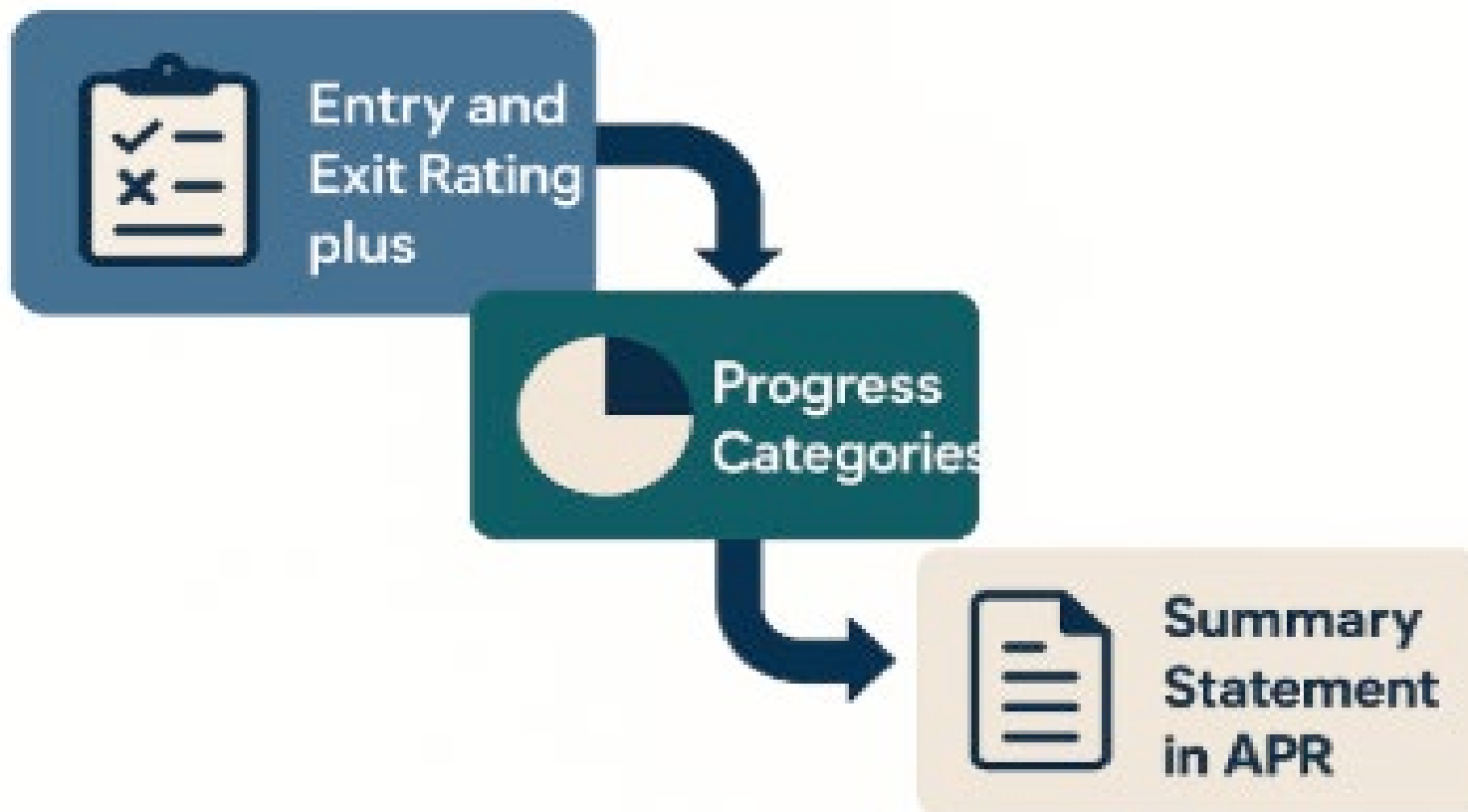
- More than 40% enter at 6 or 7
- One building looks dramatically different
- Category B exceeds state averages
- Missing exits continue year after year
- Speech-only students receive identical ratings



Understanding Your District's Indicator 7 Data



How Indicator 7 Percentages are Calculated



Indicator 7 Data Drilldown Guide



Kansas Early Childhood Outcomes

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

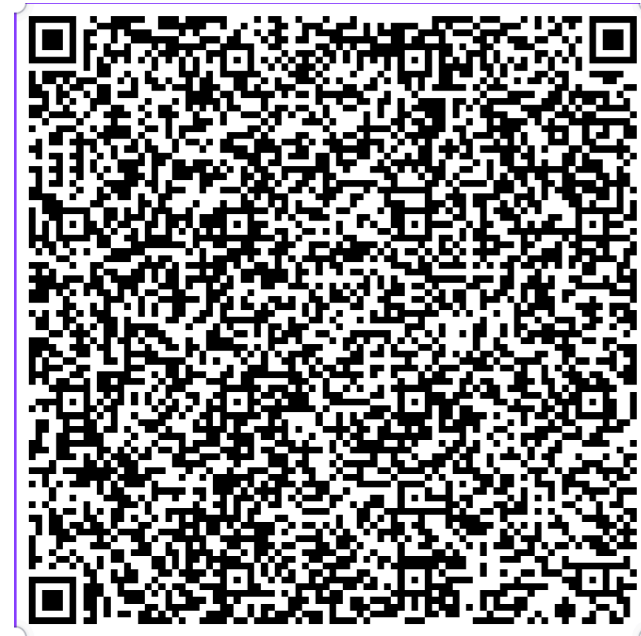
Data Drilldown Guide: Understanding and Using Early Childhood Outcome Data

Introduction

The Kansas State Department of Education Part B-619 Preschool Programs and the Kansas Department of Health and Environment, Part C Infant-Toddler Program, have developed a collaborative system for collecting and reporting early childhood outcome data as required by the U.S. Department of Education, Office of Special Education Programs (OSEP). Outcome data is used at the federal and state levels to examine the effectiveness of state programs serving young children with disabilities from birth through age five.

To determine child progress on the outcomes, information is collected at four points in time: 1) when a child first enters Part C Early Intervention Services, 2) when a child permanently exits Part C Early Intervention Services, 3) when a child first enters Part B Preschool Services, and 4) when a child permanently exits Part B Preschool Services. Assessment information is used in a rating process that is documented on the Child Outcomes Summary Form (COSF), adapted from the model developed by the Early Childhood Outcomes (ECO) Center (<https://ectacenter.org/outcomes.asp>). Information on how to complete the COSF can be found on the Kansas Inservice Training Center Website (<http://kskits.org/ks-eco-resources>)

Local *tiny-k* programs and LEAs submit child outcome information into a statewide data collection system administered through the Kansas State Department of Education called the Outcomes Web Based System (OWS). Information from the OWS is used to make determinations for both state and local programs on Annual Performance Report (APR)/State Performance Plan (SPP) Indicator 3 for Part C programs and Indicator 7 for



**Kansas IDEA State Performance Plan Public Report
Federal Fiscal Year 2023**

KSDE Special Education Reports



Indicators	Col. A Current Year District Data	Col. B Current Year Statewide Target	Col. C Current Year Statewide Target Met?
Ind 1 Graduation Rates	88.14%	82.80%	Yes
Ind 2 Drop-Out Rates	3.39%	15.91%	Yes
Ind 5A LRE 6-21, Reg Ed 80%	83.26%	71.25%	Yes
Ind 5B LRE 6-21, Reg Ed 40%	2.08%	7.00%	Yes
Ind 5C LRE 6-21, Separate schools, facilities, or homebound/hospital placements	2.29%	2.17%	No
Ind 6A LRE 3-5, Reg EC	76.07%	40.27%	Yes
Ind 6B LRE 3-5, Not Reg EC, Separate Facility	15.34%	35.58%	Yes
Ind 6C LRE 3-5, Home	0.00%	1.92%	Yes
Ind 7A1 EC Outcomes, Social/Emotional Substantial Increase	84.62%	90.17%	No
Ind 7A2 EC Outcomes, Social/Emotional Within Age Expectations	77.78%	63.53%	Yes
Ind 7B1 EC Outcomes, Knowledge & Skills Substantial Increase	72.73%	86.94%	No
Ind 7B2 EC Outcomes, Knowledge & Skills Within Age Expectations	61.11%	62.93%	No
Ind 7C1 EC Outcomes, Appropriate Behavior Substantial Increase	84.62%	90.60%	No
Ind 7C2 EC Outcomes, Appropriate Behavior Within Age Expectations	83.33%	76.30%	Yes
Ind 8: Parental Involvement	86.47%	78.60%	Yes
Ind 11 Timely Evaluations ***	100.00%	100.00%	Yes
Ind 12 Transition from Part C to Part B ***	100.00%	100.00%	Yes
Ind 13 Secondary Transition ***	100.00%	100.00%	Yes
Ind 14A Post School Outcomes Enrolled in Higher Education		48.65%	<10
Ind 14B Post School Outcomes Enrolled in Higher Ed. or Competitively Employed		72.65%	<10
Ind 14C Post School Outcomes #		83.30%	<10



	Col. A Current Year District Data	Col. B Current Year State Target	Col. C Current Year Target Met
Ind 7A1 EC Outcomes, Social/Emotional Substantial Increase	84.62%	90.17%	No
Ind 7A2 EC Outcomes, Social/Emotional Within Age Expectations	77.78%	63.53%	Yes
Ind 7B1 EC Outcomes, Knowledge & Skills Substantial Increase	72.73%	86.94%	No
Ind 7B2 EC Outcomes, Knowledge & Skills Within Age Expectations	61.11%	62.93%	No
Ind 7C1 EC Outcomes, Appropriate Behavior Substantial Increase	84.62%	90.60%	No
Ind 7C2 EC Outcomes, Appropriate Behavior Within Age Expectations	83.33%	76.30%	Yes



Indicator 7 - Early Childhood Outcomes

Category	Positive Social-Emotional Skills			Acquiring and Using Knowledge and Skills			Taking Appropriate Action to Meet Needs		
	State % of children	District # of children	District % of children	State % of children	District # of children	District % of children	State % of children	District # of children	District % of children
a - Children who did not improve functioning	0.52%	0 / 32	0.00%	0.23%	0 / 32	0.00%	0.29%	0 / 32	0.00%
b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers	10.06%	9 / 32	28.12%	10.06%	6 / 32	18.75%	7.94%	6 / 32	18.75%
c - Children who improved functioning to a level nearer to same-aged peers but did not reach it	23.76%	2 / 32	6.25%	27.06%	5 / 32	15.62%	13.84%	3 / 32	9.38%
d - Children who improved functioning to reach a level comparable to same-aged peers	33.96%	10 / 32	31.25%	33.02%	10 / 32	31.25%	36.03%	6 / 32	18.75%
e - Children who maintained functioning at a level comparable to same-aged peers	31.70%	11 / 32	34.38%	29.64%	11 / 32	34.38%	41.90%	17 / 32	53.12%
Total	100.00%	32 / 32	100.00%	100.00%	32 / 32	100.00%	100.00%	32 / 32	100.00%

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 below age expectations, the percent who substantially increased their Rate of growth by the time they exited. (c+d) / (a+b+c+d)	84.52%	12 / 21	57.14%	85.38%	15 / 21	71.43%	85.84%	9 / 15	60.00%
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)	65.66%	21 / 32	65.62%	62.65%	21 / 32	65.62%	77.93%	23 / 32	71.88%

●●●Blank numerical cells indicate data not available.



Understanding Indicator 7 in 90 Seconds



Summary Statement 1:

- Are children making progress?

Summary Statement 2:

- Are children leaving at age expectations?

Leadership Question:

- What practices and systems are driving these results?

If You See This ... Ask This



Data Pattern	Leadership Question
High Category B (Improved, but not closer to age expectations)	Are teams accurately documenting progress?
High Category A (No improvement)	Are entry ratings inflated or inconsistent?
Many 6s & 7s	Are ratings based on evidence or assumptions? Should we look closer at our preschoolers who are speech only?
Missing exits	Do we have monitoring procedures in place?
Building differences	Are staff calibrated across programs?



Improving Data Quality



Top 4 Challenges to High Quality Early Childhood Outcomes

- Missing Entry/Exit Data
- Variability in Assessment Practices
- Inconsistency in Rating Practices
- Insufficient Professional Development



Question

What assessment(s) does your district use to determine COS ratings?



OWS Resources

- KSDE Outcomes Web System (OWS) Part B Application Registration
- Outcome Web System User Guide- May 2025 -
- Outcome Web System (OWS) Video Screencast Playlist



Strengthening Assessment Practices

- Use the same Curriculum-Based Assessment (CBA) program-wide on entry and on exit
- Train staff (including related service professionals) to use the CBA with fidelity
- Use the CBA beyond entry and exit (monitor annually)
- Ensure staff are focusing on functional skills in routines
- Avoid rating all students in receiving speech only as a 6 or 7 to avoid the CBA



Reflecting on Assessment Practice

- What approved CBA tools are currently used in your program?
- Are we using the same CBA tool across classrooms and programs when possible?
- How confident are you that staff administer and interpret the CBA with fidelity?
- Are we using the CBA only at entry and exit?
- What training do new staff receive on assessment tools?
- Is calibration happening regularly?
- What system-level adjustments could we make to improve assessment consistency?

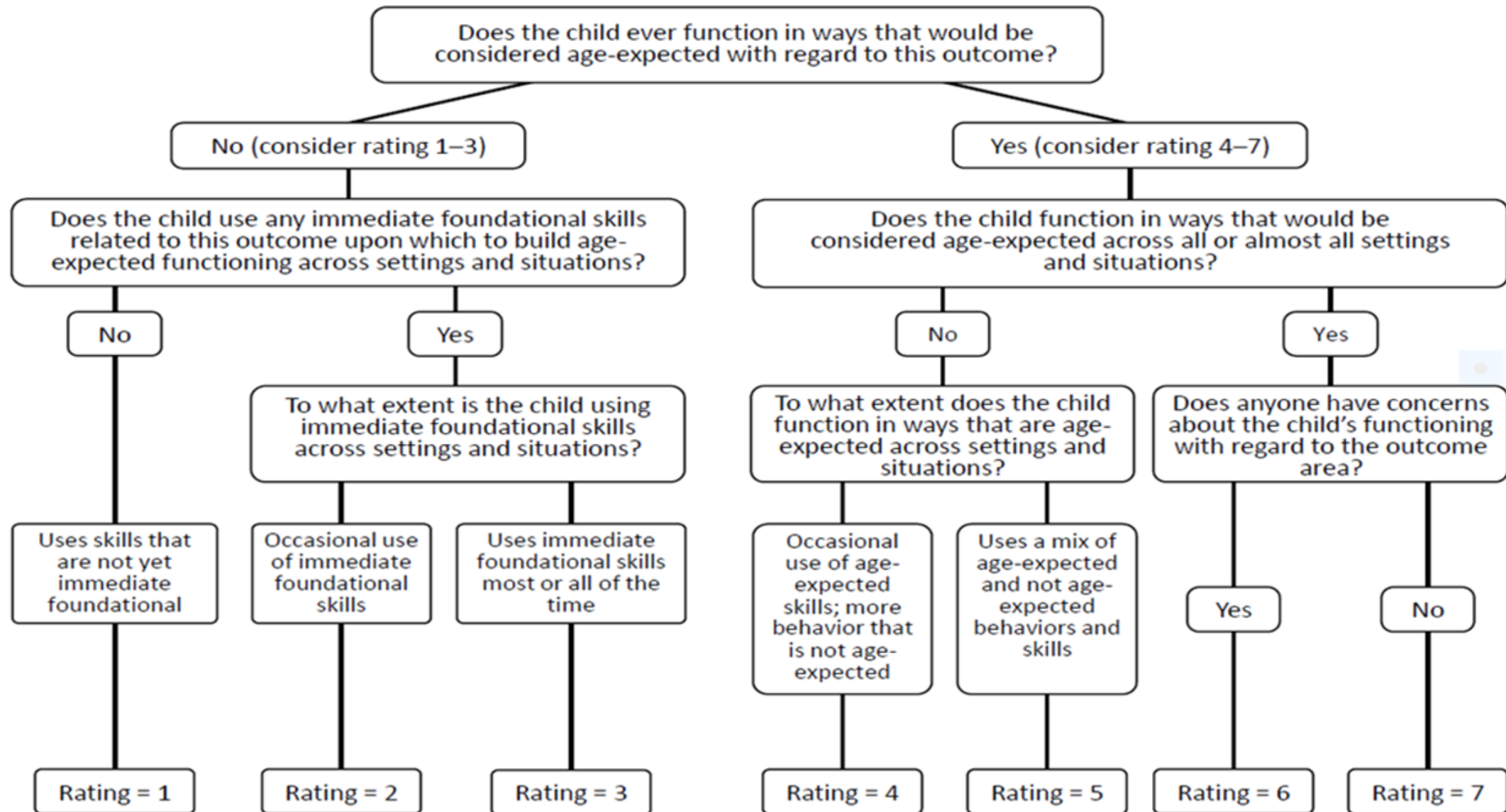


Strengthening Rating Consistency

- Establish a shared understanding of the 7-point scale.
- Require use of the decision tree for teams when completing COS ratings.
- Conduct regular team calibration activities
- Ensure a focus on functional performance in documentation
- Provide ongoing training for new and veteran staff



Decision Tree for Summary Rating Discussions



Build a Sustainable PD System

- Establish an annual COS training plan
- Embed PD into existing meetings
- Include all disciplines (teachers, special educators, and related services)
- Use data to drive PD topics
- Provide onboarding for new staff
- Monitor and document participation



A Leadership Dashboard

- Missing Entry Ratings
- Missing Exit Ratings
- Assessment Tool Use
- Staff Training Completion
- Rating Distribution
- Building Comparisons
- Speech-Only Patterns



Category	Positive Social Emotional Skills			Acquiring and Using Knowledge and Skills			Taking Appropriate Action to Meet Needs		
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Category	State % of children	District # of children	District % of children	State % of children	District # of children	District % of children	State % of children	District # of children	District % of children
a) Children who did not improve functioning.	0.52%	0/32	0.00%	0.23%	0/32	0.00%	0.29%	0/32	0.00%
b) Children who improved functioning but not sufficient to move closer to same age peers	10.06%	9/32	28.12%	10.06%	6/32	18.75%	7.94%	6/32	18.75%
c) Children who improved functioning to a level nearer to same age peers but did not reach it	23.76%	2/32	6.25%	27.06%	5/32	15.62%	13.84%	3/32	9.38%
d) Children who improved functioning to reach a level comparable to same age peers	23.06%	10/32	31.25%	23.03%	10/32	31.25%	26.03%	6/32	18.75%

Building an Indicator 7 Improvement Cycle

From Data to Decisions: Creating Systems That Improve Outcomes for Children

“Indicator 7 is not an annual event. It is a continuous improvement process.”



High-performing districts don't wait for APR results.

They use Indicator 7 data throughout the year to:



Monitor implementation



Support staff



Use data to guide decisions



Strengthen systems



Improve outcomes for children

Leadership Application Activity



Challenges to High Quality Early Childhood Outcomes



Activity Instructions

- Identify the most likely issues
- Identify evidence
- Identify one leadership action



	Col A Current Year District Data	Col B Current Year State Target	Col C Current Year Target Met
Ind 7A1 EC Outcome, Social/Emotional Substantial Increase	89.3%	90.17%	No
Ind 7A2 EC Outcome Social/Emotional within Age Expectations	67.5%	63.53%	Yes
Ind 7B1 EC outcome, Knowledge & Skills Substantial Increase	67.7%	86.94%	No
Ind 7B2 EC Outcome Knowledge & Skills within Age Expectations	57.5%	62.93%	No
Ind 7C1 EC outcome, Appropriate Behavior Substantial Increase	85.7%	90.60%	No
Ind 7C2 EC Outcome Appropriate Behavior within Age Expectations	75%%	78.30%	No

Summary Statement	Positive Social Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs
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Summary Statement	State %	District # of children	District % of children	State %	District # of children	District % of children	State %	District # of children	District % of children
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 $(c+d)/(a+b+c+d)$	84.52%	25/28	89.3%	85.38%	21/31	67.70%	85.84%	24/28	85.70%
Summary Statement 2: The percent of children who were functioning within age expectations in each Outcome by the time they exited the program $(d+e)/(a+b+c+d+e)$	65.66%	27/40	70.97%	62.65%	23/40	57.50%	77.93%	30/40	75.00%



Category	Positive Social Emotional Skills			Acquiring and Using Knowledge and Skills			Taking Appropriate Action to Meet Needs		
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	State % of children	District # of children	District % of children	State % of children	District # of children	District % of children	State % of children	District # of children	District % of children
a) Children who did not improve functioning.	0.52%	1/40	0.03%	0.23%	3/40	7.50%	0.29%	1/40	2.50%
b) Children who improved functioning but not sufficient to move closer to same age peers	10.06%	2/40	.05%	10.06%	7/40	17.50%	7.94%	3/40	7.50%
c) Children who improved functioning to a level nearer to same age peers but did not reach it	23.76%	10/40	25%	27.06%	7/40	17.50%	13.84%	6/40	15.00%
d) Children who improved functioning to reach a level comparable to same age peers.	33.96%	15/40	38%	33.02%	14/40	35.00%	36.03%	18/40	45.00%
e) Children who maintained functioning at a level comparable to same-aged peers	31.70%	11/40	28%	29.64%	9/40	22.50%	41.90%	12/40	30.00%



	Col A Current Year District Data	Col B Current Year State Target	Col C Current Year Target Met
Ind 7A1 EC Outcome, Social/Emotional Substantial Increase	93.3%	90.17%	Yes
Ind 7A2 EC Outcome Social/Emotional within Age Expectations	45%	63.53%	No
Ind 7B1 EC outcome, Knowledge & Skills Substantial Increase	91.3%	86.94%	Yes
Ind 7B2 EC Outcome Knowledge & Skills within Age Expectations	46.7%	62.93%	No
Ind 7C1 EC outcome, Appropriate Behavior Substantial Increase	91.1%	90.60%	Yes
Ind 7C2 EC Outcome Appropriate Behavior within Age Expectations	46.7%	78.30%	No

Summary Statement	Positive Social Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs
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Summary Statement	State %	District # of children	District % of children	State %	District # of children	District % of children	State %	District # of children	District % of children
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 $(c+d)/(a+b+c+d)$	84.52%	42/45	93.3%	85.38%	42/46	91.3%	85.84%	41/45	91.1%
Summary Statement 2: The percent of children who were functioning within age expectations in each Outcome by the time they exited the program $(d+e)/(a+b+c+d+e)$	65.66%	27/60	45%	62.65%	28/60	46.7%	77.93%	28/60	46.7%



Category	Positive Social Emotional Skills			Acquiring and Using Knowledge and Skills			Taking Appropriate Action to Meet Needs		
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	State % of children	District # of children	District % of children	State % of children	District # of children	District % of children	State % of children	District # of children	District % of children
a) Children who did not improve functioning.	0.52%	0/60	0%	0.23%	0/60	0%	0.29%	0/60	0%
b) Children who improved functioning but not sufficient to move closer to same age peers	10.06%	3/60	5%	10.06%	4/60	6.6%	7.94%	4/60	6.67%
c) Children who improved functioning to a level nearer to same age peers but did not reach it	23.76%	30/60	50%	27.06%	28/60	46.67%	13.84%	28/60	46.67%
d) Children who improved functioning to reach a level comparable to same age peers.	33.96%	12/60	20%	33.02%	14/60	23.33%	36.03%	13/60	21.67%
e) Children who maintained functioning at a level comparable to same-aged peers	31.70%	15/60	25%	29.64%	14/60	23.33%	41.90%	15/60	25%



Training Resources

Indicator 7: Early Childhood Outcome Ratings



www.ksdetasn.org



Outcomes

[Outcomes Measurement](#) ≡

[Child Outcomes](#) ≡

[COS Process](#) ≡

[Family Outcomes](#) ≡

[IFSP/IEP-Outcomes Integration](#) ≡

[Data Quality](#)

[State-Developed Outcomes
Materials](#)

🏠 ▸ Outcomes

Outcomes

An outcome is a benefit experienced as a result of services provided to children and families. Child and family outcomes are connected. A positive outcome experienced by the family serves to promote the child outcomes and outcomes achieved by the child benefit the family. Data is collected on outcomes to measure individual and program progress.

Child Outcomes

The goal of early intervention and early childhood special education is to enable young children with disabilities to be active and successful participants during their early childhood years and in the future. States collect, analyze, and use data on three child outcomes to measure individual child and family progress toward improved results and to improve their systems and services.

[Child Outcomes](#) include:

1. Child has positive social-emotional skills (for example, social relationships)
2. Child acquires and uses knowledge and skills (for example, early language/communication)
3. Child uses appropriate behaviors to meet their needs



• FINAL LEADERSHIP TAKEAWAYS •

Use Indicator 7 to drive continuous improvement and better outcomes for children.

1

Indicator 7 Is More Than a Reporting Requirement



It is one of the few indicators that tells us whether children are actually benefiting from services.

- ✓ Focus on functional outcomes, not test scores.
- ✓ Look beyond percentages to understand the story.
- ✓ Use the data to guide decisions that improve child outcomes.

2

Data Quality Is a Leadership Responsibility



Strong child outcomes begin with strong systems.

- ✓ Ensure high-quality assessments.
- ✓ Promote rating consistency.
- ✓ Invest in professional development and coaching.
- ✓ Monitor, support, and refine implementation.

3

Ask the Right Question and Take Action



The most important question is not “Did we meet the target?”
It is: **What is this data telling us?**

- ✓ Use data to identify strengths and areas for growth.
- ✓ Align practices and systems to support meaningful progress.
- ✓ Turn data into action for continuous improvement.



Strong data. Strong systems. Strong outcomes.
Every decision we make impacts the children we serve.





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