Early Childhood Special Education Outcomes (Indicator 7)

The federal Office of Special Education Programs (OSEP) requires local school districts to report outcomes data for every student in preschool who receives special education services through an Individualized Educational Program (IEP). Early childhood outcomes data are collected when a student begins to receive special education services (usually around age 3) and again when the student exits from preschool. Additional technical assistance and training modules about early childhood outcomes can be found on the [OSPI Early Childhood Special Education website](#).

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. Districts 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. Student has positive social-emotional skills (e.g.; social relationships)
2. Student acquires and uses knowledge and skills (e.g.; early language/communication)
3. Student uses appropriate behaviors to meet their needs

The purpose of this document is not to teach staff how to rate a student for the early childhood outcomes but to advise staff on how to submit the data through CEDARS. In order to report early childhood outcomes data to CEDARS, the following fields have been added to CEDARS beginning with the 2020-21 school year. The students who should be reported in this collection are students with IEPs who are enrolled in Grade Level PK. If the student is in Grade Level (Element B13) PK, then Elements K16, K17, K18, K19, K20, K21, K22, K23, and K24 cannot be null. Refer to the appropriate appendix for a list of valid values.

The elements added to collect this data are outlined below. Updates to this data must be made through a re-submission of data to CEDARS.

CEDARS refreshes the data in the report nightly until the system closes on July 15. This data must be reviewed for accuracy no later than July 15, 2021. OSPI will save the data as of July 16, 2021. The close date is subject to change dependent on the opening date of the application but no earlier than July 15, 2021.

Element K16 – PreK Positive Social-Emotional Skills - Entry	The scale score, determined by the team, as to the extent to which the child demonstrates age-appropriate functioning, across a variety of settings and situations in social-emotional

	skills (including social-relationships) at entry into the special education preschool program. Examples could include: • Relating with adults Relating with other children • Following rules related to groups • Interacting with others. Data must be reported for students with IEPs and reported in Element B13 – Grade Level as PK. If the student is enrolled in Element B13 – Grade Level as PK for more than one school year, continue to report initial data in each consecutive school year until the student exits PK.
Element K17 – PreK Acquisition and Use of Knowledge/Skills - Entry	Data must be reported for students with IEPs and in Grade Level PK (Element B13). If the student is enrolled in Grade Level PK for more than one school year, continue to report initial data in each consecutive school year until the student exits PK. Enter the scale score determined by the team as to the extent to which the child shows behaviors and skills as indicated by assessments and based on observations from individuals in close contact with the child. Examples could include: • Thinking, reasoning, remembering, and problem solving • Understanding symbols • Understanding the physical and social worlds
Element K18 – PreK Appropriate Behaviors and Skills - Entry	The scale score determined by the team as to the extent to which the child shows behaviors and skills as appropriate for their age across a variety of settings and situations. • Examples could include: Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.) • Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months) • Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects) Data must be reported for students with IEPs and reported in Element B13 – Grade Level as PK. If the student is enrolled in Element B13 – Grade Level as PK for more than one school year, continue to report initial data in each consecutive school year until the student exits PK.
Element K19 – PreK Positive Social-Emotional Skills - Exit	The scale score determined by the team as to the extent to which the child demonstrates age-appropriate functioning, across a variety of settings and situations in social-emotional skills (including social-relationships) at exit of the PK program. Has the child shown any new skills or behaviors related to social-emotional skills since entry data was taken?

	Examples could include:
	• Relating with adults
	• Relating with other children
	• Following rules related to groups
	• Interacting with others.
Element K20 – PreK Positive Social-Emotional Skills - Progress	Has the child shown any new skills or behaviors related to social-emotional skills since entry data was taken?
Element K21 – PreK Acquisition and Use of Knowledge/Skills - Exit	Enter the scale score determined by the team as to the extent to which the child shows behaviors and skills as indicated by assessments and based on observations from individuals in close contact with the child. Has the child shown any new skills or behaviors related to acquisition and use of knowledge skills since entry data was taken? Examples could include: • Thinking, reasoning, remembering, and problem solving • Understanding symbols • Understanding the physical and social worlds
Element K22 – PreK Acquisition and Use of Knowledge/Skills - Progress	Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since entry data was taken?
Element K23 – PreK Appropriate Behaviors and Skills - Exit	Enter the scale score determined by the team as to the extent to which the child shows behaviors and skills as appropriate for his or her age across a variety of settings and situations. Has the child shown any new skills or behaviors related to appropriate behavior and skills since entry data was taken? Examples could include: • Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.) • Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months) • Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects)
Element K24 – PreK Appropriate Behaviors and Skills - Progress	Has the child shown any new skills or behaviors related to appropriate behavior and skills since entry data was taken?

A student with an IEP may be enrolled and receiving services in a PK for more than one school year, so the student may have the same entry data for multiple years, do not change the entry

data from year to year. Also, the student must have a rating in all three areas that are listed above, regardless of the student's disability category.

Entry data (Elements K16, K17, and K18) is collected between the first three weeks (minimum) and six weeks (maximum) weeks when the student begins to receive preschool special education services. The minimum timeframe allows preschool staff an opportunity to become acquainted with the student and observe their functional skills within a classroom or school-based setting before collecting data. The maximum timeframe allows preschool staff to develop a baseline from which to report progress. A valid value of *1- Not Yet Assessed* should be reported until the student has been assessed. This value should also be used for the exit data (Elements K19, K21, and K23) until the student exits the preschool program. Values reported for Elements K20, K22, and K24 should be *1- Not Yet Exiting* until the student exits the preschool program.

Exit data is collected on those students exiting preschool special education services. Data is collected during the final 60 days of receiving services, prior to exiting the preschool program. For example, if a student is transitioning to kindergarten in the fall and the last day of preschool services is June 1, exit data would be collected anytime from April 2 to June 1.

As with entry data, a student must have exit ratings in all three areas. If a student has maintained functioning or made progress at a level comparable to same-aged peers (the same entry and exit values), then progress should be reported as *Yes*.

If a student who has been receiving preschool special education services transfers into your district and the sending district did not report entry data, then the receiving district should collect entry data within the first three to six weeks of attendance. If entry data were collected by the sending district, your district can use that entry data, but only if the student is reenrolled within six weeks or less. If the student has received no services for more than six weeks, new entry data should be collected by the receiving district.

The following table assists districts in determining whether a student has maintained functioning or made progress from entry to exit.

Calculating OSEP Categories from COS Responses
The table below shows the OSEP reporting category generated from all **possible** combinations of COS ratings at entry and exit.

Possible Combinations (Arranged by COS Entry Rating)

If the COS rating at Entry is... (value from Appendix AD)	If the COS rating at Exit is... (value from Appendix AD)	Has the student maintained functioning or made progress... (value from Appendix AE)	The OSEP reporting category is....
If CEDARS Element:	**And CEDARS Element:**	**And CEDARS Element:**	**Then the resulting OSEP Outcome category would be the following:**
K16	**K19**	**K20**	
K17	**K21**	**K22**	
K18	**K23**	**K24**	
8	8	2	e
8	7	2	e
8	2 to 6	2	b
8	2 to 6	3	a
7	8	2	e
7	7	2	e
7	2 to 6	2	b
7	2 to 6	3	a
6	7 or 8	2	d
6	6	2	b
6	2 to 5	2	b
6	2 to 5	3	a
5	7 or 8	2	d
5	6	2	c
5	5	2	b
5	2 to 4	2	b
5	2 to 4	3	a
4	7 or 8	2	d
4	5 or 6	2	c
4	4	2	b
4	2 or 3	2	b
4	2 or 3	3	a
3	7 or 8	2	d
3	4 to 6	2	c
3	3	2	b
3	2	2	b
3	2	3	a
2	7 or 8	2	d
2	3 to 6	2	c
2	2	2	b
2	2	3	a

OSEP Outcomes Categories A – E:

- Progress category „a" = the percentage of children who did not improve functioning;

- Progress category „b" = the percentage of children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers;
- Progress category „c" = the percentage of children who improved functioning to a level nearer to same- aged peers but did not reach it;
- Progress category „d" = the percentage of children who improved functioning to reach a level comparable to same-aged peers; and
- Progress category „e" = the percentage of children who maintained functioning at a level comparable to same-aged peers.

Impossible Combinations of COS Responses

The following table presents combinations that are **impossible** and provides an explanation for why.

If the COS rating at Entry is… (value from Appendix AD)	If the COS rating at Exit is… (value from Appendix AD)	Has the student maintained functioning or made progress… (value from Appendix AE)	Explanation why this combination of COS responses is impossible
If CEDARS Element:	And CEDARS Element:	And CEDARS Element:	
K16	K19	K20	
K17	K21	K22	
K18	K23	K24	
8 or 7	8 or 7	3 (no)	A "no" response to the new skills question means the child has not shown any new skills or behaviors related to the outcome between entry and exit. This combination of responses is impossible since a child has to have acquired new skills to receive a rating of age expected development; children must acquire new skills over time to maintain age expected development.
6	7 or 8	3 (no)	A "no" response to the new skills question means the child has not shown any new skills or behaviors related to the outcome between entry and exit. A higher rating at time 3 means he/she acquired new skills.
6	6	3 (no)	A "no" response to the new skills question means the child has not shown any new skills or behaviors related to the outcome between entry and exit. To receive the same rating on the scale at two time points, the child has to have acquired new skills, because as children

			get older it takes more skills to receive the same rating.
5	6, 7 or 8	3 (no)	See explanation for #2 above.
5	5	3 (no)	See explanation for #3 above.
4	5, 6, 7 or 8	3 (no)	See explanation for #2 above.
4	4	3 (no)	See explanation for #3 above.
3	4, 5, 6, 7 or 8	3 (no)	See explanation for #2 above.
3	3	3 (no)	See explanation for #3 above.
2	3, 4, 5, 6, 7 or 8	3 (no)	See explanation for #2 above.