

Federal Special Education Data End-of-Year Reporting Processes and Deadlines

End of Year Federal Special Education Data Reporting

Information regarding end of year federal special education data reporting is located on the [OSPI Special Education website](#). Submission of late or inaccurate data will impact the district's determination level. Data for these reporting requirements will come from the districts CEDARS Submissions for the 2020-21 school year. Data will be summarized by OSPI Special Education Division staff and the reports will be provided to school district staff for verification or modification and returned to OSPI.

Timeline for Initial Evaluation/Part C to Part B Transition: data will be extracted from CEDARS after the close of business on July 15, 2021. This data will then be transferred to a Tableau visualization for LEA staff to review their districts data. If the data are correct, there is no need to do anything else. Instructions for accessing the Tableau Visualizations will be sent via Gov Delivery after the close of the reporting cycle (July 15, 2021). If the data need correction or if data are missing, districts will have the opportunity to correct/add data through additional CEDARS uploads—this is the preferred method of correction. If the data are unable to be corrected through a CEDARS upload, an Excel template can be requested from specialeddata@k12.wa.us. This template must be returned either via an SFTP upload or through Secure Email and the template is password protected using the districts 5-digit county-district code. **This process of correction/submission outside of CEDARS will only be applicable to the 2020-21 reporting cycle.**

If you are receiving one or both of these CEDARS errors for Element U12 itemized below, and your student isn't transitioning from Part C to B, we have added a new valid value to Appendix AG. This allows you to report those students not transitioning from Part C to Part B. The additional valid value is #12 and is included in the April 2021 update to [Appendix AG](#) of the CEDARS Appendices.

Users may be experiencing one or both of the submission exceptions below:

- a. "InitialEvaluationEligibility.ReasonForIEPDevelopedAfterThirdBirthday (element U12) is required if InitialEvaluationEligibility.DateOfInitialIEPMeeting (element U11) is not null and after the student's third birthday."



- b. "InitialEvaluationEligibility.ReasonForIEPDevelopedAfterThirdBirthday (element U12) is required if InitialEvaluationEligibility.DateOfInitialIEPMeeting (element U11) is null and InitialEvaluationEligibility.DateOfInitialEvaluationEligibilityDetermination (element U07) is after the student's third birthday."

General Instructions:

This file captures data required by the Office of Special Education Programs (OSEP) to be collected under the State Performance Plan, Indicator 11, children with parental consent to evaluate, who were evaluated and eligibility was determined within 35 school days and Indicator 12, Effective Transitions: Transition from Part C to Part B—Initial IEP by third birthday. This replaces the Excel templates used in previous reporting years. **Please note, this data is applicable to initial evaluations only, not three-year reevaluations for all children being evaluated for IDEA, Part B.** The reporting cycle for this data collection is July 1, 2020 through June 30, 2021 through the LEAs CEDARS Submission. Report students whose eligibility (whether the student was found eligible for special education services or not) was **determined** during the reporting cycle

Starting with the 2020-21 school year, LEAs will submit information through CEDARS for students referred for an initial evaluation to determine if a student is eligible for special education. This includes all students referred regardless of their eligibility determination and all related timelines associated with the referral and eligibility processes. The elements (outlined below) are laid out in the order of the eligibility process. **Report only the records of those students who completed process.** If the process began in one reporting process (i.e., the 2019-20 school year) but eligibility was not determined until the 2020-21 school year, report the entire elements of File U in the 2020-21 school year.

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. Data will be summarized by OSPI Special Education Division staff and the reports will be provided to school district staff for verification or modification and returned to OSPI.

The data in the in the application is pre-populated **primarily** (but not solely) from CEDARS Initial Evaluation and Eligibility Timelines File U. Updates to this data must be made through a re-submission of data to CEDARS. Students referred but not yet enrolled in the LEA (and therefore not in the LEAs CEDARS submission) will also need to be included in this data collection. They will need to be added during the review period after July 15, 2021.

Enrollment Status

Some students may not yet have an SSID when they are referred. But they may have an SSID by the time they are finished with the referral process and data can be submitted at that time. Initial evaluation referrals received for Students that are still not enrolled by the time they are finished with the referral process must be reported during the review process.

Parental Consent

Do not report instances where there is no parental consent. The evaluation and eligibility procedure will not continue without parental consent and there will be no process or outcome data to report.

Determined Ineligible

Students referred and then determined ineligible must still be reported. Including all related timelines associated with the referral and eligibility processes.

Multiple Referrals

If a student is referred multiple times, there should be a record to represent each referral process. Do not combine data on multiple referrals into a single record.

School Year Spans

If a single referral process spans multiple *school* years (not calendar years), we would expect the entire process to be reported in File U for the school year the evaluation/eligibility determination (Element U07) and subsequent steps occurred in.

Element U01 – School Year	The four-digit year in which the school year ends. Business Rules: For the 2020-21 school year, report 2021.
Element U02 – Serving County District Code	The serving county district code for the district submitting the data. This is the unique 5-digit number that combines the 2-digit county code and the 3-digit district code. Business Rules: Report the code representing the district as assigned by OSPI in EDS. Must be a valid value from EDS. This will appear as a numeric value and should include leading zeros even though this is submitted as a character data type.
Element U03 – District Student ID	This is the student identifier assigned by the district to the student. This data element is used in the matching of district data with records in CEDARS. Business Rules: The value is unique within the school district. The value can be any combination of alpha and/or numeric values up to fifty characters in length. This ID should follow the student throughout their enrollment within the district and should not be reassigned to another student.
Element U04 – State Student ID (SSID)	Randomly generated number that functions as a unique student identifier for each Washington public school student. This number is assigned by OSPI. Business Rules: SSID values must be exactly 10 digits in length and only contain numeric values. SSID numbers must not begin with a zero. Uploading two or more student records from the same district with identical SSIDs, but with different District Student IDs, will trigger an exception error. Students who are home schooled and receive services through the school district (Running Start, special education, etc.) shall be issued an SSID number and reported in CEDARS.

<p>Element U05 – Date of Initial Referral</p>	<p>The date the district received a referral for evaluation to special education. For students transitioning from Part C to Part B, the date of referral would be the date the district was notified by Part C that the student is potentially eligible for Part B. A parent or guardian of the student, a school district, a public agency, or other persons knowledgeable about the student may initiate a request for an initial evaluation to determine if the student is eligible for special education per WAC 392-172A-03005. The request will be in writing, unless the person is unable to write. Refer to the CEDARS Reporting Guidance for additional information, examples and guidance for submitting this data: http://www.k12.wa.us/CEDARS/Manuals.aspx.</p> <p>Business Rules: Required for any student referred for initial evaluation to special education.</p>
<p>Element U06 – Date District Received Consent</p>	<p>The date the district receives consent from the parent or guardian to proceed with initial evaluation for eligibility of special education services. Prior to conducting the evaluation to determine if a student is eligible for special education services, the school district proposing to conduct the evaluation must provide written notice consistent with WAC 392-172A-05010 and must obtain consent from the parent before conducting the evaluation. This is not the date the parent signed the consent, but rather the date the district received the consent.</p> <p>Business Rules: Date is required. Date should be formatted as MM/DD/YYYY. Element U06 must be on or after Element U05 – Date of Initial Referral.</p>
<p>Element U07– Date of Initial Evaluation/Eligibility Determination</p>	<p>The date the evaluation team has completed the initial evaluation and determined if the student is eligible to receive special education services. If the student is determined eligible then the team must move forward to develop an IEP.</p> <p>Business Rules: Date is required. Date should be formatted as MM/DD/YYYY. Element U07 must occur after Element U06 – Date District Received Consent.</p>

<p>Element U08 – Number of School Days to Complete Initial Evaluation/Eligibility</p>	<p>Enter the number of school days from when the district received parent consent (Element U06 – Date District Received Consent) to when the Initial Evaluation/Eligibility was completed. The day the district receives parent consent is considered to be day zero. School day means any day, including a partial day that students are in attendance at school for instructional purposes, including students with and without disabilities. If Element U07 Date of Initial Evaluation/Eligibility Determination is the same date as Element U06 Date District Received Consent, then total number of school days to complete is 0 (zero). Do not count days in which the district is not in session due to inclement weather.</p> <p>Business Rules: May not be null. Must be greater than zero. Must be zero or greater. Must be less than or equal to 180.</p>
<p>Element U09 – Reason for Late Initial Evaluation/Eligibility</p>	<p>Districts must provide a reason if the initial evaluation/eligibility was not completed within the 35 school day timeline. School day means any day, including a partial day that students are in attendance at school for instructional purposes, including students with and without disabilities. Do not count days in which the district is not in session due to inclement weather.</p> <p>Business Rules: Required if Element U08 – Number of School Days to Complete Initial Evaluation/Eligibility is greater than 35.</p>
<p>Element U10 – Outcome of Initial Evaluation/Eligibility</p>	<p>The outcome determined by the evaluation team as to whether the student is found eligible for special education services. Upon completion of the initial evaluation, a determination is made as to whether a student is eligible for special education as per WAC 392-172A-03040.</p> <p>Business Rules: Report the outcome from the list of valid values: 1-Determined Eligible for Special Education Services 2-Determined NOT Eligible for Special Education Services</p>
<p>Element U11– Date of Initial IEP Meeting</p>	<p>The meeting date when the Initial IEP was completed.</p> <p>Business Rules: U11 is REQUIRED if a determination is made that a student is eligible for special education (Element U10 – Outcome of Initial Evaluation/Eligibility is equal to 1). U11 MUST be null if a determination is made that a student is NOT eligible for special education services (Element U10 – Outcome of Initial Evaluation/Eligibility is equal to 2).</p>

<p>Element U12 – Reason for IEP Developed After Third Birthday Late Transition from Part C</p>	<p>Districts must provide a reason if the initial IEP for a student transitioning from the State Part C Birth to Three program is not completed on or before the student’s third birthday. If the student was found not eligible then the eligibility determination must be completed on or before the student’s third birthday.</p> <p>Business Rules: This field is only for students transitioning from the State Part C Birth to Three program. If a student is age 2 or greater on or before Element U11 – Date of Initial IEP Meeting, data is required. U12 is required if Element U11 – <i>Date of Initial IEP Meeting</i> is not null and is after the student’s third birthday. U12 is required if Element U11 is null and Element U07 – <i>Date of Initial Evaluation/Eligibility Determination</i> is after the student’s third birthday. If Element U11 is less than or equal to Element B09 – Birth Date, this element must be NULL. U12 must be null if Element U11 is not null and is on or before the student’s third birthday. U12 must be null if Element U11 is null and Element U07 is on or before the student’s third birthday.</p>
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Appendix AF – Reason for Late Initial Evaluation/Eligibility

(Used by Element U09)

Code	Description
1	Parent and district agreed to extend the evaluation timeline per the requirements of WAC 392-172A-03005(c) .*
2	Parent repeatedly failed to produce the student for the evaluation. WAC 392-172A-03005(d)(i) .*
3	The student transferred in from another district after the consent was obtained and the evaluation had begun but not yet been completed by the sending school district, including a determination of eligibility. WAC 392-172A-03005(d)(ii) .*
4	District scheduling/staffing issues and no agreement to extend.
5	The agreement to extend the evaluation timeline did not meet requirements per WAC 392-172A-03005(c) .
6	Data entry/tracking error(s).
7	Other
8	School closures due to COVID-19 (and school staff were unavailable or the parent stated that distance meeting options would impede participation or the assessment).*

reasons for delay considered 'allowable exceptions'

Appendix AG – Reason for IEP Developed After Third Birthday

(Used by Element U12)

Code	Description
1	Parent refusal to provide consent caused delayed evaluation or initial services.*
2	Parent repeatedly failed to produce the student for the evaluation.*
3	The student transferred in from another district after the consent was obtained and the evaluation had begun but not yet been completed by the <i>sending</i> school district, including a determination of eligibility.*
4	Student was referred to Part C less than 90 days prior to student's third birthday.*
5	Transition planning meeting convened by Part C did not occur at least 90 days prior to student's 3rd birthday.
6	Referred to Part B less than 90 days prior to the student's third birthday.
7	District scheduling/staffing issues.
8	Parent and district agreed to extend the evaluation timeline (district has documented the agreement to extend).
9	Data entry/tracking error(s).
10	Other
11	School closures due to COVID-19 (and school staff were unavailable or the parent stated that distance meeting options would impede participation or the assessment.*
12	Student not transitioning from State Part C Birth to Three Program (pending April 2021 DMC)

reasons for delay considered 'allowable exceptions'

For questions regarding the content of this bulletin, please contact Sandy Grummick or Tyler Humphries, at specialeddata@k12.wa.us; 360-725-6075. The Special Education TTY is 360-586-0126. If you require assistance accessing or using EDS, please contact OSPI Customer Support at Customersupport@k12.wa.us or by calling 360-725-6371.

If you have any questions or comments regarding the evaluation process please contact Jennifer Story (jennifer.story@k12.wa.us), or transition from Part C to Part B contact Ryan Guzman (ryan.guzman@k12.wa.us), in the OSPI Special Education Division, at 360-725-6075.

Early Childhood Special Education Outcomes (Indicator 7) Child Outcomes Summary (COS) data will be extracted from CEDARS after the close of business on July 15, 2021.

This data will then be transferred to a Tableau visualization for LEA staff to review their districts data. If the data are correct, there is no need to do anything else. Instructions for accessing the Tableau Visualizations will be sent via Gov Delivery after the close of the reporting cycle (July 15, 2021). If the data need correction or if data are missing, districts will have the opportunity to correct/add data through additional CEDARS uploads—this is the preferred method of correction. If the data are unable to be corrected through a CEDARS upload, an Excel template can be requested from specialedata@k12.wa.us. This template must be returned either via an SFTP upload or through Secure Email and the template is password protected using the districts 5-digit county-district code. **This process of correction/submission outside of CEDARS will only be applicable to the 2020-21 reporting cycle.**

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](#).

A resource for teams completing the COS, "COS Completion, When Teams Can't Meet in Person" is located on the [ECTA Center's 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.

<p>Element K16 – PreK Positive Social-Emotional Skills - Entry</p>	<p>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.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Relating with adults • Relating with other children • Following rules related to groups • Interacting with others. <p>Data must be reported for students with IEPs and reported in <u>Element B13</u> – Grade Level as PK. If the student is enrolled in <u>Element B13</u> – 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.</p>
<p>Element K17 – PreK Acquisition and Use of Knowledge/Skills - Entry</p>	<p>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.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Thinking, reasoning, remembering, and problem solving • Understanding symbols • Understanding the physical and social worlds

<p>Element K18 – PreK Appropriate Behaviors and Skills - Entry</p>	<p>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.</p> <ul style="list-style-type: none"> • 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) <p>Data must be reported for students with IEPs and reported in <u>Element B13</u> – Grade Level as PK. If the student is enrolled in <u>Element B13</u> – 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.</p>
<p>Element K19 – PreK Positive Social- Emotional Skills - Exit</p>	<p>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?</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Relating with adults • Relating with other children • Following rules related to groups • Interacting with others.
<p>Element K20 – PreK Positive Social- Emotional Skills - Progress</p>	<p>Has the child shown any new skills or behaviors related to social-emotional skills since entry data was taken?</p>
<p>Element K21 – PreK Acquisition and Use of Knowledge/Skills - Exit</p>	<p>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:</p> <ul style="list-style-type: none"> • Thinking, reasoning, remembering, and problem solving • Understanding symbols • Understanding the physical and social worlds
<p>Element K22 – PreK Acquisition and Use of Knowledge/Skills - Progress</p>	<p>Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since entry data was taken?</p>

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: <ul style="list-style-type: none"> • 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

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....
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

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	
			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.

Additional guidance for COS is located on the [OSPI Special Education website](#).

Behavior and Weapons Reporting – Disciplinary Incidents of Students with IEPs— Application Close on August 1, 2021.

This data collection is reported as part of the Behavior and Weapons Application in the Education Data System (EDS) with an anticipated opening of early May. A separate tab for the Special Education report will be visible in the Behavior and Weapons Application. **Data from CEDARS will be pre-populating this application for the 2020–21 school year.** District staff with Special Ed Report User role in EDS will have to access this report. Districts must review the

data populated from CEDARS. If there are errors, the data must be fixed in the district's student information system and then loaded in the next CEDARS submission. CEDARS data will be locked at the close of business August 1, 2021.

A User Guide providing instructions and guidance on reviewing, updating and approving your districts data is available on the [EDS Application User Guides](#) webpage.

Refer to the [CEDARS Manual and Appendices](#) for more detailed information of elements used in populating this application.

For assistance please contact either Sandy Grummick or Tyler Humphries at specialedata@k12.wa.us or OSPI Customer Support at customersupport@k12.wa.us 1-800-725-4311 (Option 7).