

Early Childhood Outcomes (ECO) Application User Guide

2025–2026 School Year



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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Changes from the 2024–25 Application

There are no changes to the application from the 2024-25 reporting cycle.

Using the Early Childhood Outcomes (ECO) Application

Introduction/Purpose

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

This application captures data required by the Office of Special Education Programs (OSEP) to be collected under the State Performance Plan for one overarching indicator:

- Indicator 7, preschool children aged 3 through 5 with IEPs who demonstrate improved:
 - Positive social-emotional skills (including social relationships);
 - Acquisition and use of knowledge & skills (including early language/communication & early literacy); and
 - Use of appropriate behaviors to meet their needs
- Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percentage who substantially increased their rate of growth by the time they exited the special education preschool program.
- Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the special education preschool program.

Note: Summary data can only be calculated if there are values greater than a value of 1 in all six of the required elements. Refer to page 27 of this document for detailed information on calculating

progress. Students promoting to kindergarten or transitional kindergarten should have exit data reported prior to exiting preschool.

The purpose of this document is not to teach staff how to rate a student for early childhood outcomes but to advise staff on how to submit the data through CEDARS. That information is located on the [Early Childhood Outcomes \(Indicator 7\) | OSPI \(www.k12.wa.us\)](#) webpage.

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 pages of this User Guide 14-15 for a list of valid values.

The elements added to collect this data are outlined at the end of this document and in the [CEDARS Manual, File K](#). Updates to this data **must** be made through a re-submission of data to CEDARS.

General Information about this Application

Accessing the Application

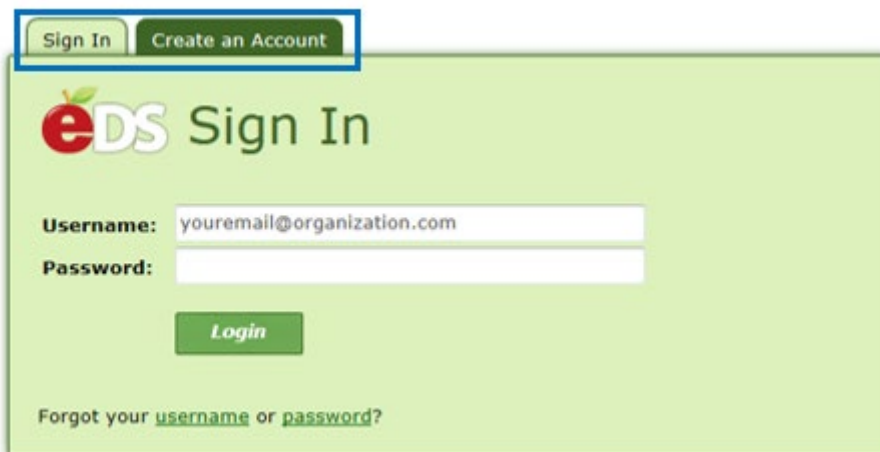
To access the Early Childhood Outcomes (ECO) Application:

- [Log into the Education Data System \(EDS\)](#).
- Select 'I Agree' on the Acceptable Use window.
- Select 'View My Applications'
- Select the 'Special Education Reporting' link.

If you do not have an EDS account, you can:

- Create an account by accessing the Create an Account tab at the EDS sign-in screen; or,
- Contact your District Data Security Manager (DDSM).

If you have an EDS login, but do not see the Special Education Reporting link in your list, contact your DDSM. A listing of the district security managers can be found in [EDS](#).



The image shows a web form titled "eDS Sign In". At the top, there are two buttons: "Sign In" and "Create an Account". Below the title, there are two input fields: "Username:" with the placeholder text "youremail@organization.com" and "Password:". A green "Login" button is positioned below the password field. At the bottom, there is a link that says "Forgot your [username](#) or [password](#)?".

The following EDS user roles give access to the Special Education Reporting applications:

- CEDARS District Administrator
- Special Ed Report User

Please work with your CEDARS District Administrator to analyze and plan any corrections to student data.

The welcome screen below is the first screen you will see after logging into Special Education Reporting.



The image shows the "Special Education Reporting" welcome screen. At the top, there is a navigation bar with tabs: "Welcome", "Child Count", "ECO", "Timeline", "Secondary IEPs", and "Admin". The "Welcome" tab is selected. On the left side, there is a sidebar with a link "> Select Organization". The main content area has the title "Special Education Reporting" followed by a dotted line. Below the title, it says "Click on the application you want to access:". There is a table with the following content:

Application
Special Education Child Count and LRE Reporting
Early Childhood Outcomes (ECO)
Timeline for Initial Evaluation and Transition from Part C to Part B Reporting
Secondary IEP Transition Components Reporting

A red arrow points to the "Early Childhood Outcomes (ECO)" link in the table.

At this landing page, select the *Early Childhood Outcomes* application. The Welcome page explains the purpose and process for completing the reporting requirements of this application.

Welcome Child Count **ECO** Timeline Secondary IEPs Admin

Verification Review and Submit Print/Download Admin Logout

Special Education Reporting

Early Childhood Outcomes (ECO)

School Year: 2024-2025

This application captures data required by the Office of Special Education Programs (OSEP) to be collected under the State Performance Plan for one overarching indicator:

- Indicator 7, preschool children aged 3 through 5 with IEPs who demonstrate improved:
 - Positive social-emotional skills (including social relationships);
 - Acquisition and use of knowledge & skills (including early language/communication & early literacy); and
 - Use of appropriate behaviors to meet their needs
- Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
- Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Please note, this data is applicable to students with IEPs in grade level PK/preschool. The reporting cycle for this data collection is July 1, 2024 through June 30, 2025 through the LEAs CEDARS Submissions of File K and other demographic data available through CEDARS. In order to report early childhood outcomes data to CEDARS, the following fields have been added to CEDARS beginning with the 2020-2021 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. Updates/corrections to this data must be made through a re-submission of data to CEDARS.

The Early Childhood Outcomes application generates the verification list from CEDARS data. Students are included in the Verification List, if, at any time during the reporting cycle, the student had an IEP and was reported in grade level PK. If there are students included in the Verification list that should not be counted, simply do not check the verification box for that student's record.

The data must be verified and locked in the Early Childhood Outcomes EDS application no later than July 31, 2025. If an error is discovered after the deadline, please notify the special education section at OSPI as soon as possible. Districts may begin to review their data as soon as they have successfully submitted 2024-2025 CEDARS files.

The process includes the following steps:

1. Verification
2. Review and Submit

Go to the tab labeled **Verification** to begin.

For more information about this application, please see the [Early Childhood Outcomes User Guide](#).

For more information about CEDARS data, please see the [CEDARS Data Manual and Appendices](#) for the reporting school year.

Please note, this data is required for students with IEPs in grade level PK/preschool. The reporting cycle for this data collection is July 1, 2025, through June 30, 2026. LEAs must submit data through CEDARS File K and other applicable demographic CEDARS files. The students who should be reported in this collection are students with IEPs 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 pages 14-15 of this User Guide for the list of valid values. Updates/corrections to this data must be made through a re-submission of data to CEDARS.

The Early Childhood Outcomes application generates the verification list from CEDARS data. Students are included in the Verification List, if, at any time during the reporting cycle, the student had an IEP and was reported in grade level PK. If a student has more than one record it is up to the district to determine which record to report. If there are students included in the Verification list that should not be counted, **do not check the verification box for that student's record. If a student has not yet exited, then there is no need to check the verification box.**

The data must be verified and locked in the Early Childhood Outcomes EDS application no later than July 31, 2026. **For districts with no students to report, the application must still be locked with zero students by July 31, 2026.**

If an error is discovered after the deadline, please notify the special education section at OSPI as soon as possible. Districts may begin to review their data as soon as they have successfully submitted 2025–26 CEDARS files.

The process includes the following steps:

1. Verification
2. Review and Submit
3. Print/Download

Go to the tab labeled **Verification** to begin.

For more information about CEDARS data, please see the [CEDARS Data Manual and Appendices](#) for the reporting school year.

Early Childhood Outcomes – Verification Tab

Step 1: Verification

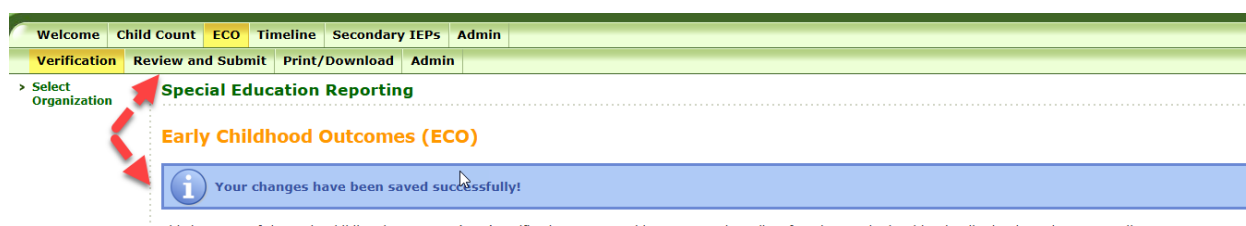
Begin by choosing the *Verification* tab at the top of the screen. This is Step 1 of the Early Childhood Outcomes Verification Process. This page contains a list of students submitted by the district through CEDARS File K. **Do not assume that a student can be counted just because they show up on the Verification list.**

CEDARS submission exceptions **must** be reconciled for students to be included in the Early Childhood Outcomes application. If a student is listed as a File K submission exception in CEDARS, and you intend to count the student for the Early Child Outcomes report, the exception must be reconciled. The student will not appear on the verification list until the submission exception is corrected. Students are included in the verification list, if, at any time during the reporting year a student was in grade level PK and had an IEP. If there are students included in the verification list that should not be counted, do not check the verification box for that student's record. There are cases where a student may have more than one record on the verification list. It is up to district staff to determine which record, if any, should be verified.


To include verified student records in the report: Check the student's record in the *Verify ECO* check box for the student then click the *Save* button.

The screenshot shows the CEDARS application interface for the Early Childhood Outcomes (ECO) Verification process. The top navigation bar includes tabs for Welcome, Child Count, ECO (selected), Timeline, Secondary IEPs, and Admin. Below this, a sub-navigation bar shows Verification (selected), Review and Submit, Print/Download, and Admin. The main content area is titled 'Special Education Reporting' and 'Early Childhood Outcomes (ECO)'. It contains instructions for the verification process, including a note about reconciling submission exceptions and a 'Verify ECO' checkbox for each student record. A 'Save' button is visible. At the bottom, there is a table with columns for Verify ECO, SSID, Last Name, First Name, Birth Date, Gender Type, School, Start Date, Disability Type, LRE Type, Race Type Roll Up, and Pos So Emotio Entry. The table is currently empty.

After all your district's records are verified, click the *Save* button and then choose the *Review and Submit* tab to move to **Step 2: Review and Submit**. When saving your work a confirmation message will appear at the top of the screen (see screenshot below).



FILTER AND SEARCH FEATURE

Any column in the Verification list can be filtered or searched. Enter the criteria in the cell of the column you wanted to filter or search and then click on the funnel icon (), enter. The results will be listed below.

After all the students who should be included in the count are checked, select the *Save* button at either the top or bottom of the list.

District staff can download both verified and not verified records on the *Review and Submit* page.

STUDENT VERIFICATION LIST BUSINESS RULES

How to determine why students do or do not display on the Early Childhood Outcomes Verification list:

- If there was a recent change to the grade level in the District Enrollment Record (CEDARS File B) make sure to end date the PK grade level and begin a new grade level (TK or K). If the grade level is changed without ending the record and beginning a new record, the ECO data will err out in CEDARS File K.
- Check the status of the last CEDARS submission. If the submission exceeded the logical delete threshold, the CEDARS District Administrator will need to review and either allow the submission to proceed or resubmit a new set of files.
- Check the CEDARS Exceptions Report and correct any exceptions about the student. To be able to verify a student in this report, the student's CEDARS data cannot be a submission exception.
- All required CEDARS elements must be populated without submission exceptions to populate the verification list.

HOW CEDARS DATA UPDATES THIS APPLICATION

Only non-verified records are updated by new or corrected CEDARS data. New or revised CEDARS data will not affect a record if it has been verified and saved. If a record has been verified and saved, it will not be affected by any new or different CEDARS data for that student. If data about a verified student record needs to be changed:

1. un-verify the student record in this application (uncheck the box and save), and
2. correct the student record in CEDARS.

Whether the data is submitted through CEDARS or CEDARS non-standard the data could take up to 24 hours after a successful submission to populate into downstream applications. This is assuming the CEDARS submission does NOT trip the logical delete threshold and require district action before it will be loaded for use. Work with your CEDARS District Administrator if you need assistance.

Early Childhood Outcomes – Review and Submit

Step 2: Review and Submit

Once the student list has been verified and saved, navigate to the *Review and Submit* tab. This section summarizes all the student data verified on the *Verification* tab. Review the verified data for your district's Early Childhood Outcomes in Step 1 of this application. Those verified records where all six fields have a value greater than 1 will populate the following reports on this page:

- Early Childhood Outcomes Summary Report

After reviewing your district's data to make sure it is summarizing properly, finalize the data by selecting the "Submit" button. The data has not been submitted until this is done. It is highly recommended that you download and save copies of the submitted reports and in the individual student data at this time.

The district data for each of the OSEP Progress Category Totals must sum to 100%. **If any one of those three are not 100%, do not submit the data until it is correct.** If data are submitted not equaling 100% then the report will be unlocked and returned for correction. This could result in late submission of your data and impact your district's determination level. If you are unclear as to why your data are not summing correctly, please see the Calculating OSEP Categories of this User Guide. The issue is usually the way progress is being reported for a record.

Records will only be included in the Review and Submit section if they have data greater than a value of 1 in all elements. If a record is reported as being in the program less than six months, it will not be included in the calculations on the Review and Submit tab.

If your district has no students to report for the Early Childhood Outcomes report, you must confirm and submit 'no students to report'.

Special Education Reporting

Early Childhood Outcomes (ECO)

School Year: 2024-2025

Step 2 Review and Submit:

Review the data verified for your district's Early Childhood Outcomes in Step 1 of this application. Those verified records will populate the following reports on this page:

- Early Childhood Outcomes

After reviewing your district's data to make sure it is summarizing properly, finalize the data by selecting the *Submit* button. The data has not been submitted until this is done. It is highly recommended that you download and save copies of the submitted reports and in the individual student data at this time.

[Submit](#)

Print Friendly

Early Childhood Outcomes

Early Childhood Outcomes
Reporting Period July 1 through June 30

School District Name: _____ County-District #: _____

OSEP Progress Category Totals

Please remember, it is your LEAs responsibility to keep a copy of these reports available for auditing purposes.

Early Childhood Outcomes – Print/Download

Step 3: Print/Download

The final tab in the Early Childhood Outcomes (ECO) application is the *Print/Download* tab. The available downloads and print friendly formatted reports are listed under this tab. The school year selection box will be defaulted to the current school year. The earliest school year of data available is from the 2023-24 school year. There are two reports:

- Verified Early Childhood Outcomes Report
- Unverified Early Childhood Outcomes Report

These reports include the list of students who were either verified or not verified for the early childhood outcomes reporting.

The Download format button next to each report will ask you to open or save a copy of the report in format selected.

Revising the Early Childhood Outcomes Report

There will be instances in which the LEA will need to add/remove a student from the report or revise demographic data related to a student's record after the count has been verified and locked. Unlocking an LEAs report is requested through the Review and Submit Tab within the application. Click on the link specifying: *"If you would like to request of unlock of your data, please click here"*.

Clicking the link will generate an email to OSPI Special Education staff who will either unlock the LEAs data as requested or deny the request. The person requesting the unlock will receive an email when the application has been unlocked or denied. Once the application is unlocked, Step 1: Verification list of students will be available to edit. To remove a student from the list, uncheck the *Is Verified* box for that specific student and click the save button. Before exiting the application resubmit the data, otherwise the report will be considered not completed.

To edit data from a record, uncheck the *Is Verified* box for that specific student and *Save* the record. Any new data submitted through CEDARS should populate the record at this time. If that does not occur, refresh your screen. If the data has been successfully submitted through CEDARS, it should now be available in this application. Save the record and resubmit the data, otherwise the report will be considered not completed.

District staff **will not** have the opportunity to modify the data after the reporting deadline.

General Reporting Tips

Early Childhood Outcomes CEDARS Elements

Element	Element Description
Element K16 – PreK Positive Social-Emotional Skills - Entry	<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 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.</p>

Element K17 – PreK Acquisition and Use of Knowledge/Skills - Entry	<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
Element K18 – PreK Appropriate Behaviors and Skills - Entry	<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 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.</p>
Element K19 – PreK Positive Social-Emotional Skills - Exit	<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.
Element K20 – PreK Positive Social-Emotional Skills - Progress	<p>Has the child shown any new skills or behaviors related to social-emotional skills since entry data was taken?</p>
Element K21 – PreK Acquisition and Use	<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</p>

of Knowledge/Skills - Exit	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: <ul style="list-style-type: none"> • 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: <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?

Entry Data

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. Values of 1 – Not Yet Assessed should be updated within the first three to six weeks of the student beginning to receive services for special education services. If a student transfers into the district with no previous data, the receiving district will need to assess the student to collect entry data. 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

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 named *Summary of Business Rules* assists districts in determining whether a student has maintained functioning or made progress from entry to exit.

Special Education Pre-K Early Childhood Entry and Exit Outcomes

(from CEDARS Appendix AD and used by Elements K16, K17, K18, K19, K21, K23)

Code	Outcome	Definition
1	Not Yet Assessed	<ul style="list-style-type: none"> Child not in PK for the minimum amount of time to be assessed or child is continuing in PK.
2	No Use of Immediate Foundational	<ul style="list-style-type: none"> Child does not yet show the expected functioning of a child his or her age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. Child's functioning might be described as like that of a much younger child.
3	Some Immediate Foundational	<ul style="list-style-type: none"> Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.
4	Emerging Immediate Foundational	<ul style="list-style-type: none"> Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. Functioning might be described as that of a younger child.

Code	Outcome	Definition
5	Rarely Uses Immediate Foundational	<ul style="list-style-type: none"> • Child shows occasional age-appropriate functioning across settings and situations. • More functioning is not age-appropriate than age-appropriate.
6	Some of the time	<ul style="list-style-type: none"> • Child shows functioning expected for his or her age some of the time and/or in some settings and situations. • Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. • Child's functioning might be described as that of a slightly younger child.
7	Some Concerns	<ul style="list-style-type: none"> • Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. • Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.
8	Completely Age-Appropriate	<ul style="list-style-type: none"> • Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. • Functioning is considered appropriate for his or her age. • No one on the team has concerns about the child's functioning in this outcome area.

Special Education Pre-K Early Childhood Progress Outcomes (from CEDARS Appendix AE and used by Elements K20, K22, K24)

Code	Outcome	Definition
1	Not Yet Exiting	Child is continuing in PK program. (Include children with IEPs who transfer out of the district, within the state, but are still continuing in a PK program.)
2	Yes	The child has shown or maintained new skills or behaviors related to social-emotional skills since entry data was taken.
3	No	The child has not shown or maintained new skills or behaviors related to social-emotional skills since entry data was taken.
4	Less 6 months	Child exited prior to being in the PK program for 6 months.

Summary of Business Rules

ELEMENT K16 – PREK POSITIVE SOCIAL-EMOTIONAL SKILLS – ENTRY

When K16 is _____		then K19 can be __	then K19 <i>can't</i> be _
		K19 – PreK Positive Social-Emotional Skills – Exit	
K16 – PreK Positive Social-Emotional Skills - Entry	1 - Not Yet Assessed	1	2, 3, 4, 5, 6, 7, or 8
	2 - No Use of Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1*
	3 - Some Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1*
	4 - Emerging Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1*
	5 - Rarely Uses Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1*
	6 - Some of the time	2, 3, 4, 5, 6, 7, or 8	1*
	7 - Some Concerns	2, 3, 4, 5, 6, 7, or 8	1*
	8 - Completely Age-Appropriate	2, 3, 4, 5, 6, 7, or 8	1*

*If the student is continuing in grade level PK, then valid value 1 is allowable for K19.

When K16 is _____		then K20 can be __	then K20 <i>can't</i> be _
		K20 – PreK Positive Social-Emotional Skills – Progress	
K16 – PreK Positive Social-Emotional Skills - Entry	1 - Not Yet Assessed	1 - Not Yet Exiting, 4-Less 6 months	2-Yes, 3-No
	2 - No Use of Immediate Foundational	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
	3 - Some Immediate Foundational	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
	4 - Emerging Immediate Foundational	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
	5 - Rarely Uses Immediate Foundational	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
	6 - Some of the time	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
	7 - Some Concerns	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting
	8 - Completely Age-Appropriate	2-Yes, 3-No, 4-Less 6 months	1 - Not Yet Exiting

When K16 is ____		Then K17 can be __	then K17 <i>can't</i> be __	and K18 can be __	and K18 <i>can't</i> be __
		K17 – PreK Acquisition and Use of Knowledge/Skills – Entry		K18 – PreK Appropriate Behaviors and Skills – Entry	
K16 – PreK Positive Social-Emotional Skills - Entry	1 - Not Yet Assessed	1	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8
	2 - No Use of Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	3 - Some Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	4 - Emerging Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	5 - Rarely Uses Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	6 - Some of the time	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	7 - Some Concerns	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	8 - Completely Age-Appropriate	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1

ELEMENT K17 – PREK ACQUISITION AND USE OF KNOWLEDGE/SKILLS - ENTRY

When K17 is ____		then K21 can be ____	then K21 <i>can't</i> be ____
		K21 – PreK Acquisition and Use of Knowledge/Skills – Exit	
K17 – PreK Acquisition and Use	1 - Not Yet Assessed	1	2, 3, 4, 5, 6, 7, or 8
	2 - No Use of Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1*
	3 - Some Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1*
	4 - Emerging Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1*
	5 - Rarely Uses Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1*
	6 - Some of the time	2, 3, 4, 5, 6, 7, or 8	1*
	7 - Some Concerns	2, 3, 4, 5, 6, 7, or 8	1*
	8 - Completely Age-Appropriate	2, 3, 4, 5, 6, 7, or 8	1*

*If the student is continuing in grade level PK, then valid value 1 is allowable for K21.

When K17 is ____		then K22 can be ____	then K22 <i>can't</i> be ____
		K22 – PreK Acquisition and Use of Knowledge/Skills – Progress	
K17 – PreK Acquisition and Use of Knowledge/Skills - Entry	1 - Not Yet Assessed	1 - Not Yet Exiting, 4 - Less 6 months	2-Yes, 3-No
	2 - No Use of Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	3 - Some Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	4 - Emerging Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	5 - Rarely Uses Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	6 - Some of the time	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	7 - Some Concerns	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	8 - Completely Age-Appropriate	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting

When K17 is ____		then K16 can be ____	then K16 <i>can't</i> be ____	and K18 can be ____	and K18 <i>can't</i> be ____
		K16 – PreK Positive Social-Emotional Skills - Entry		K18 – PreK Appropriate Behaviors and Skills – Entry	
K17 – PreK Acquisition and Use of Knowledge/Skills - Entry	1 - Not Yet Assessed	1	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8
	2 - No Use of Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	3 - Some Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	4 - Emerging Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	5 - Rarely Uses Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	6 - Some of the time	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	7 - Some Concerns	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	8 - Completely Age-Appropriate	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1

ELEMENT K18 – PREK APPROPRIATE BEHAVIORS AND SKILLS - ENTRY

When K18 is _____		then K23 can be __	then K23 <i>can't</i> be __
		K23 – PreK Appropriate Behaviors and Skills – Exit	
K18 – PreK Appropriate Behaviors and Skills -	1 - Not Yet Assessed	1	2, 3, 4, 5, 6, 7, or 8
	2 - No Use of Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1*
	3 - Some Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1*
	4 - Emerging Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1*
	5 - Rarely Uses Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1*
	6 - Some of the time	2, 3, 4, 5, 6, 7, or 8	1*
	7 - Some Concerns	2, 3, 4, 5, 6, 7, or 8	1*
	8 - Completely Age-Appropriate	2, 3, 4, 5, 6, 7, or 8	1*

*If the student is continuing in grade level PK, then valid value 1 is allowable for K23.

When K18 is _____		then K24 can be __	then K24 <i>can't</i> be __
		K24 – PreK Appropriate Behaviors and Skills – Progress	
K18 – PreK Appropriate Behaviors and Skills - Entry	1 - Not Yet Assessed	1 - Not Yet Exiting, 4 - Less 6 months	2-Yes, 3-No
	2 - No Use of Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	3 - Some Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	4 - Emerging Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	5 - Rarely Uses Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	6 - Some of the time	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	7 - Some Concerns	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	8 - Completely Age-Appropriate	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting

When K18 is _____		then K16 can be__	then K16 can't be __	and K17 can be__	and K17 can't be __
		K16 – PreK Positive Social-Emotional Skills - Entry		K17 – PreK Acquisition and Use of Knowledge/Skills - Entry	
K18 – PreK Appropriate Behaviors and Skills - Entry Knowledge/Skills - Entry	1 - Not Yet Assessed	1	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8
	2 - No Use of Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	3 - Some Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	4 - Emerging Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	5 - Rarely Uses Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	6 - Some of the time	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	7 - Some Concerns	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	8 - Completely Age-Appropriate	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1

ELEMENT K19 – PREK POSITIVE SOCIAL-EMOTIONAL SKILLS - EXIT

When K19 is _____		then K16 can be__	then K16 can't be __
		K16 – PreK Positive Social-Emotional Skills - Entry	
K19 – PreK Positive Social-Emotional	1 - Not Yet Assessed	1, 2, 3, 4, 5, 6, 7, or 8	
	2 - No Use of Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1
	3 - Some Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1
	4 - Emerging Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1
	5 - Rarely Uses Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1
	6 - Some of the time	2, 3, 4, 5, 6, 7, or 8	1
	7 - Some Concerns	2, 3, 4, 5, 6, 7, or 8	1
	8 - Completely Age-Appropriate	2, 3, 4, 5, 6, 7, or 8	1

When K19 is ____		then K20 can be__	then K20 <i>can't</i> be __
		K20 – PreK Positive Social-Emotional Skills – Progress	
K19 – PreK Positive Social-Emotional Skills - Exit	1 - Not Yet Assessed	1 - Not Yet Exiting, 4 - Less 6 months	2-Yes, 3-No
	2 - No Use of Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	3 - Some Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	4 - Emerging Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	5 - Rarely Uses Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	6 - Some of the time	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	7 - Some Concerns	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	8 - Completely Age-Appropriate	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting

When K19 is ____		then K21 can be__	then K21 <i>can't</i> be __	and K23 can be __	and K23 <i>can't</i> be __
		PreK Acquisition and Use of Knowledge/ Skills – Exit		PreK Appropriate Behaviors and Skills – Exit	
PreK Positive Social-Emotional Skills - Exit	1 - Not Yet Assessed	1	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8
	2 - No Use of Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	3 - Some Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	4 - Emerging Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	5 - Rarely Uses Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	6 - Some of the time	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	7 - Some Concerns	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	8 - Completely Age-Appropriate	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1

ELEMENT K20 – PREK POSITIVE SOCIAL-EMOTIONAL SKILLS - PROGRESS

When K20 is _____		then K16 can be _____	then K16 <i>can't</i> be ____
		PreK Positive Social-Emotional Skills - Entry	
PreK Positive Social-Emotional Skills - Progress	1 - Not Yet Exiting	1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8	
	2 - Yes	2, 3, 4, 5, 6, 7, or 8	1-Not Yet Assessed
	3 - No	2, 3, 4, 5, 6, 7, or 8	1-Not Yet Assessed
	4 - Less 6 months	1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8	

When K20 is _____		then K19 can be _____	then K19 <i>can't</i> be ____
		PreK Positive Social-Emotional Skills – Exit	
PreK Positive Social-Emotional Skills - Progress	1 - Not Yet Exiting	1-Not Yet Assessed	2, 3, 4, 5, 6, 7, or 8
	2 - Yes	2, 3, 4, 5, 6, 7, or 8	1-Not Yet Assessed
	3 - No	2, 3, 4, 5, 6, 7, or 8	1-Not Yet Assessed
	4 - Less 6 months	1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8	

When K20 is _____		then K22 can be _____	then K24 can be _____
		PreK Acquisition and Use of Knowledge/Skills – Progress	PreK Appropriate Behaviors and Skills – Progress
PreK Positive Social-Emotional	1 - Not Yet Exiting	1 - Not Yet Exiting	1 - Not Yet Exiting
	2 - Yes	2 – Yes, 3 - No	2 – Yes, 3 - No
	3 - No	2 – Yes, 3 - No	2 – Yes, 3 - No
	4 - Less 6 months	4 - Less 6 months	4 - Less 6 months

ELEMENT K21 – PREK ACQUISITION AND USE OF KNOWLEDGE/SKILLS - EXIT

When K21 is _____		then K17 can be _____	then K17 <i>can't</i> be ____
		PreK Acquisition and Use of Knowledge/Skills - Entry	
PreK Positive Social-Emotional Skills - Exit	1 - Not Yet Assessed	1, 2, 3, 4, 5, 6, 7, or 8	
	2 - No Use of Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1
	3 - Some Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1
	4 - Emerging Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1
	5 - Rarely Uses Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1
	6 - Some of the time	2, 3, 4, 5, 6, 7, or 8	1
	7 - Some Concerns	2, 3, 4, 5, 6, 7, or 8	1
	8 - Completely Age-Appropriate	2, 3, 4, 5, 6, 7, or 8	1

When K21 is _____		then K22 can be _____	then K22 <i>can't</i> be _____
		PreK Acquisition and Use of Knowledge/Skills – Progress	
PreK Positive Social-Emotional Skills - Exit	1 - Not Yet Assessed	1 - Not Yet Exiting, 4 - Less 6 months	2-Yes, 3-No
	2 - No Use of Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	3 - Some Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	4 - Emerging Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	5 - Rarely Uses Immediate Foundational	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	6 - Some of the time	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	7 - Some Concerns	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting
	8 - Completely Age-Appropriate	2-Yes, 3-No, 4 - Less 6 months	1 - Not Yet Exiting

When K21 is _____		then K19 can be _____	then K23 can be _____
		K19 – PreK Positive Social-Emotional Skills – Exit	K23 – PreK Appropriate Behaviors and Skills – Exit
K21 – PreK Acquisition and Use of Knowledge/Skills - Exit	1 - Not Yet Assessed	1	1
	2 - No Use of Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	2, 3, 4, 5, 6, 7, or 8
	3 - Some Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	2, 3, 4, 5, 6, 7, or 8
	4 - Emerging Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	2, 3, 4, 5, 6, 7, or 8
	5 - Rarely Uses Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	2, 3, 4, 5, 6, 7, or 8
	6 - Some of the time	2, 3, 4, 5, 6, 7, or 8	2, 3, 4, 5, 6, 7, or 8
	7 - Some Concerns	2, 3, 4, 5, 6, 7, or 8	2, 3, 4, 5, 6, 7, or 8
	8 - Completely Age-Appropriate	2, 3, 4, 5, 6, 7, or 8	2, 3, 4, 5, 6, 7, or 8

ELEMENT K22 – PREK ACQUISITION AND USE OF KNOWLEDGE/SKILLS - PROGRESS

When K22 is _____		then K17 can be _____	then K21 can be _____
PreK Acquisition and Use of Knowledge/ Skills - Progress		K17 – PreK Acquisition and Use of Knowledge/Skills - Entry	K21 – PreK Acquisition and Use of Knowledge/Skills – Exit
	1 - Not Yet Exiting	1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8	1-Not Yet Assessed
	2 - Yes	2, 3, 4, 5, 6, 7, or 8	2, 3, 4, 5, 6, 7, or 8
	3 - No	2, 3, 4, 5, 6, 7, or 8	2, 3, 4, 5, 6, 7, or 8
	4 - Less 6 months	1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8	1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8

When K22 is _____		then K20 can be _____	then K24 can be _____
PreK Acquisition and Use of Knowledge/ Skills - Progress		K20 – PreK Positive Social-Emotional Skills – Progress	K24 – PreK Appropriate Behaviors and Skills – Progress
	1 - Not Yet Exiting	1 - Not Yet Exiting	1 - Not Yet Exiting
	2 - Yes	2 – Yes, 3 - No	2 – Yes, 3 - No
	3 - No	2 – Yes, 3 - No	2 – Yes, 3 - No
	4 - Less 6 months	4 - Less 6 months	4 - Less 6 months

ELEMENT K23 – PREK APPROPRIATE BEHAVIORS AND SKILLS – EXIT

When K23 is _____		then K18 can be _____	then K24 can be _____
		PreK Appropriate Behaviors and Skills - Entry	PreK Appropriate Behaviors and Skills - Progress
PreK Appropriate Behaviors and Skills - Exit	1 - Not Yet Assessed	1, 2, 3, 4, 5, 6, 7, or 8	1 - Not Yet Exiting, 4 - Less 6 months
	2 - No Use of Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	2 – Yes, 3 - No, 4 - Less 6 months
	3 - Some Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	2 – Yes, 3 - No, 4 - Less 6 months
	4 - Emerging Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	2 – Yes, 3 - No, 4 - Less 6 months
	5 - Rarely Uses Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	2 – Yes, 3 - No, 4 - Less 6 months
	6 - Some of the time	2, 3, 4, 5, 6, 7, or 8	2 – Yes, 3 - No, 4 - Less 6 months
	7 - Some Concerns	2, 3, 4, 5, 6, 7, or 8	2 – Yes, 3 - No, 4 - Less 6 months
	8 - Completely Age-Appropriate	2, 3, 4, 5, 6, 7, or 8	2 – Yes, 3 - No, 4 - Less 6 months

When K23 is _____		then K19 can be _____	then K19 can't be _____	and K21 can be _____	and K21 can't be _____
		PreK Positive Social-Emotional Skills – Exit		PreK Acquisition and Use of Knowledge/ Skills – Exit	
PreK Appropriate Behaviors and Skills - Exit	1 - Not Yet Assessed	1	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8
	2 - No Use of Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	3 - Some Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	4 - Emerging Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	5 - Rarely Uses Immediate Foundational	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	6 - Some of the time	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	7 - Some Concerns	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1
	8 - Completely Age-Appropriate	2, 3, 4, 5, 6, 7, or 8	1	2, 3, 4, 5, 6, 7, or 8	1

ELEMENT K24 – PREK APPROPRIATE BEHAVIORS AND SKILLS - PROGRESS

When K24 is _____		then K18 can be _____	then K23 can be _____
		PreK Appropriate Behaviors and Skills - Entry	PreK Appropriate Behaviors and Skills - Exit
PreK Appropriate Behaviors and Skills - Progress	1 - Not Yet Exiting	1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8	1-Not Yet Assessed
	2 - Yes	2, 3, 4, 5, 6, 7, or 8	2, 3, 4, 5, 6, 7, or 8
	3 - No	2, 3, 4, 5, 6, 7, or 8	2, 3, 4, 5, 6, 7, or 8
	4 - Less 6 months	1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8	1-Not Yet Assessed, 2, 3, 4, 5, 6, 7, or 8

When K24 is _____		then K20 can be _____	then K22 can be _____
		PreK Positive Social-Emotional Skills – Progress	PreK Acquisition and Use of Knowledge/Skills – Progress
PreK Appropriate Behaviors and Skills - Progress	1 - Not Yet Exiting	1 - Not Yet Exiting	1 - Not Yet Exiting
	2 - Yes	2 – Yes, 3 - No	2 – Yes, 3 - No
	3 - No	2 – Yes, 3 - No	2 – Yes, 3 - No
	4 - Less 6 months	4 - Less 6 months	4 - Less 6 months

Calculating OSEP Categories

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.

Contact Information/Resources

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564-999-1421/360-522-3578

CEDARS Data

AskSI@k12.wa.us

Reporting Guidance

- [Early Childhood Outcomes Webpage](#)
- [CEDARS Manual and Appendices](#)
- [Child Find Technical Assistance Page](#)

Education Data System (EDS)

- [Contact your District Data Security Manager](#)
- [EDS User Guide and Policy](#)

EDS Support

eds.support@k12.wa.us
1-800-725-4311, Option 7

TTY

360-664-3631

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