I’ve got this data, now what do I do with it?
Disclaimer

The information contained in this presentation and power point is an overview of special education requirements. The presentation is not intended as legal advice. The state regulations that implement IDEA are located at Chapter 392-172A WAC. Outside resources are not intended to be an endorsement of any service or product. District personnel should always review their district’s procedures and review questions with their administrative staff.
Federal Special Education Data Reporting

- Annual reporting schedule
- Templates/applications used in data submission
- Instructions and guidance for each data report
- Additional Related resources
- Focus area: Child Outcomes Reporting
OSPI
EDS and iGrants

Education Data System (EDS)
Centralized suite of web-based applications regarding educational data. Administered by data security manager in each organization and maintained by OSPI. The webpage for creating an EDS account and other information:

http://www.k12.wa.us/EDS/default.aspx

iGrants
A group of form packages for online grant application or reporting. There are several different types of form packages: federal/state formula grants, federal/state competitive grants (RFPs), federal/state consortium grants, agreements, waivers, foundation grants, and end-of-year reports.
Monthly Enrollment Reporting

State Apportionment

- **Count Dates** – 4th school day of Sept and 1st school day of each month Oct thru June
- **Resident District** reports and receives the funding
- The following criteria **must** be met for each student counted on Form P-223H
  - The student’s evaluation must be current and meet state requirements.
  - The student’s eligibility to receive special education and related services or early intervention services must have been established.
  - The student’s individualized education program (IEP) must be current and in effect and meet State requirements.
  - The student must be receiving special education and related services or (specially designed instruction) as described in the current IEP.
For questions or additional information contact OSPI’s Enrollment Supervisor: Becky McLean
becky.mclean@k12.wa.us
360-725-6306

Monthly Enrollment Reporting:
http://www.k12.wa.us/safs/INS/ENR/1415/eh.asp
REPORTING REQUIREMENTS
## 2015-16 Reporting Schedule—Tentative

<table>
<thead>
<tr>
<th>Collection Name</th>
<th>Date due to OSPI</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Special Education Child Count and Least Restrictive Environment (LRE) must be submitted through CEDARS. To log-in the system go to:</td>
<td>12/14/15</td>
<td>CEDARS Manual <a href="http://www.k12.wa.us/CEDARS/default.aspx">http://www.k12.wa.us/CEDARS/default.aspx</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special Ed Child Count Reporting User Guide (PDF)</td>
</tr>
<tr>
<td>Special Education Personnel Employed and Contracted</td>
<td>12/18/15</td>
<td></td>
</tr>
<tr>
<td>Timeline for Initial Evaluation of Special Education and Transition from Part C to Part B by Child's 3rd Birthday</td>
<td>7/15/16</td>
<td>More information is available at <a href="http://www.k12.wa.us/CEDARS/default.aspx">Early Childhood Web site</a></td>
</tr>
<tr>
<td>Child Outcomes Summary Data</td>
<td>7/15/16</td>
<td><a href="http://www.k12.wa.us/CEDARS/default.aspx">Calculating Progress</a> (PDF)</td>
</tr>
<tr>
<td>Special Education Students Suspended/Expelled must be submitted through EDS. To log-in the system go to:</td>
<td>7/29/16</td>
<td><a href="http://www.k12.wa.us/CEDARS/default.aspx">Special Education Students Suspended/Expelled User Guide</a> (PDF)</td>
</tr>
<tr>
<td>Post-School Outcomes Survey of 2014 Leavers</td>
<td>6/1/16 11/1/16</td>
<td>Phone Interviews begin 6/1/16 Online data entered by 11/1/16</td>
</tr>
</tbody>
</table>

[http://www.k12.wa.us/SpecialEd/data/FederalForms.aspx](http://www.k12.wa.us/SpecialEd/data/FederalForms.aspx)
CEDARS Data Manual

- What is CEDARS and why do I need to know about it?
- Located on the OSPI Website at: http://www.k12.wa.us/CEDARS/Manuals.aspx
- Location File (A)
- District Student File (B)
- Student Special Education Programs File (K)
- Student Attributes and Program File (I)
- Ethnicity File (L) and Race File (M)
- Student Discipline File (P)
Data is submitted through CEDARS
District staff review and validate eligible students
Students eligible as of November 1 or first business day of November* ages 3-21 as of the count date
Must be locked on or before Dec 14, 2015 (confirmations of receipt sent within 3 business days)
Signed Certification mailed to OSPI
Special Education Nov Fed Child Count Application Guide

Due no later than December 14, 2015 through the Education Data System (EDS)
**Accessing the Application**

To access the Federal Special Education November Child Count Application:

- Log into EDS ([https://eds.ospi.k12.wa.us/Login.aspx](https://eds.ospi.k12.wa.us/Login.aspx))
- Select ‘View My Applications’
- Select the ‘Special Education November Federal Child Count’ application.
  (Direct URL: [https://eds.ospi.k12.wa.us/SpecialEdNov/default.aspx](https://eds.ospi.k12.wa.us/SpecialEdNov/default.aspx))

If you do not have an EDS login, you can create an account by accessing the Create an Account tab at the EDS sign-in screen or by contacting your District Security Manager. If you have an EDS login, but do not have access to the application, contact your District Security Manager. The list of district security managers can be found at: [https://eds.ospi.k12.wa.us/SecurityManagerList.aspx](https://eds.ospi.k12.wa.us/SecurityManagerList.aspx).
Welcome

Special Education November Federal Child Count

The Special Education November Federal Child Count application generates the validation list from CEDARS data. Districts count students who are eligible on November 3, 2014. Student's age, LRE, and disability codes must be based on the status as of the November 3, 2014 count date. Students must have a valid state student identifier (SSID) to be included in this report.

Students are included in the Validation List, if, as of November 3, 2014 in CEDARS, they:

- are enrolled in the district;
- have a Primary school = Yes;
- have a valid disability code;
- have a valid LRE code; and,
- have a valid Special Education record.

The process to add or remove a student from Special Education Federal Child Count Validation List is to correct CEDARS data. If there are students included in the Validation list that should not be counted, simply do not check the box for that student's record. For a list of options for editing a student's record, see page 7 of the User Guide. Students below 3 years of age are not included on this report.

The federal special education data must be validated and locked in the Special Education November Federal Child Count EDS application no later than June 30, 2014. 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 2014-2015 CEDARS files.

The process includes three steps:

1. Validation
2. Review
3. Certification

Go to the tab labeled Certification to begin.

[Note: For large districts with thousands of students, this may take up to 5 minutes to load. Please be patient.]

Certification Tab

**Step 1: Validation**

Federal Special Education Report - Validation, Review, and Certification

This is Step 1 of the Federal Special Education Count Validation Process. This sub-tab contains a list of students potentially eligible to be counted. Where appropriate, current year district CEDARS data is used to generate the student list on this sub-tab.

The student list on this sub-tab is sorted by default in the following order: error records, non-validated records, and then validated records. For a detailed description of common errors and ways to correct a student’s record, see the User Guide.

CEDARS exceptions must be reconciled for students to be included on the Federal Special Education Count. If a student is listed as an exception in CEDARS, and you intend to count the student for the November Federal Count, the exception must be reconciled. The student will not appear on the validation list until the exception is corrected.

After reviewing the Special Education Exceptions (in CEDARS), verify each student listed has a valid IEP, current evaluation and was enrolled on the Federal Count date for the school year. This report is generated for the SERVING district. If a student is a resident of your district but is served by another district, the SERVING district is responsible for Special Education reporting in this Federal Report.

How to determine why students do or do not display on the Validation list:

1. Counted students must be age 3-21 as of November 3, 2014. Students older or younger will not be included on this report.
2. This report displays students who are served in your district. If they are resident students, but served in another district, they will not be on this list.
3. Check the Exceptions Report and correct any exceptions about the student. To be able to validate a student on the Federal report, the student’s CEDARS data cannot be a submission exception. The student also cannot be shown an error on the validation list.
4. Verify the student was enrolled and being served in your district on the November 3 count data.
5. Make sure the student is reported as Primary School - Yes in your district OR that the student is reported as Part-time Private School - Yes or Part-time Homebased - Yes in CEDARS.

Tips: Enter an SSID or partial name to search for individual students; select "Search" with no criteria to see all students.

<table>
<thead>
<tr>
<th>SSID</th>
<th>First Name</th>
<th>Last Name</th>
<th>Search</th>
</tr>
</thead>
</table>

Total Records: 257  Error Records: 9  Validated Records: 0  Non-Validated Records: 248

<table>
<thead>
<tr>
<th>IDP and current evaluation complete</th>
<th>SSID</th>
<th>District Student Id</th>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Birth Date</th>
<th>Age</th>
<th>Gender</th>
<th>Record Type</th>
<th>Primary School Name</th>
<th>School Choice Type</th>
<th>LRE Code, Name</th>
<th>Disability Type</th>
<th>Federal Race Category</th>
<th>Is Private School</th>
</tr>
</thead>
<tbody>
<tr>
<td>This record cannot be validated until the error is corrected.</td>
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<td>This record cannot be validated until the error is corrected.</td>
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</tbody>
</table>
Step 2: Review

Once the student list has been validated and saved, navigate to the Review sub-tab. This section summarizes all the student data validated on the Validation sub-tab. These reports display the students validated for the November Federal Special Education Federal Count summarized by LRE, race/ethnicity, ELL status, age, gender, and disability category. Review the reports to ensure accuracy. Print (see the print friendly icon in the upper right hand corner of the screen) or download these reports after you have certified that your data is accurate on the certification page. The reports listed here and on the Print/Download tab are the same.
**Step 3: Certification**

After reviewing the disability and LRE reports for accuracy, navigate to the *Certification* sub-tab. This page contains the certification report that the district needs to check and save before mailing the original to OSPI.

The table on the *Certification* sub-tab is summarized by Resident-Serving District configuration using the certified data from the *Validation* sub-tab. If you serve students that are residents of other districts you will see a table similar to the one below.

<table>
<thead>
<tr>
<th>Resident District</th>
<th>Resident District Code</th>
<th>3-5 Childcount</th>
<th>6-21 Childcount</th>
<th>3-21 Childcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District</td>
<td></td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School District</td>
<td></td>
<td>22</td>
<td>35</td>
<td>57</td>
</tr>
<tr>
<td>School District</td>
<td></td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>22</strong></td>
<td><strong>36</strong></td>
<td><strong>59</strong></td>
</tr>
</tbody>
</table>

To complete your Federal Special Education report, check the checkbox indicating you certify the report and click the "Save" button. Next, print this page and mail it to:

Amber O'Donnell  
Special Education, OSPI  
PO BOX 47200  
Room 350  
Olympia, WA 98504-7200

By checking this box, I CERTIFY that the information provided on this form is to the best of my knowledge complete and accurate as per the CEDARS Special Education Rule. A knowingly false claim on this report is a criminal offense under U.S. Code, Title 18, Section 1001 or Section 287.

Serving District Name: [Insert School District]  
District Signature:  
Printed Name:  
Title:  
Date:  

*PLEASE BE SURE TO ALSO KEEP A COPY OF THIS SIGNED REPORT FOR YOUR DISTRICT RECORDS.*
Special education personnel employed to serve students receiving special education services

- Data is submitted via email using OSPI template
- District staff report personnel employed (including contracted) to provide services to students receiving special education services
- Must be received by OSPI on or before December 18, 2015 (confirmations of receipt sent within 3 business days)
- Template located at: http://www.k12.wa.us/SpecialEd/Data/Forms/Personnel.xlsx

Due no later than December 18, 2015
Excel template submitted to specialeddata@k12.wa.us
Data is submitted via email using OSPI template*

- Students served in an special education early childhood program
- Entry data taken between the first 3-6 weeks in an early childhood special education program
- Exit data taken when student is no longer in an early childhood special education program (unless they have been in program < 6 months)
- Must be received by OSPI on or before July 15, 2016 (confirmations of receipt sent within 3 business days)

Due no later than July 15, 2016 Excel template* submitted via email to specialeddata@k12.wa.us

Template located at: http://www.k12.wa.us/specialed/Data/forms/COSF.xlsx
Timeline For Initial Evaluation/Part C to Part B Transition

- Data is submitted via email using OSPI template
- District staff report students who were evaluated for an initial evaluation anytime during the school year
- District staff report children who were served by the Part C program and evaluated for eligibility to Part B
- Must be received by OSPI on or before July 15, 2016 (confirmations of receipt sent within 3 business days)

Due no later than July 15, 2016 Excel template submitted via email to specialeddata@k12.wa.us
Special Education Behavior and Weapons Reporting

Data is submitted through the Education Data System (EDS)

Must be locked on or before July 29, 2016 (confirmations of receipt sent within 3 business days)—due date is tentative at this time.

Special Education Suspended/ Expelled Application User Guide

Review instructions and definitions in Data Reporting Bulletin

Multiple sections (disability, race/ethnicity, gender, ELL status, in-school and out-of-school suspensions, total number of days suspended, interim alternative educational settings for various reasons

Technical Assistance Paper (TAP) #2: Discipline Requirements for Students Who Receive Special Education Services

http://www.k12.wa.us/SpecialEd/pubdocs/TAP_2.pdf

Due no later than July 29, 2016 via EDS Application
Accessing the Application

To access the Special Education Suspended/Expelled Application:

- Log into EDS (https://eds.ospi.k12.wa.us/Login.aspx)
- Select ‘View My Applications’
- Select the ‘Behavior and Weapon’s application.
(Direct URL: https://eds.ospi.k12.wa.us/BehaviorAndWeapons/Home.aspx)

If you do not have an EDS login, you can create an account by accessing the Create an Account tab at the EDS sign-in screen or by contacting your District Security Manager. If you have an EDS login, but do not have access to the application, contact your District Security Manager. A listing of the district security managers can be found at: https://eds.ospi.k12.wa.us/SecurityManagerList.aspx.
There are multiple tabs to choose from: Home, Weapons, Behavior, District, HIB, Special Education, Reports, Admin, and Help. Special Education is the tab to select to begin entering data into this report.

The current school year is defaulted to show on this screen. For this reporting cycle make sure you are using the 2013-14 school year.

If you see the following message, check to see what school year is selected. If it is not the current year, select 2013-14 from the drop down menu and click the Search button.

Special Education Suspensions

Deadline for submitting data is

Special Education is not available for the selected school year.
Submitting District Level Data

No Data to Report

If a district has no students meeting the reporting requirements then choose the radio button “We had no special education suspensions this year.” Click on the Submit button.

Behavior and Weapons

Special Education Suspensions

School Year: 2013-2014

Deadline for submitting data is

- We had no special education suspensions this year.
- We had one or more special education suspensions this year.

Save  Submit
After submitting the data the following message should appear. If it does not, the report has not been successfully submitted.

**Behavior and Weapons**

**Special Education Suspensions**

**School Year:** 2013-2014

[Search]

---

*This data is certified.*
Certified On: 5/15/2014 9:59:48 AM  
Certified By: Sandy Grummick

**Deadline for submitting data is**

- [ ] We had **no** special education suspensions this year.
- [x] We had **one or more** special education suspensions this year.

[Save]  [Submit]
**Entering Data**

For those districts with data to submit, the radio button “We had one or more special education suspensions this year” is the default setting so there is no need to change that button. Scroll down the screen and select the “Edit Section A” button to begin entering data by disability category for columns 1, 2, 3, 4 and 5. The image below is a partial screen shot. Please refer to the purpose and instructions to make sure you are entering complete data for each section.

![Partial Screen Shot](image_url)
Post-School Outcomes Survey of 2015 Leavers

- Conducted on OSPI’s behalf by the Center for Change in Transition Services (CCTS)
- Report all students who leave after high school (graduates and dropouts)
- Districts begin interviewing leavers June 1, 2016
- Survey must be completed and entered online on or before November 1, 2016
- Contact CCTS at for training and log-in registration (http://www.seattleu.edu/ccts/)

Phone surveys can begin June 1, 2016

Survey data entered and completed on or before November 1, 2016 using the Center for Change in Transition Services (CCTS) online platform.

Contact the CCTS for training and information

206-296-6494
ccts@seattleu.edu
District Profiles

Located at:
http://www.k12.wa.us/SpecialEd/Data/default.aspx

Excel document that can be downloaded.
Enter 5-digit county – district code
Contains most current as well as historical data (where available)
Resources

Calendar ([http://www.k12.wa.us/SpecialEd/pubdocs/AnnualActivitiesCalendar.pdf](http://www.k12.wa.us/SpecialEd/pubdocs/AnnualActivitiesCalendar.pdf))


CEDARS/EDS/iGrants – ([https://eds.ospi.k12.wa.us/Login.aspx](https://eds.ospi.k12.wa.us/Login.aspx))

Apportionment – ([http://www.k12.wa.us/SAFS/default.asp](http://www.k12.wa.us/SAFS/default.asp))

Enrollment Reporting Handbook

Monthly Updates ([http://www.k12.wa.us/SpecialEd/updates.aspx](http://www.k12.wa.us/SpecialEd/updates.aspx))


Special Education Funding ([http://k12.wa.us/SpecialEd/Finance-Grants/Funding.aspx](http://k12.wa.us/SpecialEd/Finance-Grants/Funding.aspx))


Regional ESD Meetings

OSPI/WASA Conference—August 5-7, 2015 Tacoma, WA
Federal Data Reporting Contact Information

http://www.k12.wa.us/SpecialEd/Data/default.aspx

Email: specialeddata@k12.wa.us
Voice: 360-725-6075

Sandy Grummick
Amber O’Donnell
Fiscal Information

http://www.k12.wa.us/SpecialEd/Finance-Grants/default.aspx

Email: maryellen.parrish@k12.wa.us
Voice: 360-725-6075

Mary Ellen Parrish
iGrants Form Package 267 Information

https://eds.ospi.k12.wa.us/iGrants/Default.aspx
Voice: 360-725-6075

Kathy Cutlip, Fiscal Analyst
kathy.cutlip@k12.wa.us

Valerie Arnold, Program Review Facilitator
valerie.arnold@k12.wa.us
Early Childhood Outcomes
Federal Data Collection Forms

The Office of Superintendent of Public Instruction (OSPI) collects special education data which must be submitted annually to the Office of Special Education Programs (OSEP), U.S. Department of Education. This page displays the information of all the federally required data that will be collected during the 2014-15 school year. Each collection has a separate set of instructions, data collection forms, and due dates. All school districts are required to submit these data reports.

For those data reports requiring Excel templates, you must first download the template and save it to your computer before filling in any information. Open each template with Excel, fill in the required data, and then attach the document and email to specialeddata@k12.wa.us for submission. You cannot submit via the internet.

<table>
<thead>
<tr>
<th>2014-15 Collection Name</th>
<th>Date Due</th>
<th>Additional Information and Resources</th>
</tr>
</thead>
</table>
| Federal Special Education Child Count and Least Restrictive Environment (LRE) may only be submitted using the Special Education November Federal Child Count application located in EDS, in the My Applications listing. | CEDARS Submission due on or before 12/15/14 | Special Ed Child Count Reporting User Guide (PDF)  
Special Ed Nov Federal Child Count Application  
November 1, 2012 - View recording here  
Training webinar and relevant materials for the Early Childhood LRE Codes in effect 7/1/11  
CEDARS Manual and Appendices |
| To log-in the system go to: https://eds.ospi.k12.wa.us/Login.aspx                     |                           |                                                                                                     |
| Special Education Personnel Employed and Needed (Excel)                                | 12/19/14                  | No Changes                                                                                          |
| Email the completed form to specialeddata@k12.wa.us                                   |                           |                                                                                                     |
| Save template to computer before entering data.                                       |                           |                                                                                                     |
| **Timeline for Initial Evaluation of Special Education and Transition from Part C to Part B by Child’s 3rd Birthday** (Excel) Both forms incorporated into one template with multiple pages. | 07/15/15                  | More information is available at Early Childhood Web site.  
Calculating Progress (PDF) |
| Email completed form to specialeddata@k12.wa.us                                       |                           |                                                                                                     |
| Save template to computer before entering data.                                       |                           |                                                                                                     |
| Child Outcomes Summary Form - submit district-wide entry and exit data (Excel) Click on the Data tab to enter district’s entry and exit data. | 07/15/15                  |                                                                                                     |
| Email completed form to specialeddata@k12.wa.us                                       |                           |                                                                                                     |
| Continue using form from previous year. If you need a new copy of your districts previously submitted data please send that request to specialeddata@k12.wa.us |
| Special Education Students Suspended/Expelled may only be submitted using the application located in EDS, in the My Applications listing. | 08/03/15                  | Special Ed Suspended/Expelled User Guide (PDF) New Submission Process started in 2013-14, Data is now submitted through an application created in the Education Data System (EDS). |
| To log-in the system go to: https://eds.ospi.k12.wa.us/Login.aspx                     |                           |                                                                                                     |
| Post-School Data Survey (2014 Leavers) and the Demographic Form are located on the Center’s website: www.seattleu.edu/ccts | 06/01/15  
11/01/15 | Phone Interviews begin on 06/01/15  
Online data must be entered by 11/01/15  
|
Early Childhood Outcomes - Indicator 7

The federal Office of Special Education Programs (OSEP) requires local school districts to report outcomes data for every child in preschool who receives special education services. Early childhood outcomes data are collected when a child begins to receive special education services (usually around age 3) and again when the child exits from preschool special education. Additional information about early childhood outcomes reporting can be found on this [parent information publication](#).  

[Early Childhood Technical Assistance Center (ECTA Center) website](#)
This is the national technical assistance center funded by the Office of Special Education Programs. The website offers a comprehensive set of resources for state and local administrators, teachers, and families related to implementation of a high-quality outcomes system for early childhood special education programs.

[Child Outcomes Summary (COS) Online Learning Modules](#) (provided through the ECTA Center)
This online learning module is designed to prepare early intervention and early childhood special education staff to use the Child Outcomes Summary (COS) process to describe how children are doing on three child outcomes:
- Children have positive social-emotional skills (including social relationships).
- Children acquire and use knowledge and skills (including early language, communication and early literacy).
- Children use appropriate behaviors to meet their needs.

To set the stage for what you will learn in this module, view the [Child Outcomes Step-by-Step](#) video (Edelman, 2011). The 9-minute video shows the three child outcomes in action. [Free registration may be required to view these modules](#).

Session 1: Introduction So What's The All About
Session 2: Overview of the COS Process
Session 3: Completing the COS

Early Child Outcome Resources (direct link to ECTA Center)
The following paper provides instructions on how to use the Child Outcomes Summary Form including: basic directions for filling out the form, definitions of the outcomes ratings, and scoring methods and considerations.
- Instructions on the use of the COSF (May 26, 2009) [Word](#) | [PDF](#)

The following document provides definitions for each of the 7 ratings on one page. COS teams may wish to use the one-pager as a reference during rating discussions. The definitions were updated in May 2009, with input from the COS Training Consortium. The definitions are also available in the Instructions on the Use of the COS, as described above.
- Outcomes Ratings Definitions (May 21, 2009) [Word](#) | [PDF](#)

The Decision Tree

The decision tree was created as a tool for training in the use of the COS Form. The tree is a series of questions about the extent to which a child exhibits age-appropriate skills and behaviors in each outcome area. Responses guide the user to a specific rating category on the 7-point scale. The decision tree was updated in May 2009 based on input from the COS Training Consortium.

In January 2011, the decision tree without numbers was developed for programs wishing to de-emphasize the numbers on the scale, to be used in particular when families are directly involved in the team discussion that describes their child's level of functioning. This version replicates the original decision tree with the exception that the numbers of the rating scale, 1-7, were removed.
- Decision Tree (June 1, 2009) [Word](#) | [PDF](#)
- Decision Tree without Numbers [Word](#) | [PDF](#)
- Child Outcomes Summary Form (COSF) (OSPI, Excel)
  Form used for annual submission of district-wide entry and exit data to OSPI
- Frequently Asked Questions (OSPI, revised August 2013, PDF)
  This document provides information on early childhood outcomes reporting based on questions from Washington school districts.
- Washington State Early Learning and Development Benchmarks (PDF, 2003)
  A reference for normal development and typical approaches to learning.
- A Guide to Assessment in Early Childhood: Infancy to Age Eight (PDF, 2008)
  Washington State's guide to early childhood assessment practices and instruments. This resource contains detailed information on 28 screening tools and 78 diagnostic assessments.
## Conversion of Child Outcomes Summary Form (COSF) data to OSEP Reporting Categories

### Instructions
- **Entry**
  - Enter child ID in "ID" column.
  - Enter date from outcomes summary form in Entry "Date" column (format MMDODYY)
  - Enter rating numbers (1 through 7) for Entry outcomes 1, 2 and 3
  - To add a row, press Ctrl + r (press and hold the Ctrl key then tap the r key)
  - Entry date is equal to the child's start date in the preschool program.

- **Exit**
  - Locate child ID in "ID" column.
  - Enter date from outcomes summary form in Exit "Date" column (format MMDODYY) - must be at least 6 months after that for Entry.
  - Enter rating numbers (1 through 7) for Exit outcomes 1, 2 and 3
  - Indicate whether or not progress was made for each outcome since Entry (yes or no, format "y" or "n").
  - Reporting categories as shown at right will appear in "OSEP Category" columns.

### OSEP Categories Key
- **a** - Children who did not improve functioning
- **b** - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers
- **c** - Children who improved functioning to a level nearer to same-aged peers but did not reach it
- **d** - Children who improved functioning to reach a level comparable to same-aged peers
- **e** - Children who maintained functioning at a level comparable to same-aged peers

**Progress?** - No determination of progress has been provided yet (please fix)

**Impossible** - The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (please fix)

### Table
<table>
<thead>
<tr>
<th>SSID</th>
<th>Date of Birth (mm/dd/yyyy)</th>
<th>Entry ID</th>
<th>Entry Date (mm/dd/yyyy)</th>
<th>Exit ID</th>
<th>Exit Date (mm/dd/yyyy)</th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
<th>Outcome 1 Progress</th>
<th>Outcome 2 Progress</th>
<th>Outcome 3 Progress</th>
<th>Outcome 1 Category</th>
<th>Outcome 2 Category</th>
<th>Outcome 3 Category</th>
<th>Impossible</th>
<th>Progress?</th>
<th>Service less than 6 months or missing data</th>
<th>ID Repeated</th>
</tr>
</thead>
</table>