The ABC's of COS

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619 Coordinator

mdek12.org

MISSISSIPPI DEPARTMENT OF EDUCATION

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education STRATEGIC PLAN GOALS

1. **ALL** Students Proficient and Showing Growth in All Assessed Areas
2. **EVERY** Student Graduates from High School and is Ready for College and Career
3. **EVERY** Child Has Access to a High-Quality Early Childhood Program
4. **EVERY** School Has Effective Teachers and Leaders
5. **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. **EVERY** School and District is Rated “C” or Higher

Indicator 7 Child Outcomes – IDEA states:

“Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

B.Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

C. Use of appropriate behaviors to meet their needs."

Why the Child Outcomes Summary (COS) process?

- Currently used by 43 states and territories for Federal reporting
- Used by First Steps for Part C Federal reporting
- Gives IEP committee opportunity to look at all available data and determine ratings for the child
- Looks at child as a whole rather than just a snapshot
- Aligns with the Division of Early Childhood of the Council for Exceptional Children (DEC) Recommended Practices

Outcome Descriptions

Outcome 1: Positive Social Emotional Skills

This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes attachment/separation/ autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

- **Relating with caregivers:** attachment, separation, regulation, respond/ initiate/sustain interactions, acknowledge comings and goings…
- **Attending to other people in a variety of settings:** awareness, caution, respond to/offer greetings, respond to own/others' names…
- **Interacting with peers:** awareness, respond/initiate/sustain interactions, share, cope and resolve conflicts, play proximity with peers…
- **Engaging in social games and communication with others:** respond to/initiate/sustain games and social communication, engage in mutual activity, joint attention…
- **Adapting to changes in the environment or routines:** transition between activities, respond to new/familiar settings/interactions, behave in ways to participate, follow routines and social rules…
- **Expressing own emotions and responding to the emotions of others:** show pride/excitement/ frustration, display affection, acknowledge/comfort others…

Outcome 2: Acquisition and Use of Knowledge and Skills

This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

- **Showing interest in learning:** persist, show eagerness and awareness, imitate and repeat actions, explore environment…
- **Using problem solving:** figure things out, trial and error, remember steps/actions, use purposeful actions, experiment with known and new actions…
- **Engaging in purposeful play:** early awareness and exploration, functional object use, construction, pretend, make believe play scenarios…
- **Understanding pre- academic and literacy concepts:** differences or associations among things, matching/sorting, size/color/shape/numbers, actions with pictures and books, early writing…
- **Progressing from sounds to words:** acquisition and complexity of sounds and vocabulary, sentence length and structure, [includes general items about language skills without context or intent]
- **Understanding questions asked and directions given:** respond to gestures, verbal requests, understand meaning of increasingly complex words/questions/directions, knowing and stating details about oneself such as name, age, gender…

Outcome 3: Use of Appropriate Behaviors to Meet their Needs

This outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in children 24 months or older, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of oneself in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

- **Moving around and using tools/manipulating things to meet needs:** early movements and control to rolling, crawling, walking, running, jumping, climbing…, using tools – crayons, scissors…
- **Eating and drinking with increasing independence:** suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cups, amount/type of food…
- **Dressing and undressing with increasing independence:** assist with dressing, take off, put on shoes and clothes, undo/do fasteners…
- **Diaper/toileting & washing with increasing independence:** lift legs, toss diaper, sit on potty, wash hands, brush teeth, help with bathing…
- **Communicating needs:** indicate hunger, need for diaper change, sleep, express discomfort, hurt, request/reject food, express choice…
- **Showing safety awareness:** avoid dangers – stove, road, seatbelt…
  Note: safety awareness is less evident in very young children

Let’s Practice!

To which outcome would this standard apply?

Example 1:

- With prompting and support, recite numbers 1 to 30 in the correct order.

Example 1:

- With prompting and support, recite numbers 1 to 30 in the correct order.

Outcome 2: Acquisition and Use of Knowledge and Skills

Example 2:

- Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).

Example 2:

- Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).

Outcome 1: Positive Social Emotional Skills

Example 3:

- Student is unable to articulate the /f/ or /n/ sound correctly.

Example 3:

- Student is unable to articulate the /f/ or /n/ sound correctly.

None of these necessarily

Example 4:

- Communicate to seek out help with difficult task, to find comfort, and to obtain security.

Example 4:

- Communicate to seek out help with difficult task, to find comfort, and to obtain security.

Outcome 3: Use of Appropriate Behaviors to Meet their Needs

COS Steps

Entry Steps

Introduce to Parents

Administer Anchor Assessment for Entry

Discuss the 3 Outcome Areas

Complete COS Form for Entry

Enter info into MSIS

Introduce to Parents

- Ideally, parents should be introduced to this process as part of the initial evaluation. If that is not possible, it should be introduced as soon as possible after the child begins receiving services. The three outcomes involve all five developmental domains that we consider when measuring a young child's progress.
- Sample Family Flyer to share with parents can be found at https://www.mdek12.org/sites/default/files/family_cos_brochure.pdf.

Introduce to Parents

Child Outcomes Summary (COS): What Families Should Know

What is it?

The Child Outcomes Summary (COS) summarizes information on a child's functioning in each of the three child outcome areas listed below using a 7-point scale. With the COS process, a team of individuals who are familiar with a child (including parents) should consider multiple sources of information about his/her functioning, including parent/provider observation and results from assessment. The team documents the ratings in the child's special education record.

Outcome 1: Positive Social Emotional Skills, including but not limited to:

- Relating with caregivers
- Attending to other people in a variety of settings
- Interacting with peers
- Engaging in social games and communication with others
- Adapting to changes in the environment or routines
- Expressing own emotions and responding to the emotions of others

Introduce to Parents

Outcome 2: Acquisition and Use of Knowledge and Skills, including but not limited to:

- Showing interest in learning
- Using problem solving
- Engaging in purposeful play
- Understanding pre- academic and literacy concepts
- Progressing from sounds to words
- Understanding questions asked and directions given

Outcome 3: Use of Appropriate Behaviors to Meet their Needs, including but not limited to:

- Moving around and using tools/manipulating things to meet needs
- Eating and drinking with increasing independence
- Dressing and undressing with increasing independence
- Diaper/toileting & washing with increasing independence
- Communicating needs
- Showing safety awareness

Introduce to Parents

Who participates?

Children ages three through five who are receiving special education services are included in this process.

When does it happen?

Ratings are determined when a child begins receiving special education services (known as entry) and again just before his or her sixth birthday or dismissal from services (known as exit). The same three outcomes are used at both entry and exit.

Why should my child participate?

While the main purpose of the COS process is to meet federal requirements, these outcomes data have other valuable uses. These data should be used by districts to improve programs and services for preschool children. Additionally, this information can help inform families and providers about the child's functioning. While individual student information is kept confidential and only used by the team working with the child, district level information can be collected and shared publicly with legislators and other stakeholders.

How can I as a parent be involved?

Parents are experts about their child and can provide valuable information about how their child learns best and the progress he/she is making on specific developmental skills. Parents are included on the team that discusses all available data and determines the ratings for each of the three outcomes at entry and exit.

Administer Anchor Assessment for Entry

- Currently there are two State Board approved anchor assessments to be used for COS:
  - Battelle Developmental Inventory, Third Edition, by Riverside Insights
    - **Full assessment should be used**.
  - ProLADR and myIGDIs Early Literacy (Early Childhood Suite) by Renaissance Learning
    - Three-year-olds will be given ProLADR, while four- and five-year-olds will be given ProLADR **and** myIGDIs Early Literacy.
- This list, along with contact information, can be found at: https://www.mdek12.org/sites/default/files/approved_anchor_assessments.pdf

Anchor Assessments

Battelle Developmental Inventory-3

Riverside Insights

Contact: Van Mabie

Van.Mabie@riversideinsights.com

(415) 728-3720

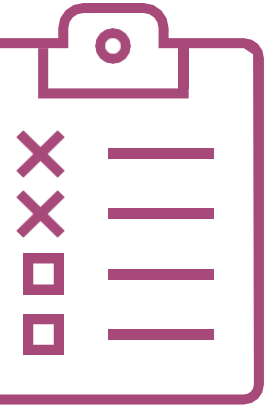
Preschool Suite – includes myIGDIs Early Literacy and ProLADR

Renaissance Learning

Contact: Charlotte Wilson

Charlotte.Wilson@renaissance.com

(662) 813-3934



Discuss Three Outcome Areas

- Discussing the three outcome areas with the IEP committee ensures that providers are working toward the same end goals, though specific services and objectives will differ between providers.
- Reviewing this information districtwide also reveals the effectiveness of the district's early childhood program and can drive improvements.

Discuss Three Outcome Areas

- While this process may not be directly related to IEP goals, the IEP form for preschool students is designed to address these three outcomes.

AREA OF ANNUAL GOAL
Social Emotional Skills and Relationships: ☐ Social ☐ Emotional ☐ Behavioral ☐ Other:
Knowledge and Skills: ☐ Communication ☐ Pre-Academic ☐ Cognitive ☐ Other:
Appropriate Behavior to Meet Needs: ☐ Gross/Fine Motor Skills ☐ Adaptive/Daily Living Skills ☐ Other:

Complete COS Form for Entry

- Once the IEP committee has discussed the child's current functioning and progress, the COS form should be completed to document their decision. The three ratings, as well as specific skills the child has mastered and is struggling with, should be documented on the COS form under the appropriate outcome.
- IEP committee members who have input in this process should be indicated on the form. The chosen anchor assessment should be listed, as well as other data sources the committee used to determine the ratings.

Complete COS Form for Entry

Child Outcomes Summary (COS) Form

Check one: ☑ Entry COS ☐ Interim Rating ☐ Exit COS

Date Completed: 1/20/2022

I. Child Information

Name: Sally Sunshine

Date of Birth: [redacted] MSIS#: [redacted]

Primary Disability: Developmentally Delayed

Secondary Disability: _____

II. Rating Summary

	For Interim/Exit Only: (Any progress made since Entry rating?)	
Outcome 1 Rating: 5 Having Positive Social-Emotional Skills	☐ Y	☐ N
Outcome 2 Rating: 4 Acquiring and Using Knowledge and Skills	☐ Y	☐ N
Outcome 3 Rating: 5 Using Appropriate Behavior to Meet Needs	☐ Y	☐ N

III. Anchor Assessment Battelle Developmental Inventory - 3

Complete COS Form for Entry

IV. Sources of Information (check all that apply):

- [x] Observations
- [x] Anecdotal Notes
- [x] Interviews
- [ ] Classroom Data
- [ ] Other Assessment Tools (list) _____
- [ ] Other Sources (list) _____

V. Persons involved in determining the rating:

Name	Role
Jennifer Sunshine	Parent
Martha Jones	General Education Teacher
Lindsay Anderson	Special Education Teacher
Bill Williams	Agency Representative
	Related Service Provider
	Other
	Other

Complete COS Form for Entry

1. Positive Social-Emotional Skills (including social relationships)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating to adults
- Relating to other children
- Following rules related to groups or interacting with others

1a. To what extent does the child show age-expected functioning, across a variety of settings and situations, on this outcome? (choose one number)

1	2	3	4	5	6	7
○	○	○	○	◉	○	○

Supporting evidence for this outcome rating

Age-expected functioning

Concerns in this area? ☑ **Yes** ☐ **No** (describe)

Sally has many skills expected of her age, but she also demonstrates some skills slightly below what is expected in this area. She interacts appropriately wtih familiar adults, but is unable to engage in appropriate interactions with classmates. She shows control of her body throughout the classroom. She is unable to manage her emotions.

Immediate foundational skills/Functioning that is not yet age-expected but approaching age-expected

Sally can engage with a variety of familiar adults and is beginning to express a desire to play with others. She can cooperate with peers by taking turns with guidance and support.

Functioning that is not yet age-expected or immediate foundational

Complete COS Form for Entry

1b. (For Interim/Exit only) **Has the child shown ANY new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?** (Choose one number)

☐ Yes 1 – Describe progress:

☐ No 2 – Describe why no progress:

Complete COS Form for Entry

2. Acquiring and Using Knowledge and Skills (including early language/communication and early literacy)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. **To what extent does this child show age-expected functioning, across a variety of settings and situations, on this outcome? (choose one number)**

1	2	3	4	5	6	7
○	○	○	◉	○	○	○

Supporting evidence for this outcome rating

Age-expected functioning

Concerns in this area? ☑ **Yes** ☐ **No** (describe)

Sally has a few of the skills we would expect for this outcome, but she shows more skills that are not age-expected. She can identify the front, back, and title page of a book. Sally is unable to answer questions related to a variety of print materials or retell a familiar story.

Immediate foundational skills/Functioning that is not yet age-expected but approaching age-expected

Sally can identify common objects in pictures of books, recognize and name the letters in her first name, and engage in verbal play. Sally can recite numbers 1 to 5 and count objects up to 3.

Functioning that is not yet age-expected or immediate foundational

Complete COS Form for Entry

2b. (For Interim/Exit only): **Has the child shown ANY new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?** (Choose one number)

☐ Yes 1 – Describe progress:

☐ No 2 – Describe why no progress:

Complete COS Form for Entry

3. **Appropriate Behavior to Meet Needs**
To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):
   - 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, etc.)
   - Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects, etc.)

   3a. **To what extent does this child show age-expected functioning, across a variety of settings and situations, on this outcome?** (choose one number)

1	2	3	4	5	6	7
○	○	○	○	◉	○	○

Supporting evidence for this outcome rating

Age-expected functioning

Concerns in this area? ☑ **Yes** ☐ **No** (describe)

Relative to same-age peers, Sally shows many age-expected skills, but continues to show some functioning like that of a slightly younger child. She is able to use utensils and take care of toileting needs. She is unable to communicate effectively to seek out help with difficult task, to find comfort, or to obtain security.

Immediate foundational skills/Functioning that is not yet age-expected but approaching age-expected

With guidance and support, Sally is able to demonstrate appropriate behavior to respect self and others in physical activities by following simple directions and safety procedures.

Functioning that is not yet age-expected or immediate foundational

Complete COS Form for Entry

3b. (For Interim/Exit only): **Has the child shown ANY new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary?** (Choose one number)

☐ Yes 1 – Describe progress:

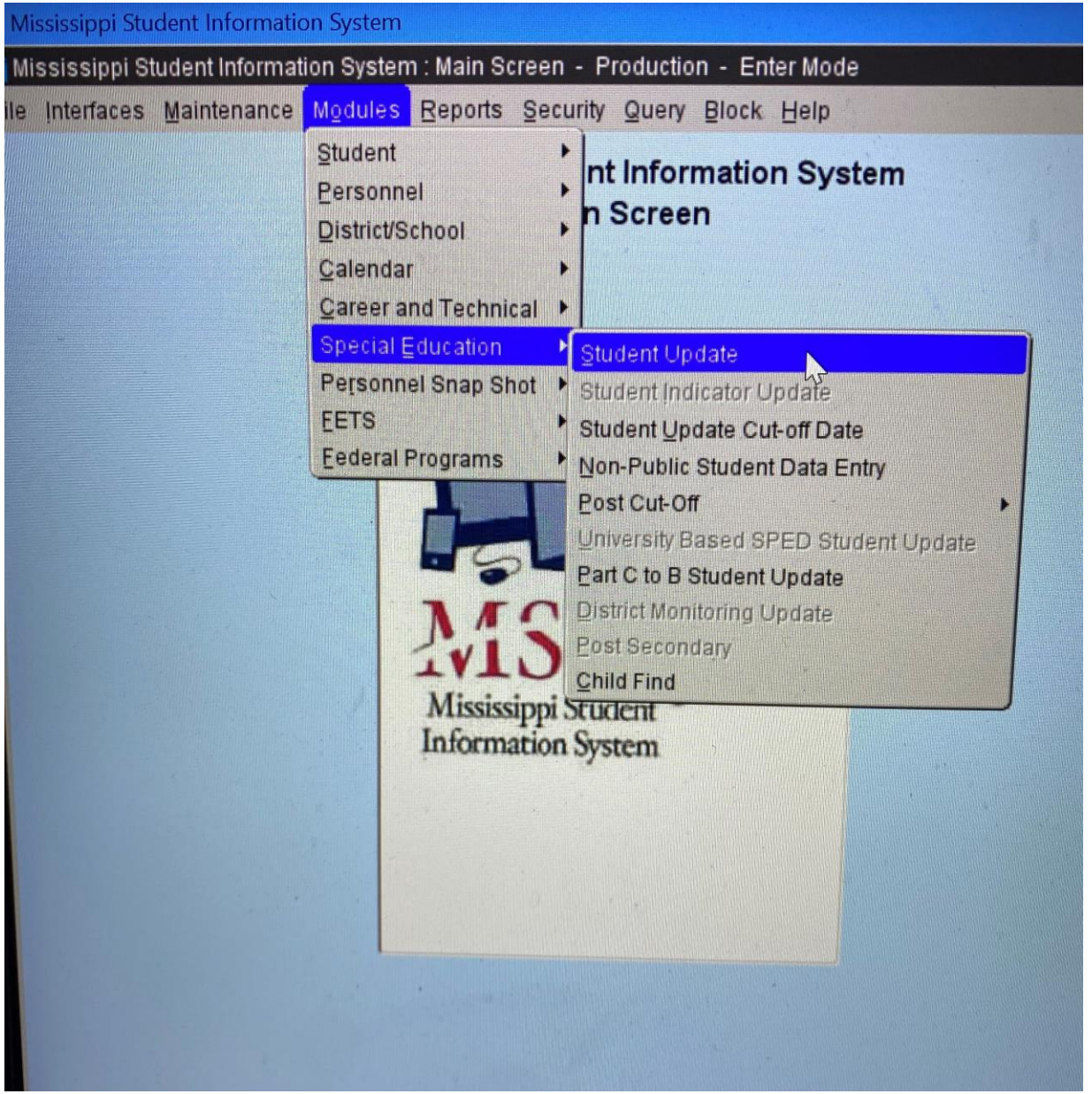
☐ No 2 – Describe why no progress:

Enter Info into MSIS

- Districts will input entry and exit data as it is completed, with all data for the school year entered by June 30.

COS Entry Info in MSIS

- Going forward, enter entry ratings in MSIS once COS form is completed by IEP committee.
- Enter info within 30 days of collection to keep data current.
- If a student moved to your district and you feel they should have an entry COS in their former district, email Dr. Becky Palculict at rpalculict@mdek12.org to determine if an entry was uploaded into SharePoint. If so, it will be moved to your district so you can enter the information into MSIS.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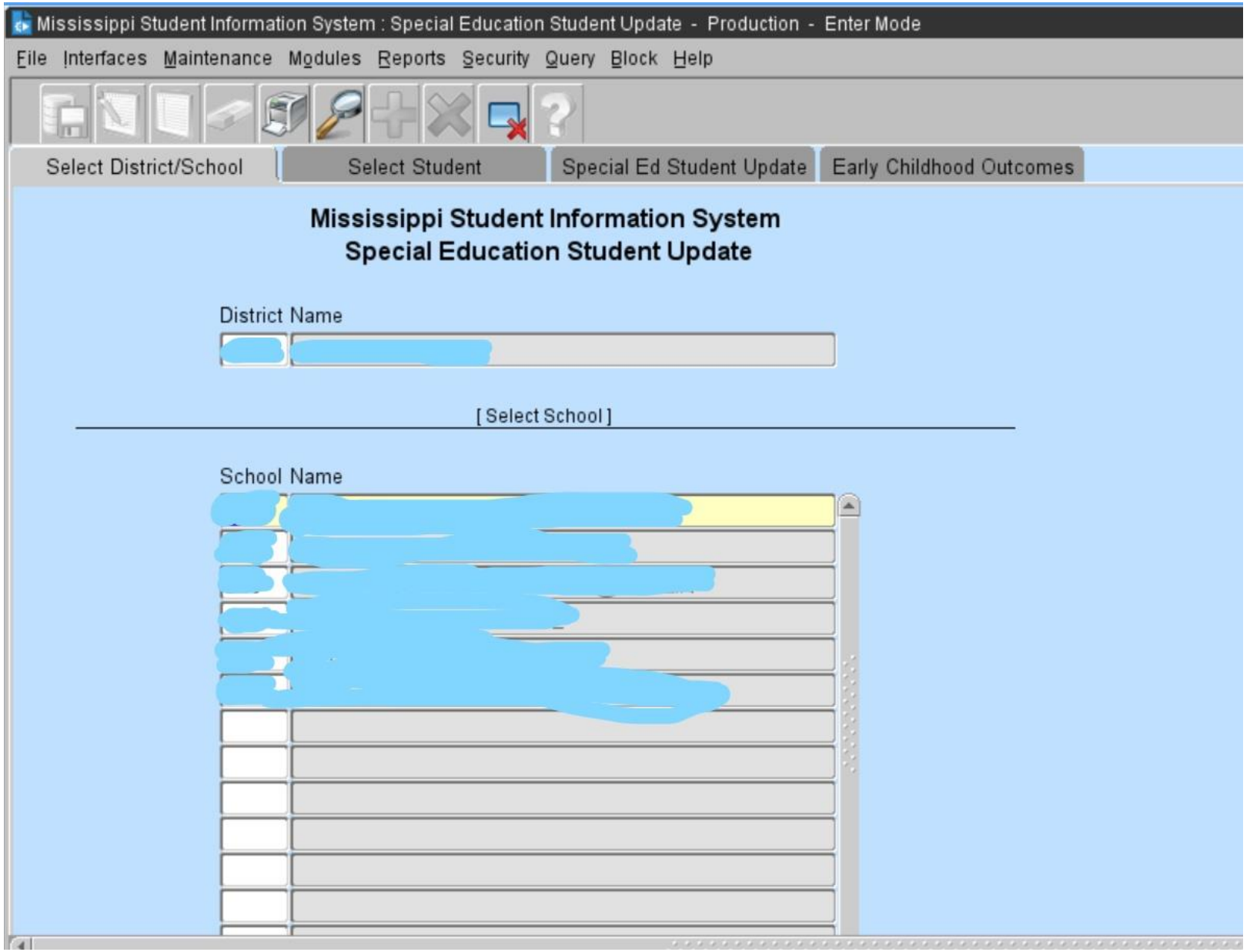
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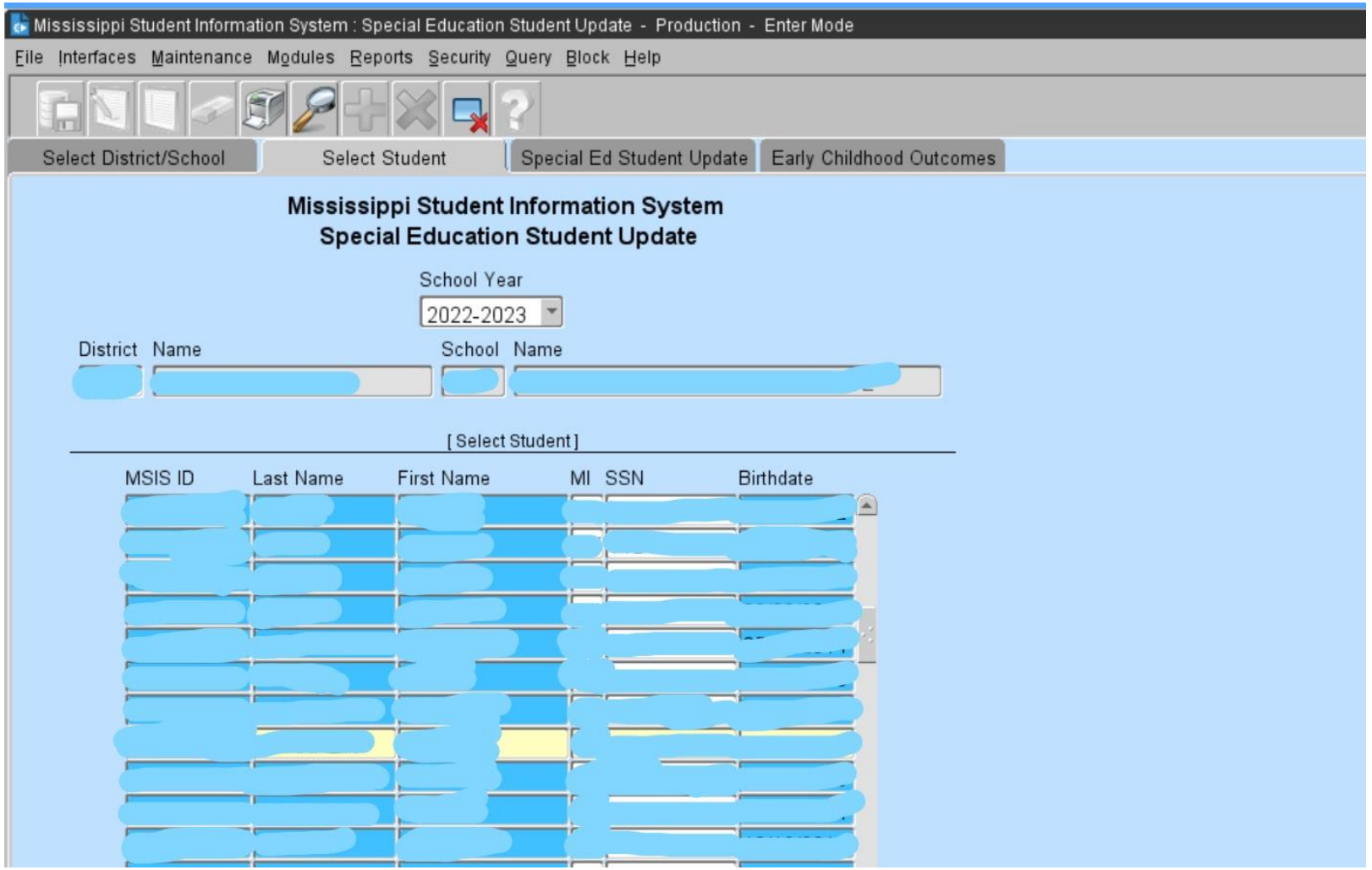
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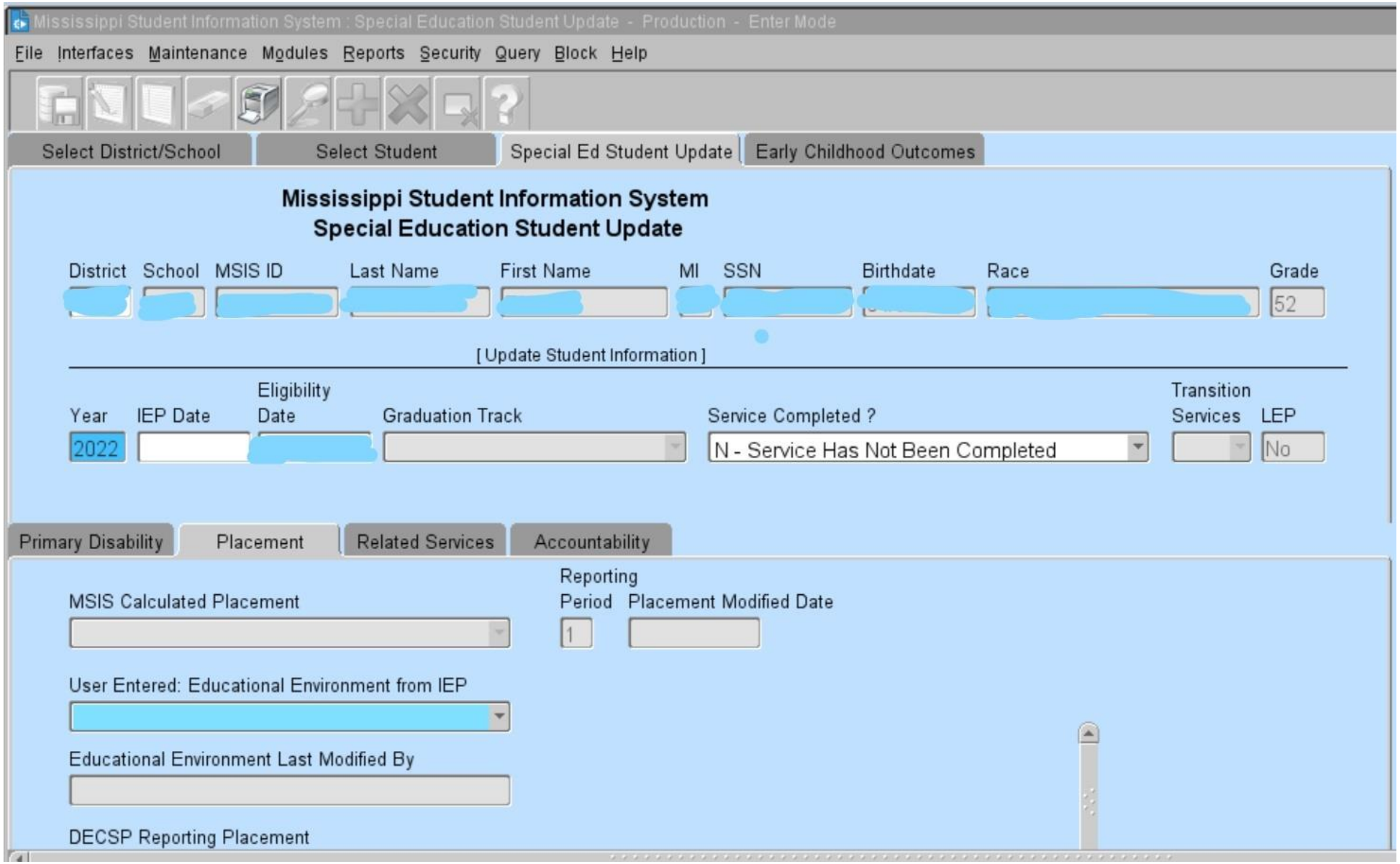
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2022
N - Service Has Not Been Completed
No
Primary Disability
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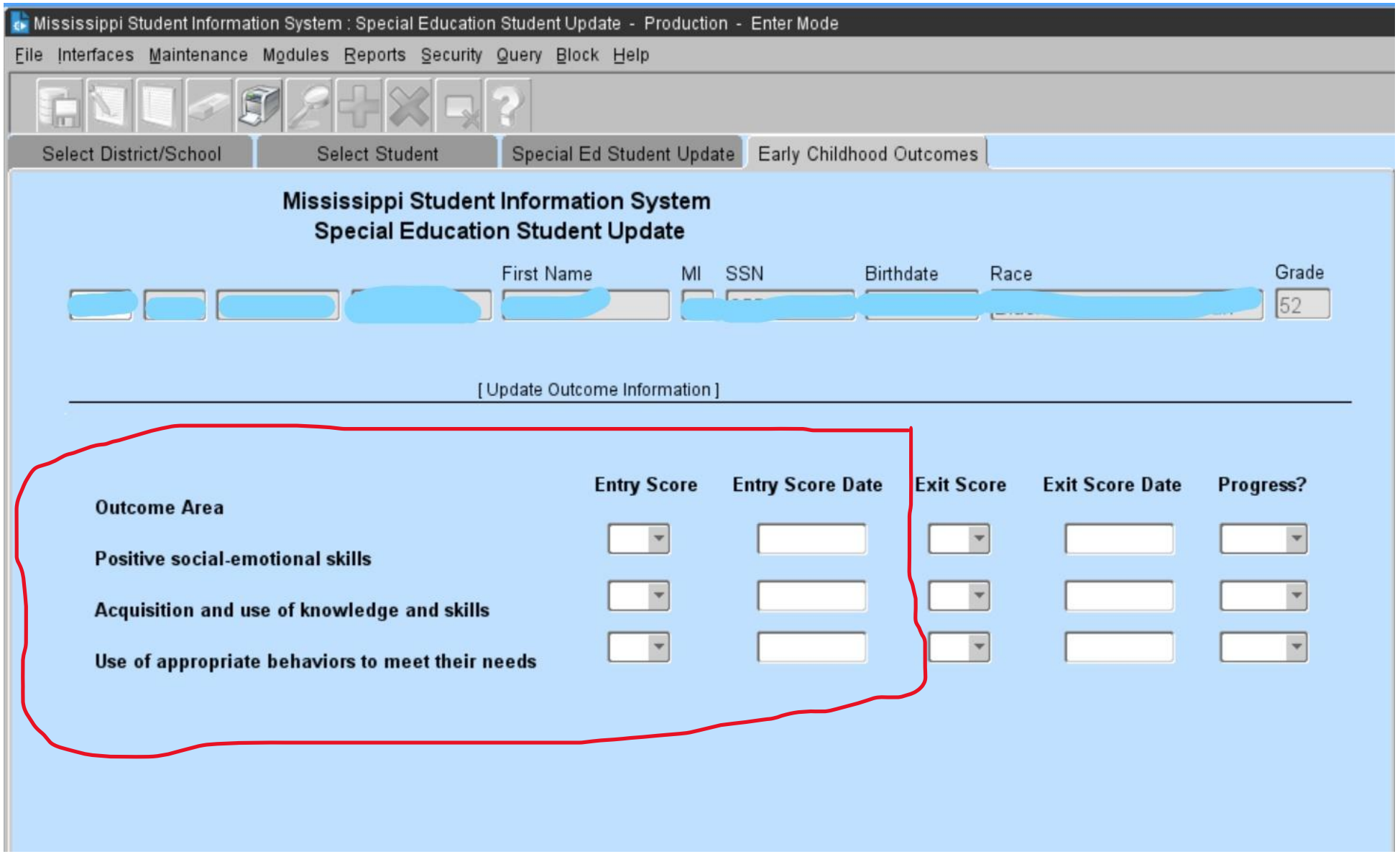
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[Update Outcome Information]
Outcome Area
Entry Score
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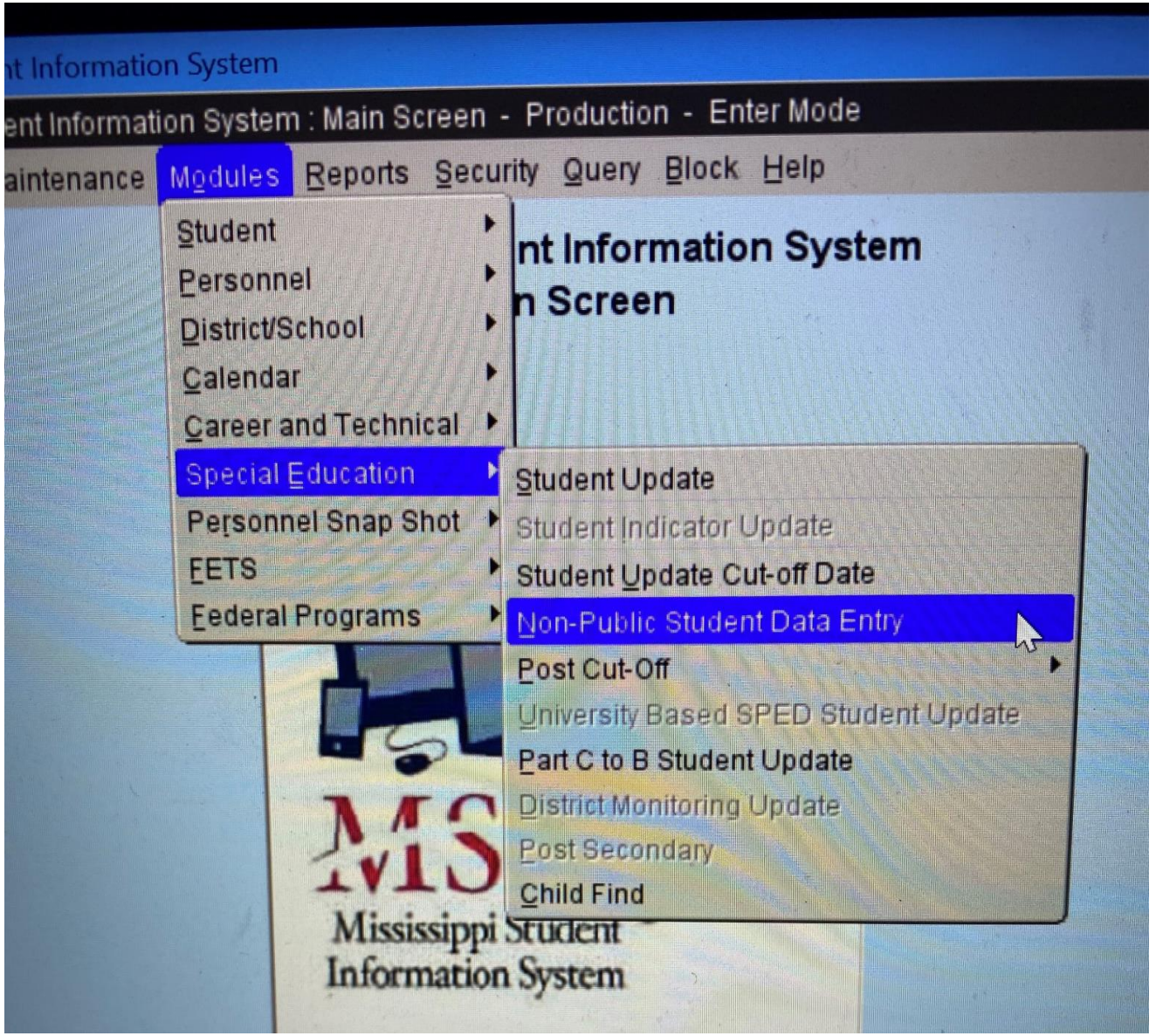
Exit Score
Exit Score Date
Progress?
Positive social-emotional skills
Acquisition and use of knowledge and skills
Use of appropriate behaviors to meet their needs

COS Entry Info in MSIS for School 500

- Data entered is the same, but location in MSIS is different.
- Location is in Non-Public Student Data, using the following steps.
- Tabs should be addressed as needed as you go across.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District Monitoring Update
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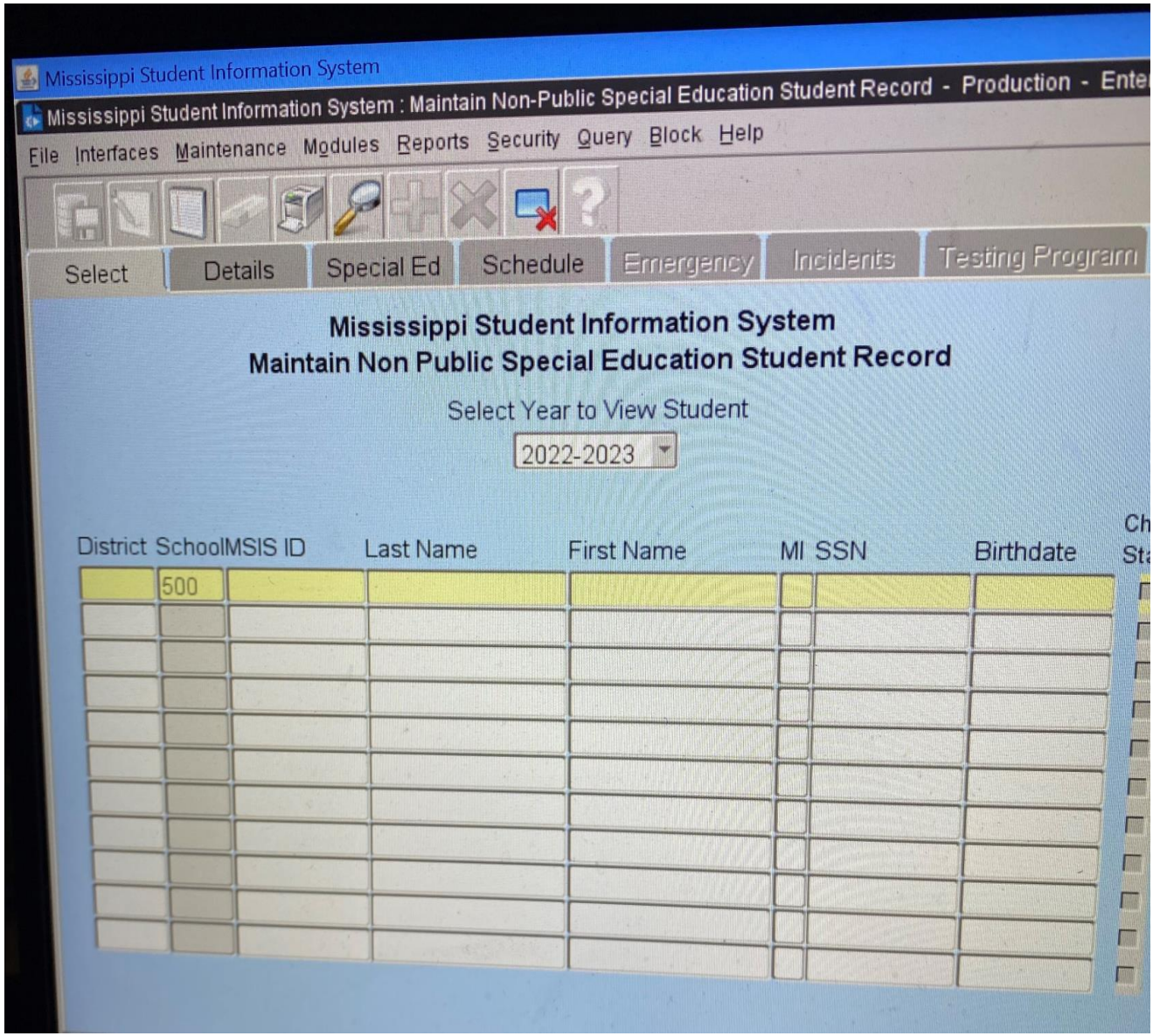
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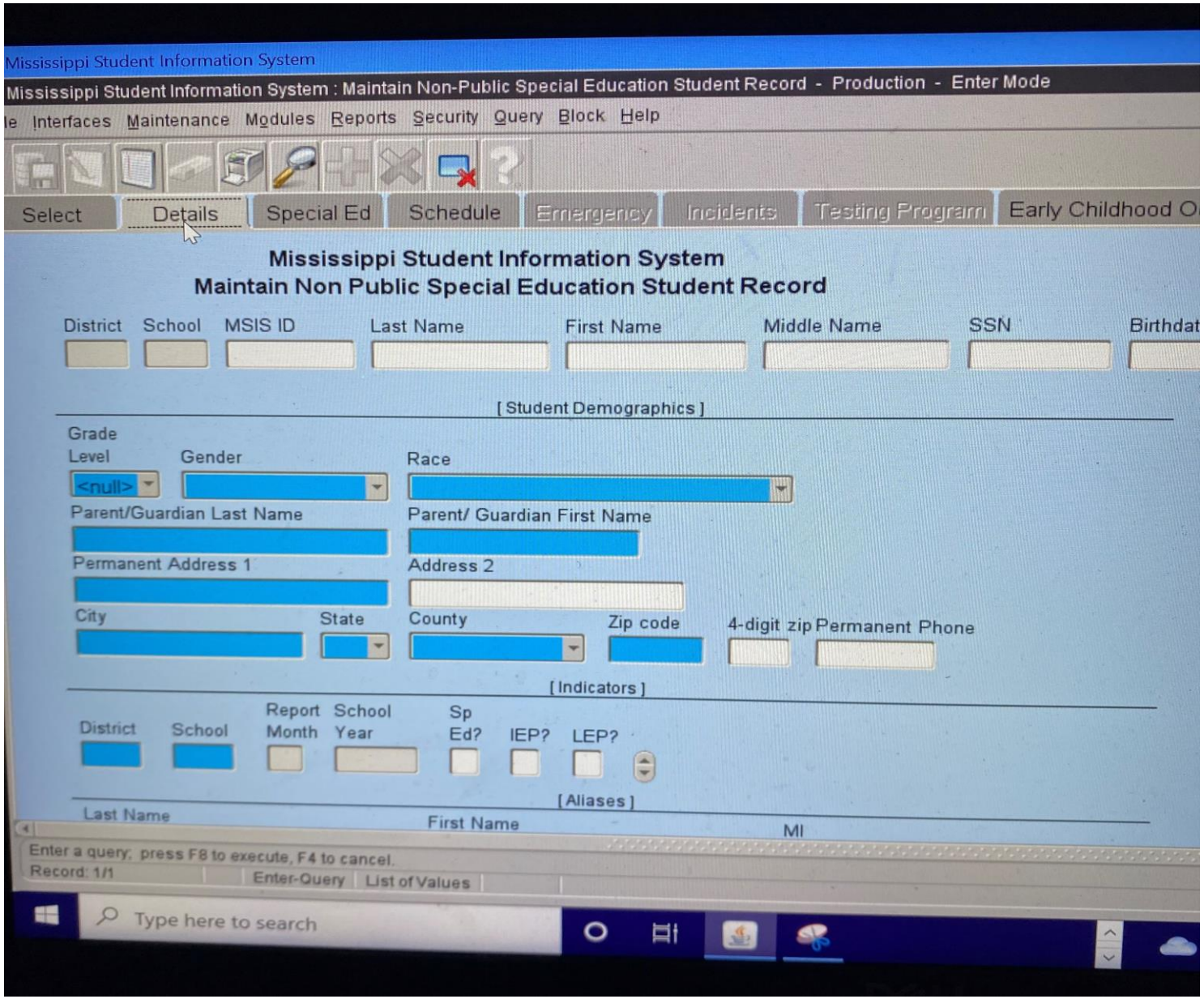
500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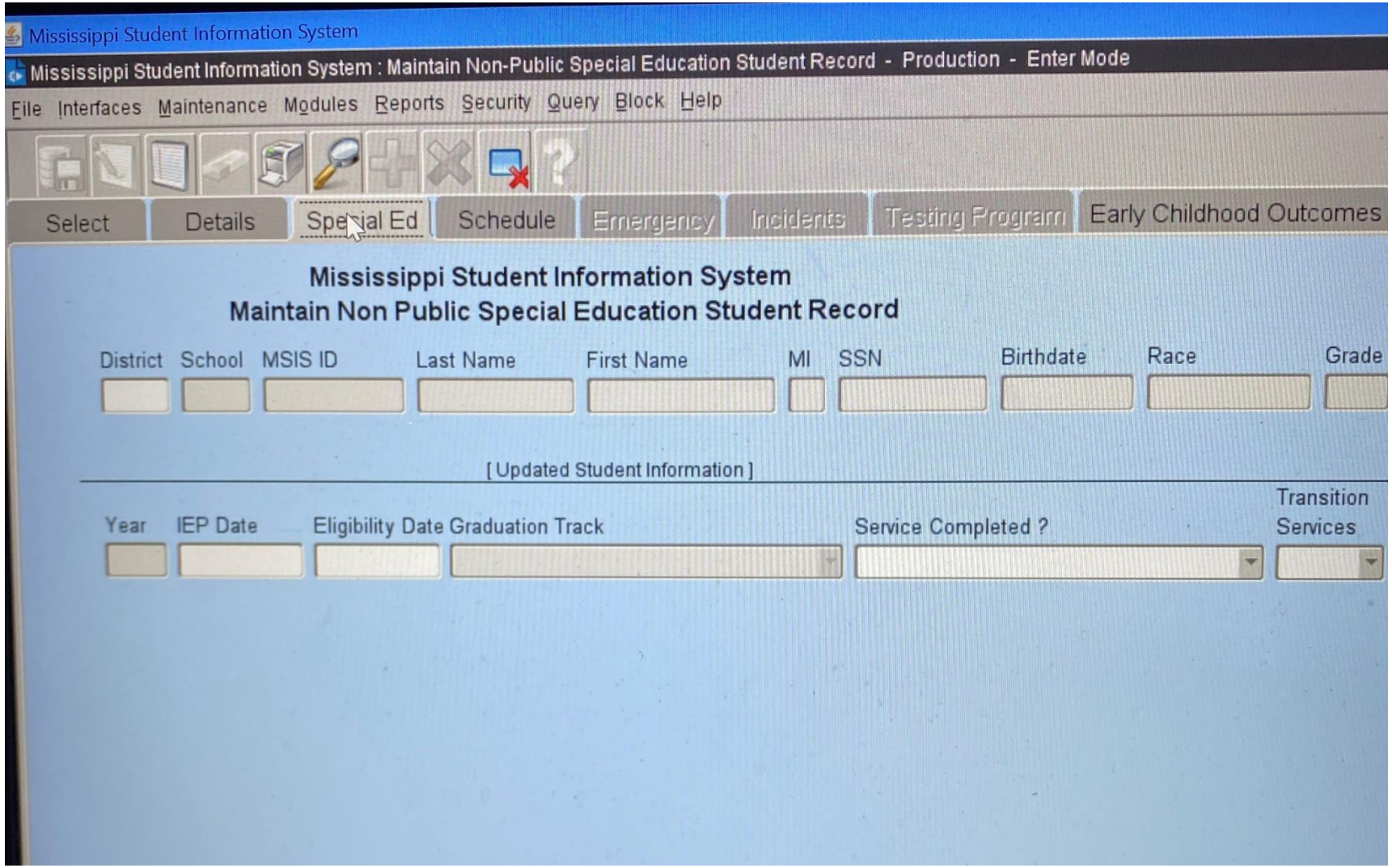
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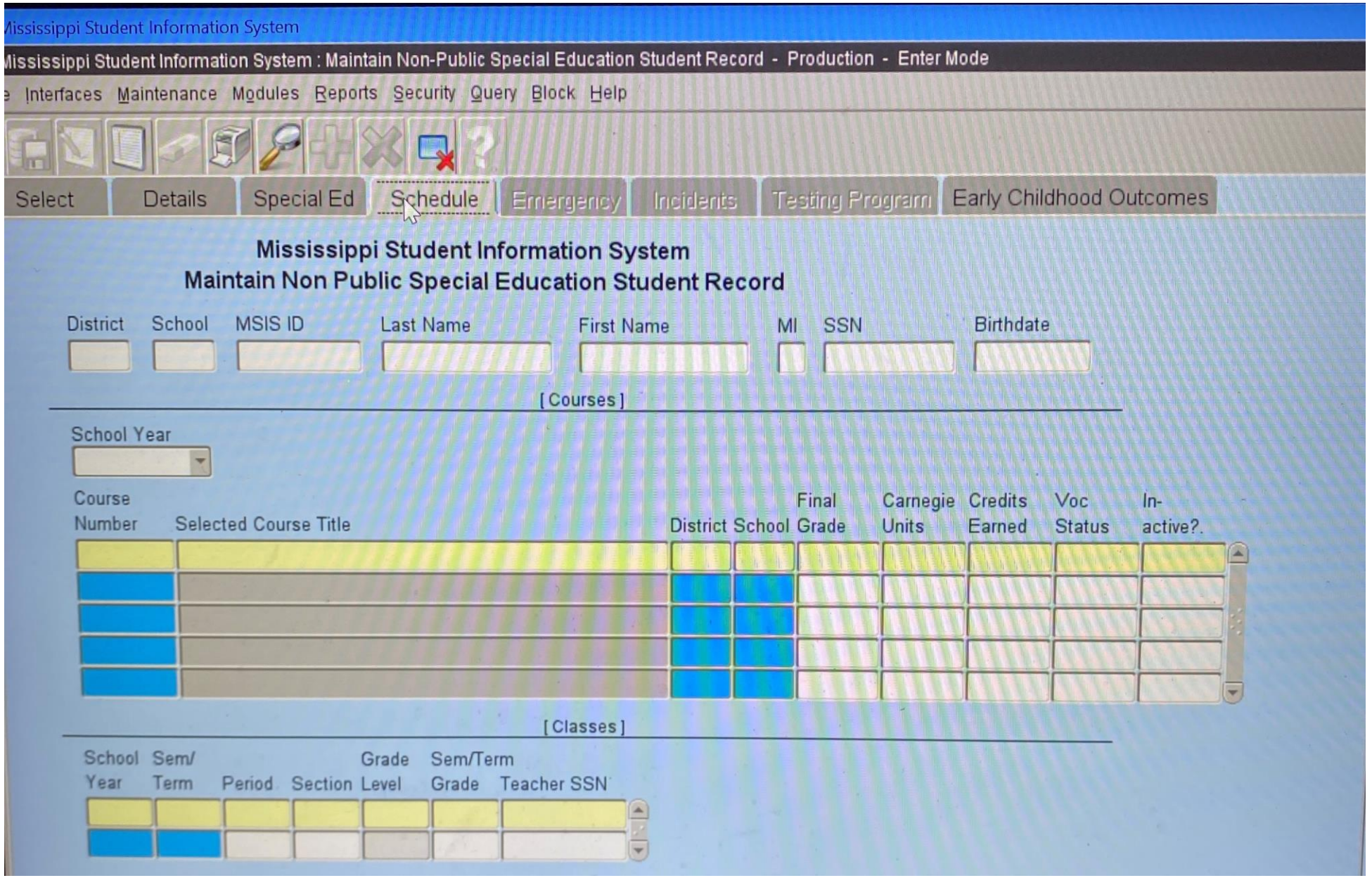
Transition Services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Maintain Non Public Special Education Student Record
District School MSIS ID Last Name First Name MI SSN Birthdate
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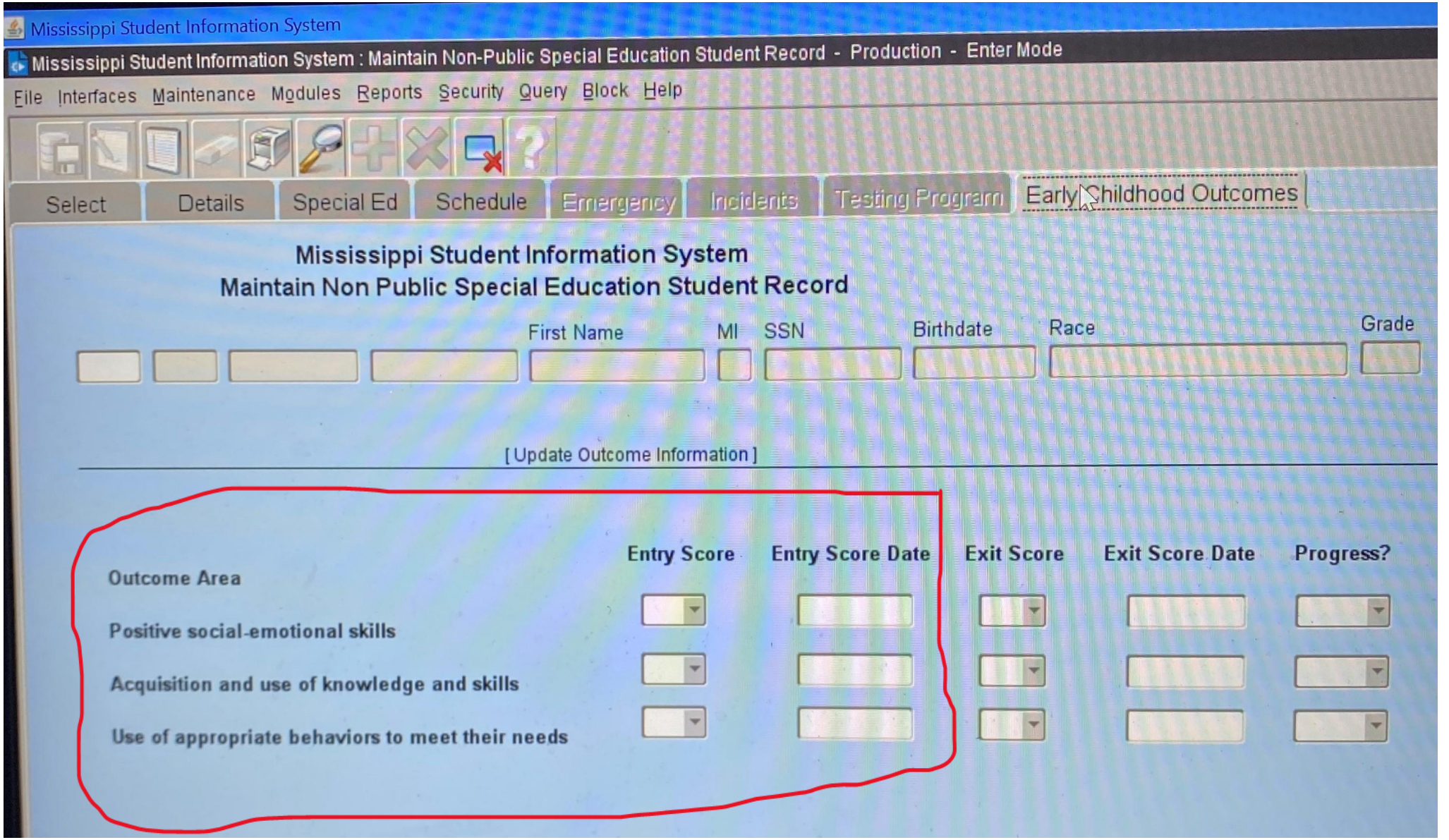
[Classes]
School Year Sem/ Term Period Section Grade Level Sem/Term Grade Teacher SSN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Early Childhood Outcomes
Mississippi Student Information System
Maintain Non Public Special Education Student Record
First Name
MI
SSN
Birthdate
Race
Grade
[Update Outcome Information]
Outcome Area
Entry Score
Entry Score Date
Exit Score
Exit Score Date
Progress?
Positive social-emotional skills
Acquisition and use of knowledge and skills
Use of appropriate behaviors to meet their needs

Exit Steps

Administer Anchor Assessment for Exit

Discuss the 3 Outcome Areas

Complete COS Form for Exit

Enter info into MSIS

Administer Anchor Assessment for Exit

- If possible, the same anchor assessment that was used for entry should be used for exit.
- If this is not possible, since the IEP committee will use a variety of data sources along with the anchor assessment, the ratings will still be valid.
- Keep in mind that anchor assessments do not have to be completed by one specific member of the IEP committee, as long as it is someone who is trained to give the assessment.

Discuss Three Outcome Areas

- Discuss the child's functioning levels in each of the three areas, including skills mastered and those still in progress.
- The IEP committee will also discuss whether the child has made progress in each of the three outcome areas. For most children, the answer will be "Yes".

Complete COS Form for Exit

- The COS form should be completed once the IEP committee has determined the ratings.
- In addition to the three outcomes ratings, the IEP committee will document on the COS form whether progress was made on each outcome.

Complete COS Form for Exit

Child Outcomes Summary (COS) Form

Check one: ☐ Entry COS ☐ Interim Rating ☑ Exit COS

Date Completed: 5/18/2023

I. Child Information

Name: Sally Sunshine

Date of Birth: [redacted] MSIS#: [redacted]

Primary Disability: Developmentally Delayed

Secondary Disability: _____

II. Rating Summary

	For Interim/Exit Only: (Any progress made since Entry rating?)	
Outcome 1 Rating: 6 Having Positive Social-Emotional Skills	☑ Y	☐ N
Outcome 2 Rating: 5 Acquiring and Using Knowledge and Skills	☑ Y	☐ N
Outcome 3 Rating: 7 Using Appropriate Behavior to Meet Needs	☑ Y	☐ N

III. Anchor Assessment Battelle Developmental Inventory - 3

Complete COS Form for Exit

IV. Sources of Information (check all that apply):

- [x] Observations
- [x] Anecdotal Notes
- [ ] Interviews
- [x] Classroom Data
- [ ] Other Assessment Tools (list) _____
- [ ] Other Sources (list) _____

V. Persons involved in determining the rating:

Name	Role
Jennifer Sunshine	Parent
Sally Pickle	General Education Teacher
Bonnie Brown	Special Education Teacher
Bill Williams	Agency Representative
	Related Service Provider
	Other
	Other

Complete COS Form for Exit

1. **Positive Social-Emotional Skills (including social relationships)**
To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):
   - Relating to adults
   - Relating to other children
   - Following rules related to groups or interacting with others

1a. To what extent does the child show age-expected functioning, across a variety of settings and situations, on this outcome? (choose one number)

1	2	3	4	5	6	7
○	○	○	○	○	◉	○

Supporting evidence for this outcome rating

Age-expected functioning

Concerns in this area? ☑ **Yes** ☐ **No** (describe)

Sally has mastered many of the age-expected skills in this area, but the team still has concerns about her difficulty managing her emotions when things do not go as she expects. She is able to interact appropriately with both peers and adults and participate in classroom activities. She follows class and school rules consistently.

Immediate foundational skills/Functioning that is not yet age-expected but approaching age-expected

Functioning that is not yet age-expected or immediate foundational

Complete COS Form for Exit

1b. (For Interim/Exit only) **Has the child shown ANY new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?** (Choose one number)

☑ Yes 1 – Describe progress: Sally has consistently made progress in this area and has mastered the majority of age-expected skills. The team has concerns about her difficulty managing her emotions.

☐ No 2 – Describe why no progress:

Complete COS Form for Exit

2. Acquiring and Using Knowledge and Skills (including early language/communication and early literacy)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. **To what extent does this child show age-expected functioning, across a variety of settings and situations, on this outcome? (choose one number)**

1	2	3	4	5	6	7
○	○	○	○	◉	○	○

Supporting evidence for this outcome rating

Age-expected functioning

Concerns in this area? ☑ **Yes** ☐ **No** (describe)

Sally has mastered many age-expected skills in this area. She is able to ask and answer questions about details in a text, actively engage in group reading activities, and read common sight words. She can count to 100 by ones.

Immediate foundational skills/Functioning that is not yet age-expected but approaching age-expected

Sally still struggles with associating some letters with their sounds. She also has difficulty naming and writing numbers to 20.

Functioning that is not yet age-expected or immediate foundational

Complete COS Form for Exit

2b. (For Interim/Exit only): **Has the child shown ANY new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?** (Choose one number)

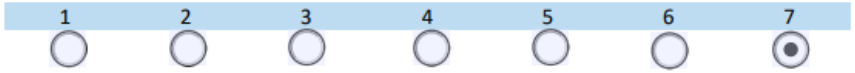
☑ Yes 1 – Describe progress: Sally has developed many ELA and math skills, particularly oral skills. She can answer questions about a text and can count aloud to 100.

☐ No 2 – Describe why no progress:

Complete COS Form for Exit

3. **Appropriate Behavior to Meet Needs**
To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):
   - 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, etc.)
   - Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects, etc.)

   3a. **To what extent does this child show age-expected functioning, across a variety of settings and situations, on this outcome?** (choose one number)



Supporting evidence for this outcome rating

Age-expected functioning

Concerns in this area? ☐ **Yes** ☑ **No** (describe)

Sally exhibits age-expected skills in this area. She is able to take care of her basic needs, and will seek assistance from adults or peers when needed.

Immediate foundational skills/Functioning that is not yet age-expected but approaching age-expected

Functioning that is not yet age-expected or immediate foundational

Complete COS Form for Exit

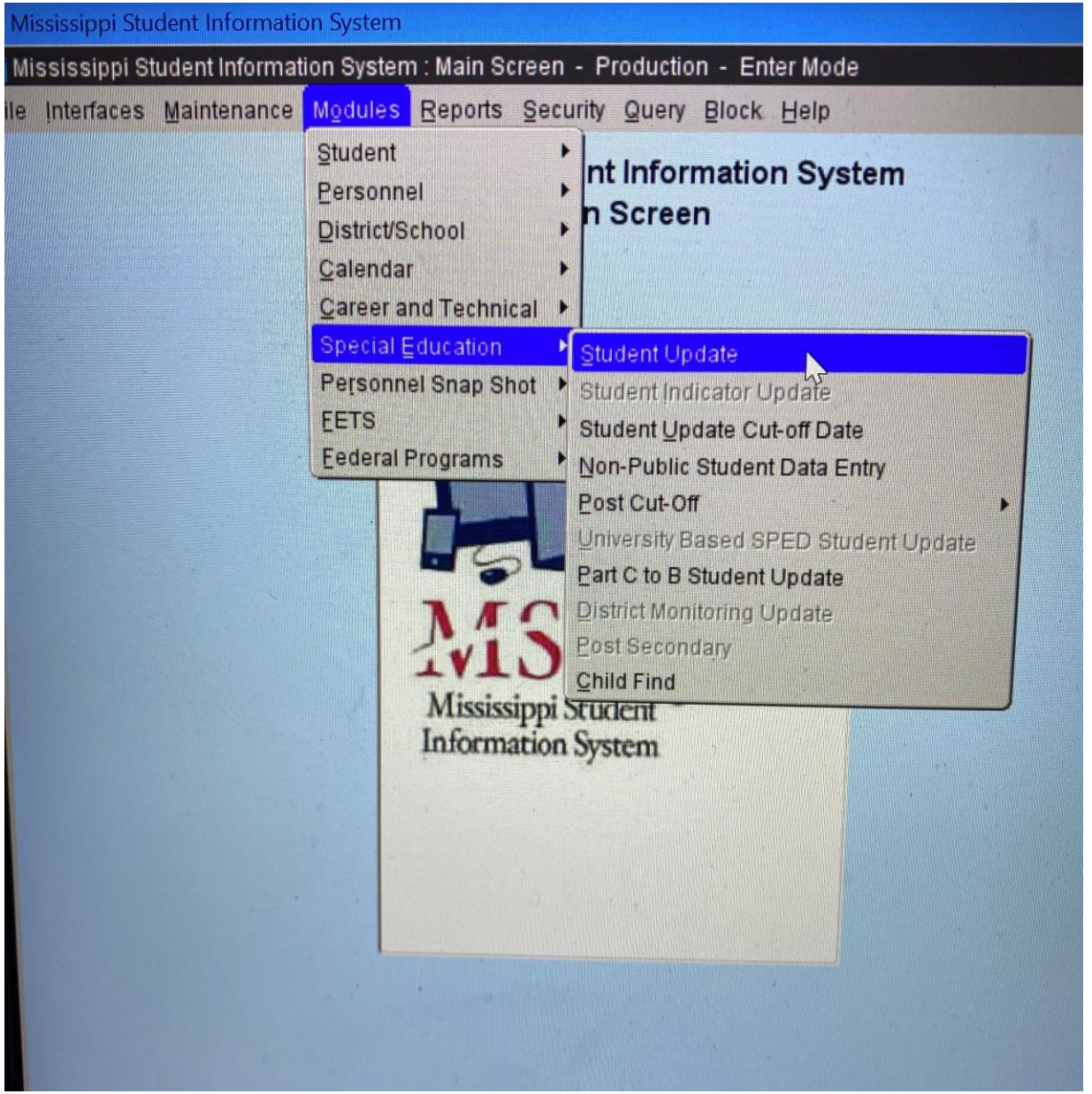
3b. (For Interim/Exit only): **Has the child shown ANY new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary?** (Choose one number)

☑ Yes 1 – Describe progress: Sally has mastered age-expected skills in this area. She can feed and dress herself, and seek help when needed.

☐ No 2 – Describe why no progress:

COS Exit Info in MSIS

- Enter exit ratings and progress in MSIS once COS form is completed by IEP committee.
- Enter info within 30 days of collection to keep data current.
- There is not currently a report to run in MSIS to make sure all students who are turning six have been included, but you can run a Preschool Roster to look at your students by age and make sure the right students are included.


Mississippi Student Information System
Mississippi Student Information System : Main Screen - Production - Enter Mode
ile Interfaces Maintenance Modules Reports Security Query Block Help
Student
Personnel
District/School
Calendar
Career and Technical
Special Education
Personnel Snap Shot
FETS
Federal Programs
Student Update
Student Indicator Update
Student Update Cut-off Date
Non-Public Student Data Entry
Post Cut-Off
University Based SPED Student Update
Part C to B Student Update
District Monitoring Update
Post Secondary
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Mississippi Student
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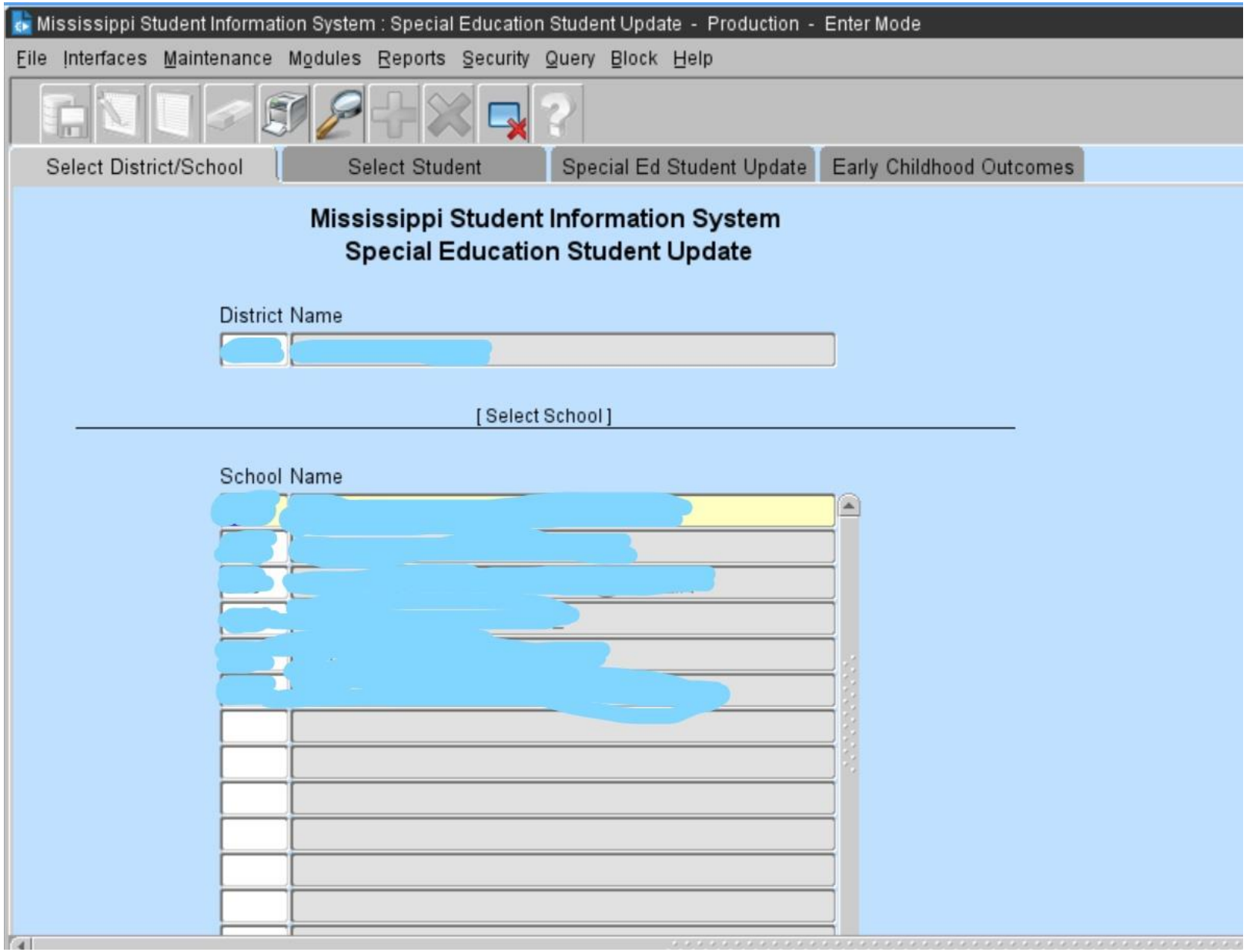
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Early Childhood Outcomes
Mississippi Student Information System
Special Education Student Update
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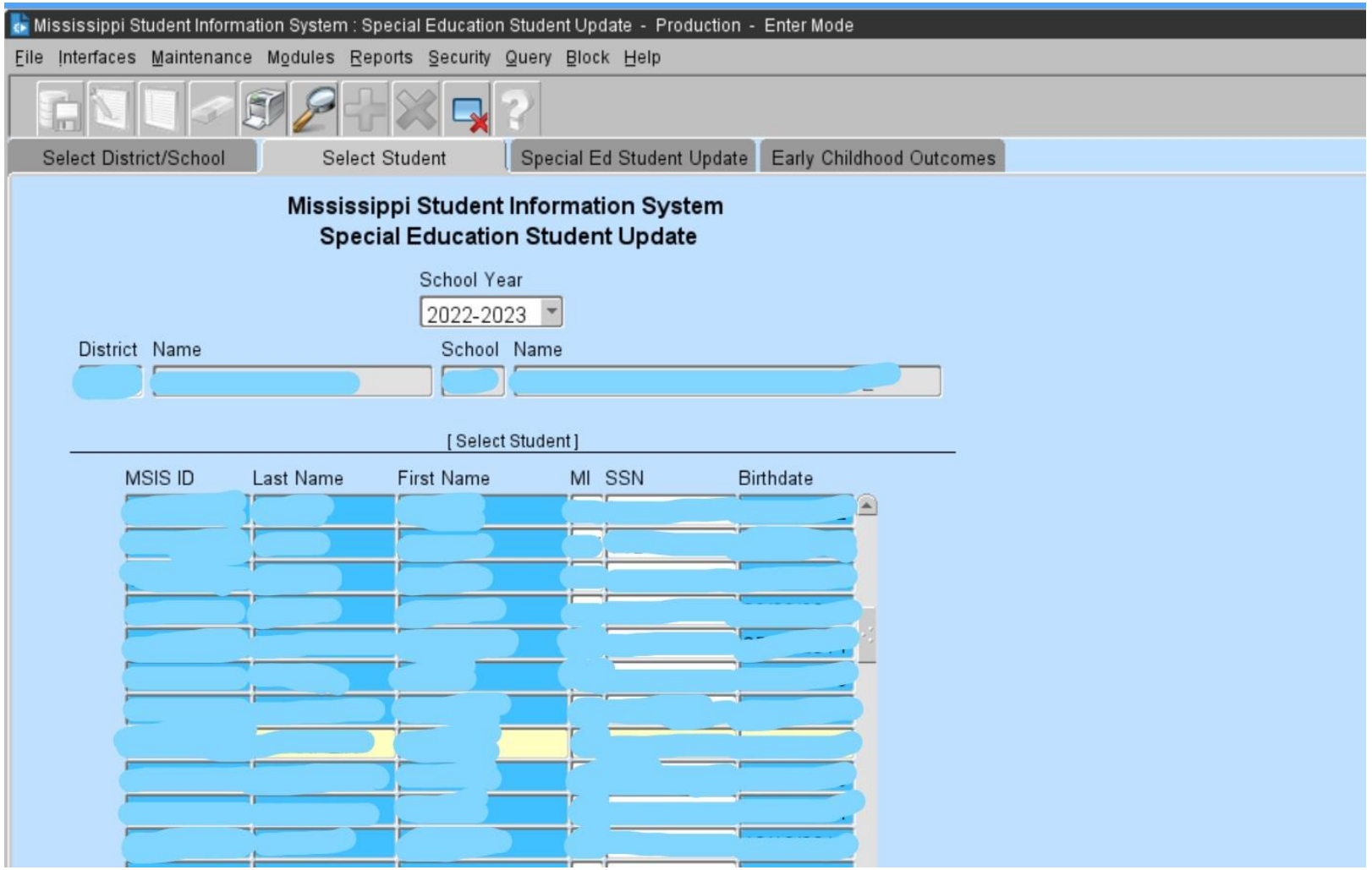
School Name
[redacted]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Early Childhood Outcomes
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Special Education Student Update
School Year
2022-2023
District Name
School Name
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MSIS ID
Last Name
First Name
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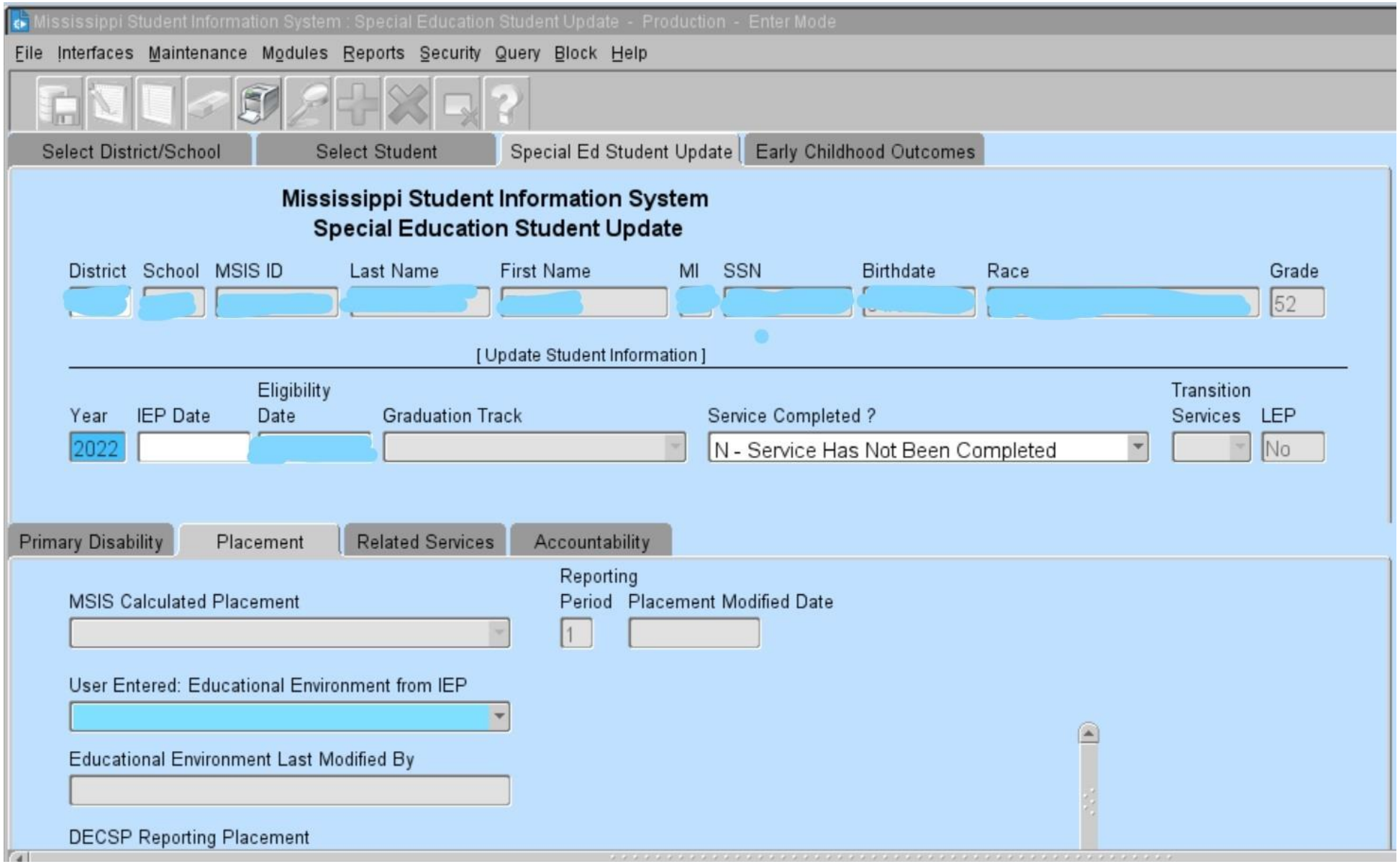
SSN
Birthdate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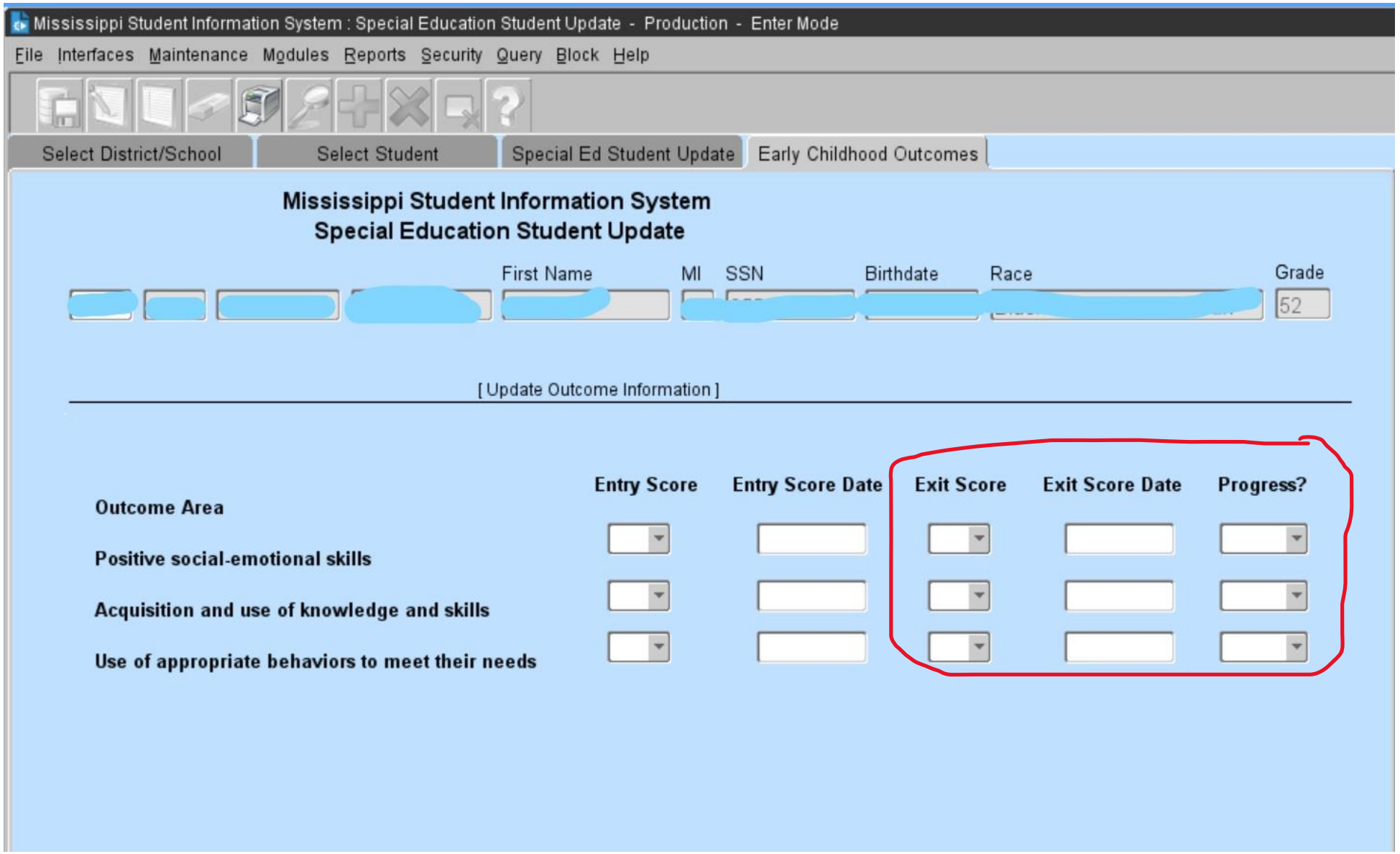
Mississippi Student Information System
Special Education Student Update
District School MSIS ID Last Name First Name MI SSN Birthdate Race Grade
52
[Update Student Information]
Year IEP Date Eligibility Date Graduation Track Service Completed ? Transition Services LEP
2022
N - Service Has Not Been Completed
No
Primary Disability
Placement
Related Services
Accountability
MSIS Calculated Placement
Reporting Period
Placement Modified Date
1
User Entered: Educational Environment from IEP
Educational Environment Last Modified By
DECSP Reporting Placement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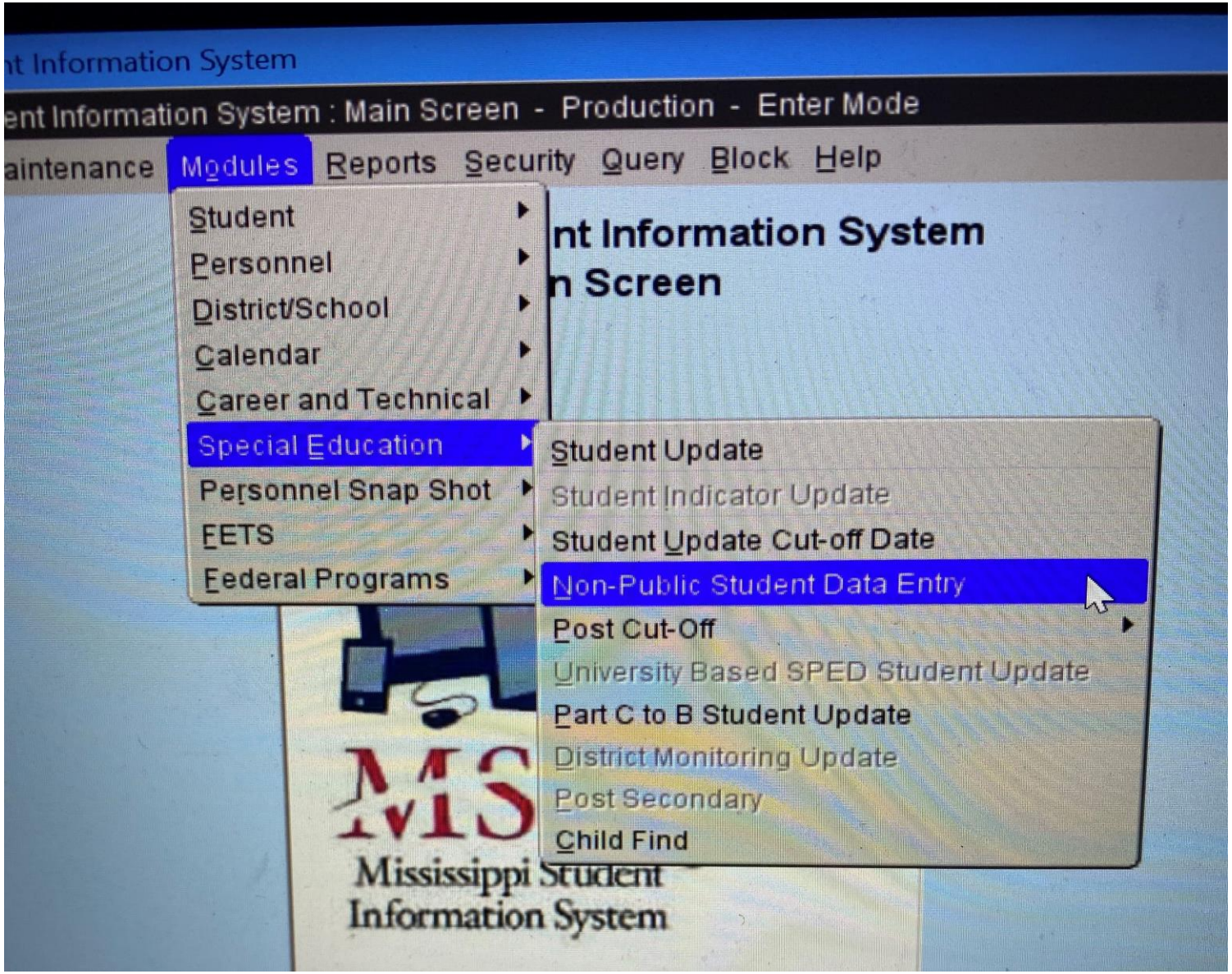
Select Student
Special Ed Student Update
Early Childhood Outcomes
Mississippi Student Information System
Special Education Student Update
First Name
MI
SSN
Birthdate
Race
Grade
52
[Update Outcome Information]
Outcome Area
Entry Score
Entry Score Date
Exit Score
Exit Score Date
Progress?
Positive social-emotional skills
Acquisition and use of knowledge and skills
Use of appropriate behaviors to meet their needs

COS Exit Info in MSIS for School 500

- Data entered is the same, but location in MSIS is different.
- Location is in Non-Public Student Data, using the following steps.
- Tabs should be addressed as needed as you go across.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Special Education
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FETS
Federal Programs
Student Update
Student Indicator Update
Student Update Cut-off Date
Non-Public Student Data Entry
Post Cut-Off
University Based SPED Student Update
Part C to B Student Update
District Monitoring Update
Post Secondary
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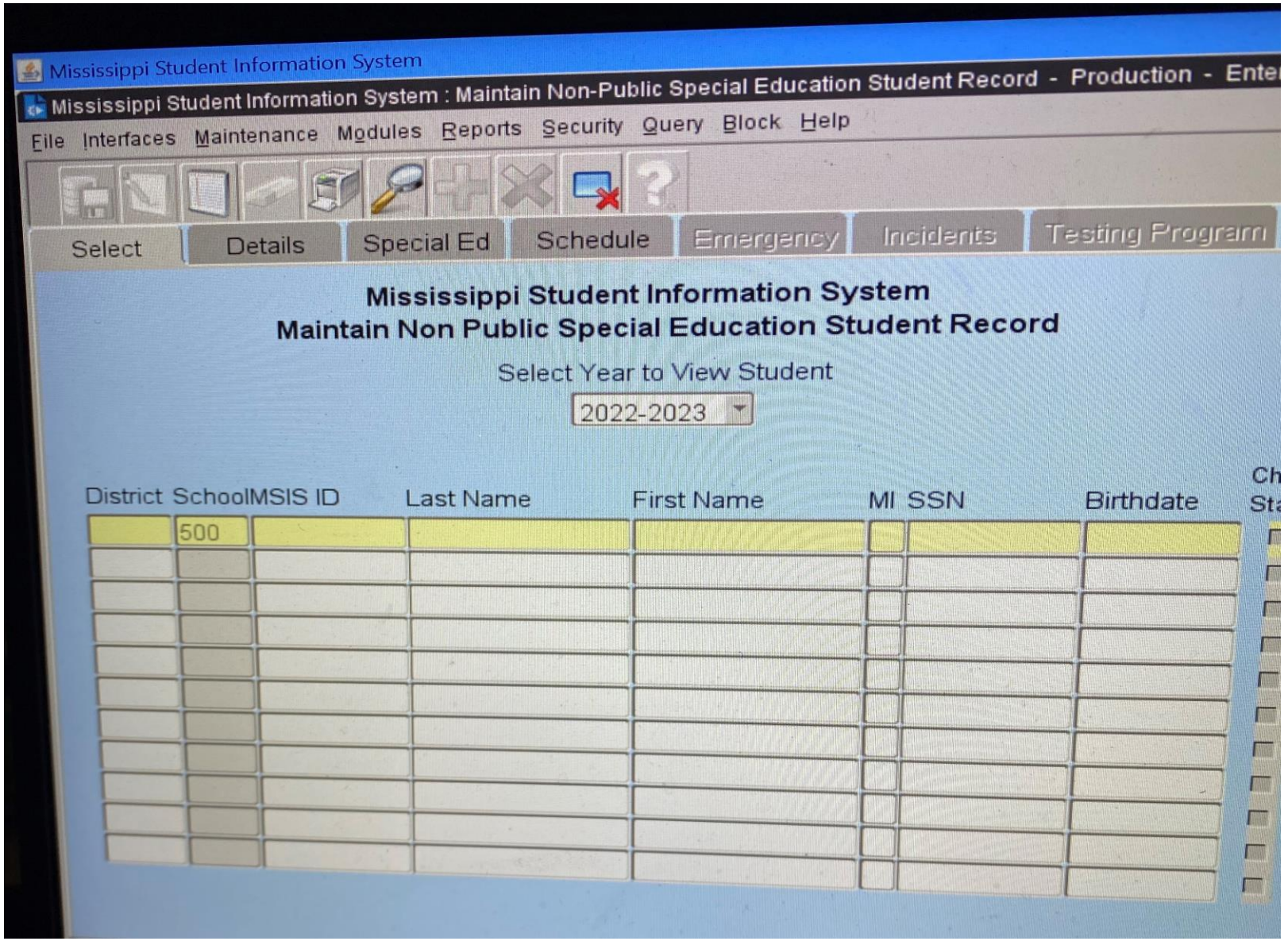
Mississippi Student
Information System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Mississippi Student Information System
Maintain Non Public Special Education Student Record
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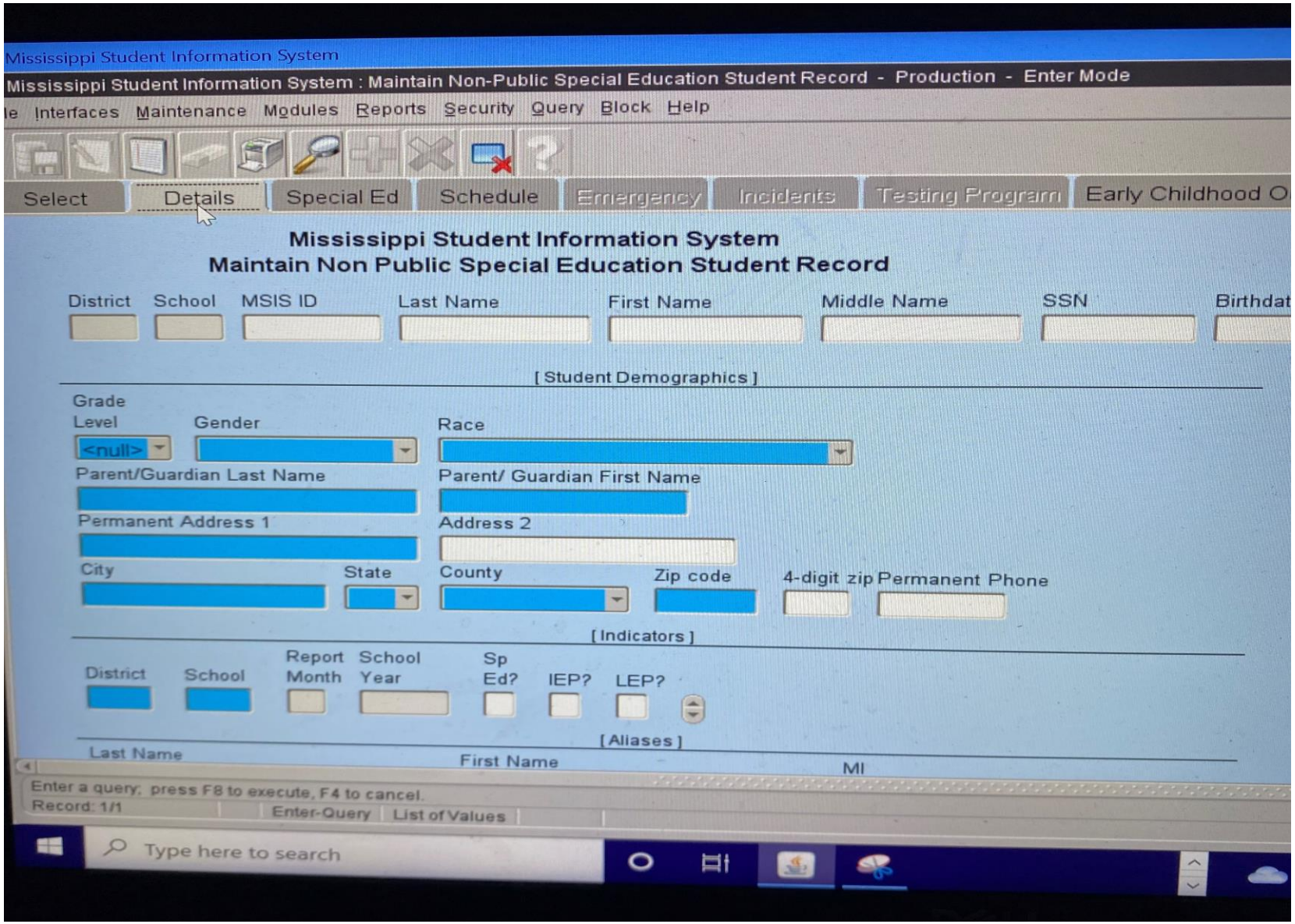
2022-2023
District School MSIS ID Last Name First Name MI SSN Birthdate
500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Maintain Non Public Special Education Student Record
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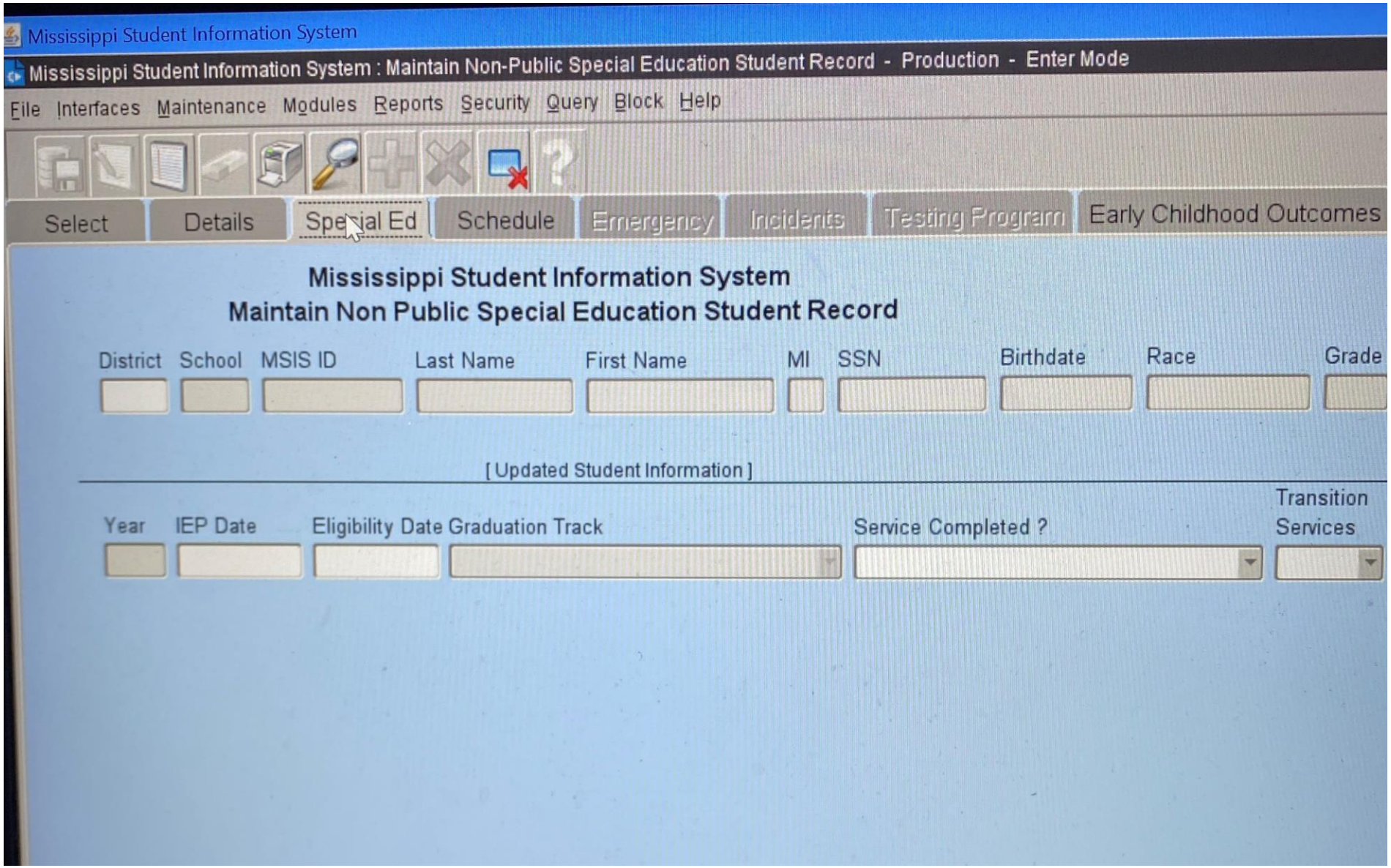
Grade Level Gender Race
<null>
Parent/Guardian Last Name Parent/ Guardian First Name
Permanent Address 1 Address 2
City State County Zip code 4-digit zip Permanent Phone
[Indicators]
District School Report Month School Year Sp Ed? IEP? LEP?
[Aliases]
Last Name First Name MI
Enter a query; press F8 to execute, F4 to cancel.
Record: 1/1 Enter-Query List of Values
Type here to search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Early Childhood Outcomes
Mississippi Student Information System
Maintain Non Public Special Education Student Record
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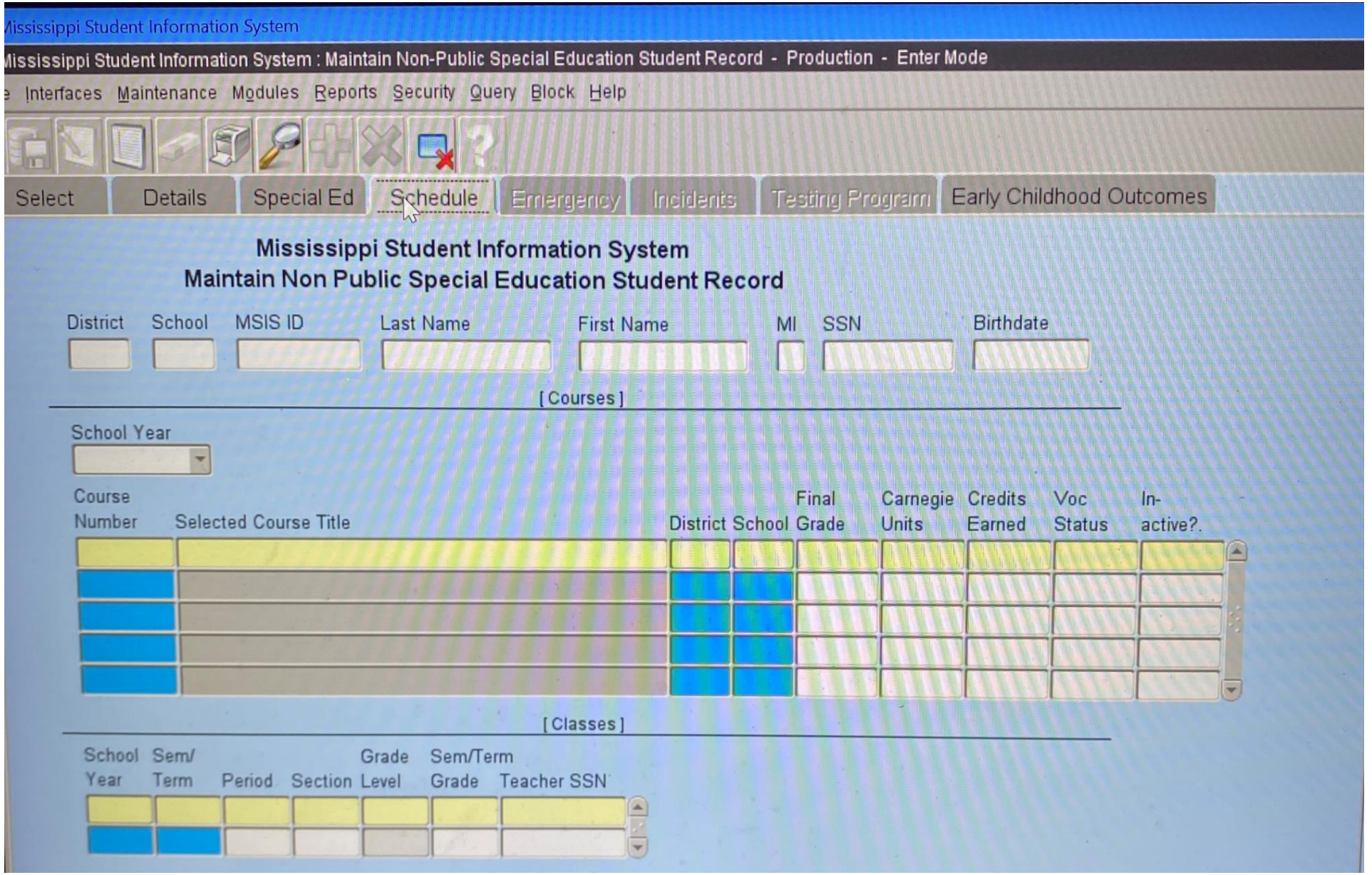
Year
IEP Date
Eligibility Date
Graduation Track
Service Completed ?
Transition Services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Incidents
Testing Program
Early Childhood Outcomes
Mississippi Student Information System
Maintain Non Public Special Education Student Record
District
School
MSIS ID
Last Name
First Name
MI
SSN
Birthdate
[Courses]
School Year
Course Number
Selected Course Title
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School
Final Grade
Carnegie Units
Credits Earned
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In-active?
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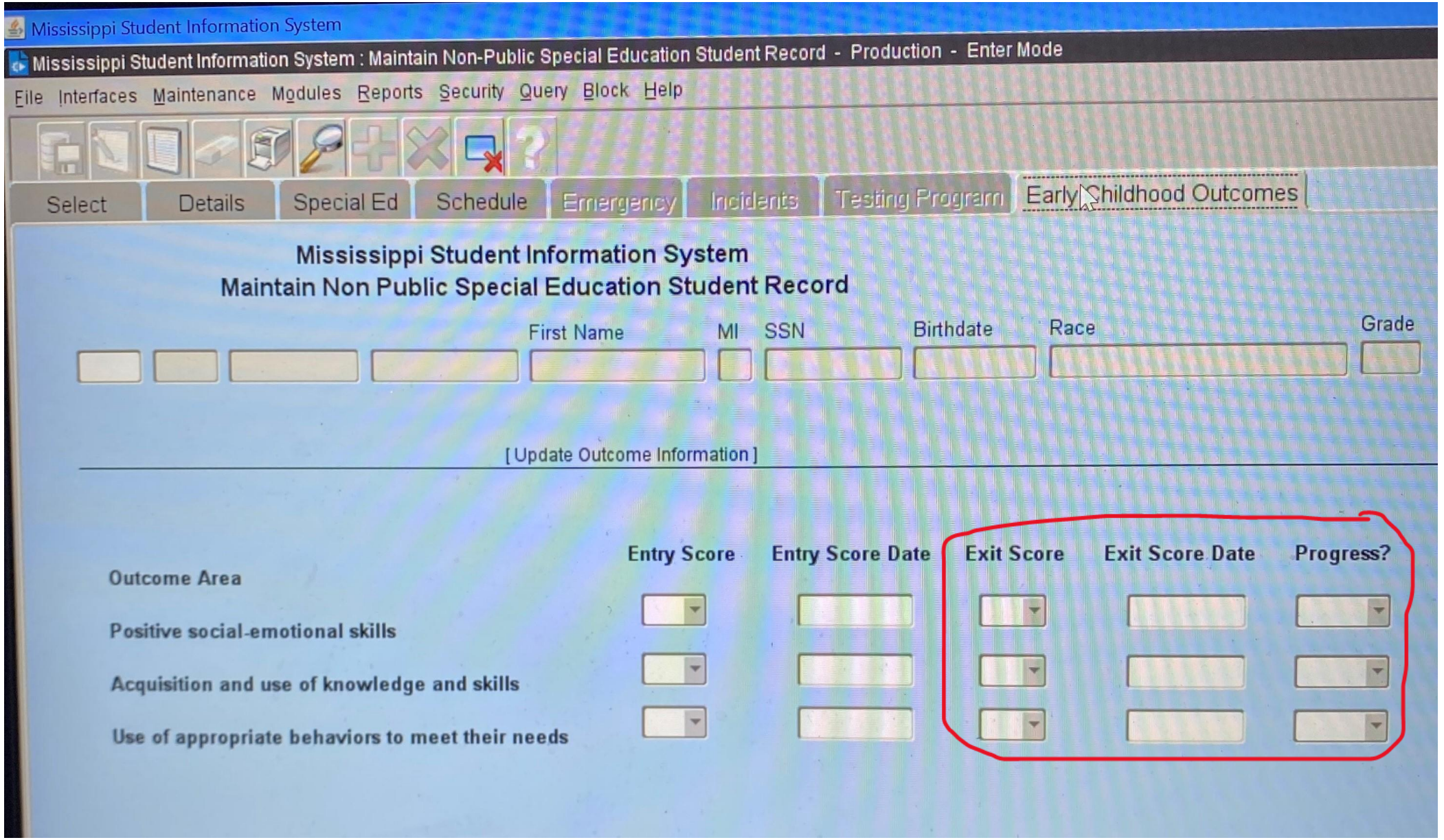
Period
Section
Grade Level
Sem/Term Grade
Teacher SSN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Incidents
Testing Program
Early Childhood Outcomes
Mississippi Student Information System
Maintain Non Public Special Education Student Record
First Name
MI
SSN
Birthdate
Race
Grade
[Update Outcome Information]
Outcome Area
Entry Score
Entry Score Date
Exit Score
Exit Score Date
Progress?
Positive social-emotional skills
Acquisition and use of knowledge and skills
Use of appropriate behaviors to meet their needs

Special Circumstances

Child Transitions from Part C

- IEP committee should consider exit ratings from Part C as a data source.
- Anchor assessment should be given as part of initial evaluation and same process followed as with other children.

Child Moves from Out of State

- If student moves from another state and is less than 5 years, 6 months, administer anchor assessment and IEP committee will determine entry ratings. If student is older than 5 years, 6 months, no data will be collected for Indicator 7.

Child Moves from Another District in State

- Child should have entry data from another district. If not, and child is less than 5 years, 6 months, administer anchor assessment and IEP committee will determine entry ratings.
- If child has no entry data and is older than 5 years, 6 months, no data will be collected.

Additional Considerations

Additional Considerations

- The COS process should be completed by those who know the child best – IEP committee.
- All available data should be reviewed – observations, assessments, evaluation information, etc.
- Supporting evidence should be included on the COS form – How did the IEP committee determine the rating?
- Whether the child made progress should only be answered for Exit or Interim. If he/she has shown even one new skill or behavior in that area, mark “Yes”.

Key Concepts in Implementing the COS

Key Concepts

Age Expected Skills

- Skills that a typical child should have, given his/her chronological age.
- Example: A three-year-old is able to demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).

Immediate Foundational Skills

- Skills that occur just prior to age-expected functioning.
- Example: A three-year-old is able to use a variety of movements, body positions, and postures to participate in play.

Foundational Skills

- Early skills that serve as the base and are conceptually linked to later skills.
- Example: A three-year-old is able to use postures such as raising his head and rolling onto his back to explore his environment.

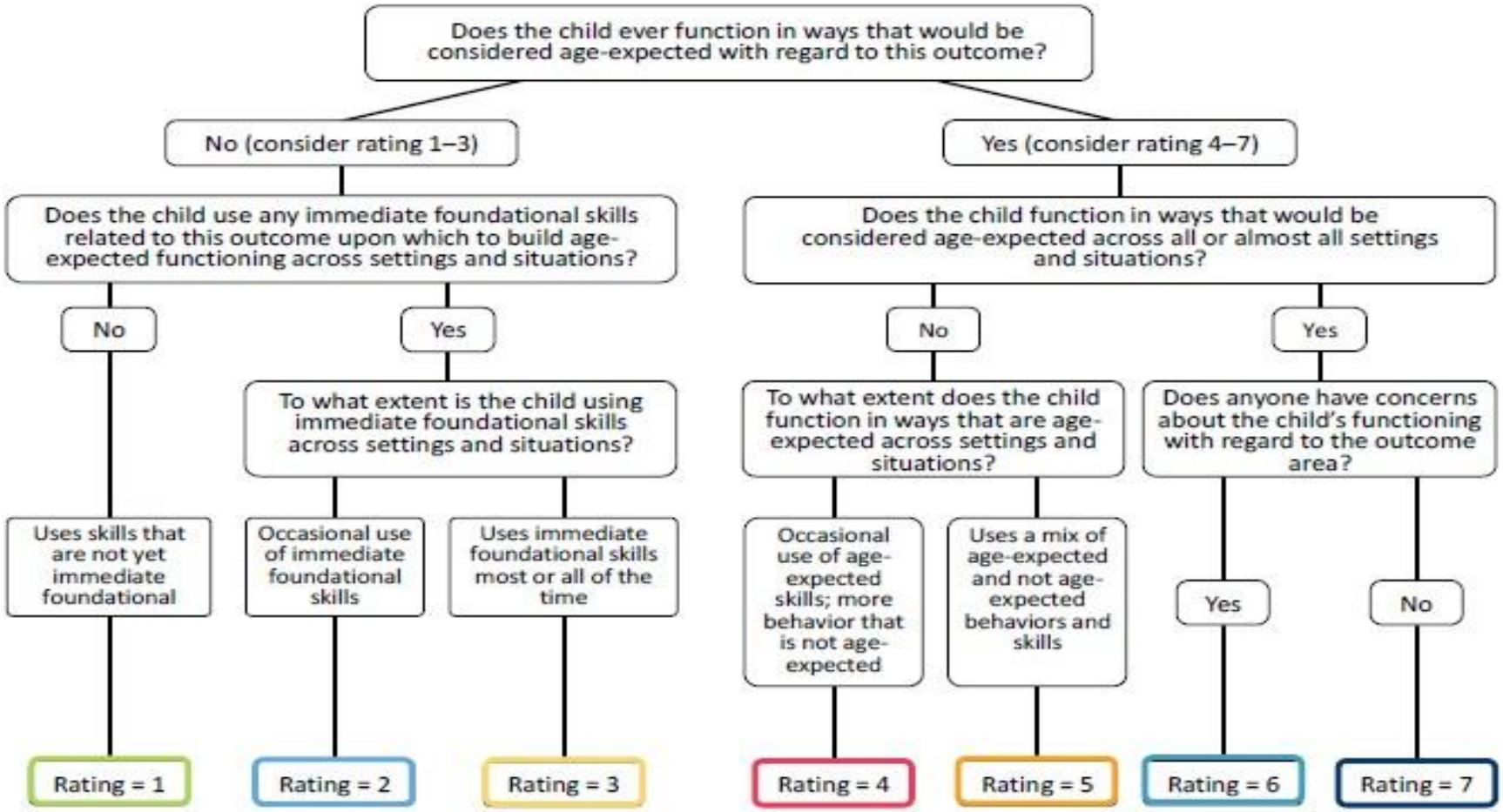
Understanding the 7-Point Rating Scale

Rating		Rating Definitions/Criteria	Sample Statements Used to Summarize Rating Rather Than Numbers (Culminating or Descriptor Statements)	Documentation Considerations
Overall Age-Expected Skills	7	• Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. • No one on the team has concerns about the child's functioning in this outcome area.	• Relative to other children Calvin's age, he **has all of the skills that we would expect** of a child his age in the area of (*outcome [e.g., use of appropriate behaviors to meet needs]* • Calvin has **a good mix of age-expected skills** in the area of (*outcome*).	• Provide examples of the child's age-expected functioning. • Indicate: "No concerns."
	6	• 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-expected, the child's functioning may border on not keeping pace with age expectations.	• Relative to same age peers, Calvin **has the skills that we would expect of his age** in regard to (*outcome*); however, **there are concerns with how he** (*functional area that is of concern/quality of ability/lacking skills*). • Aside from **the concern** regarding Calvin's ____, he is **demonstrating skills expected of a child his age** in the area of (*outcome*).	• Provide examples of the child's age-expected functioning. • Note concerns. • *Evidence should not include any functioning that is not age expected for a 6 or 7.*
Decreasing Degree of Age-Expected Skills	5	• 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-expected and not age-expected behaviors and skills. • Child's functioning might be described as like that of a slightly younger child.	• For an # -month-old child, Calvin has **many skills expected of his age**, but he also demonstrates **some skills slightly below what is expected at this age** in the area of (*outcome*). • Relative to same age peers, Calvin **shows many age-expected skills**, but continues to **show some functioning that might be described like that of a slightly younger child** in the area of (*outcome*). • Calvin is **somewhat** where we would expect him to be at this age. This means that Calvin has **many skills we would expect at this age** in regard to (*outcome*), but he **does not yet have all of the age-expected skills** (*Try to identify a few of the functional skills the child is lacking to be age appropriate*).	• Provide examples of the child's age-expected functioning. • Provide examples of the child's functioning that is not age expected.
	4	• Child shows occasional age-expected functioning across settings and situations. • More functioning is not age-expected than age-expected.	• At # months, Calvin shows occasional use of **some age-expected skills, but more of his skills are not yet age-expected** in the area of (*outcome*). • At # months, Calvin shows **occasional** use of some age-expected skills, but has **more skills that are younger than those expected** for a child his age in the area of (*outcome*). • Calvin has **a few of the skills** we would expect in regard to (*outcome*), but he shows **more skills that are not age-expected**.	• Provide examples of the child's age-expected functioning. • Provide examples of the child's functioning that is not age expected. • *Evidence should show more functioning that is not yet age expected.*

No Age-Expected Skills and Decreasing Degree of Immediate Foundational Skills	3	• 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. • Functioning might be described as like that of a younger child.	• Relative to same age peers, Calvin is **not yet using skills expected of his age**. He does, however, show many important **immediate foundational skills to build upon** in the area of (*outcome*). • In the area of (*outcome*), Calvin is **nearly displaying age-expected skills**. This means that he does not yet have the skills we would expect of a child his age. He **has the immediate foundational skills that are the building blocks to achieve age-appropriate skills**. (*It is possible to include a few functional skills as examples*).	• Provide examples of the child's functioning at an immediate foundational skill level. • *Evidence should not show age-expected functioning in the outcome for a rating of 3.*
	2	• Child occasionally uses immediate foundational skills across settings and situations. • More functioning reflects skills that are not immediate foundational than are immediate foundational.	• At # months, Calvin **shows occasional use of some immediate foundational skills** that will help him move toward age-appropriate skills. **More** of his functioning displays **earlier skills** in the area of (*outcome*). • Relative to same age peers, Calvin is showing **some immediate foundational skills**, but has **more skills that developmentally come in earlier** in the area of (*outcome*). • For a # -month-old little boy, Calvin **occasionally uses immediate foundational skills** but has a **greater mix of earlier skills** that he uses in the area of (*outcome*). • Overall, in this outcome area, Calvin is **just beginning to show some immediate foundational skills** which will help him to work toward age-appropriate skills.	• Provide examples of the child's functioning at an immediate foundational skill level. • Provide examples of the child's functioning that is not yet age expected or immediate foundational. • *Evidence should show more functioning that is foundational than immediate foundational for a rating of 2.*
Not Yet Age-Expected or Immediate Foundational Skills	1	• Child does not yet show functioning expected 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.	• Relative to same age peers, Calvin has the **very early skills** in the area of (outcome). This means that Calvin has the skills we would expect of a **much younger child** in this outcome area. • For a # -month-old little boy, Calvin shows early skills in the outcome area. He does **not yet show age-expected skills or the skills that come right before those**.	• Provide examples of the child's functioning that is not yet age expected or immediate foundational. • *Evidence should not show functioning that is age expected or immediate foundational for a rating of 1.*

Decision Tree

Decision Tree for Summary Rating Discussions



ecta Early Childhood Technical Assistance Center

MISSISSIPPI DEPARTMENT OF EDUCATION

Let’s Practice!

Example 1:

- Michael, who is three years old, is acquiring age-expected skills in academic areas for the most part. He is able to identify common objects in the pictures of books, identify real-world print, and recite numbers 1 to 5. The team is concerned about his ability to answer questions about texts that have been presented in the class.

Example 1:

- Michael, who is three years old, is acquiring age-expected skills in academic areas for the most part. He is able to identify common objects in the pictures of books, identify real-world print, and recite numbers 1 to 5. The team is concerned about his ability to answer questions about texts that have been presented in the class.

Rating: 6

Example 2:

- Jill, a four-year-old, exhibits very early skills in the area of social-emotional development. She recognizes familiar adults and seeks help from them. She is not able to interact appropriately with other children or participate as a member of a group.

Example 2:

- Jill, a four-year-old, exhibits very early skills in the area of social-emotional development. She recognizes familiar adults and seeks help from them. She is not able to interact appropriately with other children or participate as a member of a group.

Rating: 1

Example 3:

- Amye, a five-year-old student, has shown progress over the course of her K year in using appropriate behavior to get her needs met. She continues to display a mix of age-expected and just below age-expected skills in this area. Amye can take care of her feeding and toileting needs. However, she is unable to seek out help with difficult tasks. She will cry instead of asking an adult or peer for help. She is unable to communicate her emotions in a socially acceptable manner. This affects her peer relationships at times.

Example 3:

- Amye, a five-year-old student, has shown progress over the course of her K year in using appropriate behavior to get her needs met. She continues to display a mix of age-expected and just below age-expected skills in this area. Amye can take care of her feeding and toileting needs. However, she is unable to seek out help with difficult tasks. She will cry instead of asking an adult or peer for help. She is unable to communicate her emotions in a socially acceptable manner, which has a negative effect on her having her needs met.

Rating: 5

Important Reminders

Important Reminders

- Every preschool child that receives special education services should be included in the COS process, unless the child is 5 years, 6 months or older at time services begin. Indicator 7 only measures students that have received at least six months of services in the preschool years (ages 3-5).
- Entry ratings should be included at the initial IEP committee meeting if possible. If this is not possible, they should be completed within the first 30 days the child receives services.

Important Reminders

- Enter data into MSIS within 30 days of collecting it. All data for the school year should be collected by June 30.
- Interim ratings are not required but may be useful for progress monitoring and appropriate programming. This data will not be entered in MSIS.
- Resist the urge to refer to the child's Entry ratings when considering the Exit ratings. Their numbers may not have changed, but that does not mean the child has not had growth. A rating of 4 for a three-year-old is not the same as a rating of 4 for a five-year-old.

Important Reminders

- Some districts still have not submitted COS forms for feedback in SharePoint. Please do this asap.
  - You may have entered COS into MSIS, but that information is not transferred to SharePoint.
  - If you want to know if you are on this list, please email me @ rpalculict@mdek12.org or ask me while here today.

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