

COS Process Indicator 7

Candice Taylor

619 Coordinator

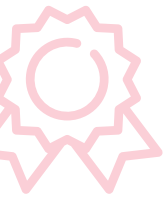
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MISSISSIPPI
DEPARTMENT OF
EDUCATION

March 9, 2021





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

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



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

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.**

For OSEP, states are required to report on five categories of progress for each of the three child outcomes:

- a. Children who did not improve functioning.**
- b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged 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.**

For OSEP reporting, states are required to report on two summary statements for each of the three child outcomes:

- **Summary Statement 1:** Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.

$$(c+d)/(a+b+c+d)$$

- **Summary Statement 2:** The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

$$(d+e)/(a+b+c+d+e)$$

The essential starting place is the *Child Outcomes Summary (COS) Process Online Module*, a self-directed eight-session training on the knowledge and skills needed to work with teams to identify accurate child outcomes summary ratings:

- **Session 1:** Introduction - So What's This All About?
- **Session 2:** Overview of the Child Outcomes Summary Process
- **Session 3:** Completing the Child Outcomes Summary Process
- **Session 4:** The 7-Point Scale
- **Session 5:** More Information About Determining a Rating
- **Session 6:** Good Teaming, Good Decisions
- **Session 7:** Documenting the COS Rating
- **Session 8:** The Exit COS Rating

<https://ectacenter.org/eco/pages/cos.asp>



March 10-24

Complete
COS
Modules 1
and 2.

March 24

Review
Webinar –
3:30 pm



**March 25-
April 7**

Complete
COS
Modules 3
and 4.

April 7

Review
Webinar -
3:30 pm



April 8-21

Complete
COS
Modules 5
and 6.

April 21

Review
Webinar -
3:30 pm



**April 22-
May 5**

Complete
COS
Modules 7
and 8.

May 5

Review
Webinar -
3:30 pm



**Stop and
catch your
breath.**

Special Education Director or Designee

And One Additional Person

Send the names of these two people to Candice Taylor at cataylor@mdek12.org by the end of this week.





1. Introduction to Parents
2. Administer Anchor Assessment for Entry
3. Discuss 3 Areas
4. Complete COS Form for Entry
5. Enter info into MSIS

6. Administer Anchor Assessment for Exit
7. Complete COS Form for Exit
8. Enter into MSIS
9. Data Quality
10. Data Use





Overview of the Child Outcomes Summary (COS) Process

The U.S. Office of Special Education Programs (OSEP) requires all state early intervention and preschool special education agencies to report data on three child outcomes: (1) Positive social-emotional skills, including social relationships; (2) Acquisition and use of knowledge and skills, including early language/communication and early literacy; and (3) Use of appropriate behaviors to meet their needs.

The Child Outcomes Summary (COS) process is a team process for summarizing information on a child's functioning in each of the three child outcome areas using a 7-point scale (see below). With the COS process, a team can consider multiple sources of information about a child, including results from standardized assessment, parent input, and provider/teacher observation. Additionally, the COS process allows programs to synthesize information about children across different assessment tools to produce data that can be summarized across programs in the state, as well as across states for a national picture.

COS 7-Point Scale		
Overall Age-Appropriate	7	<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. No one on the team has concerns about the child's functioning in this outcome area.
	6	<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.
Overall Not Age-Appropriate	5	<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-expected and not age-expected behaviors and skills. Child's functioning might be described as like that of a slightly younger child.
	4	<ul style="list-style-type: none"> Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-expected than age-expected.
	3	<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. Functioning might be described as like that of a younger child.
	2	<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.
	1	<ul style="list-style-type: none"> 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.



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