

COS Process Modules 1 and 2

Candice Taylor

619 Coordinator

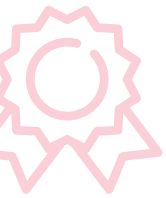
mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

March 24, 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

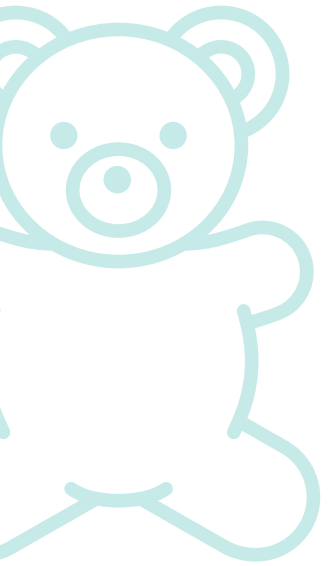


MISSION

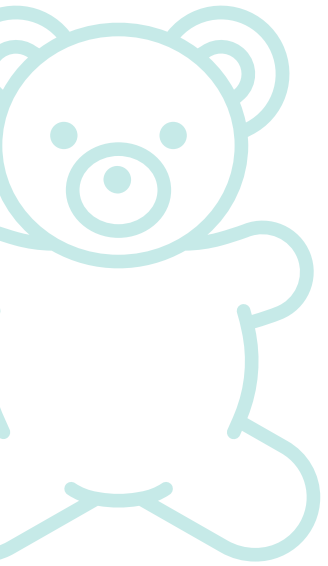
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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.**



- Outcomes
 - Functional – meaningful and help the child achieve everyday goals
 - Global – integration of skills across settings and situations
- IEP goals
 - Individualized – should reflect needs of the child
 - Specific – not as global as three outcomes, but may relate to three outcomes



- Why Gather Data?
 - Improve services and therefore student outcomes
 - Inform families
 - Justify funding
 - Meet Federal requirements



COS is a team process for summarizing information on each of the three outcomes.



No single assessment directly assesses the three outcomes. COS is a process, **not** an assessment.



Use all available data about the child, including multiple sources of information and multiple measures.



Use a 7-point rating scale to describe functioning across settings and situations.



Ratings are completed at entry and exit but can also be completed for progress monitoring.

- Two required staff members should complete the modules first in a “train the trainer” approach.
- Trainers should go back and train other early childhood special education (and general education) staff members as soon as possible.
- Use a variation of the “Just For Me” activity for Module 1 in your staff training so participants can have some interaction.

Modules 3 and 4 completed by April 7

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

Review webinar April 7 at 3:30 pm







Candice Taylor

619 Coordinator

cataylor@mdek12.org

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

