

# COS Process Modules 7 and 8

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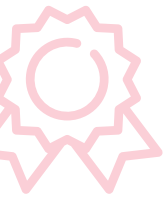
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1

**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

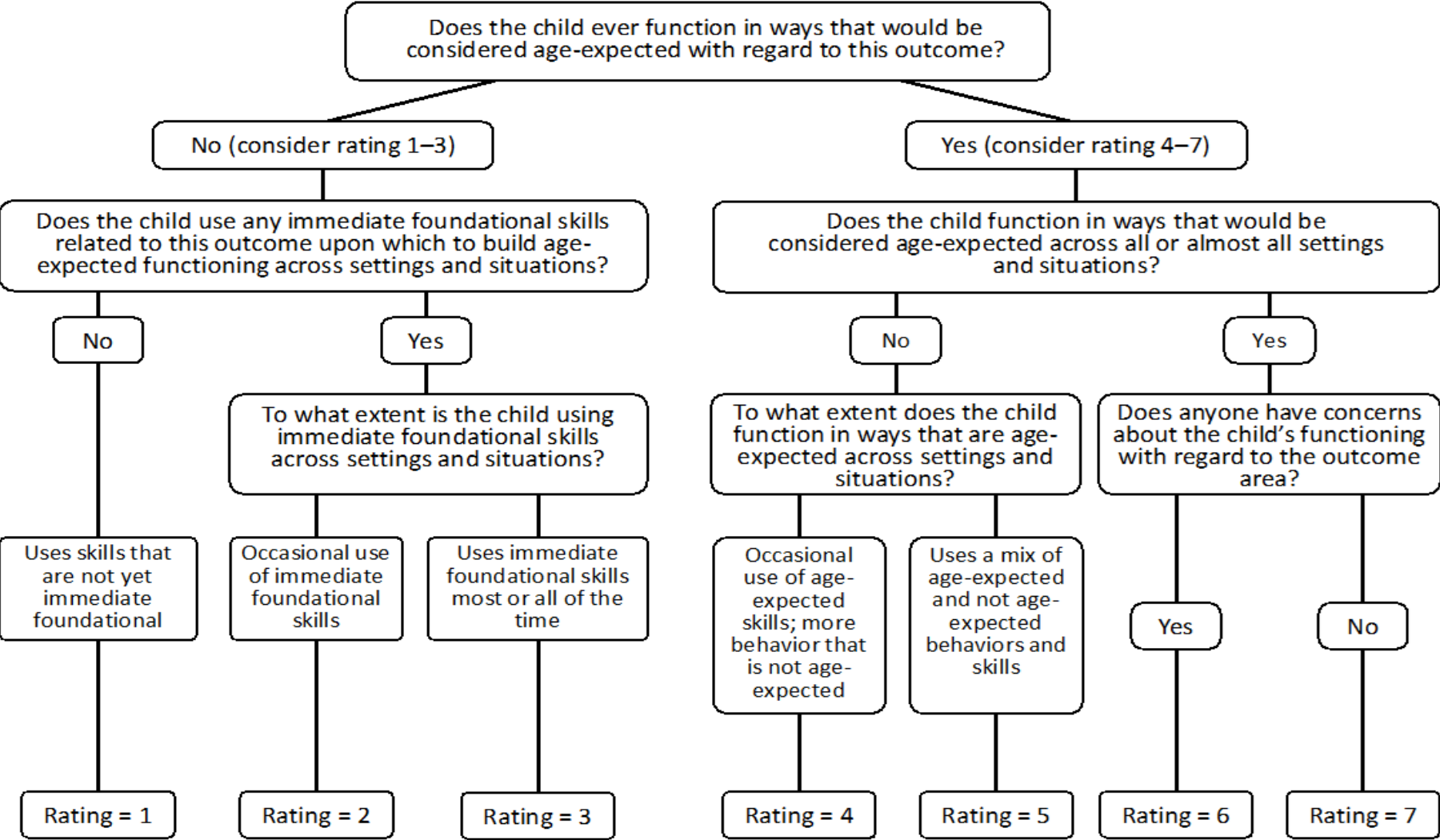
**Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:**

- 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.**

### Features of Effective Documentation

- Mentions specific functional skills the child uses in everyday settings and situations and the consistency with which they are observed
- Describes the presence and absence of age-anchored skills (AE, IF, and F) that are consistent with the selected rating
- Focuses on the child's current level of functioning, rather than how much progress the child has made
- Identifies the assessment tool(s) that contributed information for the rating

# Decision Tree for Summary Rating Discussions



What happens at the Exit COS?

- Determining the rating – just like at Entry
- Discussing progress since Entry COS rating was assigned

Trajectory for child’s development from Entry to Exit **will be calculated in MSIS** for Indicator 7 reporting based on five Progress Categories:

- a. Did not improve functioning
- b. Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- c. Improved functioning to a level nearer to same-aged peers but did not reach it
- d. Improved functioning to reach a level comparable to same-aged peers
- e. Maintained functioning at a level comparable to same-aged peers



To see how an individual child is progressing according to the OSEP reporting categories, try the COS to Progress Categories calculator at <http://dasyonline.org/cos-osep-reporting>.

- This may be a helpful piece to include in training, to give staff an idea of how a child may be progressing in your program in the three outcome areas.
- Remember the time to change a child's developmental trajectory is now, while the gap between the student's development and typical development is the smallest.

Check one:  Entry COS  Interim Rating  Exit COS

Date Completed: \_\_\_\_\_

I. Child Information

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ MSIS#: \_\_\_\_\_

Primary Disability: \_\_\_\_\_

Secondary Disability: \_\_\_\_\_

II. Rating Summary

For Exit Only:  
(Any progress made since Entry rating?)

Outcome 1: \_\_\_\_\_  Y  N  
Positive Social-Emotional Skills

Outcome 2: \_\_\_\_\_  Y  N  
Acquiring and Using Knowledge and Skills

Outcome 3: \_\_\_\_\_  Y  N  
Taking Appropriate Action to Meet Needs

III. Anchor Assessment \_\_\_\_\_

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

<input type="checkbox"/>	Observations	<input type="checkbox"/>	Anecdotal Notes
<input type="checkbox"/>	Interviews	<input type="checkbox"/>	Classroom Data
<input type="checkbox"/>	Other Assessment Tools	<input type="checkbox"/>	Other Sources

V. Persons involved in determining the rating:

Name	Role
	Parent
	General Education Teacher
	Special Education Teacher
	Agency Representative
	Related Service Provider
	Other
	Other

**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?** (Circle one number)

1	2	3	4	5	6	7
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**Supporting evidence for this outcome rating**

Age-expected functioning
Concerns? No Yes (describe)
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
Immediate foundational skills/Functioning that is not yet age-expected but approaching age-expected
Functioning that is not yet age-expected or immediate foundational

**1b.** (For 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?** (Circle one number)

Yes	1 – Describe progress:
No	2 – Describe why no progress:

- 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. Do a case study together.
- Each module has a PowerPoint you can use in your staff training.
- Use a variation of the “Just For Me” activities for Modules 7 and 8 in your staff training so participants can have some interaction and practice.





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