

# The ABCs of COS

What you need to know about the Child Outcomes Summary process

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**Candice Taylor**

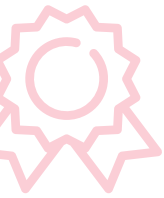
619 Coordinator

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MISSISSIPPI  
DEPARTMENT OF  
EDUCATION





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.**

- Currently used by 43 states and territories for 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

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## 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



# COS Steps

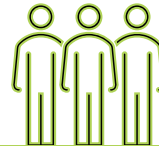
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Introduce to  
Parents



Administer  
Anchor  
Assessment  
for Entry



Discuss 3  
Outcome  
Areas



Complete  
COS Form  
for Entry



Enter info  
into  
SharePoint/  
MSIS

- 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.
- Family Flyer to share with parents can be found at [https://www.mdek12.org/sites/default/files/family\\_cos\\_brochure.pdf](https://www.mdek12.org/sites/default/files/family_cos_brochure.pdf).

- Currently there are two State Board approved anchor assessments to be used for COS:
  - Battelle Developmental Inventory, Third Edition, by Riverside Insights
  - ProLADR and myIGDIs Early Literacy (Early Childhood Suite) by Renaissance Learning
- This list, along with contact information, can be found at:  
[https://www.mdek12.org/sites/default/files/approved\\_anchor\\_assessments.pdf](https://www.mdek12.org/sites/default/files/approved_anchor_assessments.pdf)

- 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.
- While this process is not directly documented in the IEP, the IEP form for preschool students is designed to address these three outcomes.

- 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.

- Currently, COS forms should be uploaded into SharePoint Navigator under the COS Data folder inside the District Data folder. Once uploaded, please email Candice Taylor at [cataylor@mdek12.org](mailto:cataylor@mdek12.org) and let her know so she can review them.
- When MSIS is ready for COS data, districts will input entry and exit data as it is completed, with all data for the school year entered by June 30.





Administer  
Anchor  
Assessment  
for Exit



Discuss 3  
Outcome  
Areas



Complete  
COS Form  
for Exit



Enter info  
into  
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- 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 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".

- 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.

- Upload exit COS forms into SharePoint just as you upload entry forms until MSIS is ready for this data.
- Once MSIS is ready, exit data will be input just as entry data, with the addition of marking whether the child made progress for each of the three outcomes.
- MSIS will use the entry, exit, and progress data to calculate the progress category for each child upon exit. This data will be reported annually for Indicator 7 of the SPP/APR.



## 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

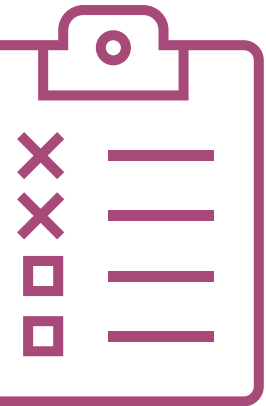
- Child should have entry data from another district. If not, and child is less than 5 years, 6 months, administer anchor assessment and IEP committee will determine entry ratings.
- If child has no entry data and is older than 5 years, 6 months, no data will be collected.

# Anchor Assessments

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Battelle Developmental Inventory-3  
Riverside Insights  
Contact: Van Mabie  
[Van.Mabie@riversideinsights.com](mailto:Van.Mabie@riversideinsights.com)  
(415) 728-3720

Preschool Suite – includes myIGDIs  
Early Literacy and ProLADR  
Renaissance Learning  
Contact: Charlotte Wilson  
[Charlotte.Wilson@renaissance.com](mailto:Charlotte.Wilson@renaissance.com)  
(662) 813-3934





# Additional Considerations

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- 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”.

# Understanding the 7- Point Rating Scale

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Rating	Rating Definitions/Criteria	Sample Statements Used to Summarize Rating Rather Than Numbers (Culminating or Descriptor Statements)	Documentation Considerations	
Overall Age-Expected Skills	7	<ul style="list-style-type: none"> <li>Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life.</li> <li>No one on the team has concerns about the child's functioning in this outcome area.</li> </ul>	<ul style="list-style-type: none"> <li>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 <i>(outcome [e.g., use of appropriate behaviors to meet needs])</i></li> <li>Calvin has a good mix of age-expected skills in the area of <i>(outcome)</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of the child's age-expected functioning.</li> <li>Indicate: "No concerns."</li> </ul>
	6	<ul style="list-style-type: none"> <li>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.</li> <li>Although age-expected, the child's functioning may border on not keeping pace with age expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Relative to same age peers, Calvin has the skills that we would expect of his age in regard to <i>(outcome)</i>; however, there are concerns with how he <i>(functional area that is of concern/quality of ability/lacking skills)</i>.</li> <li>Aside from the concern regarding Calvin's _____, he is demonstrating skills expected of a child his age in the area of <i>(outcome)</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of the child's age-expected functioning.</li> <li>Note concerns.</li> <li>Evidence should not include any functioning that is not age expected for a 6 or 7.</li> </ul>
Decreasing Degree of Age-Expected Skills	5	<ul style="list-style-type: none"> <li>Child shows functioning expected for his or her age some of the time and/or in some settings and situations.</li> <li>Child's functioning is a mix of age-expected and not age-expected behaviors and skills.</li> <li>Child's functioning might be described as like that of a slightly younger child.</li> </ul>	<ul style="list-style-type: none"> <li>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 <i>(outcome)</i>.</li> <li>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 <i>(outcome)</i>.</li> <li>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 <i>(outcome)</i>, but he does not yet have all of the age-expected skills <i>(Try to identify a few of the functional skills the child is lacking to be age appropriate)</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of the child's age-expected functioning.</li> <li>Provide examples of the child's functioning that is not age expected.</li> </ul>
	4	<ul style="list-style-type: none"> <li>Child shows occasional age-expected functioning across settings and situations.</li> <li>More functioning is not age-expected than age-expected.</li> </ul>	<ul style="list-style-type: none"> <li>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 <i>(outcome)</i>.</li> <li>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 <i>(outcome)</i>.</li> <li>Calvin has a few of the skills we would expect in regard to <i>(outcome)</i>, but he shows more skills that are not age-expected.</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of the child's age-expected functioning.</li> <li>Provide examples of the child's functioning that is not age expected.</li> <li>Evidence should show more functioning that is not yet age expected.</li> </ul>



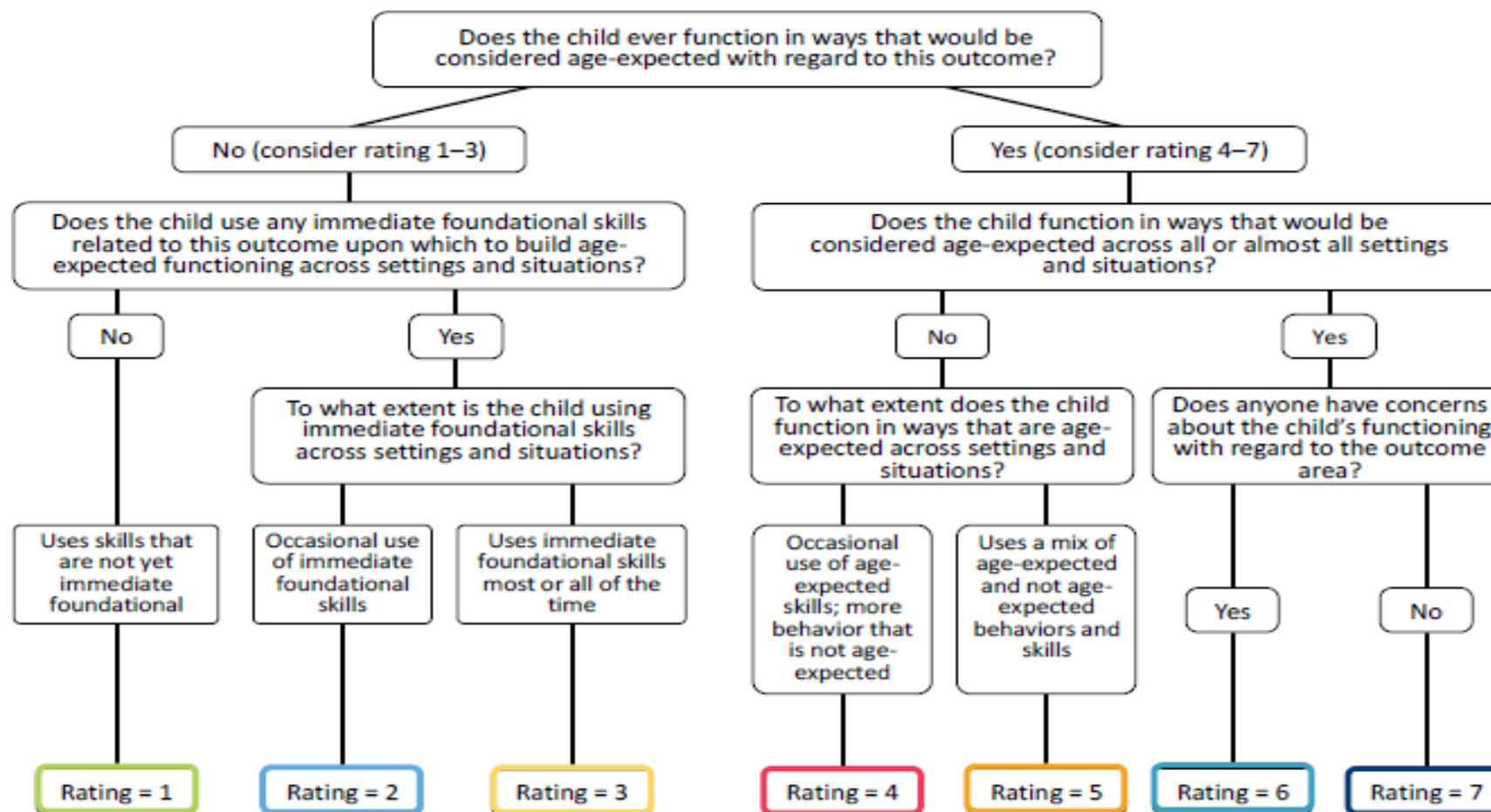
No Age-Expected Skills and Decreasing Degree of Immediate Foundational Skills	3	<ul style="list-style-type: none"> <li>Child does not yet show functioning expected of a child of his or her age in any situation.</li> <li>Child uses immediate foundational skills most or all of the time across settings and situations.</li> <li>Functioning might be described as like that of a younger child.</li> </ul>	<ul style="list-style-type: none"> <li>Relative to same age peers, Calvin is <b>not yet using skills expected of his age</b>. He does, however, show many important <b>immediate foundational skills to build upon</b> in the area of <i>(outcome)</i>.</li> <li>In the area of <i>(outcome)</i>, Calvin is <b>nearly displaying age-expected skills</b>. This means that he does not yet have the skills we would expect of a child his age. He <b>has the immediate foundational skills that are the building blocks to achieve age-appropriate skills</b>. <i>(It is possible to include a few functional skills as examples)</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of the child's functioning at an immediate foundational skill level.</li> <li><i>Evidence should not show age-expected functioning in the outcome for a rating of 3.</i></li> </ul>
	2	<ul style="list-style-type: none"> <li>Child occasionally uses immediate foundational skills across settings and situations.</li> <li>More functioning reflects skills that are not immediate foundational than are immediate foundational.</li> </ul>	<ul style="list-style-type: none"> <li>At # months, Calvin shows <b>occasional use of some immediate foundational skills</b> that will help him move toward age-appropriate skills. <b>More of his functioning displays earlier skills</b> in the area of <i>(outcome)</i>.</li> <li>Relative to same age peers, Calvin is <b>showing some immediate foundational skills, but has more skills that developmentally come in earlier</b> in the area of <i>(outcome)</i>.</li> <li>For a #-month-old little boy, Calvin <b>occasionally uses immediate foundational skills</b> but has a <b>greater mix of earlier skills</b> that he uses in the area of <i>(outcome)</i>.</li> <li>Overall, in this outcome area, Calvin is <b>just beginning to show some immediate foundational skills</b> which will help him to work toward age-appropriate skills.</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of the child's functioning at an immediate foundational skill level.</li> <li>Provide examples of the child's functioning that is not yet age expected or immediate foundational.</li> <li><i>Evidence should show more functioning that is foundational than immediate foundational for a rating of 2.</i></li> </ul>
Not Yet Age-Expected or Immediate Foundational Skills	1	<ul style="list-style-type: none"> <li>Child does not yet show functioning expected of a child his or her age in any situation.</li> <li>Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning.</li> <li>Child's functioning might be described as like that of a much younger child.</li> </ul>	<ul style="list-style-type: none"> <li>Relative to same age peers, Calvin has the <b>very early skills</b> in the area of <i>(outcome)</i>. This means that Calvin has the skills we would expect of a <b>much younger child</b> in this outcome area.</li> <li>For a #-month-old little boy, Calvin shows <b>early skills</b> in the outcome area. He <b>does not yet show age-expected skills or the skills that come right before those</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of the child's functioning that is not yet age expected or immediate foundational.</li> <li><i>Evidence should not show functioning that is age expected or immediate foundational for a rating of 1.</i></li> </ul>



# Decision Tree

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# Key Concepts in Implementing the COS

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## 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.

# Important Reminders

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- 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.

- Enter data into SharePoint/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 SharePoint/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.



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