

Early Childhood Working Group

Session 3: Child Outcomes Summary (COS)

Dec. 7, 2022

Agenda

- Child Outcomes Summary (COS) - What does it mean?
- State Performance Plan: Indicator 7
- Child Outcomes Process
- DC CATS Demonstration
- Questions & Answers
- Resources



What is Child Outcomes Summary (COS)?

What is Child Outcomes Summary?

The Child Outcomes Summary (COS) process is a way for states to measure the progress of all preschool and pre-kindergarten children receiving special education or related services, ages 3-5, in all disability categories, and for all educational environments.

What is Child Outcomes Summary?

The process requires a team to collect data at entry and upon exiting from preschool programs and services. The process also requires the team to assign a rating score based on evidence of the child's functional skills across three specific areas:

- Positive social-emotional skills
- Acquisition and use of knowledge and skills
- Use of appropriate behaviors to meet needs

What is Child Outcomes Summary?

These three areas represent critical functional outcomes young children need to be successful in everyday activities and routines. The emphasis of these outcomes is on how each child can carry out meaningful behaviors in a meaningful context. The outcomes require comparing children's functioning to same-age peers, something individualized education program (IEP) goal attainment data cannot provide.

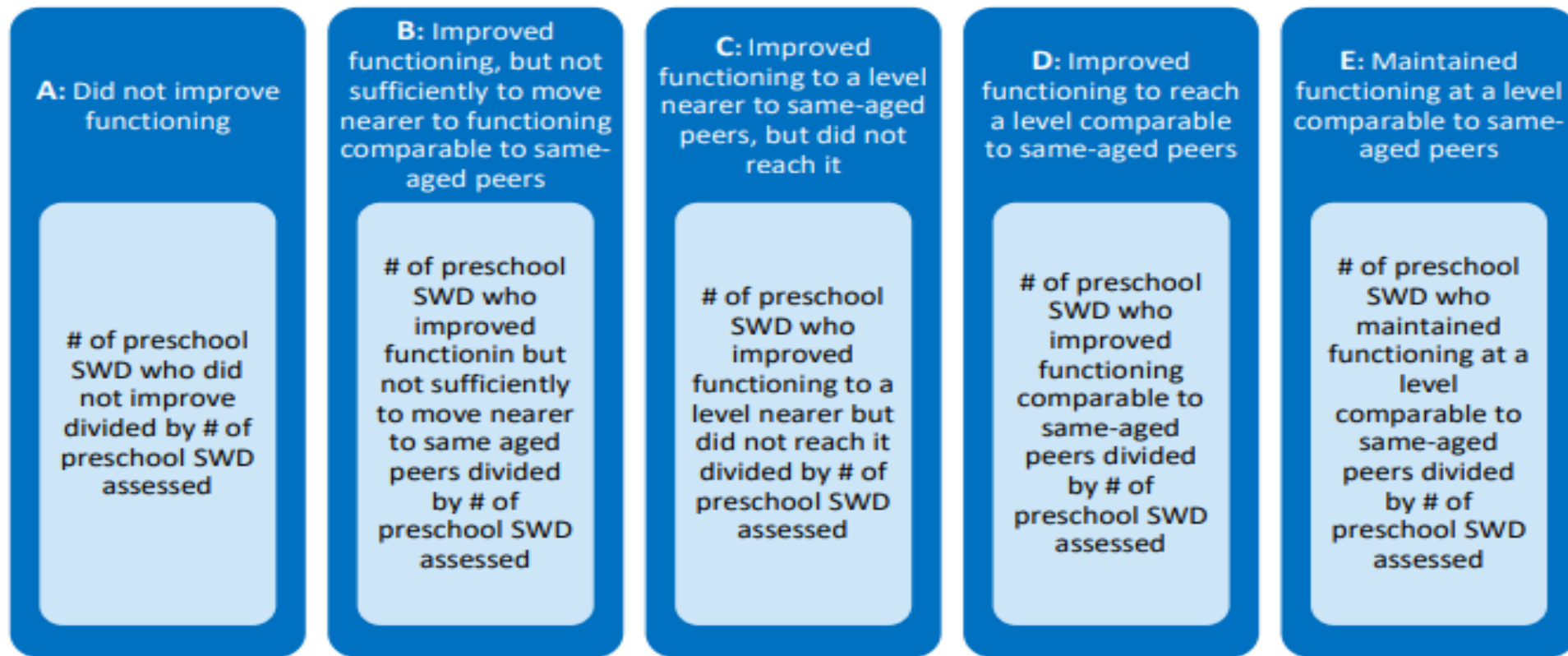


State Performance Plan - Indicator 7

The State Performance Plan (SPP)

Indicator 7: Child Outcomes Summary results are calculated using a two-part process.

First, the overall improvement of those students with disabilities (SWD) who left the preschool program are measured based on these five categories.



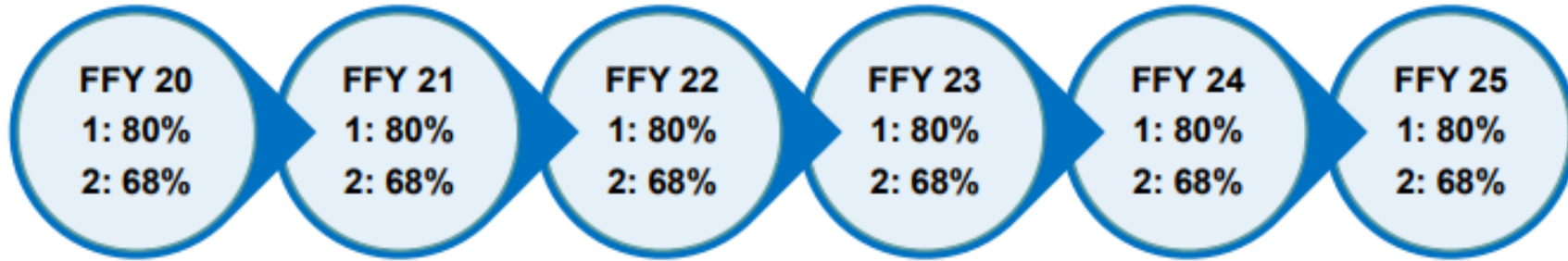
The State Performance Plan (SPP)

Second, using the five progress categories, data on two target summary statements are computed and report the following:

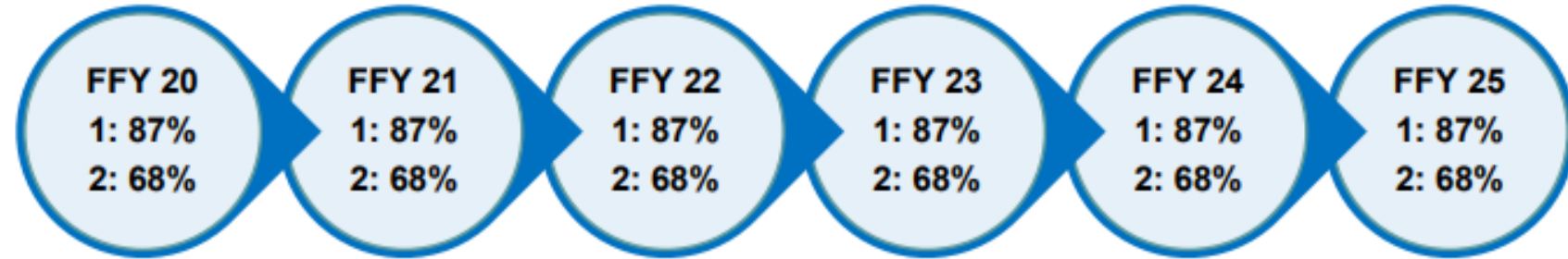
- **Within age expectations:** Of the students who demonstrated overall improvement, what percentage were functioning within age expectations in each outcome area by the time they turned 6 or exited the early childhood special education program.
- **Increased rate of growth:** Of the students who demonstrated overall improvement, what percentage of children who entered the program below age expectations in each outcome area substantially increased their rate of growth by the time they turned 6 or exited the early childhood special education program.

APR Indicator 7 Targets

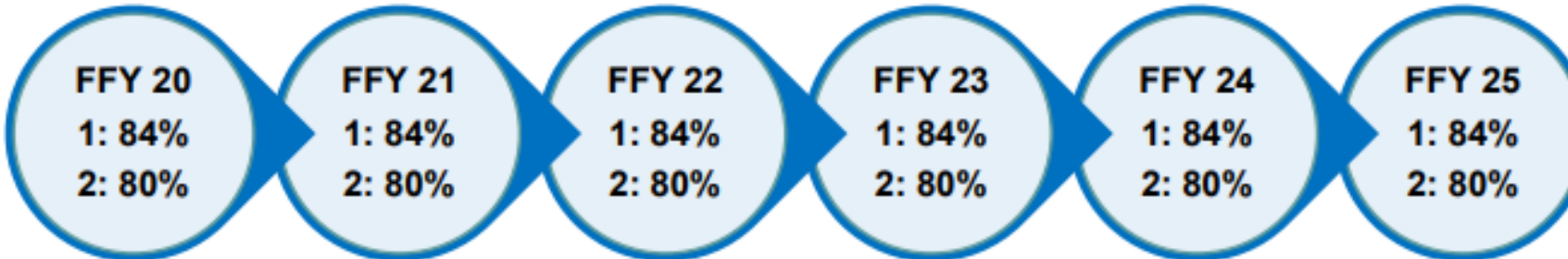
A) Positive Social Emotional



B) Acquisition and Use of Knowledge & Skills



C) Use of Appropriate Behavior



APR Indicator 7 FFY20

A) Positive Social Emotional	B) Acquisition and Use of Knowledge and Skills	C) Use of Appropriate Behavior
A1 Target: 80% State Data: 76%	B1 Target 87% State Data: 70%	C1 Target 84% State Data: 76%
A2 Target: 68% State Data: 54%	B2 Target 68% State Data: 44%	C2 Target 80% State Data: 55%



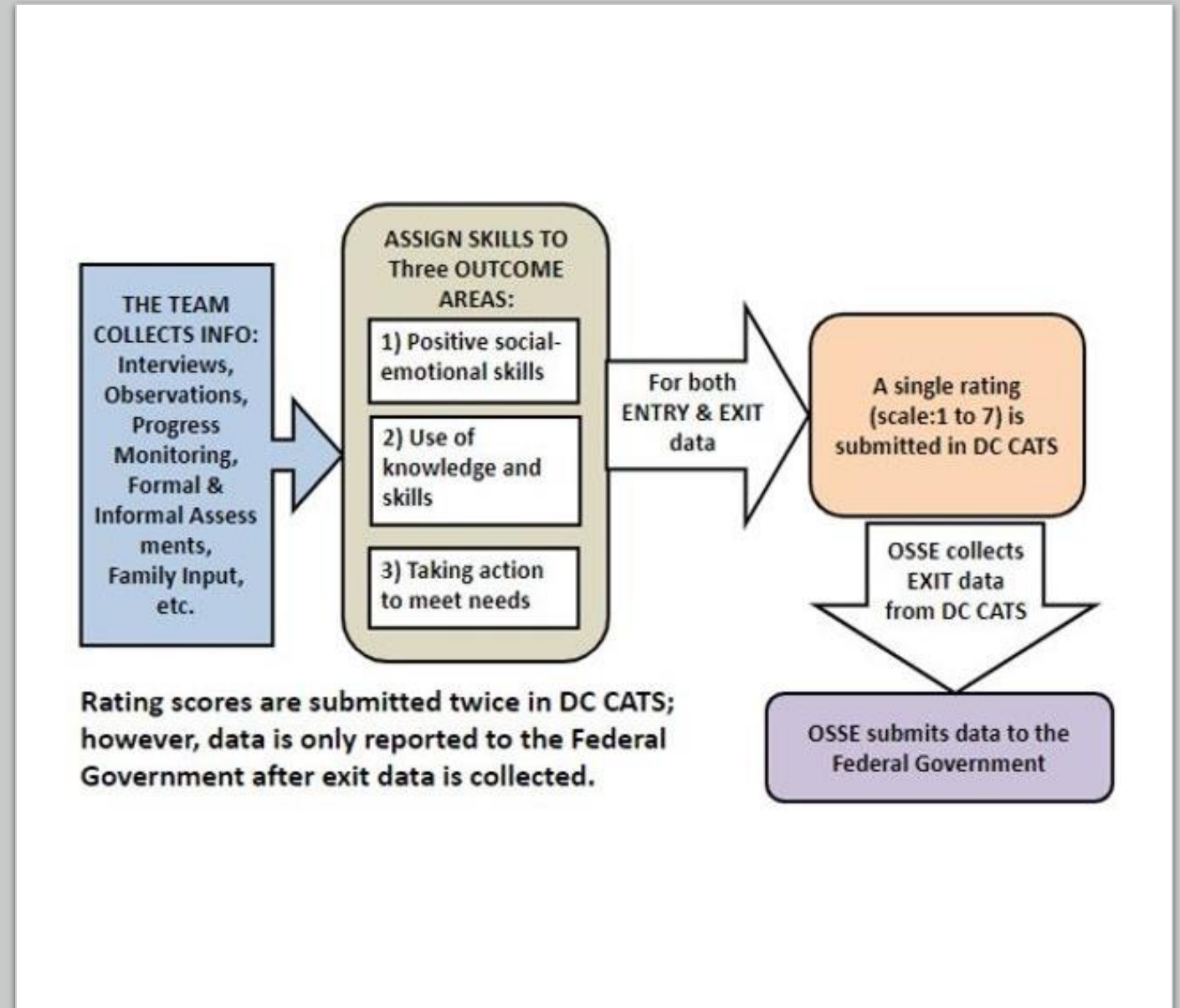
The COS Process

Reflection Questions

- Who is responsible for collecting COS data in your LEA?
- When do you collect COS data?
- What information are you collecting about a child's functioning related to each of the three outcome areas?
- Do your current methods and measures provide you with enough information about the child's functioning across settings and situations; the child's functional use of skills; and the perspectives from multiple sources?
- What additional information would be helpful to have a more complete picture of the child's functional skills in these areas?

The COS data collection process:

- Relies heavily on team-based discussion and decision-making.
- Uses information from multiple sources to describe how a child is functioning in the three outcome areas.
- Uses a 7-point rating scale to compare a child's functioning across settings and situations with what is expected for the child's age.
- Is completed at a child's entry & upon exiting from the preschool program and services.



When Are a Child's Functional Skills Reported?

- Entry data are required 90 days from Stage 5 enrollment in a pre-K special education program or 90 days after the initial eligibility determination for children who are currently Stage 5 enrolled.
- Exit data are required 60 days before the last day of enrollment in a pre-K 4 program, when a child moves out of state (to include private school and homeschooling), or at age 6.
- Entry and exit data are not required for children who are enrolled in a pre-K special education program for less than 6 months.
- OSSE reports data annually to the United States Department of Education (USED) Office of Special Education Programs (OSEP) in March.

Is My Team Qualified to Complete Ratings?

Does someone on your team:

- Know about the child's functioning across settings and situations?
- Understand age-expected child development?
- Understand the content of the three child outcomes?
- Understand how to use the COS 7-point rating scale?
- Understand age expectations for child functioning within the family's culture?

Collectively, your team must be able to answer “yes” to **ALL** the above questions.



Sources of Information

Multiple sources of information and multiple measures are necessary for the COS process because each LEA uses different assessment instruments and outcome data to summarize a child's functional skills across programs. Examples of data sources include, but are not limited to:

- Formal and informal assessments
- Grade level curricula
- Observations across settings
- Interviews
- Staff and parental input
- Norm-referenced scales
- Informed clinical opinions
- Work samples

- At the time of entry, **describe** how the child relates with caregivers; attends to others in a variety of settings; interacts with peers, participates in social games and communicates with others; follows social norms and adapts to change in routines; and expresses his/her own emotions and responds to emotions of others.
 - Are these functional skills and behaviors age appropriate?
 - To what extent does this child show age-appropriate functional skills and behaviors, across a variety of settings and situations, on this outcome? (Score 1-7)
 - *At the time of exit, has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? **Describe** the child's functional skills and behaviors in this area.*
 - Are these functional skills and behaviors age appropriate?
 - To what extent does this child show age-appropriate functional skills and behaviors, across a variety of settings and situations, on this outcome? (Score 1-7)

Positive Social-Emotional Skills

Acquisition and Use of Knowledge and Skills

- At the time of entry, **describe** how the child shows interest in learning; attends to other people in a variety of settings; engages in purposeful play; understands pre-academics and literacy; acquires language to communicate; and understands questions asked and directions given.
 - Are these functional skills and behaviors age appropriate?
 - To what extent does this child show age-appropriate functional skills and behaviors, across a variety of settings and situations, on this outcome? (Score 1-7)
 - *At the time of exit*, has the child shown *any* new skills or behaviors in the area of acquisition and use of knowledge and skills since the last outcomes summary? **Describe** the child's functional skills and behaviors in this area.
 - Are these functional skills and behaviors age appropriate?
 - To what extent does this child show age-appropriate functional skills and behaviors, across a variety of settings and situations, on this outcome? (Score 1-7)

- At the time of entry, **describe** how the child moves around and manipulates things to meet his/her needs; eats and drinks with increasing independence, dresses and undresses with increasing independence; toilets and washes with increased independence; communicates his/her needs; and shows safety awareness.
 - Are these functional skills and behaviors age appropriate?
 - To what extent does this child show age-appropriate functional skills and behaviors, across a variety of settings and situations, on this outcome? (Score 1-7)
 - *At the time of exit, has the child shown any new skills or behaviors related to the use of appropriate behaviors to meet his/her needs? Describe* the child's functional skills and behaviors in this area.
 - Are these functional skills and behaviors age appropriate?
 - To what extent does this child show age-appropriate functional skills and behaviors, across a variety of settings and situations, on this outcome? (Score 1-7)

Use of Appropriate Behaviors to Meet Needs

The 7-Point Scale

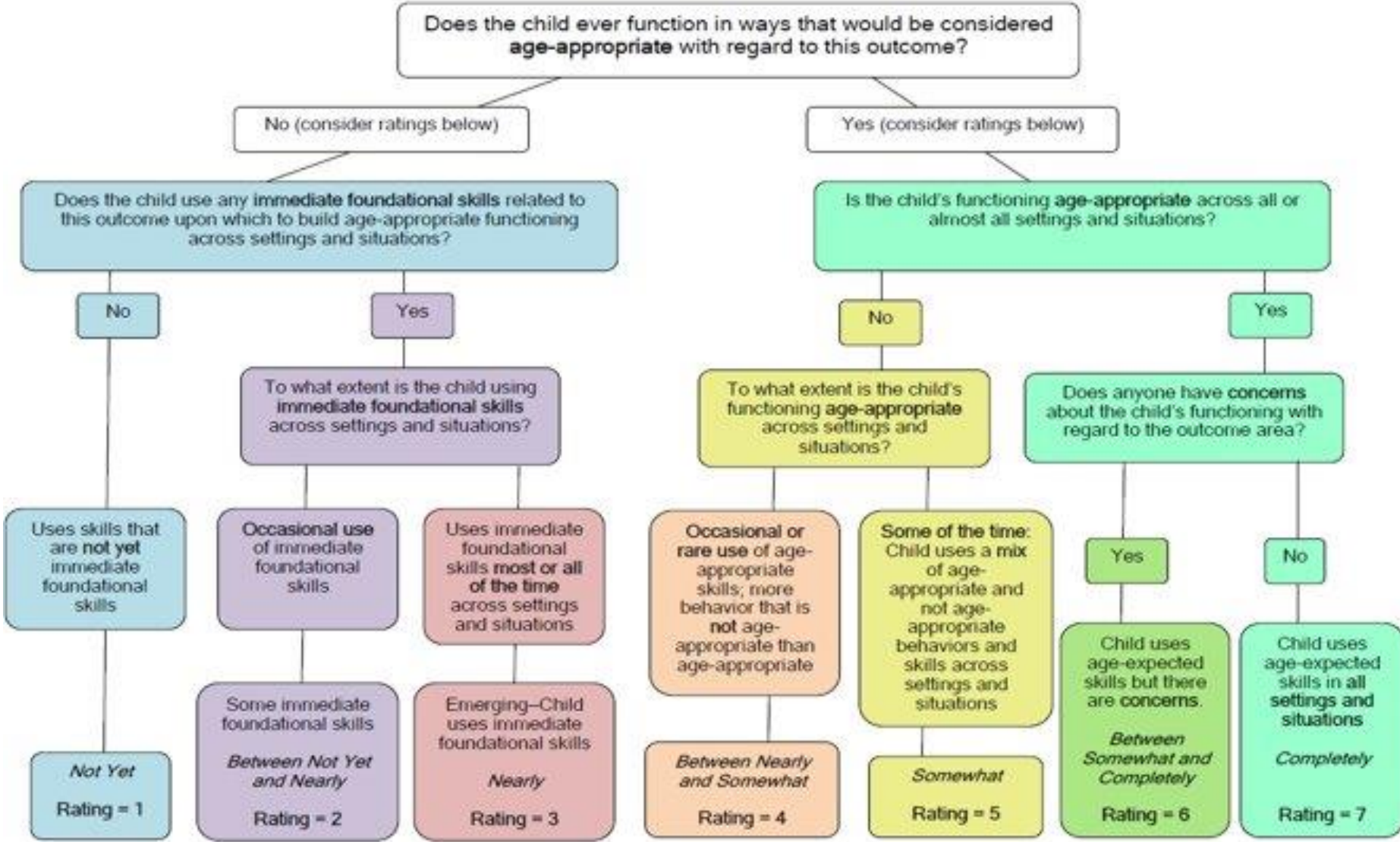
- The COS process uses a 7-point rating scale to indicate a child's status on each of the three outcomes at a given point in time.
- The scale describes the child's status compared to age-expected functioning.
- A team must agree on an overall rating at the time of entry and upon exit from the preschool/pre-kindergarten special education program.
- An assigned rating of 7 and 6 represents age-expected functioning and lower points represent the degree of distance from age expectations.

Remember, children with more significant disabilities and developmental skills may receive a lower rating on the scale; however, it is the expectation that all children will demonstrate some level of increased functional skills by the end of their program.

Definitions for COS Ratings

Overall Age-Appropriate Skills	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 <u>all</u> 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.

Rating Scale Decision-Making Tree





DC CATS Demonstration



Questions and Answers



Resources

APR Indicator 7 Resources

[OSSE Child Outcomes Summary Resource Page](#)

[COS Process Manual](#) - detailed guidance about the entire COS process, developmental milestones, FAQ, the decision-making tree, and team discussion prompts for each outcome, etc.

[DC CATS Administrative Manual](#) - detailed user guidance for DC CATS to include, adding a new student record, entry and exit data submission, transfer of records requests, FAQ, etc.

[COS Quick Reference Sheet](#) - 2-page document

[Early Childhood Technical Center \(ECTC\) - Child Outcomes Process](#) - COS Process learning modules

OSSE.COSFAQ@dc.gov - Dedicated email account for all COS support.

