



New Jersey Department of Education



Indicator 7: Preschool Outcomes Child Outcomes Summary (COS) Process

Division of Educational Services

Office of Special Education

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Office of Special Education – Preschool Team



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Goals for Today



Section 1: The Purpose and Importance of Indicator 7

- Background
- Federal Requirements and Overview of State Performance Plan/Annual Performance Report (SPP/APR)
- Data Quality
- History of Indicator 7
- Requirements of Indicator 7

Section 2: Review and Explore Content of Indicator 7

- What are Preschool Outcomes?
- Child Outcomes Summary (COS) Process
- Team Discussions
- Age-Anchoring of Skills
- Understanding the Rating Scale and COS Form
- Measurement and Progress Categories
- Data Entry System and Homeroom Walkthrough
- COS/Individualized Education Program (IEP) Integration
- State Level Outcome Tools and Materials



Section 1



The Purpose and Importance of Indicator 7: Background, Federal Requirements and Overview of State Performance Plan/Annual Performance Report (SPP/APR), Data Quality, the History of Indicator 7, and Requirements of Indicator 7



Federal Background



U.S. Department of Education Office of Special Education Programs (OSEP)

- \$500+ million – Preschool Special Education.
- Outcome measures play a crucial role in assessing whether federal funding through the Individuals with Disabilities Education Act (IDEA) is effectively making a positive impact on young children with disabilities and their families.

State Performance Plan/Annual Performance Report (SPP/APR)



Part B FFY 2020–2025 SPP/APR

- 1. Graduation.** % of youth with IEPs graduating with regular diploma.
- 2. Dropout.** % of youth with IEPs dropping out.
- 3. Assessment.** (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic achievement standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.
- 4. Suspension and Expulsion.** (A) % of LEAs with significant discrepancy, (B) % of LEAs with significant discrepancy by race/ethnicity.
- 5. Educational Environments.** % of children with IEPs, age 5 and enrolled in kindergarten and ages 6–21, served (A) inside regular class 80% or more of day; (B) inside regular class less than 40% of day; (C) in separate schools, residential facilities, or homebound/ hospital placements.
- 6. Preschool Environments.** % of children with IEPs, ages 3, 4, and 5 who are enrolled in a preschool program, (A) Receiving majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home.
- 7. Preschool Outcomes.** % of preschool children ages 3–5 with IEPs with improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs.
- 8. Parent Involvement.** % of parents who report that the school facilitated parent involvement.
- 9. Disproportionate Representation.** % of districts with disproportionate representation of racial/ethnic groups in special education and related services due to inappropriate identification.
- 10. Disproportionate Representation in Specific Disability Categories.** % of districts with disproportionate representation of racial /ethnic groups in specific disability categories due to inappropriate identification.
- 11. Child Find.** % of children evaluated within 60 days of parental consent for initial evaluation or state time frame.
- 12. Early Childhood Transition.** % of children found Part B eligible with IEP implemented by 3rd birthday.
- 13. Secondary Transition.** % of youth ages 16+ with measurable, annually updated IEP goals and appropriate transition assessment, services, and courses.
- 14. Post-School Outcomes.** % of youth with IEPs, no longer in school, (A) Enrolled in higher education; (B) Enrolled in higher education or competitively employed; (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.
- 15. Resolution Sessions.** % of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
- 16. Mediation.** % of mediations held resulting in mediation agreements.
- 17. State Systemic Improvement Plan (SSIP).** SPP/APR includes comprehensive, ambitious, yet achievable multi-year SSIP, with stakeholder engagement in all phases, for improving results for children with disabilities.
- 18. General Supervision.** % of findings of noncompliance corrected within one year of identification.

IDEA 618 Data Collections



- **Child Count and Educational Environments**
Children with Disabilities (IDEA) School Age (FS002)
Children with Disabilities (IDEA) Early Childhood (FS089)
- **Personnel**
Special Education Teachers (FTE) (FS070)
Special Education Related Services Personnel (FS099)
Special Education Paraprofessionals (FS112)
- **Exiting**
Children with Disabilities (IDEA) Exiting Special Education (FS009)
- **Discipline**
Children with Disabilities (IDEA) Removal to Interim Alternative Educational Setting (FS005)
Children with Disabilities (IDEA) Suspensions/Expulsions (FS006)
Children with Disabilities (IDEA) Reasons for Unilateral Removal (FS007)
Children with Disabilities (IDEA) Disciplinary Removals (FS088)
Children with Disabilities (IDEA) Total Disciplinary Removals (FS143)
Educational Services During Expulsion (FS144)
- **Assessment**
Academic Achievement in Mathematics (FS175)
Academic Achievement in Reading/Language Arts (FS178)
Assessment Participation in Mathematics (FS185)
Assessment Participation in Reading/Language Arts (FS188)
Note: Assessment data for students with disabilities are a subset in the assessment data files for all students.
- **MOE Reduction and CEIS**
- **Dispute Resolution**

ideadata.org

03/26/2024

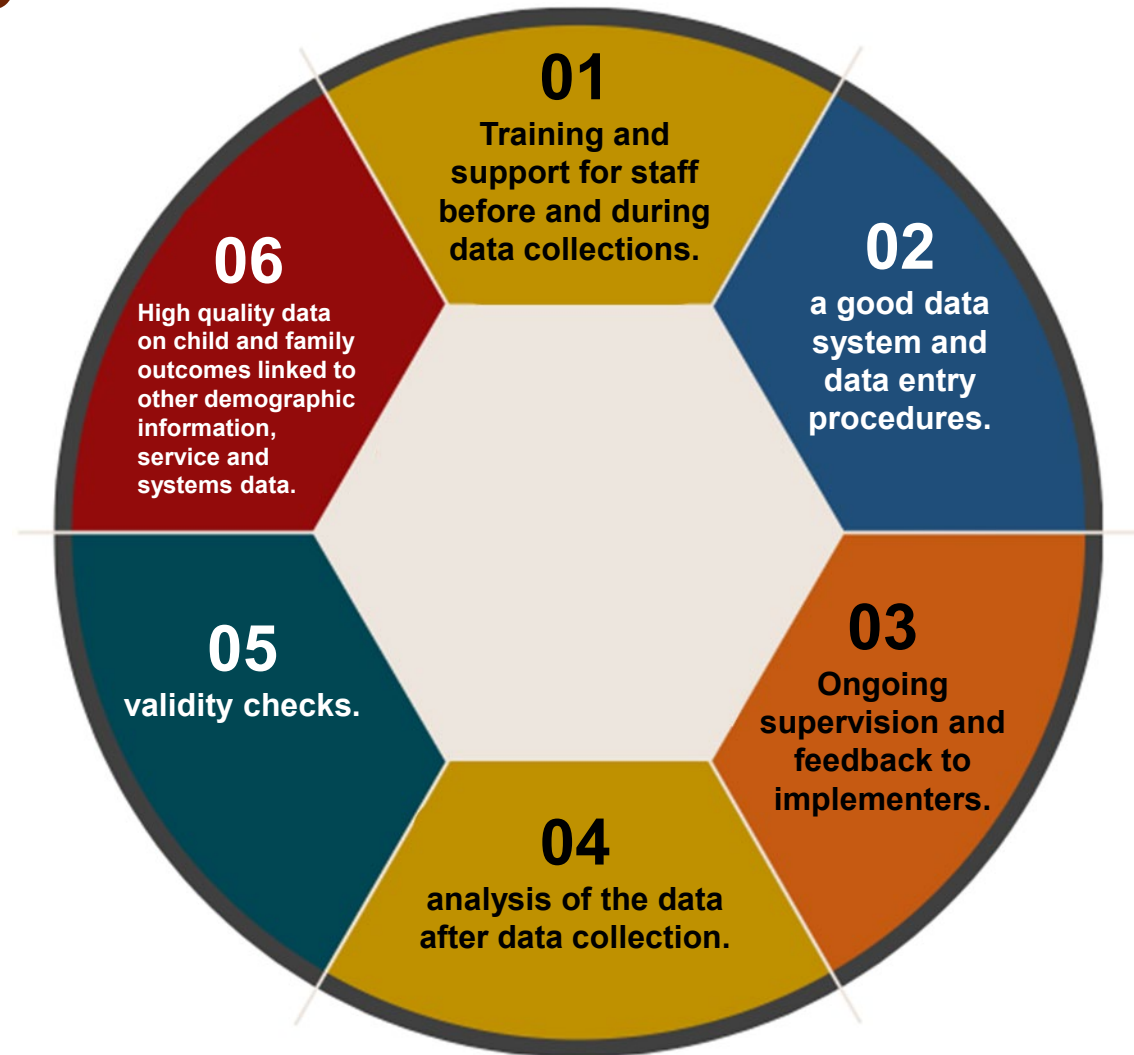
- 18 Indicators
- Measures child and family outcomes and compliance with the requirements of IDEA.
- State identified targets for performance indicators based on data and feedback from State Special Education Advisory Council (SSEAC).



Quality Data Systems



State early intervention and preschool special education programs collect, analyze, and use child and family [outcomes data](#) to measure progress towards reaching the best individual and system-wide outcomes. Child and family outcomes data must be valid to make decisions about system and practice improvements.

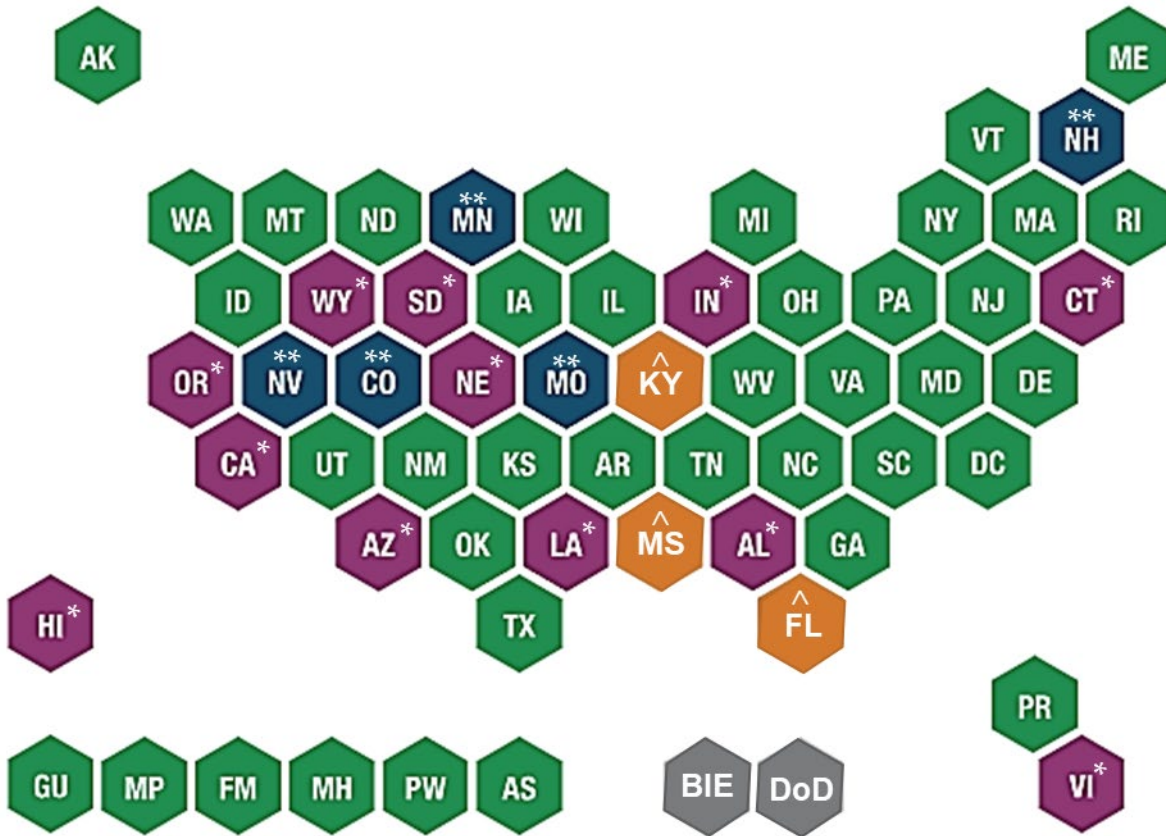




State Approaches to Child Outcomes Measurement



State Approaches to Child Outcomes Measurement: Part B APR Indicator 7 (Section 619/Preschool) FFY 2022 (2022–2023)



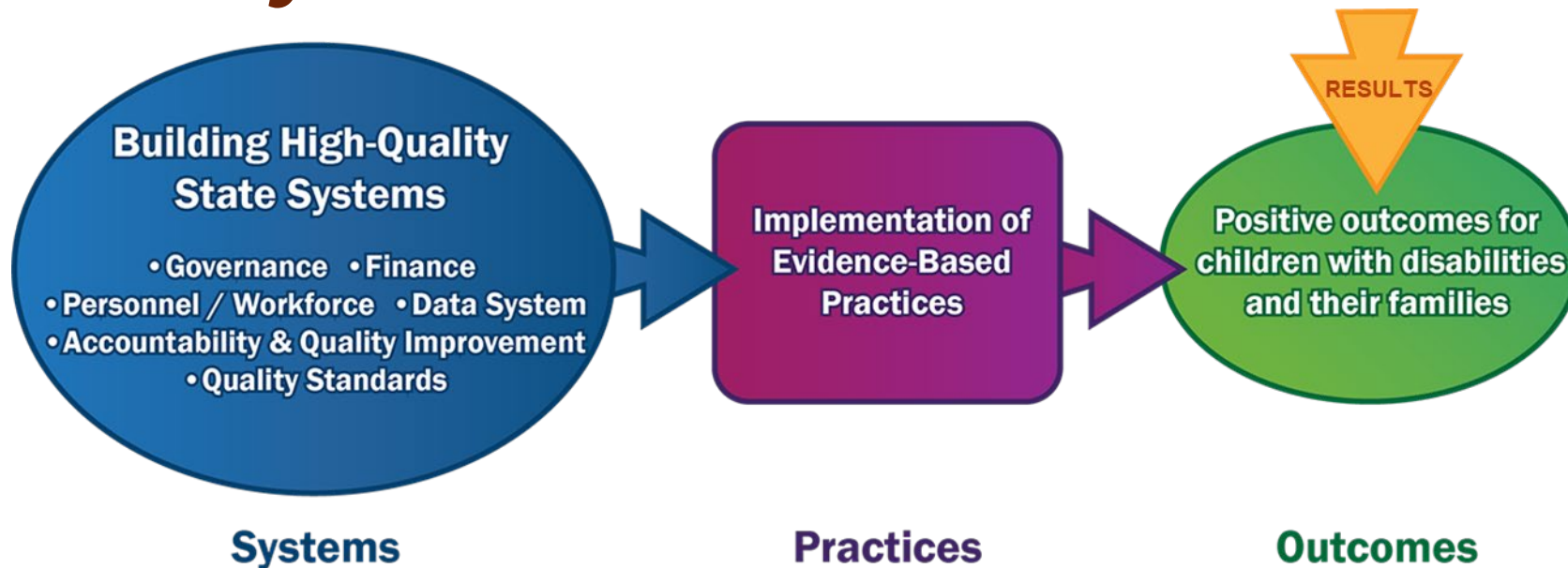
Out of 59 states and entities:

Approach	%	#
COS Process	66%	39
One Tool Statewide/Publisher System	20%	12
State-Specific Approach	8%	5
Transitioning Approach	5%	3

State Approaches to Child Outcomes Measurement: Part B APR Indicator 7 (Section 619/Preschool) FFY 2022 (2022–2023)



Steer Systems for Success



Systems are the overall setup or framework (e.g., a school's education system).

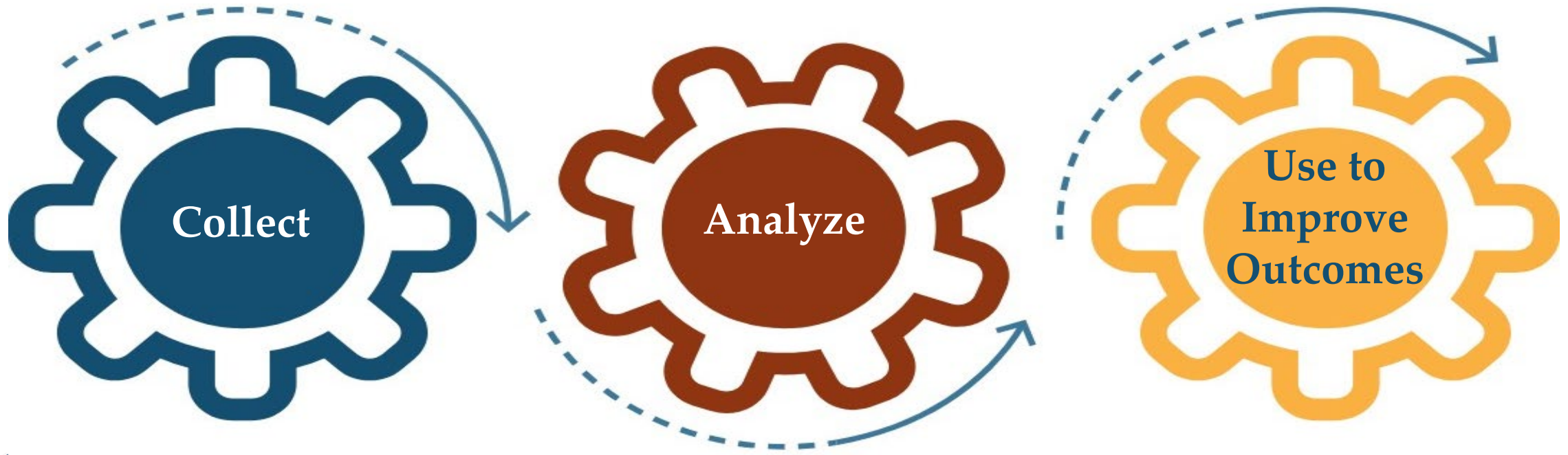
Processes are the specific actions or methods used (e.g., teaching methods, grading).

Outcomes are the results or goals achieved (e.g., student learning and progress).

Expect Quality Data that Enhance Outcomes



State early intervention and preschool special education programs collect, analyze, and use child and family outcomes data to measure progress towards reaching the best individual and system-wide outcomes.



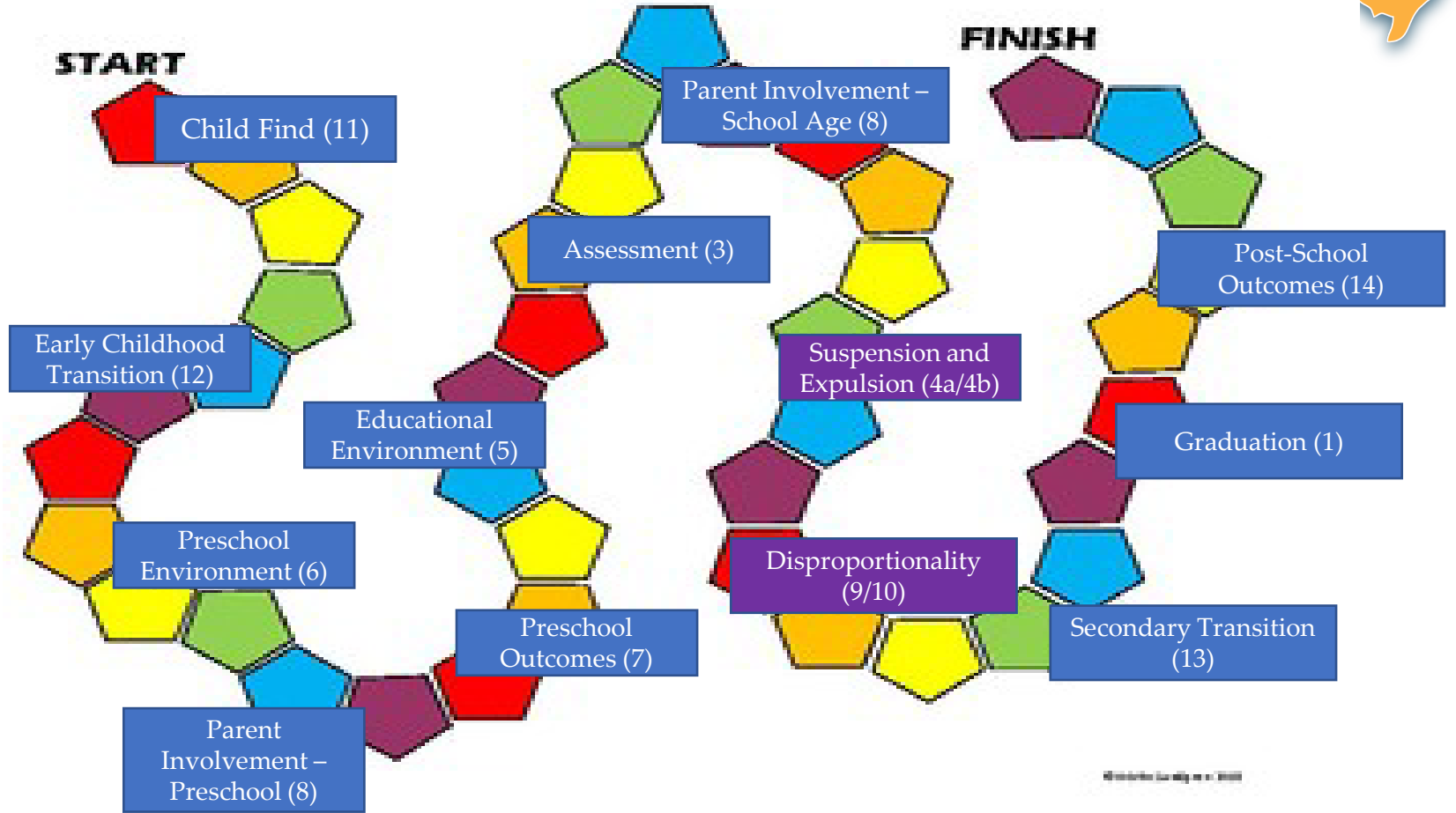


Understanding the Story

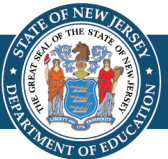


Each indicator, big or small, relates to the educational story of a student with disabilities.

Let's follow Jose through his educational career.



Dropout (2)



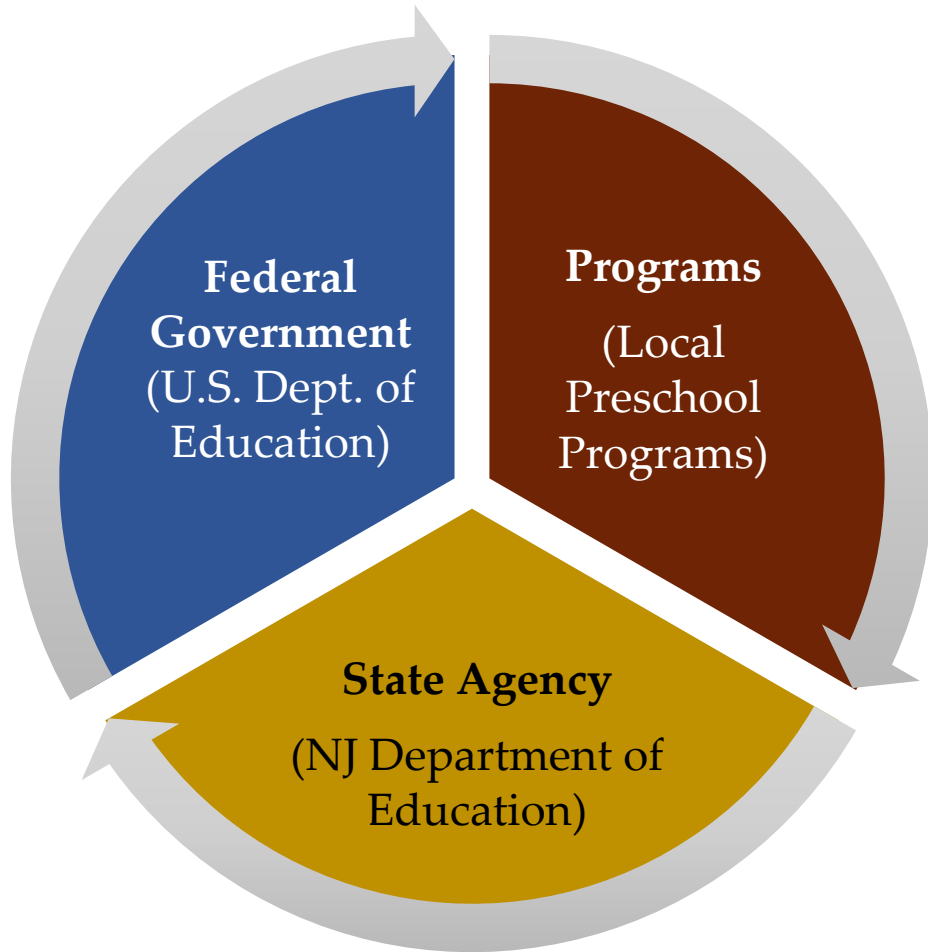
Focus: Achievement Indicator



Indicator 7 is considered an Achievement Indicator.

The two achievement Indicators help guide the question: *Are students with disabilities ready to learn and achieving at high levels?*

Data Cycle for Indicator 7



Local Preschool Program collects data on three global outcomes in a standard format and reports them to the state.

State Agency generates report on student achievement for preschool students with IEPs on three outcomes for U.S. Department of Education.

U.S. Department of Education, Office of Special Education, summarizes data to produce a national picture of student achievement for preschool students with IEPs on three global outcomes.



The History of Indicator 7



Before 2019, The Battelle was used upon entry and exit to Preschool Special Education to determine progress made.

Based on stakeholder feedback and to stay consistent with the rest of the country, NJ moved toward the COS process. Started with 9 Local Education Agencies (LEAs) statewide.

Since 2019, 523 LEAs have been trained and are currently using the COS Process on preschool students who receive special education services.

New Jersey continues to train and grow the resources and guidance available to assist in the implementation of the COS Process.



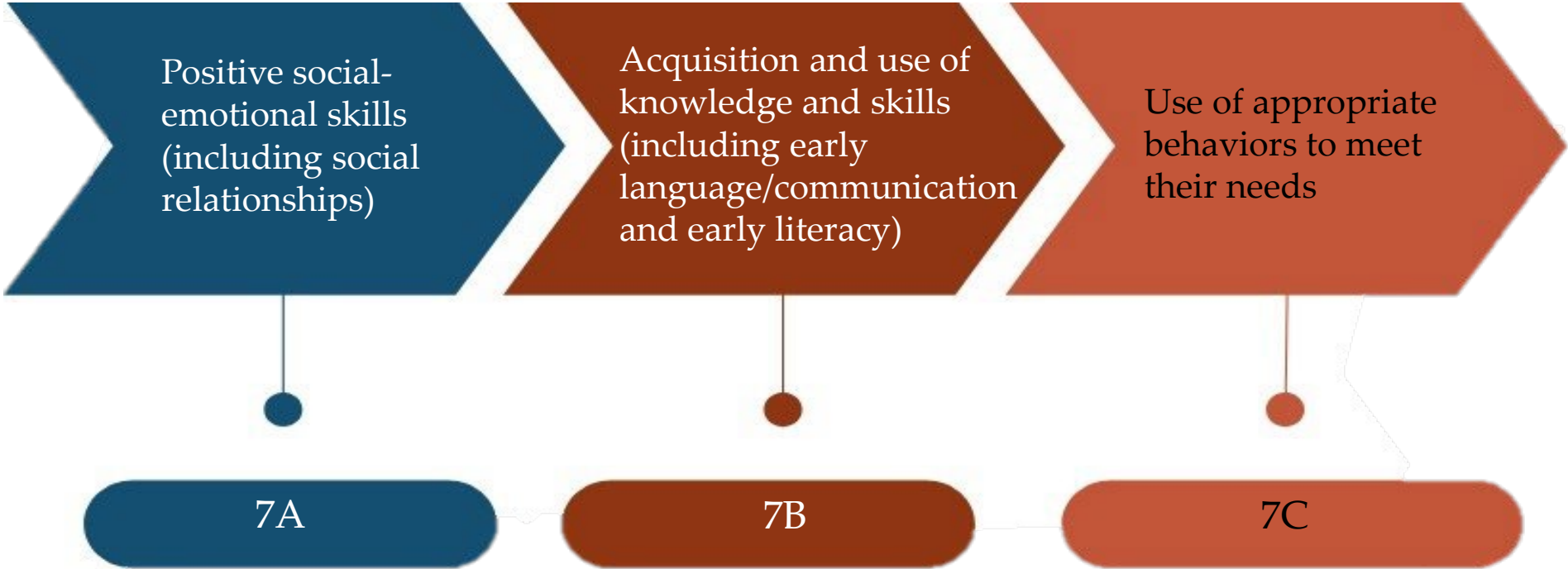


Definition



Indicator 7 measures:

The percentage of preschool children with disabilities, ages 3 through 5, who demonstrate improvements on three outcomes by the time they exit the preschool program using the Child Outcomes Summary (COS) Process.





Requirements



Indicator 7 collects data on three outcomes at two points throughout the child's time in early childhood special education; within 30 days of when the child enters early childhood special education and within 30 days of the child exiting early childhood special education.

Section 2



Review and Explore Content of Indicator 7:

- What are Preschool Outcomes?
- Child Outcomes Summary (COS) Process
- Team Discussions
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Section 2



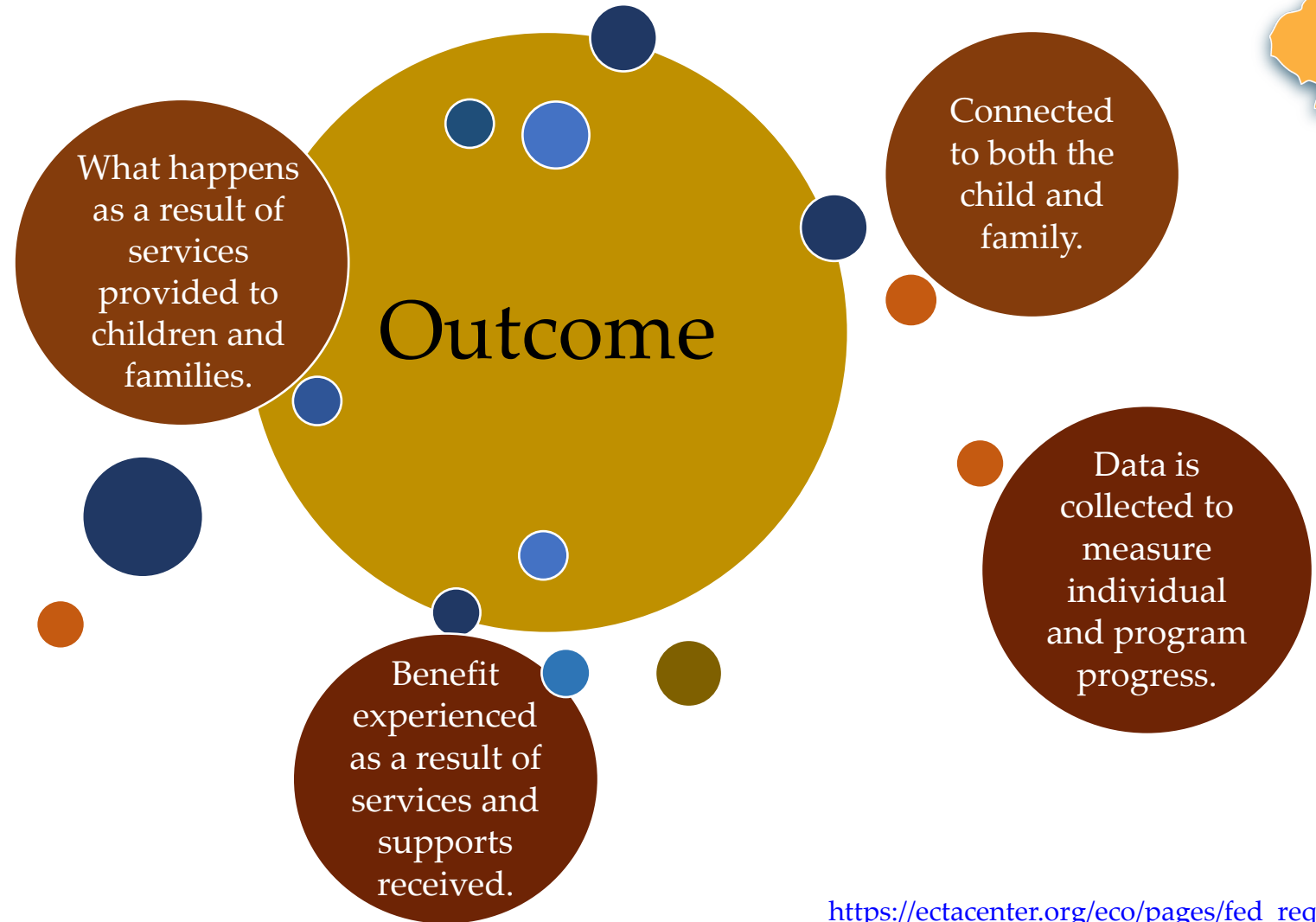
Review and Explore Content of Indicator 7:

What are Preschool
Outcomes?

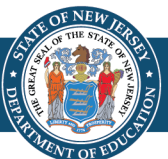
A Visual Definition of an Outcome



In 2014, the U.S. Office of Special Education Programs (OSEP) implemented its Results-Driven Accountability (RDA) program. Child and family outcomes measurement are essential components of RDA, as measured in indicators reported on in a State Performance Plan/Annual Performance Report (SPP/APR).



https://ectacenter.org/eco/pages/fed_req.asp





Indicator 7: Preschool Outcomes



The percentage of preschool children aged 3 through 5 with IEPs (Individualized Educational Program) who demonstrate improved:

1. Positive social-emotional skills (including social relationships)
2. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
3. Use of appropriate behaviors to meet their needs

Child Outcomes Overview Video



Child Outcomes Step by Step





Strategies for Results



Engage in the Child Outcomes Summary Process



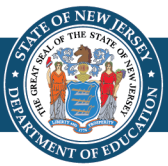
Determine Age-Expected Functional Skills



Gather student data at Entry and Exit of Preschool Special Education Services



Synthesize the Data to Identify the Individual Program



Outcome 1 (1 of 2)



Involves relating with adults and other children

For older children, following rules related to groups or interacting with others

Includes attachment, separation, and autonomy

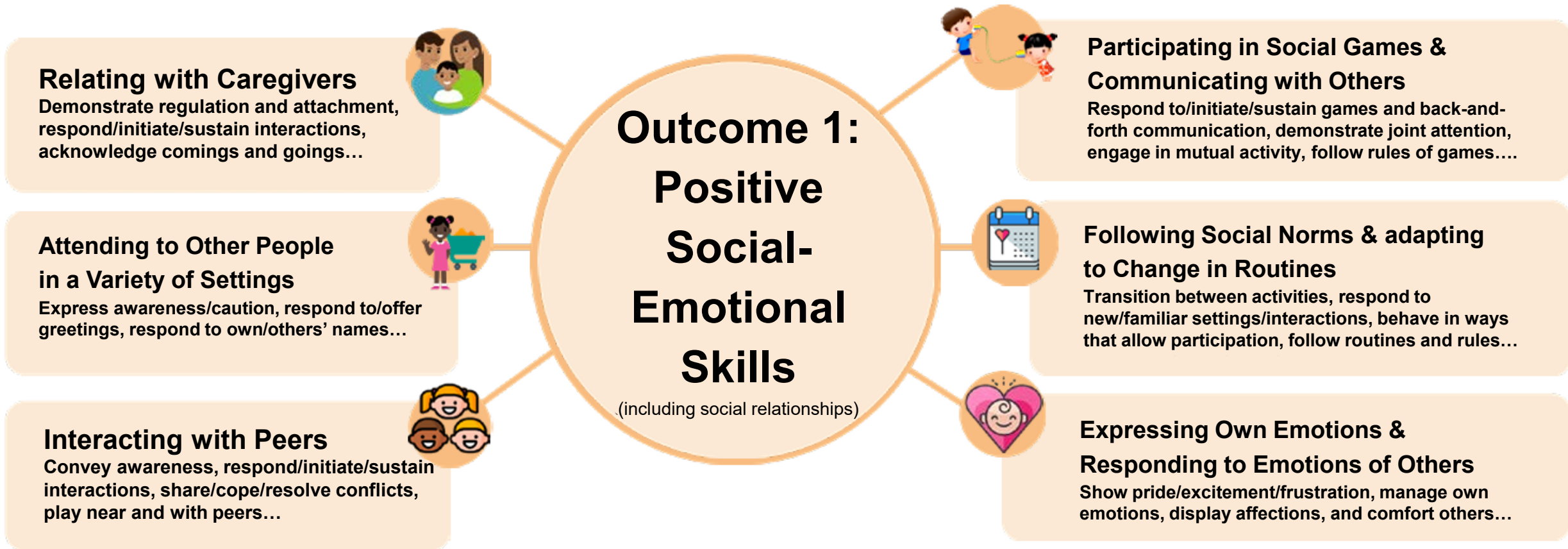
Learning rules and expectations

Social interactions and play

Expressing emotions and feelings

Outcome 1: Positive Social-Emotional Skills (including Social Relationships)

Outcome 1 (2 of 2)





Outcome 2 (1 of 2)



Thinking
and
reasoning

Problem
solving and
remembering

Using
symbols and
language

Understanding
the physical
world

Early
concepts—
symbols,
pictures,
numbers,
classification,
spatial
relationships

Expressing
emotions
and feelings

Early literacy
and
numeracy

Expressive
language and
other
communication

Outcome 2: Acquisition and Use of Knowledge and Skills

Outcome 2 (2 of 2)



Outcome 2: Acquisition and Use of Knowledge and Skills

Showing Interest in Learning

Persist, show eagerness and awareness, imitate/repeat actions, explore environment... environment...



Using Problem Solving

Figure things out, use trial and error, remember steps/actions and execute them with intention, experiment with new/known actions...



Engaging in Purposeful Play

Show early awareness and exploration, use objects according to function, play be building, pretending, organizing and Expanding play scenarios and roles...



Understanding Pre-Academics & Literacy

Notice differences or associations among things, Demonstrate matching/sorting/labeling by size/color/shape/number/function, interact with books, and pictures, practice early writing and reading....



Acquiring Language to Communicate

Learn and use sounds, words, and sentences with increasing complexity including sign language and augmentative and alternative communication (AAC)...



Understanding Questions Asked & Directions Given

Respond to gestures/verbal requests, understand meaning of increasingly complex words/questions/directions, know and state details about self (e.g., name, age)...



Outcome 3 (1 of 2)



Taking care of basic needs

Getting from place to place

Using tools (i.e. fork, toothbrush, crayon)

In older children, contributing to their own health and safety

Integrating motor skills to complete tasks

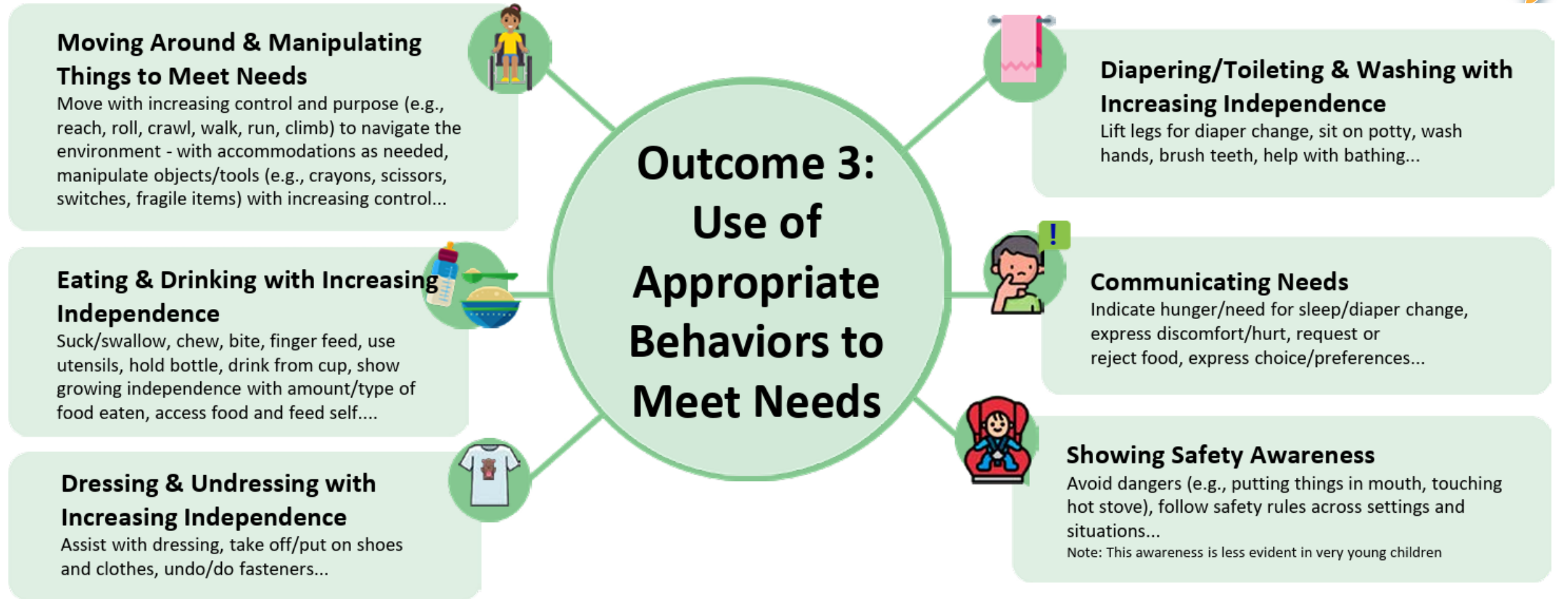
Self help skills (i.e. dressing, feeding, grooming, toileting, etc.)

Acting on the world to get what one wants

Outcome 3: Use of Appropriate Behaviors to Meet Needs



Outcome 3 (2 of 2)






Outcomes Reflect Global Functioning



The three outcomes reflect...



The integration
of multiple
skills



Functioning
across settings
and situations

Section 2



Review and Explore Content of Indicator 7:

Child
Outcomes Summary
(COS) Process

Child Outcomes Summary (COS) Process



New Jersey has been focused on enhancing the Child Outcomes Summary (COS) process, improving 619 data quality and student outcomes, and identifying areas for growth in practices, processes, and systems integration.

ACHIEVEMENT PRESCHOOL OUTCOMES



OFFICE OF SPECIAL EDUCATION RESOURCES



The New Jersey Department of Education provides resources to better understand Indicator 7: Child Outcome Summary. Including:

- [COS Frequently Asked Questions](#)
- [COS Quick Reference Guide](#)
- [Use of the Decision Tree](#) and
- [Rating Definitions](#)



Technical assistance for LEAs can be requested. In addition the Office of Special Education offers direct support which can be accessed by email at COSSupport@doe.nj.gov.

EXTERNAL RESOURCES



Local Child Outcomes Measurement System (LCOMS) is a framework that identifies key components of high-quality child outcomes measurement system at the local level. (ECTA).



Child Outcomes Summary Knowledge Check (COS KC) to examine whether a practitioner has sufficient knowledge to participate in the COS team process and produce accurate ratings for child outcomes measurement (DaSy).



FOCUS QUESTION Are students with disabilities ready to learn and achieving at high levels?

DEFINITION
Indicator 7 measures the percentage of preschool children with disabilities, ages 3 through 5, who demonstrate improvements on three outcomes by the time they exit the program. The three outcomes are:

- 7A: Positive social-emotional skills (including social relationships)
- 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)
- 7C: Use of appropriate behaviors for preschool students

DATA SOURCE
The Child Outcome Summary (COS) data entered by each LEA into the [Homeroom System Preschool Application](#).

STEP 1: CATEGORY RATINGS (LEA)
Results for 7a, 7b, and 7c are calculated using a two-part process. First, improvement of those students who left the preschool program is measured based on five categories. The five categories:

A: Did not improve functioning
B: Improved functioning, but not sufficiently to move nearer to functioning comparable to same-age 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

STEP 2: CALCULATIONS (SEA)
The second step includes using the five progress categories to calculate data on two target summary statements using the following methodology:

<p>RESULT 1: INCREASE GROWTH</p> <p>The percentage of children who entered the program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the early childhood special education program.</p> $\frac{C + D}{A + B + C + D} \times 100$	<p>RESULT 2: WITHIN AGE EXPECTATION</p> <p>The percentage of children who were functioning within age expectations in outcome 7b by the time they turned 6 years of age or exited the early childhood special education program.</p> $\frac{D + E}{A + B + C + D} \times 100$
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What is the COS Process?



A team process for summarizing information on a child's functioning across all settings in each of the three child outcome areas.



4 Key Takeaways

Functional skills are those a child integrates to complete tasks and participate in everyday life. Functional skills have intent and purpose in a context meaningful to the child.

Authentic assessment; methods, such as observation and interviews with caregivers, provide teams with information about a child's functional use of skills.

Teams need detailed information about how the child uses the skills in everyday routines before they can determine the function purpose and use of the skill and align it with the relevant child outcome.

Authentic assessment methods help teams gather information about a child's functioning across settings and situations. These methods include direct, observation and interviews with those who spend time with the child.,

Division of Early Childhood (DEC) and COS Connections



DEC Recommended Practices

Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. <https://www.dec-sped.org/dec-recommended-practices>

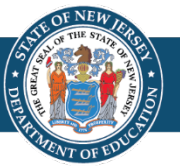
Division of Early Childhood Connection
The COS process supports and brings together DEC Recommended Practices, Particularly in the areas of assessment and family.

COS Process
When effective implementation of the COS Process is used, it strengthens practitioner skills and reinforces quality practices.

Division of Early Childhood (DEC) Recommended Practices (RPs) and COS Connections

Quality Team
A good COS process involves a team of people who know the child well and fully involves families in the COS discussion. Authentic assessment information from multiple sources helps identify how the child uses skills to accomplish meaningful tasks in everyday settings.

Developmental Milestones
The team references established child development milestones in the discussion of where the child's functioning is relative to age expectations so that all team members understand where the child's skills are in the sequence of common developmental progressions.



Why is the COS Process Being Used? (1 of 2)



Uses information from multiple sources to describe how a child is functioning.

Relies on team-based discussion and decision-making.

COS Process

Uses a 7-point rating scale to describe the child's functioning across settings and situations.

Is completed upon entry and exit to early childhood special education.



Why is the COS Process Being Used? (2 of 2)

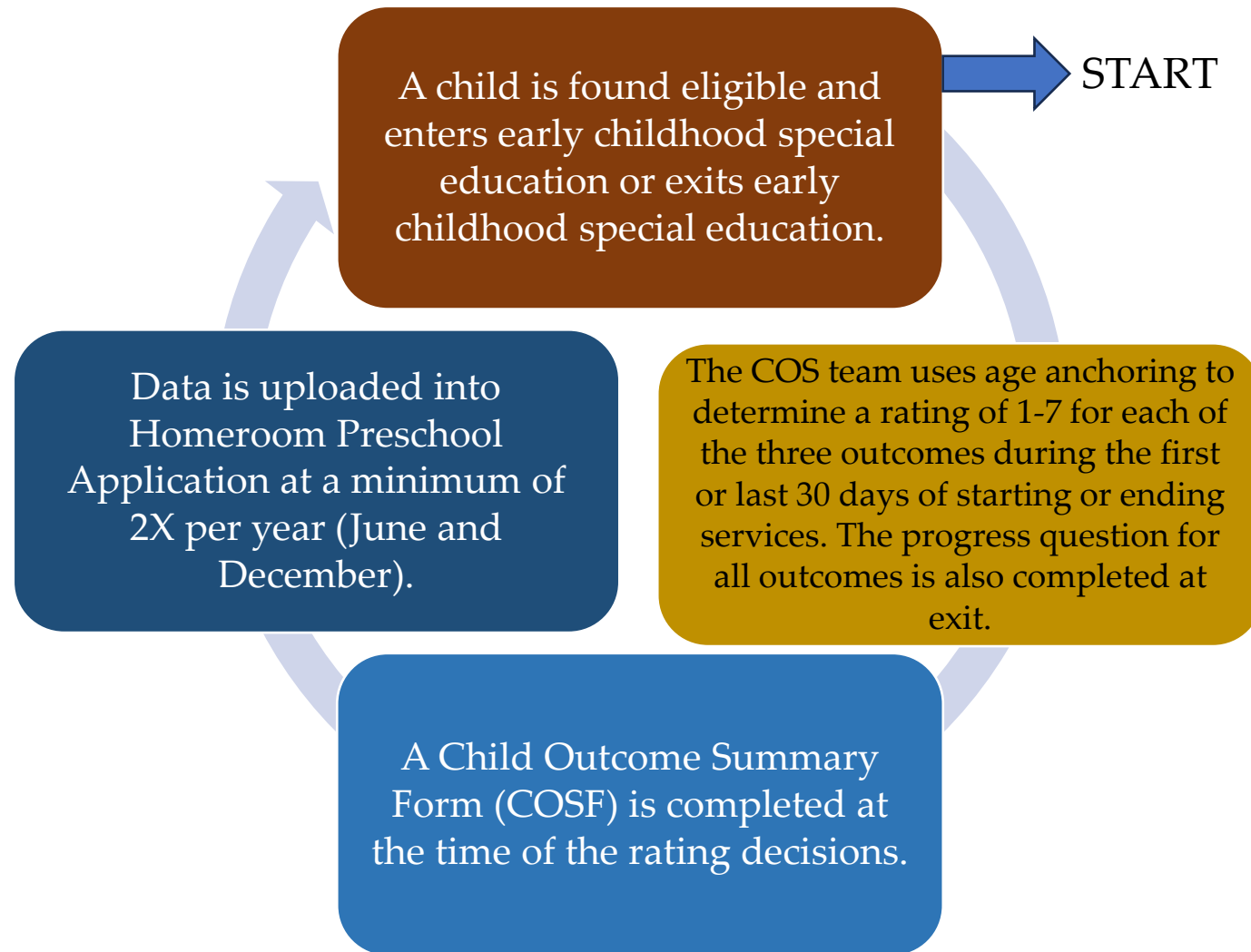


No assessment instrument assesses the three outcomes directly.

Recommended assessment practice is to use multiple sources of information.

Different programs use different assessment instruments, and outcome data need to be summarized across programs.

What is the COS Process?



When is the COS Process Used?



The Preschool COS is only to be completed two times throughout the child's time in early childhood special education.

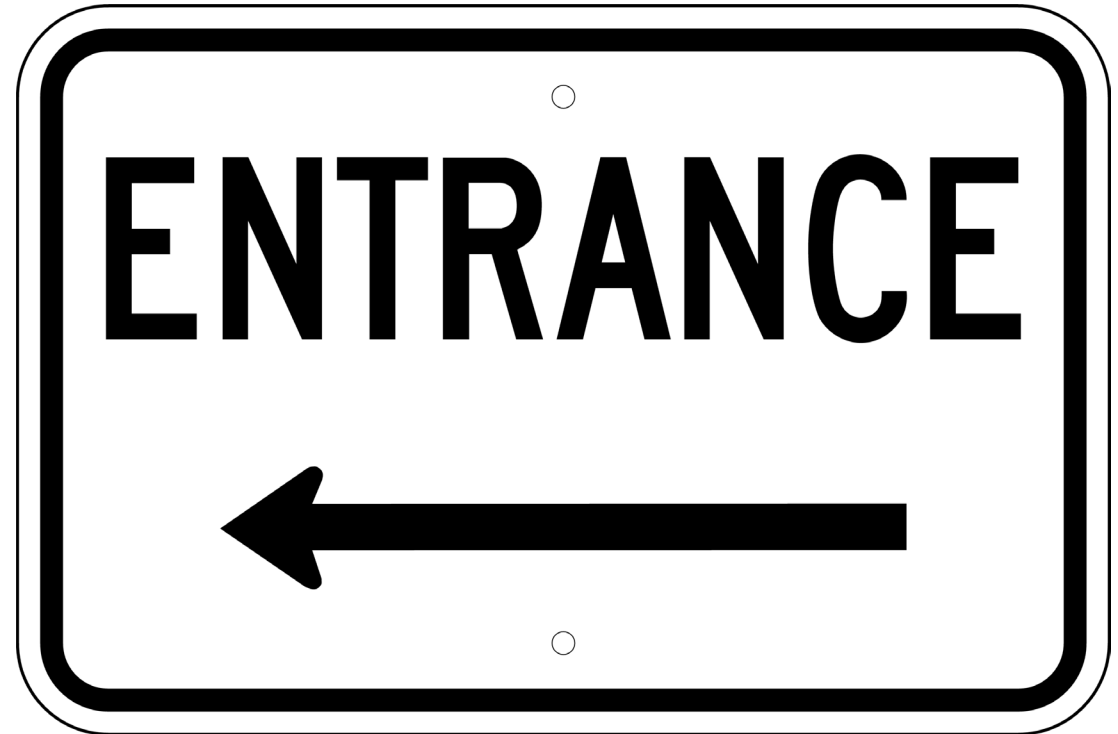
Within the first 30 days of starting, being found eligible, and beginning services for early childhood special education services.

Within the last 30 days of ending services for early childhood special education.

We Complete an Entry Rating When...



The student is found eligible for special education and related services and enters the early childhood special education program.



We Complete an Exit Rating When...



- The student exits the early childhood special education program and transitions to kindergarten.
- The student is no longer eligible for special education services and has no IEP.
- The student moves out of state and no longer resides in New Jersey.



A COS Rating Should Not Be Completed When...



- ...a student enters as a transfer student from another LEA in New Jersey and has a COS entry in the system, do not complete a COS Entry.
- ...a student is transferring to a new district within New Jersey, but is still eligible and receives special education, do not complete a COS Exit.



COS Process Summary



Who is included in the team process?

A team of people knowledgeable about the child, typically the child's IEP Team.

Which sources is this information synthesized from?

Examples can include curriculum-based assessments, norm-referenced assessments, observations across settings and situations, family report.

Is this considered an assessment?

The COS Process provides a synthesis of information – it is not considered an assessment.

What resources already exist to help teams with the process?

- Definitions for Child Outcomes Summary (COS) Ratings
- Decision Tree
- Family Guide
- Breadth of Three Child Outcomes



Section 2



Review and Explore Content of Indicator 7: Team Discussions



Child Outcome Summary Team Process



Collaboration is a key element in planning and implementing high quality programs for preschoolers with disabilities. It takes a team!

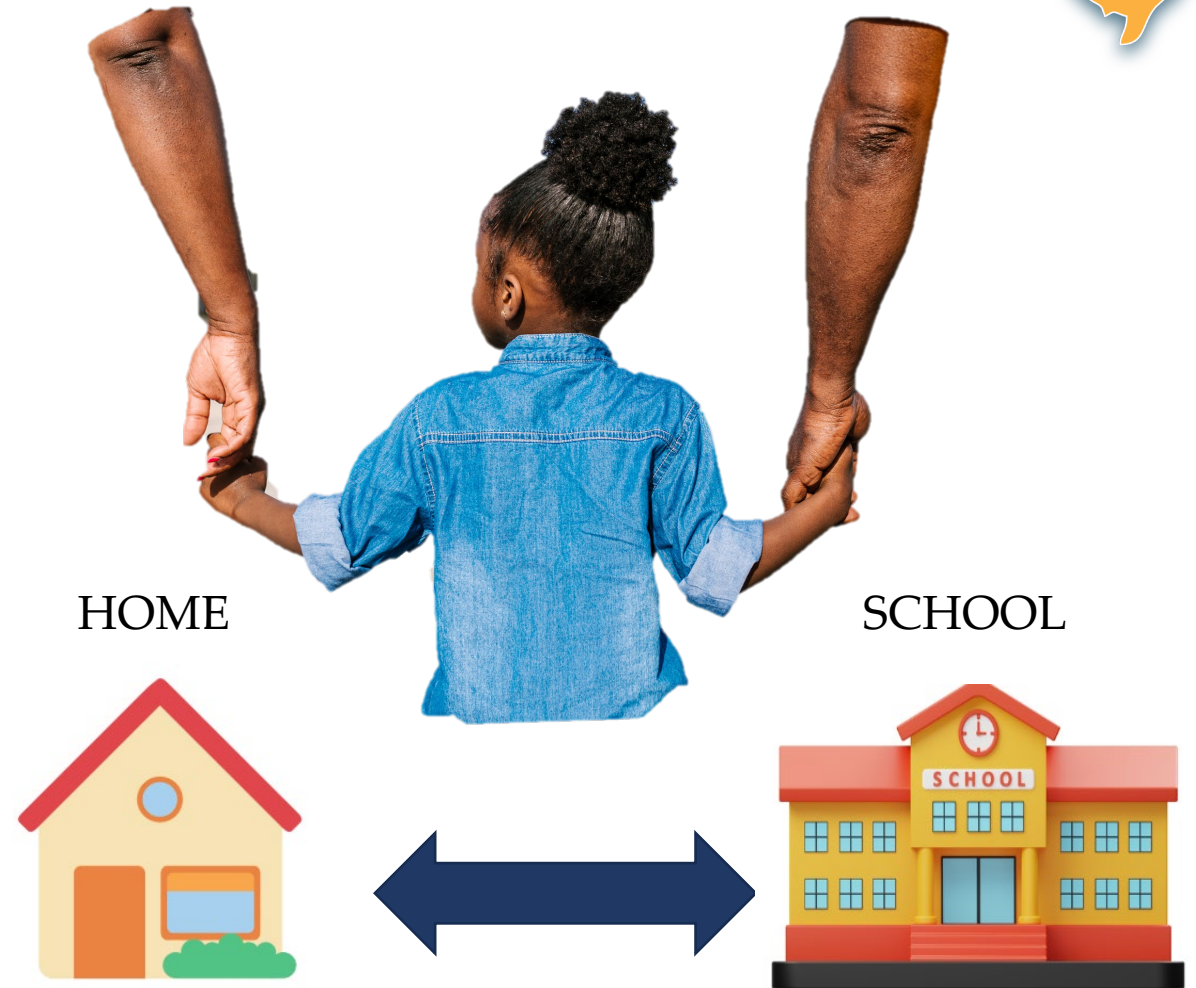


Key Components of the Team Discussions



An important part of the COS Process is effective team collaboration, which includes engaging all members of the team when discussing a child's current level of functioning compared to same-age peers.

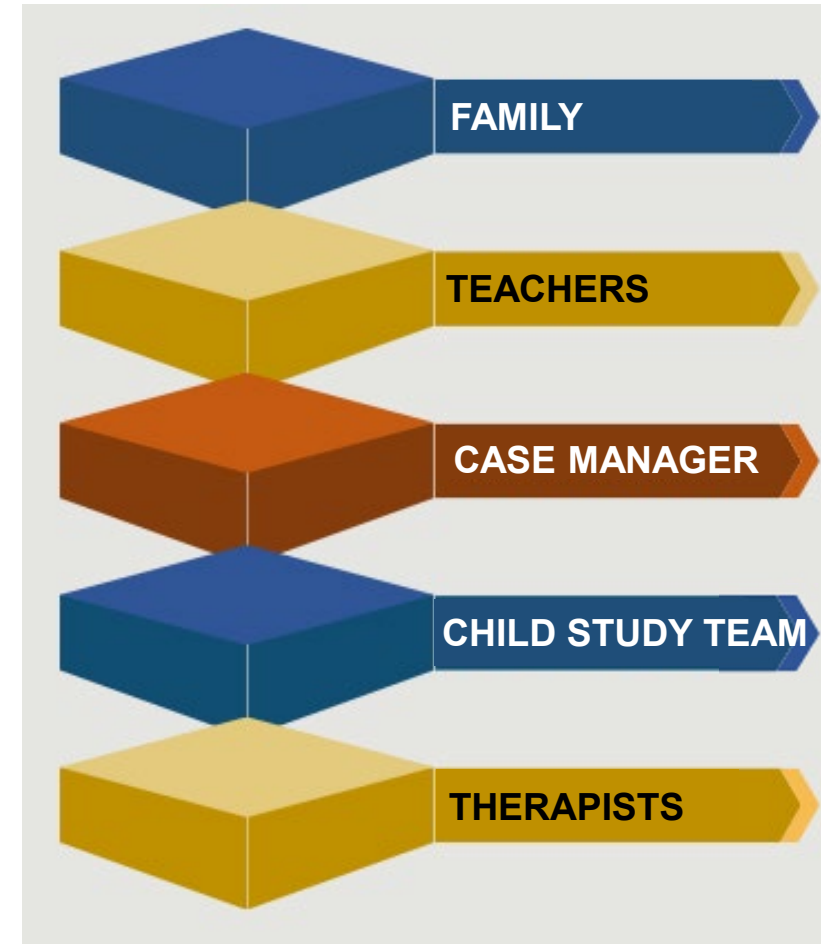
The COS team needs a complete picture, including home and school, of the child's functioning to determine outcomes ratings.



Decisions Based on Team Collaboration



The team of people knowledgeable about the child should include, but is not limited to:





Apply Strategies for Results



Determine
Age- Expected
Functional
Skills

Discuss
Developmental
Milestones at
Entry and Exit of
Preschool



Engage in the
Child Outcome
Summary (COS)
Process



Synthesize the
Data to Identify
the Individual
Program





Information Collection



Multiple Sources of Information

- Family
- Teachers
- Child Study Team Members
- Related Service Providers
- Early Intervention Providers
- Childcare providers
- Other people familiar with the child

Multiple Methods

- Curriculum-based assessment
- Norm-referenced assessment
- Developmental screening tool
- Observation across settings and situations
- Family report

The COS Process produces a *synthesis of information*.
It is *not* an assessment.

Necessities for Team Discussions




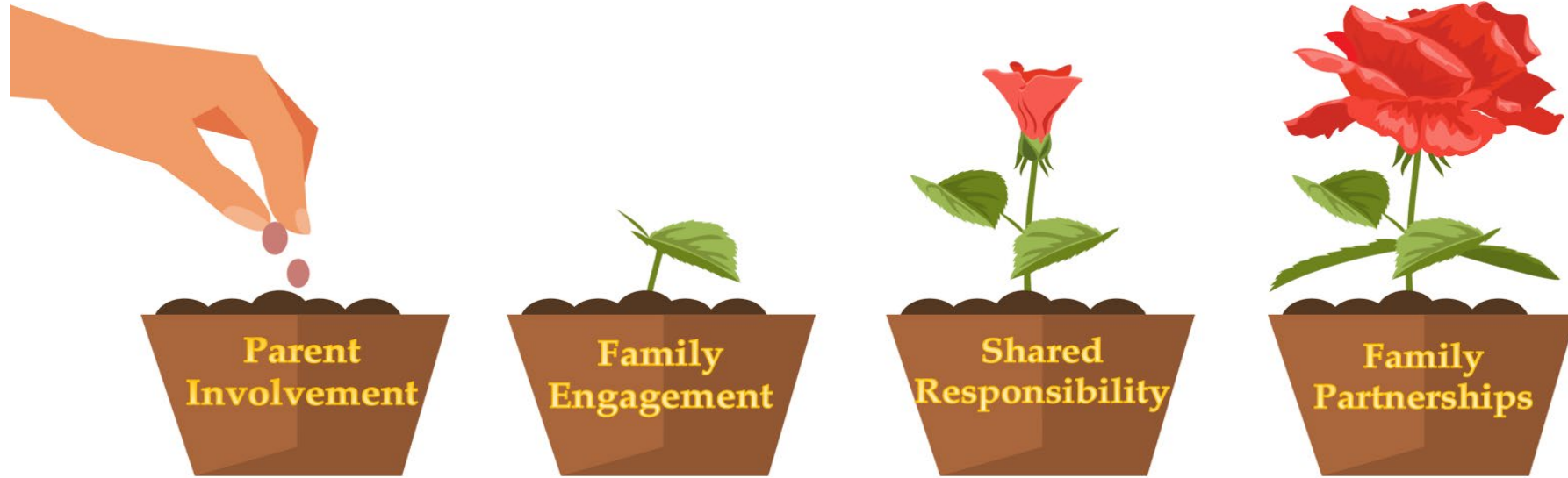
Key Questions for Discussion




- 1 What skills and behaviors does the child use?
- 2 In what settings and situations does the child exhibit these behaviors or skills?
- 3 How often is the child using these skills or behaviors? What supports are needed for the child to use them?
- 4 Are these skills and behaviors that we expect of a child this age?
- 5 Are there skills or behaviors that we would expect a child this age to use that this child is not yet using?



Effective Collaboration With Families

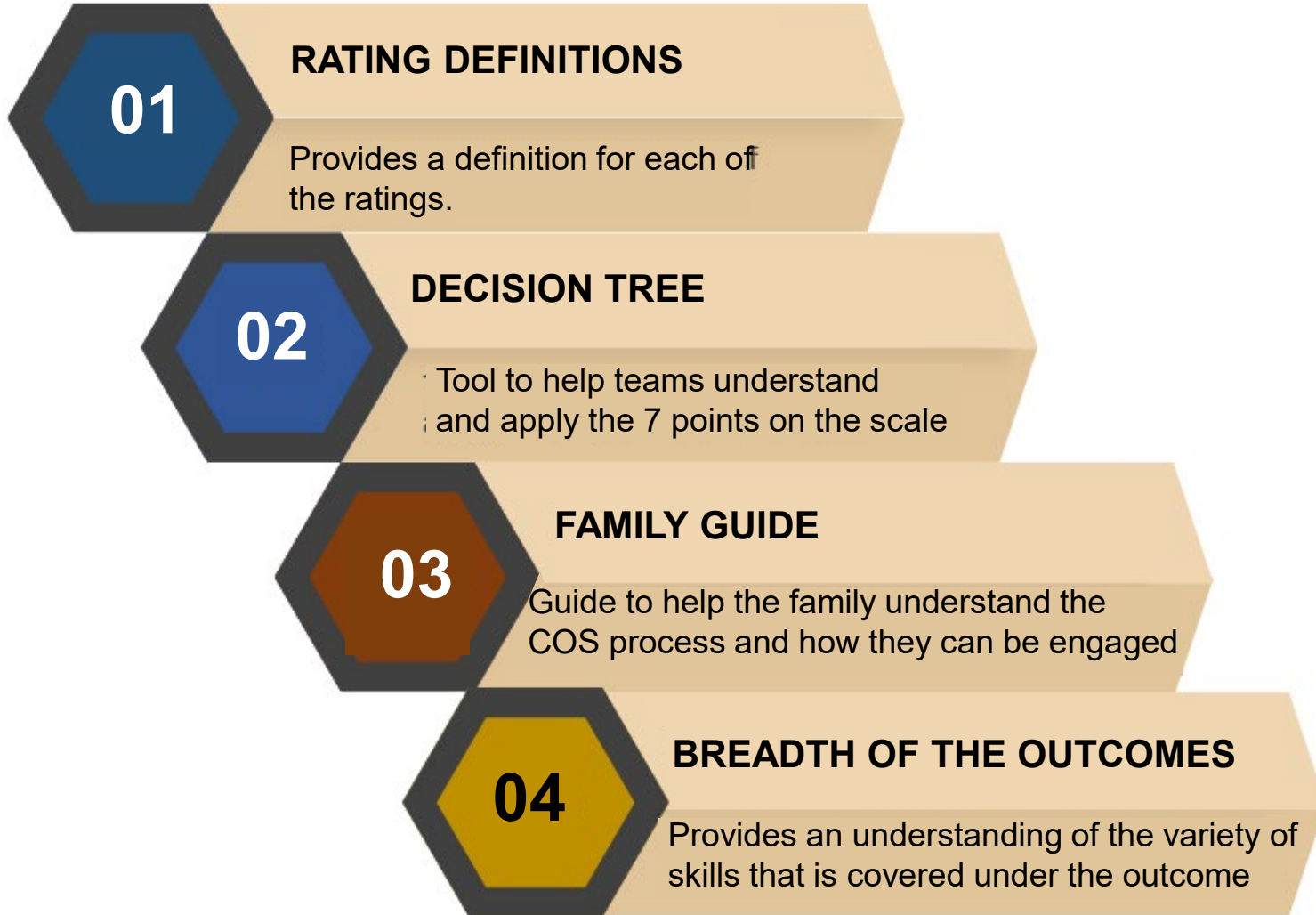


Families play an essential role in the success of Child Outcome Summary practices by supporting, reinforcing, and contributing to the strategies that are designed to achieve significant positive outcomes.



Families play a critical part in child's development and education. Families have a lot to share with professionals and practitioners who provide services to their child.

Resources and Tools to Guide Team Discussions





Developmental Milestone Resources



CDC Milestones

NJ Birth to Three
Early Learning
Standards

NJ Early Learning
Pathways

NJ Preschool
Teaching and
Learning
Standards





Team Discussion Resources (1 of 2)



Provides a definition for each of the ratings.

Tool to help teams understand and apply the 7 points on the scale.

ecta Early Childhood Technical Assistance Center

DaSy The Center for IDEA Early Childhood Data Systems

Child Outcomes Summary (COS) Definitions:
7-Point Rating Scale Criteria

Updated June 28, 2024 — Available in Spanish — <https://ectacenter.org/eco/pages/cosform.asp>

Overall Age-Expected Functioning

Rating Definition

- 7** Child functions in ways that are age-expected 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** Child's functioning generally is considered age-expected, but there are some significant concerns about the child's functioning in this outcome area. Although age-expected, the child's functioning may border on not keeping pace with age expectations.

Some Age-Expected Functioning

Rating Definition

- 5** Child functions using a mix of skills, with more skills that are age-expected than not age-expected, across settings and situations in this outcome area. Child's functioning might be described as like that of a slightly younger child.
- 4** Child occasionally uses age-expected skills across settings and situations in this outcome area. More functioning is not age-expected than is age-expected.

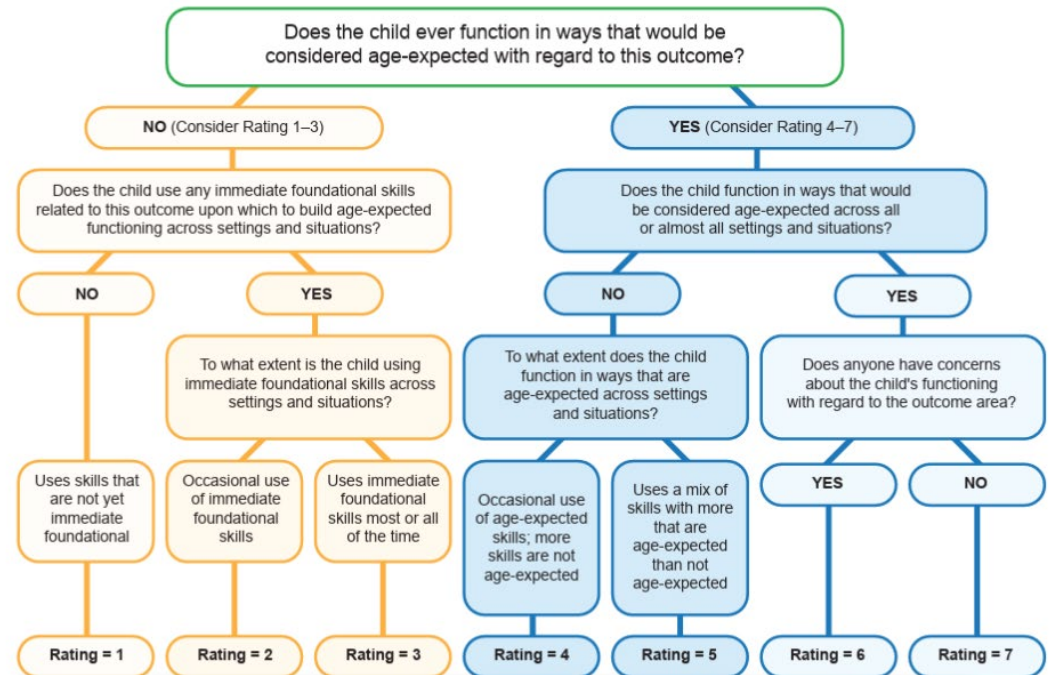
Not Yet Age-Expected Functioning

Rating Definition

- 3** Child uses immediate foundational skills most or all of the time across settings and situations. Child does not yet function in ways that would be considered age-expected in this outcome area. Functioning might be described as like that of a younger child.
- 2** Child occasionally uses immediate foundational skills across settings and situations. Child does not yet function in ways that would be considered age-expected in this outcome area. More functioning reflects skills that are foundational than are immediate foundational.
- 1** Child only uses foundational skills across settings and situations. These foundational skills are crucial to build immediate foundational skills. Child does not yet function in ways that would be considered age-expected or immediate foundational in this outcome area. Child's functioning might be described as like that of a much younger child.

COS Decision Tree for Summary Rating Discussions **ecta** Early Childhood Technical Assistance Center

<https://ectacenter.org/eco/pages/cosform.asp> — Updated June 28, 2024





Team Discussion Resources (2 of 2)



Guide to help the family understand the COS process and how they can be engaged.

Provides an understanding of the variety of skills that is covered under each outcome.



A Family Guide to Participating in the Child Outcomes Measurement Process

Introduction

As a parent of a young child who is in an early intervention (EI) or early childhood special education (ECSE) program, you want to be sure these services are helping your child develop and learn. These services are designed to make the most of each child's potential, as well as to strengthen the family's ability to help their child. However, in what ways can you determine if your child's program is meeting his or her needs?

One way to learn more about your young child's progress is through three "child outcomes" that are measured for every child in the United States who participates in an early intervention or early childhood special education program. These outcomes will help you know how well your child is developing and participating in activities at home, at school, or in the community. In addition to helping you measure your child's individual progress, these outcomes are also used to measure how well your child's early intervention or early childhood special education program is serving all children who are enrolled.

By participating in the outcome process, you are not only helping your own child but are also helping your district and state know how early childhood programs are performing overall. As the parent, you are a critical part of your child's development and education, and this handout will help you understand and meaningfully participate in the outcome measurement process for your child's program.

What are the three child outcomes?

The following outcomes, developed by the U.S. Department of Education, are used by all early intervention and early childhood special education programs to measure young children's progress. While Individual Family Service Plan (IFSP) outcomes and Individualized Education Program (IEP) goals are written specifically for your child, these three child outcomes are the same for everyone.

Three child outcomes to measure progress

1. **Gaining positive social emotional skills, including social relationships.** This outcome measures how children interact and play with their family, other adults, and other children.
2. **Learning and using new knowledge and skills.** This outcome measures how children learn and use basic language and communication skills such as counting and problem-solving that will prepare them to be successful in kindergarten.
3. **Using appropriate behaviors to meet their needs.** This outcome measures how children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs.

Why is this information important to my child and our family?

The three child outcomes focus on what your child can do in his or her everyday routines and activities. By looking at how well your child is doing in each of the three areas, you can determine what he or she needs in order to become more involved in your family's activities. The information gathered about your child will also

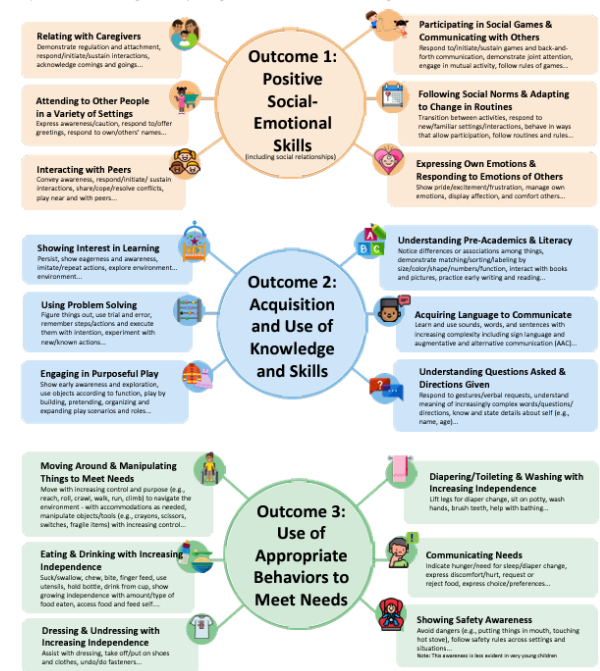
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8161 Normandale Blvd. Minneapolis, MN 55437 | (952) 838-9000 | (800) 537-2237
PACER@PACER.org | PACER.org



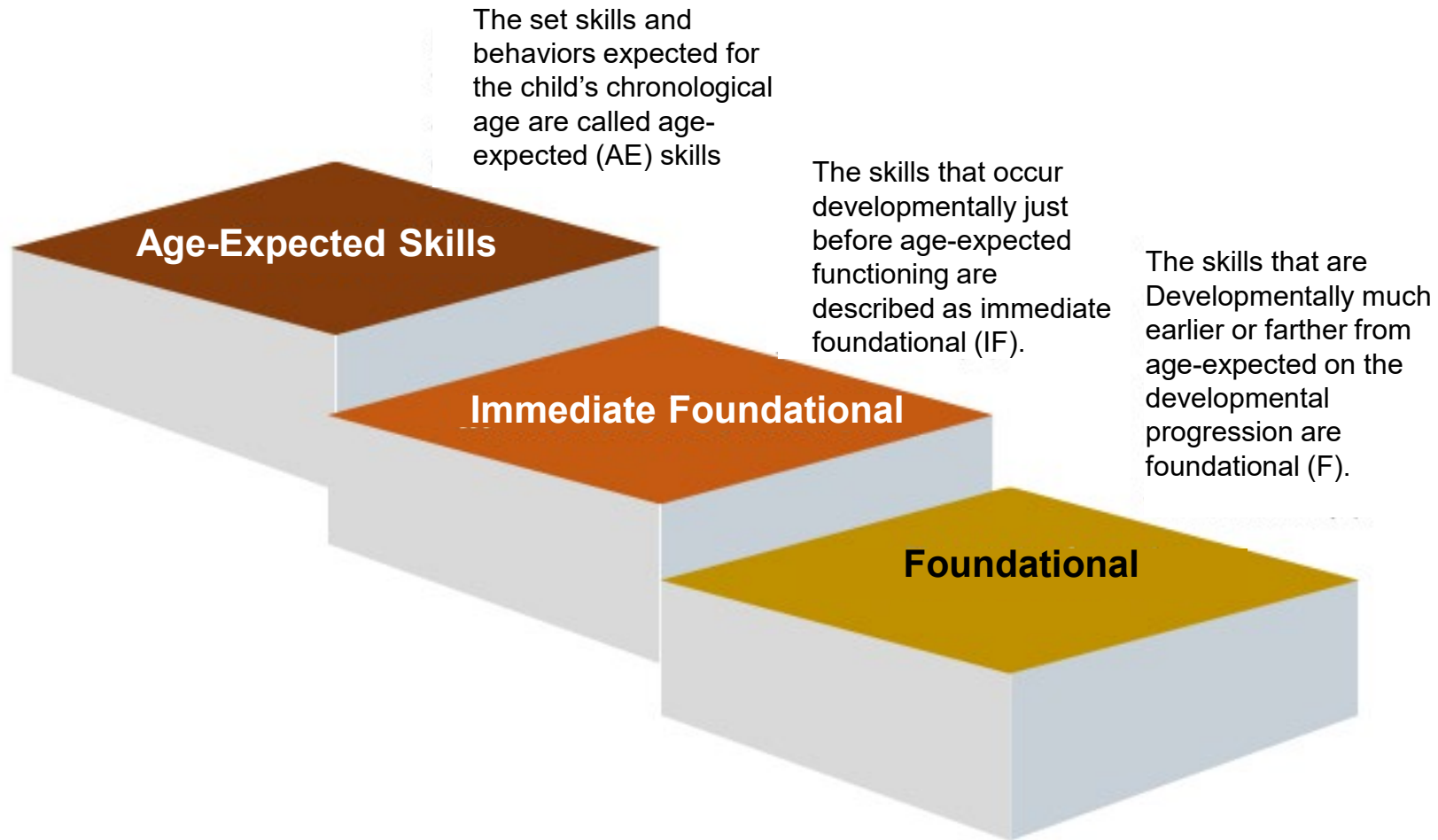
BREADTH OF THE THREE CHILD OUTCOMES



An accessible version of the content is available at <https://ectacenter.org/working-together/child-outcomes>. The three child outcomes, measured by early intervention and early childhood special education systems, encompass functional skills and behaviors that are meaningful for a child's participation in everyday routines. They cut across developmental domains to represent the integrative nature of how children identify, learn, and thrive. The breadth of these outcomes provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations.



Age-Anchoring of Functional Skills



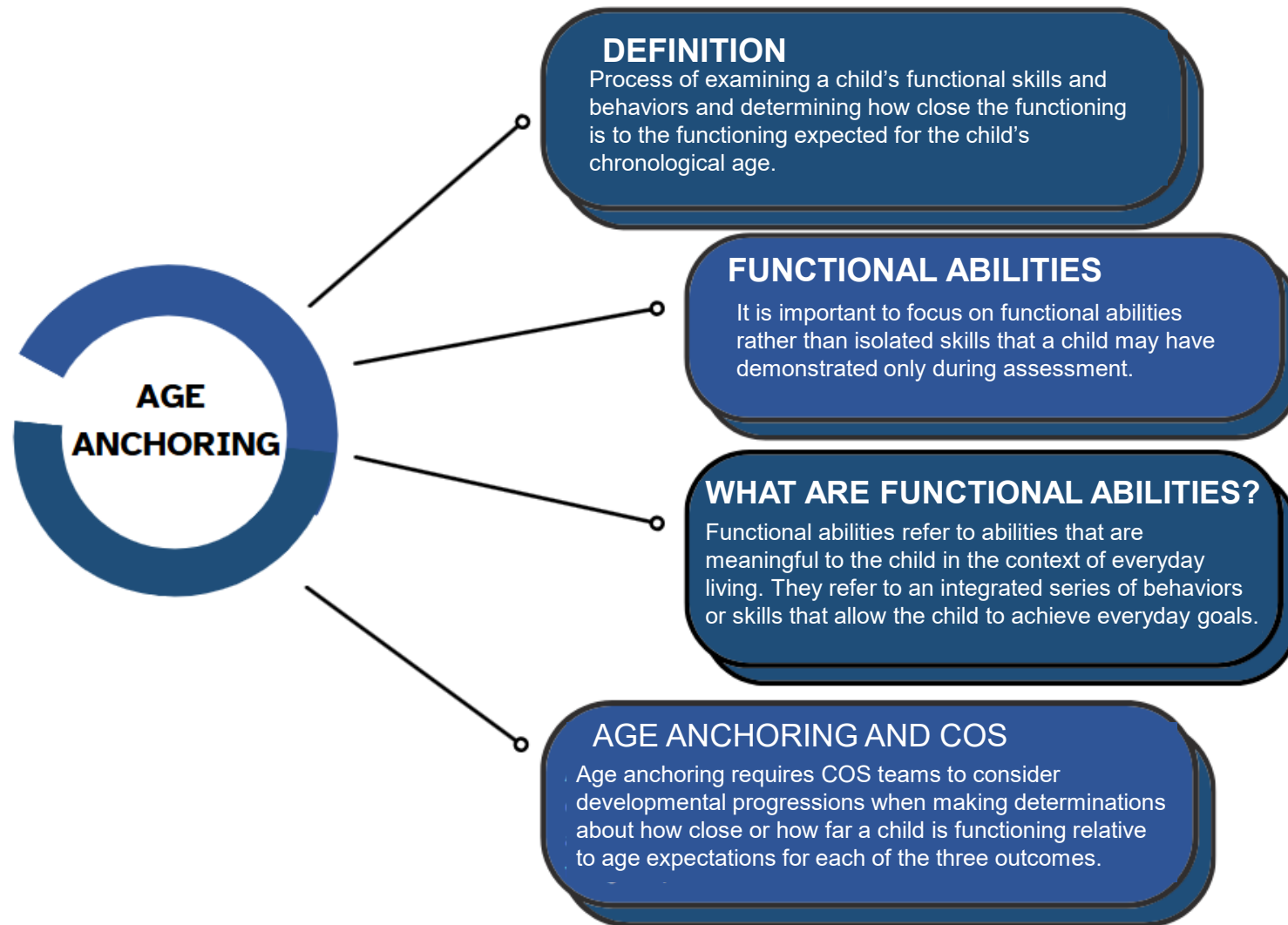
Section 2



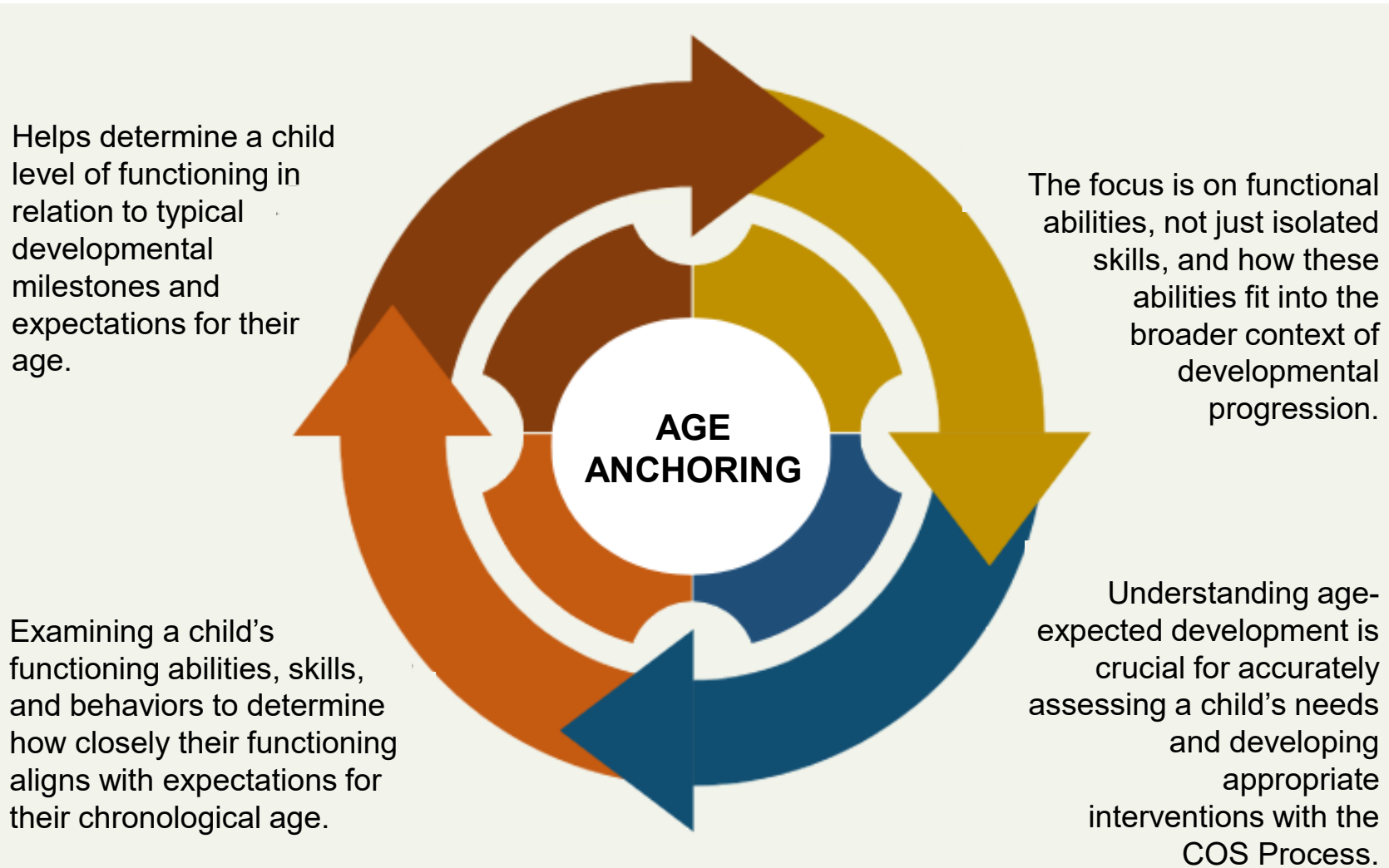
Review and Explore Content of Indicator 7:

Age Anchoring of Skills

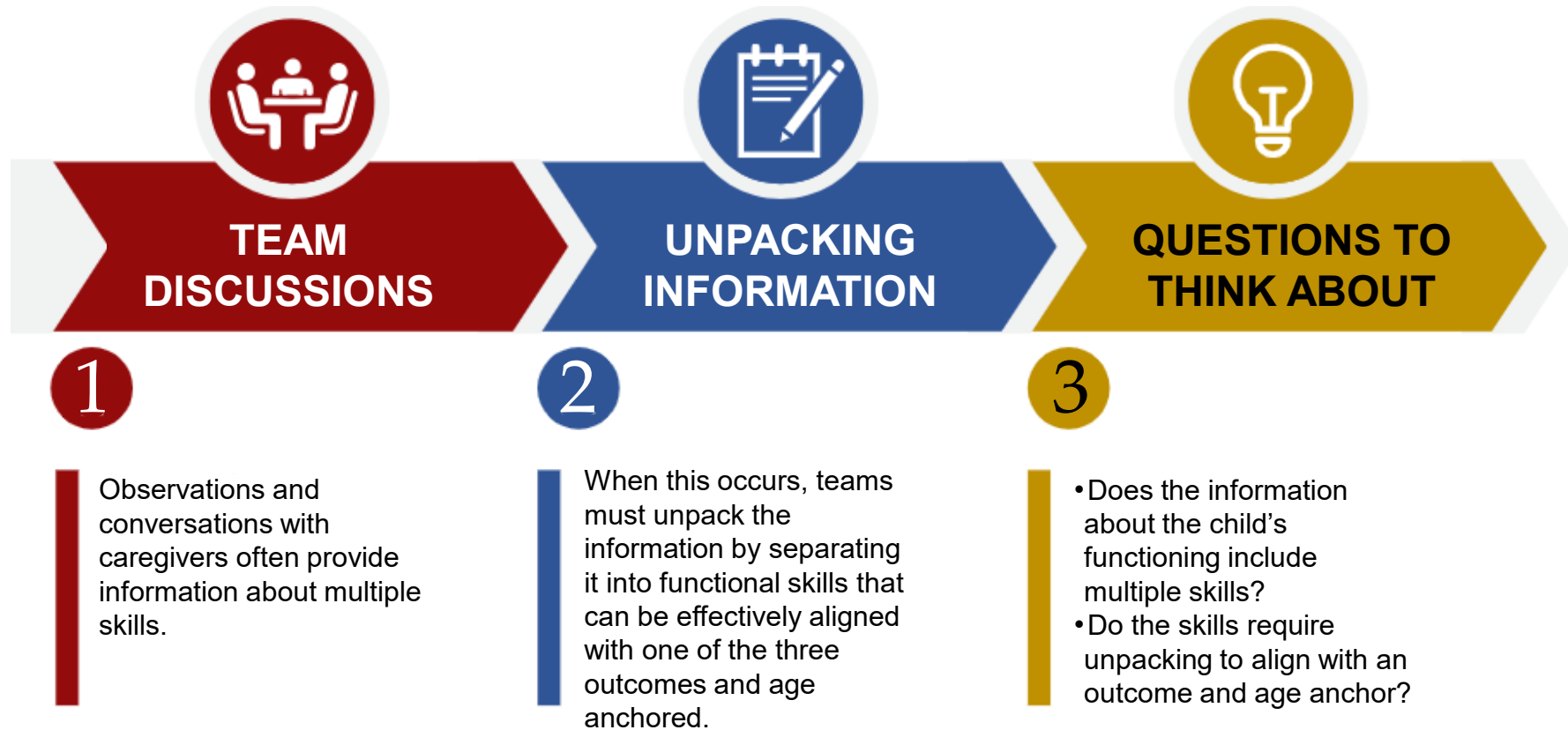
Using Age-Anchoring in Team Discussions



Best Practices in Age Anchoring



Unpacking Age Anchoring Skills



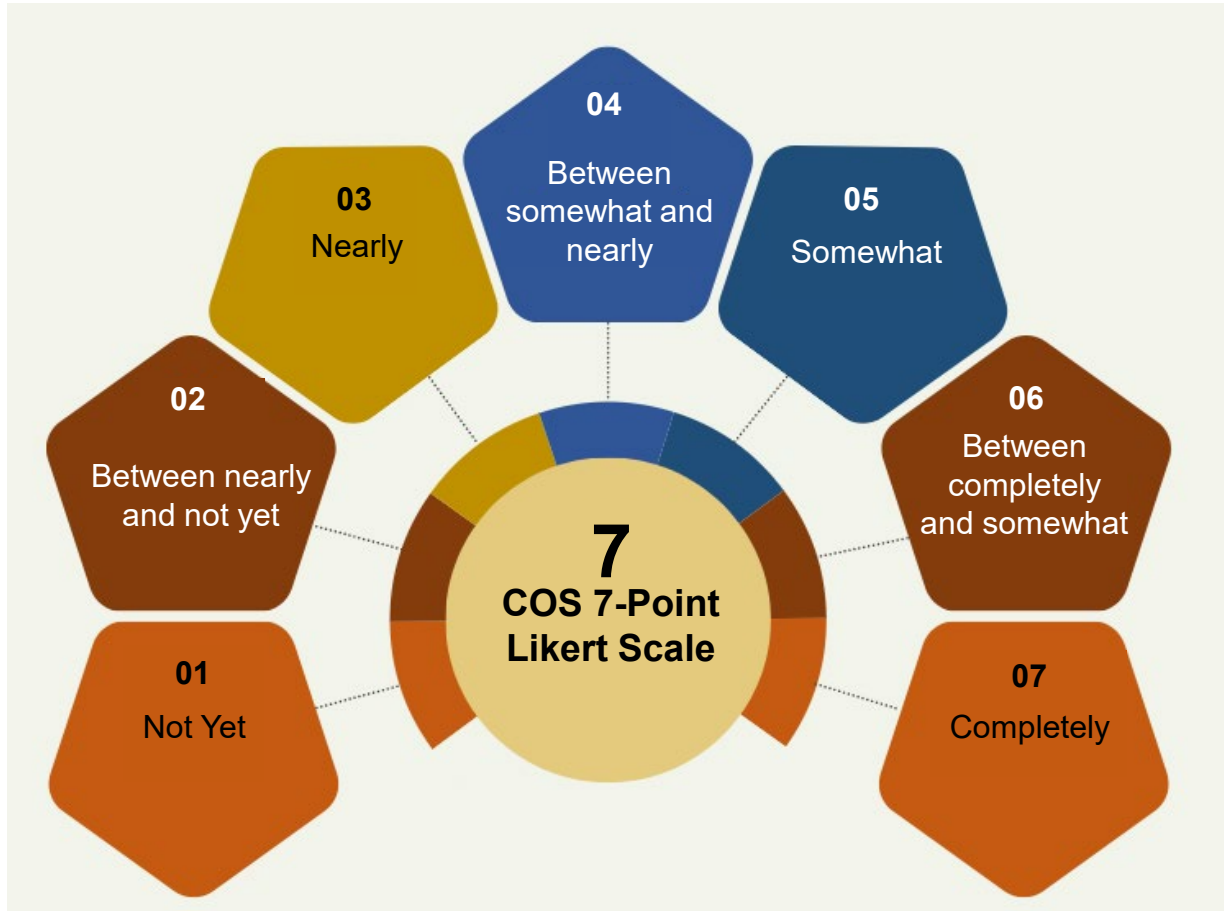
Section 2



Review and Explore Content of Indicator 7:

Understanding the
Rating Scale and Child
Outcomes Summary
(COS) Form

7-Point Likert Scale



- The COS Process results in one rating for each of the three outcomes.
- The rating is based on the child's functioning across all settings and situations.
- A child's functioning is being compared to the developmental expectations of a same-aged peer.



Breaking Down the Ratings



Overall Not Age-Appropriate Ratings
1-5

Overall Age-Appropriate Ratings
6-7





Overall Age-Appropriate Rating



7 – Completely

- 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 has any concerns about the child's functioning in this outcome area.
-

6 – Between Completely and Somewhat

- Child's functioning generally is considered age-expected, but there are some significant concerns about the child's functioning in this outcome area.
- Although age-expected, the child's functioning may border on not keeping pace with age expectations.



Overall Not Age-Appropriate



5 – Somewhat

- Child shows functioning expected for his or her age some of the time or in some settings and situations.
- Child uses a mix of skills with more that are age-expected than not age-expected across settings and situations in this outcome area.
- Child's functioning might be described as like that of a slightly younger child.



Overall Not Age-Appropriate



4 – Between somewhat and nearly

- Child shows occasional age-expected functioning across settings and situations.
 - More functioning is not age-expected than age-expected.
-

3 – Nearly

- 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 the time across settings and situations.
- Functioning might be described as like that of a younger child.



Overall Not Age-Appropriate



2 – Between nearly and not yet

- Child shows occasional immediate foundational functioning skills across settings and situations.
- More functioning reflects skills that are not immediate foundational than are immediate foundational.

1 –Not yet

- 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.

Progress Question for Exit Ratings



01. The progress question refers to the acquisition of any new skills.



02. When completing the exit ratings, it is required to answer the progress Yes/No question for each outcome.



03. An error message will appear in the Homeroom Application for combinations that are considered “impossible.”



04. Sometimes providers mistakenly answer the progress question “No” for a child who has the same rating of entry and exit. Children who maintain a rating of 2 or higher over time are acquiring new skills to be able to keep the same rating because what is expected of older children developmentally is more than what is expected of younger children.

Child Outcomes Summary Form (COSF)



- COSF is utilized to guide group discussions when completing an entry or an exit rating for a child.
- District is responsible for keeping a copy of the form in the student's file.
- There are 2 versions of the COSF available on the webpage.



New Jersey Department of Education Child Outcomes Summary Form (COSF)

Student Name: _____ Student ID: _____

Date Entry COS: ____/____/____ Student Birthdate: ____/____/____

Date Exit COS: ____/____/____ Student Current Placement at Entry: Receiving ▾

Student Current Placement at Exit: Receiving ▾

Persons involved in the COS rating: _____ Students Projected Placement for K: NA- Entry ▾

Name	Role	Entry	Exit
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

Family information on child functioning (Check all that apply):

- Received in team meeting
- Collected separately
- Incorporated into assessment(s)

Child Outcomes Overview

1. POSITIVE SOCIAL EMOTIONAL SKILLS
 - Relating with adults
 - Relating with other children
 - Following rules related to groups or interacting with others
2. ACQUISITION AND USE OF KNOWLEDGE AND SKILLS
 - Thinking, reasoning, remembering, and problem solving
 - Understanding symbols
 - Understanding the physical and social worlds
3. USE OF APPROPRIATE BEHAVIORS TO MEET NEEDS
 - Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
 - Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects)
 - Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)





COSF Components (1 of 2)



Student Current Placement at Entry/Exit

Less Restrictive Placement

Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

Separate special education class, separate school or residential facility.

Receiving special education and related services in the home.

More Restrictive Placement



New Jersey Department of Education Child Outcomes Summary Form (COSF)

Student Name: [] Student ID: []
 Date Entry COS: [] Student Birthdate: []
 Date Exit COS: [] Student Current Placement at Entry: Receiving
 Student Current Placement at Exit: Receiving
 Persons involved in the COS rating: Students Projected Placement for K: NA- Entry

Name	Role	Entry	Exit
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

Family information on child functioning (Check all that apply):

- Received in team meeting
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Child Outcomes Overview

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 - Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

Student Projected Placement for K

Less Restrictive Placement

No longer receiving Special Education Services
Inside the regular class 80% of more of the day.

Inside the regular class 79% - 40% of the day.

Inside the regular class less than 40% of the day.

In separate schools, residential facilities, or homebound/hospital placements.

More Restrictive Placement





COSF Components (2 of 2)



Entry

- Entry Rating- (1-7) on the Likert scale.
- Justification for the rating (Foundational, Immediate Foundational, Age-Appropriate skills).

*Justifications are not required to be completed and not collected in the Homeroom System.

Exit

- Exit Rating- (1-7) on the Likert scale.
- Progress question (yes or no) with notes as to why the child has or has not made progress in the area.

*Notes are not required to be completed and not collected in the Homeroom System.

CHILD OUTCOMES

To answer the questions below, think about the child's functioning in each area (as indicated by observations, reports, and assessments) from individuals in close contact with the child):

1. POSITIVE SOCIAL EMOTIONAL SKILLS

1a. ENTRY RATING

To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Not Yet		Nearly		Somewhat		Completely
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>

Justification

List a few skills that the child is or is not displaying to support the rating.

1b. EXIT RATING

To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? Consider if the child has shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary.

Not Yet		Nearly		Somewhat		Completely
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>

Has the child made progress in this area since the entry rating? Describe why or why not.

YES	<div style="background-color: #e6f2ff; height: 20px;"></div>
NO	<div style="background-color: #e6f2ff; height: 20px;"></div>

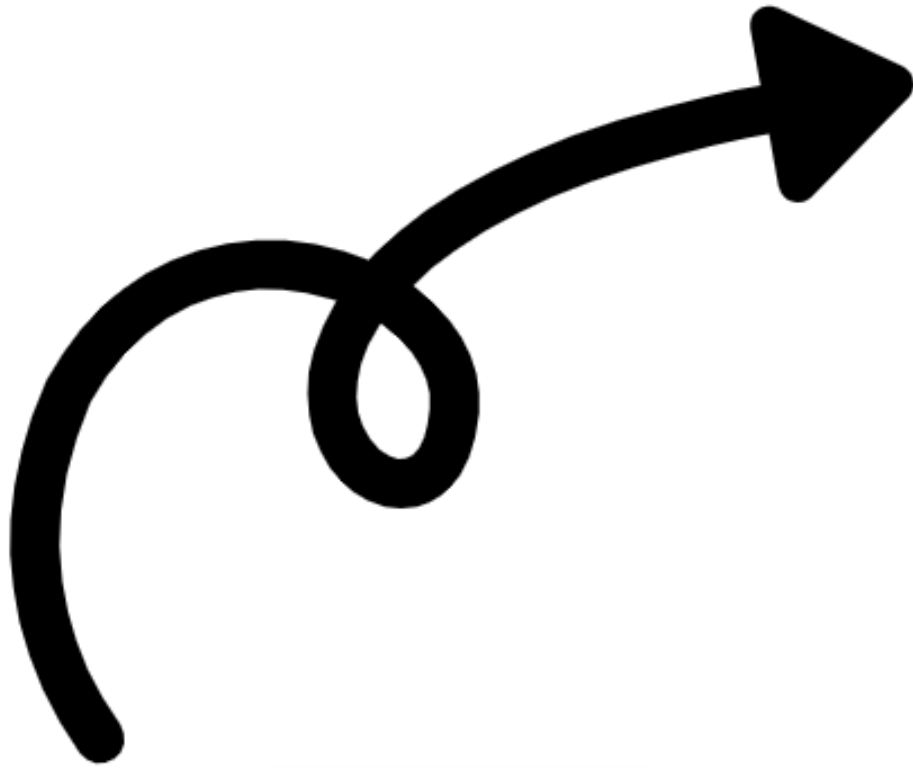


Important Notes for COSF Completion



Ratings are needed for all outcomes even if...

- There are no concerns about a child's development in any of the outcome areas.
- A child has shown delays in one or two outcome areas, but not in all three.



Section 2



Review and Explore Content of Indicator 7:

Measurement and
Progress Categories

What Happens to the Data Once it is Submitted?



01.



Entry and Exit
COS data is
collected and
submitted to
the Homeroom
Preschool
Application.

02.



The
comparison
ratings are
converted into
a reporting
category.

03.



Calculations are
used to look at
increased
growth and
students
functioning
with age
expectations,

04.



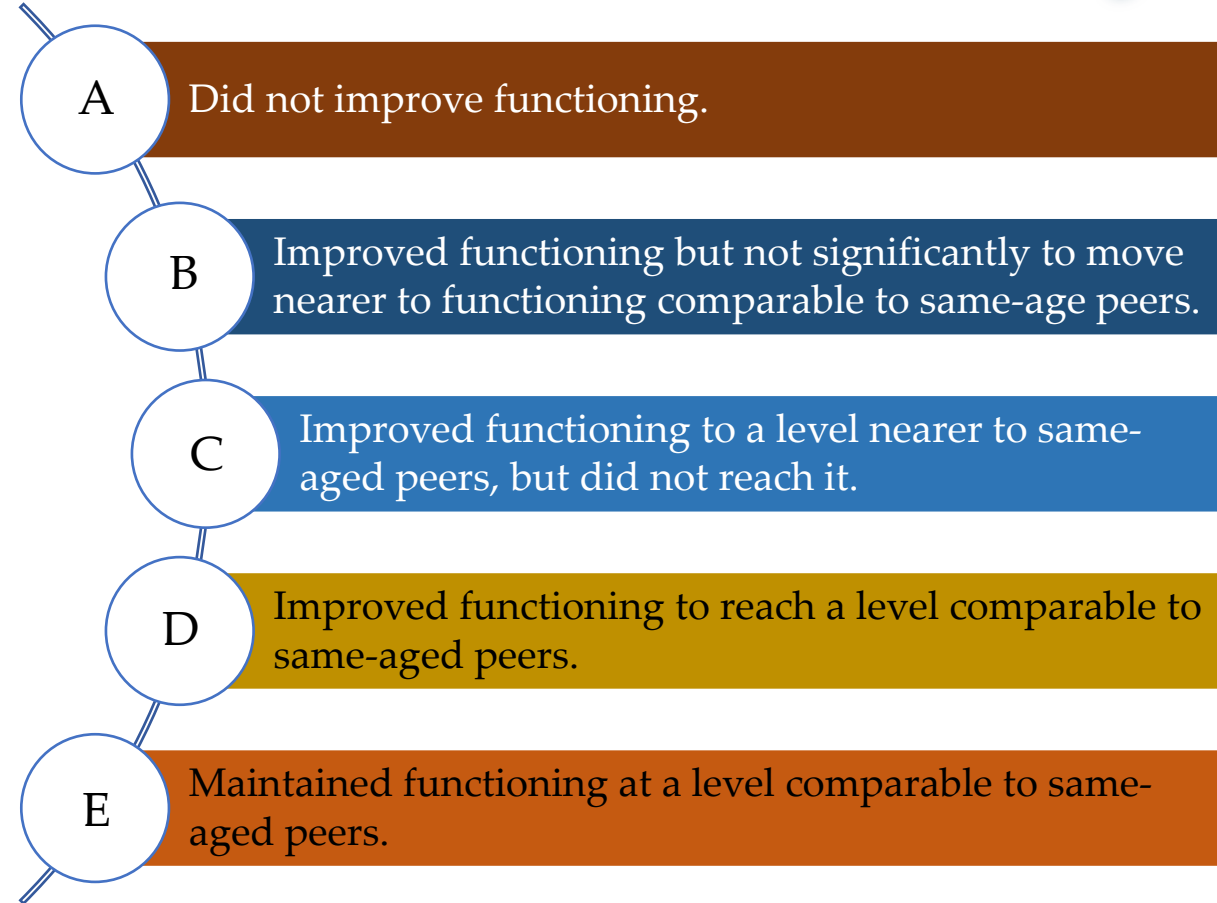
Data is
submitted to
US OSEP with
the SPP/APR.

Measurement: Step 1



Category Ratings (Local Education Agency)

The comparison of entry and exit ratings and the answers to the progress question provide the information for all children's Child Outcomes Summary data to be converted into one of the following progress categories.





Measurement: Step 2 (1 of 2)



Calculations (State Education Agency)

Result 1: Increased Growth

The percentage of children who entered the program below age expectations who substantially increased their rate of growth by the time they turned 6 years of age or exited the early childhood special education program.

$$\frac{C + D}{A + B + C + D} \times 100$$



Measurement: Step 2 (2 of 2)

Calculations (State Education Agency)



Result 2: Within Age Expectation

The percentage of children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the early childhood special education program.

$$\frac{D + E}{A + B + C + D} \times 100$$

Progress Categories Summary (1 of 2)



OSEP Progress Categories

The comparison of entry and exit ratings and the answers to the progress question provide the information for all children's Child Outcomes Summary data to be converted into one of the following reporting categories:

Category A	Category B	Category C	Category D	Category E
<p>Children who did not improve functioning</p> <ul style="list-style-type: none"> Rated lower at exit than entry; or Rated 1 at both entry and exit; and Scored "No" on the progress question These children acquired no new skills or regressed They did not gain even one skill 	<p>Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</p> <ul style="list-style-type: none"> Rated 5 or lower at entry (below age level); and Rated the same or lower at exit; and Scored "Yes" on the progress question These children acquired new skills but continued to grow at the same rate They gained new skills but did not increase the rate of growth or change their growth trajectories 	<p>Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</p> <ul style="list-style-type: none"> Rated higher at exit than entry; and Rated 5 or below age level) These children acquired new skills and accelerated their rate of growth They made progress toward catching up with same-aged peers but were still functioning below age expectation at exit These children changed their growth trajectories and "narrowed the gap" 	<p>Children who improved functioning to reach a level comparable to same-aged peers</p> <ul style="list-style-type: none"> Rated 5 or lower at entry (below age level); and Rated 6 or 7 at exit These children were functioning below age expectation when they entered the program but were functioning at age expectation when they left They started out below age expectation but caught up while in services 	<p>Children who maintained functioning at a level comparable to same-aged peers</p> <ul style="list-style-type: none"> Rated 6 or 7 at entry; and Rated 6 or 7 at exit These children were functioning at age expectation when they entered the program and were functioning at age expectation when they left

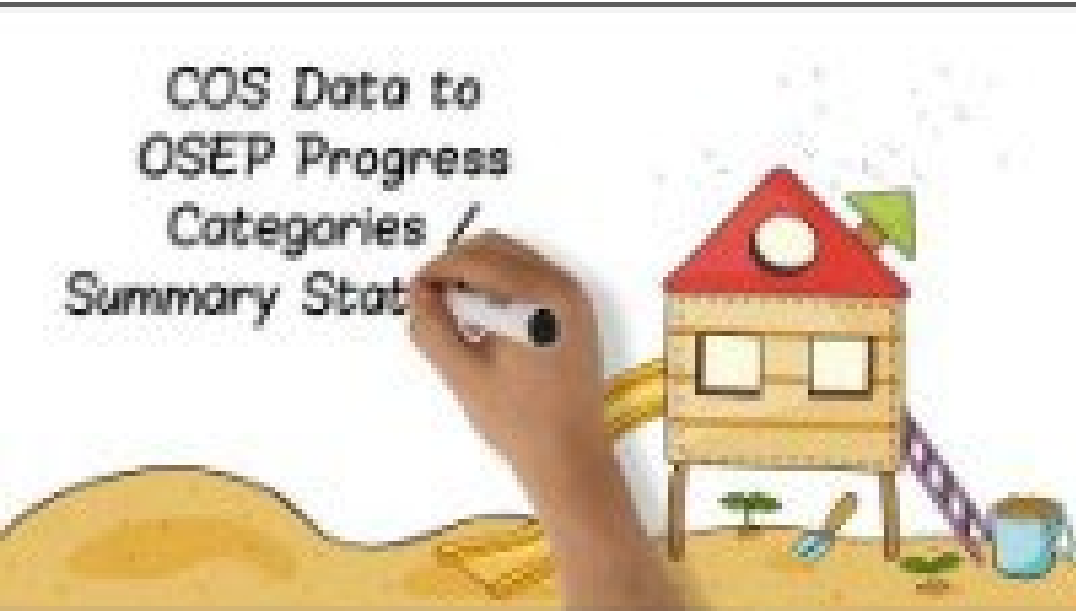


Progress Categories Summary (2 of 2)



Video shows the process from start to finish.

Converting COS data to OSEP reporting categories.



COS Calculators

Use the following tools to convert your COS data to OSEP reporting categories, and calculate Summary Statements 1 and 2 from the a to e reporting categories.



COS to Categories

Categories to Summary Statement 1

Categories to Summary Statement 2

COS to Progress Categories

Use the following calculator to convert your COS data to progress categories. In the spaces provided, enter a COS rating of 1 through 7 for Entry and Exit. Then, indicate whether progress was made since entry by selecting "Yes" or "No" and select "Calculate."

Entry Rating : 6
(enter 1 through 7)

Exit Rating : 7
(enter 1 through 7)

Progress made since Entry : Yes No

Calculate Reset

OSEP Category : E



Section 2



Review and Explore Content of Indicator 7:

Data Entry and
Homeroom
Walkthrough



Data Entry Overview



- Data will be entered in the Homeroom Application upon receiving a State Student Identification Number (SID) for the student.
- The application is located under the header PRESCHOOL and titled [Child Outcomes Summary System](#).
- Instructions with visuals for entering a rating is on page: [COS Homeroom Preschool Application Manual](#).



Homeroom Walkthrough (1 of 7)



<https://homeroom.state.nj.gov>

Always start with this link

*Click on PRESCHOOL - this is the application used to submit the Data for Indicator 7.



Welcome to the NJDOE Homeroom

Important Information PLEASE READ!

Homeroom Administrator Account information (form that was faxed to the NJDOE) only provides access to the Homeroom Administration System. To access any of the Data Collection Systems you need to have your district's Homeroom Administrator create a user account for those systems.

Do not bookmark links to any of the systems in Homeroom. The systems get archived yearly, therefore the bookmark will take the user to the previous year's system. Before entering data into a new system delete cache from your browser.

To ensure highest security standards, The NJ DOE will be updating security standards effective May 11, 2018. This process may require you to upgrade to a modern browser version that supports TLSv1.2 or later.

Homeroom Administration Information

[DOEIT Tech Support](#)

[Homeroom Administrator Manual](#)

To change Homeroom Administrators for your district please fill out the

[Change Homeroom Administrator Form](#)

[Complete list of Homeroom Administrators](#) (updated 6/19/2023)

[Homeroom Administrators of Universities and Colleges](#) (updated 6/19/2023)

Application	Application Description	Open Date	Closed date	Additional Information
Homeroom Administration	Data Collection Information Center	Year round	No close	
Homeroom Administrator Manual	<i>Homeroom Administrators! Please read the Manual before you enter the site</i>	Year round	No close	
ACH Instructions NEW	NJ State ACH Electronic Payment Instructions	Year round	No close	
ADDL	Ch 192-193 Funding Statement and Additional Funding Request	Year around	No close	
AchieveNJ Data	District Level AchieveNJ Data Cards	Year around	No close	
ACFR Repository	Application for the Electronic Upload of the ACFR Submission Package	11/30/2022	6/30/2023	
ACSEBS	Additional or Compensatory Special Education and Related Services Program for Students who were 21 years old as of July 1, 2021	6/7/2023	6/23/2023	
APSSD	APSSD Budget and Audit System System	Audit FY23 6/1/2023 Budget FY24 2/27/2023	Audit FY23 11/1/2023 Budget FY24 4/28/2023	
ASPS	Annual School Planning System	Year round	No close	
ASSA	Application for State School Aid	Early November	Early December	
AudSum	Audit Summary Online	10/6/2022	1/31/2023	
Budget	2023-2024 Budget Statement Software	January 18, 2023	See election calendar	
Bilingual	Bilingual Waiver Request Submission	6/7/2023	7/31/2023	



Welcome to the

Child Outcomes Summary System

[Child Outcomes Instruction Manual](#)

(PDF)

Enter

E-Mail: COSSupport@doe.nj.gov
 Designed by the Application Development Unit
 ©2020 NJ Department of Education



Homeroom Walkthrough (2 of 7)



Once the individual has a login, enter information here and press *login*.

Preschool Outcomes Log Off | Print

Login

District ID:

User ID:

Password:

Computer Systems Disclosure Note 1. New Jersey State Government System You have accessed a New Jersey Government Information System that is provided to conduct State of New Jersey business within policy guidelines. You are accountable for all activities performed under your logon-id. Do not share your password with anyone for any reason. As a user or privileged user, you understand that the confidentiality of the State's information is of the utmost importance. You understand that all information stored in, transmitted, or received through this system and the State's network, consisting of printed, computer, or electronic information, is the property of the State of New Jersey. You are hereby notified that use of this system constitutes consent to monitoring and auditing of printed, computer or electronic information to ensure that all uses are consistent with the State of New Jersey policies and interests. Information related to suspected internet or computer use violations shall be provided to the Office of Employee Relations for investigation. 2. Criminal or Civil Liability The Federal Computer Fraud Act of 1986 and applicable Federal and State of New Jersey laws declare that unauthorized or attempted unauthorized access, use, alteration, destruction, or damage to this system or to any data applications that may be accessed through this system may subject you to criminal or civil prosecution. Entering the user id or proceeding further acknowledges your understanding of the above. 3. New Jersey Government System Monitoring All persons are hereby notified that use of this system constitutes consent to monitoring and auditing, and acknowledging that monitoring is being performed. Monitoring is performed by electronic software that will maintain a record of all sites visited by logon-id with date, time, and duration of such visits. Electronic logging of all site visits is an automatic feature of the monitoring of software and will be reviewed on a random basis. Furthermore, if network degradation is noticed on the system, it will be reviewed by the Network Support Staff. Information obtained during such monitoring shall be used to support statistical upgrade studies and for management reporting. Information related to suspected Internet or computer use violations shall be provided to the Office of Employee Relations for investigation. Continuing beyond this screen is acknowledgement that you have read, understand, and will comply with these directives.

*A login must be created by the Homeroom Administrator for the Preschool Application prior to logging in.



Homeroom Walkthrough (3 of 7)



This page will appear. Enter the student's 10-digit Student ID (SID). There are 2 features on this page.

1. *View Outcome* – allows you to check what is already in the system and see the ratings

Preschool Outcomes Log Off | Print

Enter SID

District ID: School Name:

The current date is Jun 28, 2023 9:41:49 AM.

SID:

[View Outcome](#) [Create Outcome](#)

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E-Mail: CCSsupport@doe.nj.gov



Homeroom Walkthrough (4 of 7)



2. *Create Outcome* – allows you to enter an outcome.

*The system only allows for 1 entry and 1 exit rating. If there is already an entry in the system, it will force an exit rating. Please check by using the *View Outcome* button if you are unsure what was entered.

Preschool Outcomes Log Off | Print

Enter SID

District ID: 5 School Name:

The current date is Jun 28, 2023 9:41:49 AM.

SID:

[View Outcome](#) [Create Outcome](#)

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E-Mail: CC&Eupdat@doe.nj.gov



Homeroom Walkthrough (5 of 7)



When receiving this message, please click on *Create Outcome Anyway* if the SID being entered is active and accurate. NJSMART does not transfer data over immediately to the Homeroom System. Please note the student's name and DOB should populate, as soon as the NJSMART and Homeroom System updates – it happens only a few times throughout the year.

Please ensure that the SID you are entering for the student is the SID in NJSMART and is correct. If it is an accurate and active SID, you can proceed with creating an Entry Outcome by clicking on the "Create Outcome Anyway" button below, SID numbers from NJSMART transfer twice per year and may take longer to populate into NJ DOE Homeroom.

*Please note that additional questions, please refer to the [Homeroom PRESCHOOL Manual](#).

If the answers to your questions are not found in the manual, please reach out to COsupport@doe.nj.gov.



Homeroom Walkthrough (6 of 7)



Enter Outcome Data - Entry						
District Name:	<input type="text"/>	County ID:	<input type="text"/>	District ID:	<input type="text"/>	
Last Name:	<input type="text"/>	First Name:	<input type="text"/>	Date of Birth:	<input type="text"/>	
The current date and time is Apr 7, 2025 12:06:18 PM.						
Student ID:	<input type="text"/>					
COS Discussion Date:	<input type="text"/> (mm/dd/yyyy)					
STUDENT'S CURRENT PLACEMENT AT ENTRY:	Select Student's Current Placement <input type="text"/>					
1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)						
1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?						
Not Yet		Nearly		Somewhat		Complete
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
2. ACQUIRING AND USING KNOWLEDGE SKILLS						

Complete the:

- COS Discussion Date
- Student Current Placement
- Rating for each outcome

When finished, select *Save* at the bottom of the screen.





Homeroom Walkthrough (7 of 7)



Enter Outcome Data - Exit

District Name: County ID: District ID:

Last Name: First Name: Date of Birth:

The current date and time is Apr 7, 2025 12:12:06 PM.

Student ID:

COS Discussion Date: (mm/dd/yyyy)

STUDENT'S CURRENT PLACEMENT AT EXIT:

Select Student's Current Placement

STUDENT'S PROJECTED PLACEMENT FOR KINDERGARTEN:

Select Student's Projected For Kindergarten

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Not Yet		Nearly		Somewhat		Complete
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

1b. Has the child shown *any* new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?
Yes/No:

Yes No

Complete the:

- COS Discussion Date
- Student's current Placement at Exit
- Student's Projected Placement for K
- Rating for each outcome
- Progress Question

When finished, select *Save* at the bottom of the screen.



What Happens When There are Changes to the Data Once Submitted?



If a mistake is made after you save, please contact COsupport@doe.nj.gov to make the change. Changes can only be made by NJ DOE.

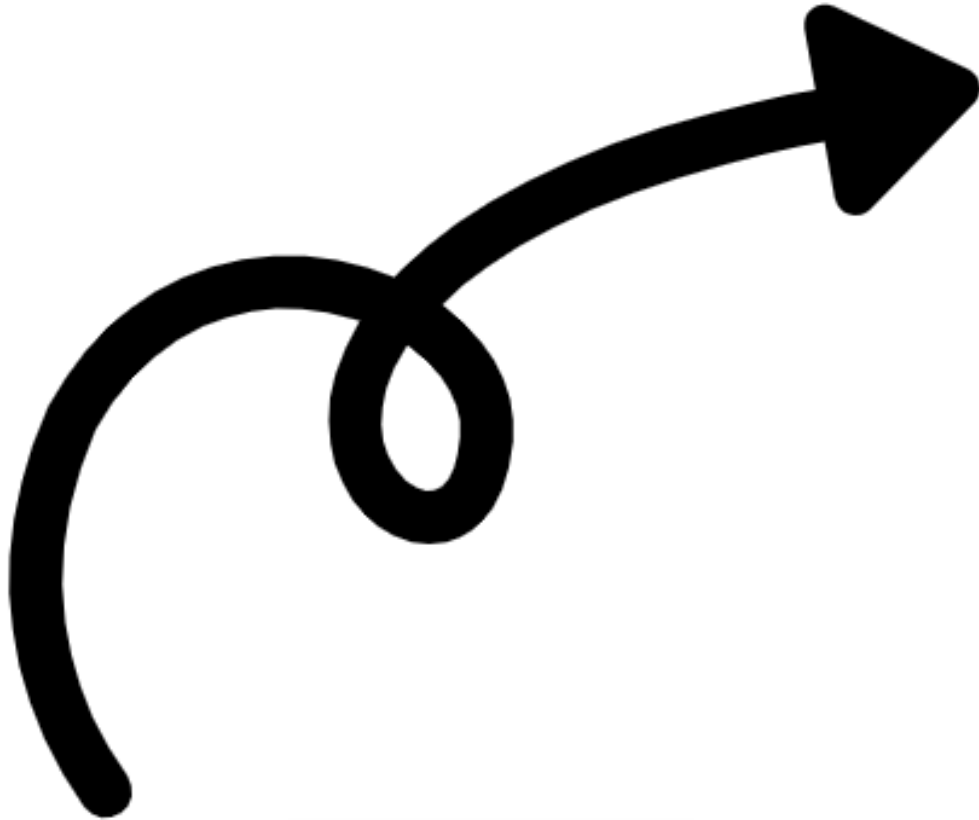




Important Notes for Data Entry



- A child is only to receive an exit score if they have been in the program for at least six (6) months as a preschooler with a disability.
- An error message will appear in Homeroom if the dates between entry and exit are not at least six (6) months apart.



Section 2



Review and Explore Content of Indicator 7:

COS/Individualized
Education Program
(IEP) Integration and
State Level Outcome
Tools and Materials



Updates and Building Capacity



COS/IEP Integration:

New Jersey is making the outcomes measurement more efficient and more effective by integrating these processes with IEP development and implementation.

The COS Process should be implemented at the Initial IEP Meeting. Entry ratings should be determined within the first 30 days of starting services.

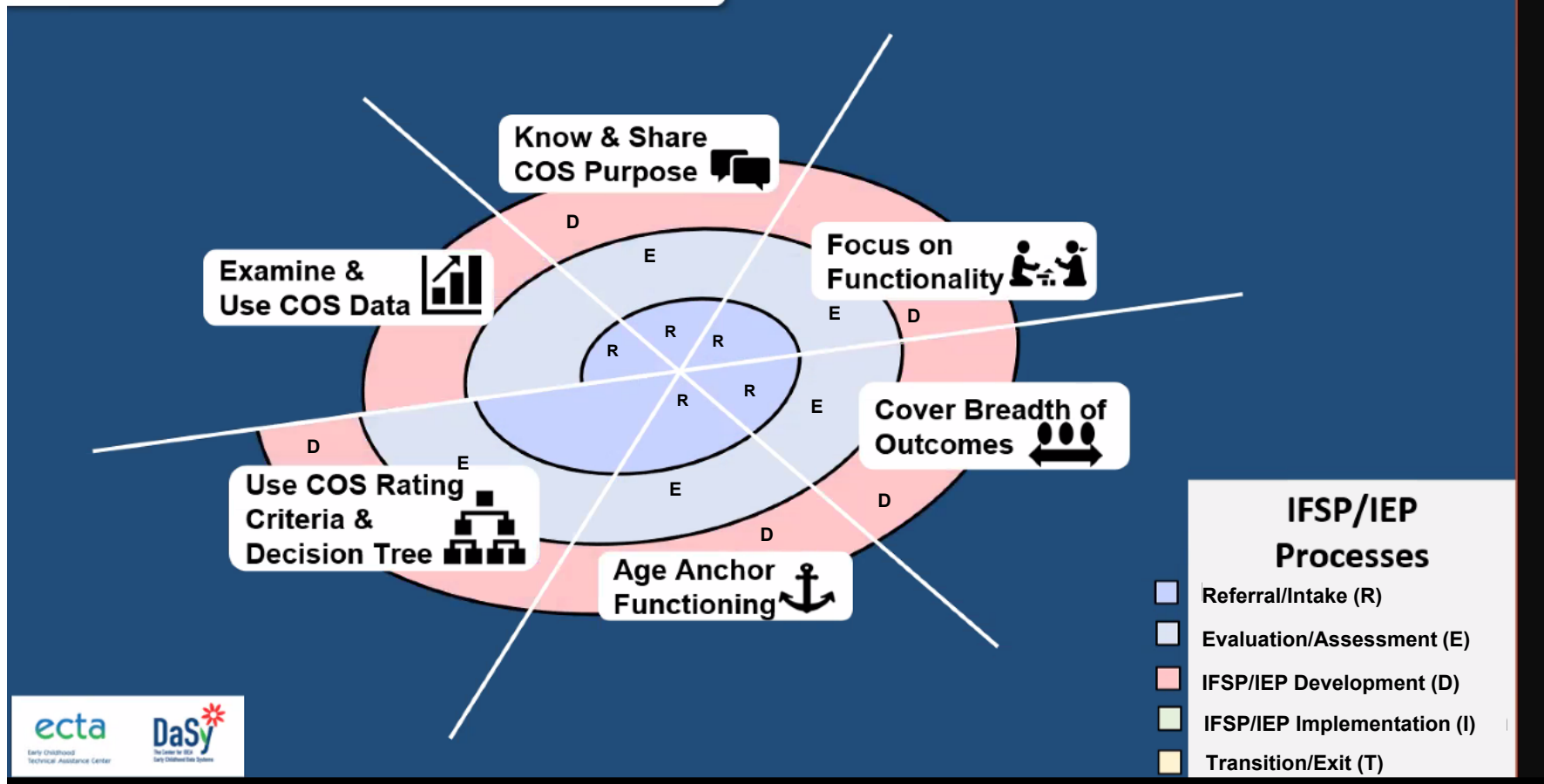
New Tool:

The COS-KC is one strategy states can use to improve the quality of their child outcomes data because it examines practitioner knowledge of the COS process.

COS/IEP Outcomes Integration



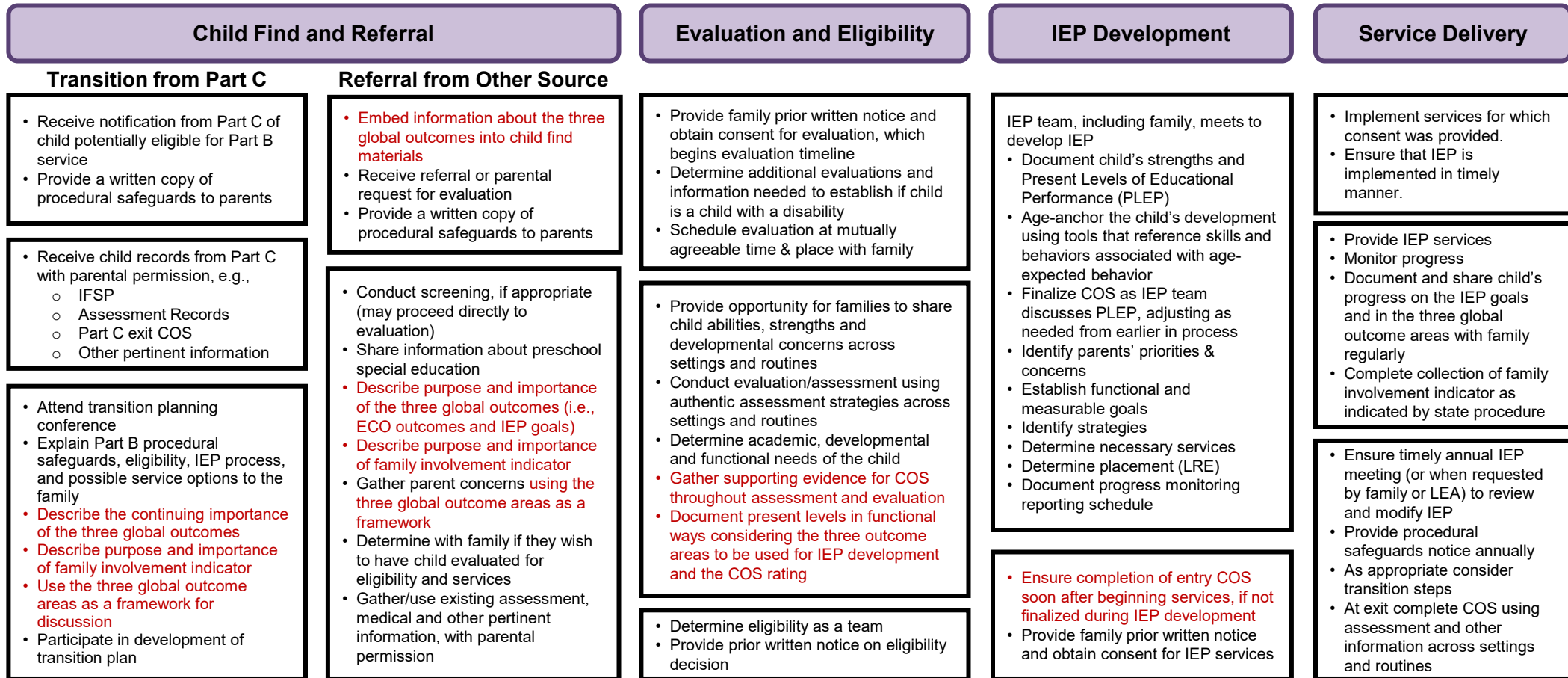
Key Outcome Measurement Practices



COS/IEP Flow Chart



Integrating Child Outcomes Measurement with Individual Education Program (IEP) Development





NJDOE Expectations



1

The COS Process is expected to be used beginning with all identified students who were newly identified as a Preschooler with an IEP at the start of the 2025/2026 school year.

2

All data must be entered into Homeroom at a minimum of 2x per year by/on the 3rd Friday of December and the 3rd Friday of June (12/19/25 & 6/19/26).

3

Any new individuals within a district that are currently using the COS Process should designate a team member to do turn-key training. Please utilize the resources on the next slide.

4

New Jersey has made a statewide transition to the use of the COS Process as the measure for the purpose of Indicator 7– please continue the use of the COS Process.



Resources and Support



ACHIEVEMENT PRESCHOOL OUTCOMES



OFFICE OF SPECIAL EDUCATION RESOURCES

- The New Jersey Department of Education provides resources to better understand indicator 7: Child Outcome Summary. Including:
 - COS Frequently Asked Questions
 - COS Quick Reference Guide
 - Use of the Decision Tree and Rating Definitions

Technical assistance for LEAs can be requested. In addition the Office of Special Education offers direct support which can be accessed by email at COSSupport@doe.nj.gov.

EXTERNAL RESOURCES

Local Child Outcomes Measurement System (LCOMS) is a framework that identifies key components of high-quality child outcomes measurement system at the local level. (ECTA).

Child Outcomes Summary Knowledge Check (COS KC) to examine whether a practitioner has sufficient knowledge to participate in the COS team process and produce accurate ratings for child

FOCUS QUESTION Are students with disabilities ready to learn and achieving at high levels?

DEFINITION

Indicator 7 measures the percentage of preschool children with disabilities, ages 3 through 5, who demonstrate improvements on three outcomes by the time they exit the program. The three outcomes are:

- 7A: Positive social-emotional skills (including social relationships)
- 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)
- 7C: Use of appropriate behaviors for preschool students

DATA SOURCE

The Child Outcome Summary (COS) data entered by each LEA into the **Homeroom System Preschool Application**.

STEP 1: CATEGORY RATINGS (LEA)

Results for 7a, 7b, and 7c are calculated using a two-part process. First, improvement of those students who left the preschool program is measured based on five categories. The five categories:

A: Did not improve functioning
B: Improved functioning, but not sufficiently to move nearer to functioning comparable to same-age 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

STEP 2: CALCULATIONS (SEA)

The second step includes using the five progress categories to calculate data on two target summary statements using the following methodology:

RESULT 1: INCREASE GROWTH

The percentage of children who entered the program below age expectations. C + D

RESULT 2: WITHIN AGE EXPECTATION

The percentage of children who were D + E

Reach out to COSSupport@doe.nj.gov for any support or requests for assistance.





Additional Resources



Early Childhood Technical Assistance Center -
[Child Outcomes Summary](#)

Navigation bar on the left-hand side of the page displays different topic areas:

-Click on Child Outcome Summary Process, you can register for self-paced modules



COS Frequently Asked Questions



[NJDOE FAQ Document](#)

Located on the NJDOE Indicator 7 Webpage is the FAQ Document. With 4 sections and 27 questions, please start there to see if you can find the answer. If additional questions arise, never hesitate to reach out to COSSupport@doe.nj.gov



ECTA/DaSy Tools and Resources



- [Definitions for Child Outcomes Summary \(COS\) Ratings](#)
- [Decision Tree](#)
- [Family Guide](#)
- [Breadth of Three Child Outcomes](#)
- [OSEP Progress Categories](#)
- [Child Outcome Summary \(COS\) Process Quick Reference Guide](#)
- [COS Practice Scenarios](#)
- [Age Anchoring Guidance for Determining Child Outcome Summary \(COS\)](#)





References



- [Early Childhood Technical Assistance Center \(ECTA Center\). 2019.](#)
- Edelman, L. (Producer). (2011). Child Outcomes Step-by-Step (Video). Published collaboratively by Results Matter, Colorado Department of Education; Desired Results *access* Project, Napa County Office of Education; and Early Childhood Outcomes Center. Retrieved from <https://draccess.org/videolibrary>
- [New Jersey State Performance Plan/Annual Performance Report](#)
- [New Jersey Dept. of Education Special Education Indicator 7 Website](#)
- [COS Community- Integrating Outcomes Measurement Video](#)



Contact Information



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General Questions – Support Email

COsupport@doe.nj.gov



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