



New Jersey
Department of Education

Indicator 7: Frequently Asked Questions

Child Outcome Summary (COS)
Office of Special Education

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Indicator 7

As part of the State Performance Plan/Annual Performance Report (SPP/APR), states are required by the Individuals with Disabilities Education Act (IDEA) to report on the percent of infants and toddlers with Individualized Family Service Plans (IFSPs) or preschool-age children with Individualized Education Plans (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.

FAQ1, 2023
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STATE OF NEW JERSEY

DEPARTMENT OF EDUCATION

A Memo from the New Jersey Department of Education

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Child Outcome Summary Overview

1. What is the Child Outcome Summary (COS) Process?

The Child Outcome Summary (COS) Process summarizes information on a child's functioning in each of the three child outcome areas using a 7-point scale. With the COS Process, a team of individuals who are familiar with a child (including parent/guardian) will consider multiple sources of information about his/her functioning, including parent/guardian/provider observations and results from direct assessment, to result in a rating that best describes the child's current ability levels in the three outcomes.

2. What are the three Child Outcomes?

The three child outcomes measure the percent of preschool children aged 3-5 with IEPs who demonstrate improved:

- i. Positive social-emotional skills (including social relationships)
- ii. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- iii. Use of appropriate behaviors to meet their needs

3. What data does New Jersey report to United States Department of Education, Office of Special Education Programs (USOSEP)?

As part of the State Performance Plan/Annual Performance Report (SPP/APR), states are required to report Indicator 7 data to USOSEP. For each of the three child outcome indicators, New Jersey reports annually to OSEP the percentage of children in each of the five progress categories below. The child's rating of one of these categories is determined by comparing their entry and exit rating scores (1-7) and the determination if the child has made progress. The categories are:

- i. Preschool children who did not improve functioning
- ii. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- iii. Preschool children who improved function to a level nearer to same-aged peers but did not reach it
- iv. Preschool children who improved functioning to reach a level comparable to same-aged peers
- v. Preschool children who maintained functioning at a level comparable to same-aged peers

OSEP also requires states to report on the two summary statements below for each of the three (3) outcomes using the progress category data.

- i. Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
- ii. Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Child Outcome Summary Processes and Procedures

4. When should entry and exit COS data be collected?

Entry Rating	Exit Rating
<ul style="list-style-type: none"> 1. Collected within 60 days of a child being identified and beginning services as a preschooler with a disability *This is for <u>newly</u> classified preschoolers with a disability only, it should not be completed on students who were previously classified. 2. All entry data must be entered into the Homeroom PRESCHOOL Application no less than 2x a year; LEAs are required to enter data by the third Friday in December and the third Friday in June. 	<ul style="list-style-type: none"> 1. Collected on all students who have attended the preschool special education program for at least six months within 60 days of the child exiting services <u>and</u> have an entry COS rating. If the student does not have an entry COS rating, <i>do not</i> complete a COS exit for this student. 2. If a student remains in preschool past age 5, do not complete the exit rating for the student until they exit into school-aged programming. 3. All exit data must be entered into the Homeroom PRESCHOOL Application no less than 2x a year; LEAs are required to enter data by the third Friday in December and the third Friday in June.

5. When should entry and exit COS data be collected for students transferring within the State?

Entry Data

- a. If a student has transferred into the program with an existing classification of preschooler with a disability and has no entry COS data, data should be completed on that student within 60 days of the student starting services.
- b. If a student has transferred into the program with an existing preschooler with a disability classification and has entry COS data, entry data should not be completed on that student. If the student was in the initial special education program for more than 60 days, the sending team needs to be sure that the student’s data is in the Homeroom PRESCHOOL Application before transferring to the next LEA. If a student has not received services in 6 months or more, a new entry rating should be completed.

Exit Data

- a. If a student is transferring to a different LEA within New Jersey, the sending LEA does not need to complete an exit COS for that student. It is the responsibility of the receiving LEA to complete the exit COS data when that student exits the preschool special education program.

6. When should entry and exit COS data be collected for students transferring Out of State?

Entry Data

- a. If a student has transferred into the program with existing COS entry ratings and qualifies for preschool special education services in New Jersey, the team can use the entry COS data point and enter the data into the Homeroom PRESCHOOL Application. If a student has not received services in 6 months or more, a new entry rating should be completed.
- b. If the student has transferred into the program without an existing COS entry score and qualifies for preschool special education services in New Jersey, the team should complete a COS entry for the student within 60 days of starting services and enter it into the Homeroom PRESCHOOL Application.

Exit Data

- a. If a student is transferring to a different state outside of New Jersey and has been in the preschool program for 6+ months, an exit COS should be completed on that student.

7. Who is responsible for completing the entry and exit COS data for students in an Out of District Placement?

The COS should be completed by the Out of District Placement within 60 days of the child starting services and enter it into the Homeroom PRESCHOOL Application.

8. Is the COS Process to be completed on all preschool students?

No, the COS Process should only be used for students who are receiving special education services as a preschooler with a disability. The COS should not be used to help determine eligibility, and only be completed after a student is found eligible for preschool special education services.

9. When a student is declassified, do we use the COS Process to complete an exit rating if the student already has COS entry data?

Yes, you should complete COS exit data on a student if they are declassified. However, the exit rating should not be used to help declassify a student.

10. Is there a difference in entry and exit COS data collection based on the preschool environment?

COS data should be collected the same way regardless of if the preschooler with a disability is receiving most of their special education and related services in a regular early childhood program, in a separate

special education class, separate school or residential facility, or receiving special education and related services in the home. A half or full day program does not affect the collection of COS data.

11. Is there an end date to collecting data?

No. New Jersey is making a statewide transition to using the Child Outcome Summary Process for the purpose of collecting and reporting preschool outcome data for Indicator 7. It is expected that all LEAs begin and continue to use the Child Outcome Summary Process after they are assigned a cohort determined by the New Jersey Department of Education.

12. How many times is the Child Outcome Summary Process completed on an individual student?

The COS Process should be completed twice (2X) within the child's preschool education- once (1X) when the child begins services as a preschooler with a disability, and once (1X) when the child exits preschool special education services.

Child Outcome Ratings and Discussions

13. Can you have more than one rating for each outcome if the team does not agree on a rating?

No, you cannot have more than one rating per outcome. Each outcome has a single rating for entry and a single rating for exit. All team members should have an equal opportunity to give their input on the skills the child has in relation to the outcome and all data measurements should be considered when deciding on a rating.

14. Is the Child Outcome Summary Process being used to help determine eligibility?

No, the COS Process should never be used to help determine eligibility into preschool special education services, transition into school age special education services or declassification of special education services. The COS Process is separate from the initial evaluation process and should not be used when determining if a student is eligible for special education and related services.

15. Who should be a part of the COS Team?

The COS Team will frequently be comprised of the student's IEP team. The COS Team should consist of individuals knowledgeable about the child and their development, including parents/family members, teachers, child study team members, related service providers, and/or childcare providers.

16. Is a separate meeting to discuss the COS required?

No, a separate meeting to discuss the COS is not required. All members of the child's COS and/or IEP team should be given an equal opportunity to contribute to the COS, and all information collected about the child should also be considered when finalizing a rating.

17. If the team does not have any concerns with the student's functioning in an outcome indicator, is it still required to give the student a rating for that outcome indicator?

Yes, it is required to complete all components of the COS.

18. Where can I find additional training on the Child Outcome Summary Process?

The Early Childhood Technical Assistance (ECTA) Center and DaSy Center (The Center for IDEA Early Childhood Data Systems) developed an [online learning module](#) that provides key information about the COS Process, and the practices that contribute to consistent and meaningful COS decision-making.

19. Where do LEAs find paper copies of the Child Outcome Summary Form (COSF)?

There are 2 fillable PDF versions of the Child Outcome Summary Form on the [NJDOE Indicator 7 Webpage](#): Version A and Version B. Version A allows for LEAs to input entry and exit COS data on the same form. Version B has space for only entry or exit data. LEAs can decide which COSF they would like to use and are required to retain a copy for the student's file. All data must be uploaded onto the Homeroom PRESCHOOL Application. The NJDOE does not get a copy of the COSF.

20. Where can I find all the resources for the Child Outcome Summary Process?

The resources for the Child Outcome Summary Process are all on the [NJDOE Indicator 7 Webpage](#). The [ECTA Center](#) also has a substantial amount of information related to the COS Process on their webpage. The [PACER Center](#) also has information on discussing the COS Process with families.

NJDOE Homeroom

21. Who is my LEA's Homeroom Administrator?

To find out the Homeroom Administrator for your LEA, please click on the 'Complete list of Homeroom Administrators' using the [NJDOE Homeroom Homepage](#).

22. How can I be assigned a login to upload the data to the Homeroom PRESCHOOL Application?

The LEA Homeroom Administrator can assign an individual a PRESCHOOL Application login. There is no limit to the number of logins that can be created for the PRESCHOOL Application.

23. When should COS data be uploaded to the Homeroom PRESCHOOL Application?

COS data needs to be uploaded onto the Homeroom PRESCHOOL Application at a minimum of two times (2x) a year. The data must be uploaded by the third (3rd) Friday of December, and the third (3rd) Friday of June each year. LEAs may choose to upload their entry and exit data more frequently. LEAs can choose to enter data into the Homeroom PRESCHOOL Application each time they complete a COS, or maintain data on the spreadsheet provided on the [NJDOE Indicator 7 Webpage](#) and upload as required. It is recommended to upload the data when a COS is completed so LEAs don't miss the deadline, but it is not required.

24. Are the dates that COS data is due to the Homeroom PRESCHOOL Application specific to entry data in December and exit data in June?

No. As preschool students with disabilities enter and exit programs throughout the school year, entry and exit data may be entered in both December and June. For example, if you have a student who begins preschool special education services in January, you will complete their COS entry ratings within 60 days and enter the data into the Homeroom PRESCHOOL Application no later than the third (3rd) Friday in June. Another example is for a student who exited the preschool special education program in October, and was receiving special education services for longer than six months and has entry COS data, you complete their COS exit ratings and progress questions within 60 days of exiting the program and enter the data into the Homeroom PRESCHOOL Application no later than the third (3rd) Friday in December.

25. What do I do if my LEA has no new students that entered or exited preschool special education in the time frame when data entry is due?

If zero newly identified preschool students entered the program and no students exited the program, an LEA will not need to enter data.

26. Who is responsible for inputting data into the Homeroom PRESCHOOL Application?

The LEA should decide who is responsible for inputting the COS entry and exit data into the Homeroom PRESCHOOL Application. The NJDOE recommends an individual who has reviewed the [Child Outcome Summary Manual](#) and has familiarized themselves with the process for entering data accurately. All fields are required to complete when entering entry and exit ratings, and progress questions.

27. How do you input entry and exit data into the Homeroom PRESCHOOL Application?

There is a [Child Outcome Summary Manual](#) that provides guidance on inputting both entry and exit data into the Homeroom PRESCHOOL Application.

**For any additional questions or concerns, please reach out to the COS support email at COsupport@doe.nj.gov*