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| **COS to Progress Category Conversion** |
| Entry Rating | Exit Rating | progress | category |
| 7 | 7 |   | e |
| 7 | 6 |   | e |
| 7 | 1 to 5 | yes | b |
| 7 | 1 to 5 | no | a |
| 6 | 7 |   | e |
| 6 | 6 |   | e |
| 6 | 1 to 5 | yes | b |
| 6 | 1 to 5 | no | a |
| 5 | 6 or 7 |   | d |
| 5 | 5 |   | b |
| 5 | 1 to 4 | yes | b |
| 5 | 1 to 4 | no | a |
| 4 | 6 or 7 |   | d |
| 4 | 5 |   | c |
| 4 | 4 |   | b |
| 4 | 1 to 3 | yes | b |
| 4 | 1 to 3 | no | a |
| 3 | 6 or 7 |   | d |
| 3 | 4 or 5 |   | c |
| 3 | 3 |   | b |
| 3 | 1 or 2 | yes | b |
| 3 | 1 or 2 | no | a |
| 2 | 6 or 7 |   | d |
| 2 | 3 to 5 |   | c |
| 2 | 2 |   | b |
| 2 | 1 | yes | b |
| 2 | 1 | no | a |
| 1 | 6 or 7 |   | d |
| 1 | 2 to 5 |   | c |
| 1 | 1 | yes | b |
| 1 | 1 | no | a |

**Child Outcomes Data Conversion – From COS to Summary Statements**

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| ***Summary statement #1:******Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent of those preschool children who substantially increased their rate of growth by the time they aged out or exited the program.***  |
| **In other words…** *How many children changed growth trajectories during their time in the program?**Percent of the children who made greater than expected gains, made substantial increases in their rates of growth, i.e. changed their growth trajectories.*  |
| **Formula c+d/a+b+c+d** |
| ***Summary statement #2:******The percent of children who were functioning within age expectations in each Outcome*** ***by the time they exited the program.*** |
| **In other words…** *How many children functioned within the broad range of what is age-expected when they left the program?**What percent of children functioned at an age-expected level on this outcome at exit?**Includes two groups: those who started below age expectations and “caught up” and*  *those who both entered and exited at age-level expectations in this outcome area.* |
| **Formula d+e/a+b+c+d+e** |

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| **Progress Categories** |
| **A - Percent of preschool children who did not improve functioning**Children who acquired no new skills or regressed during their time in the programDidn’t gain or use even one new skillChildren with degenerative conditions/ significant disabilities acquiring no new skills or regressing |
|  |
| **B - Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers** Children who acquired new skills but continued to grow at the same rate throughout their time in the program Gained and used new skills but did not increase their rate of growth or change their growth trajectories while in services |
|  |
| **C - Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it** Children who acquired new skills but accelerated their rate of growth during their time in the programMade progress toward catching up with same aged peers but were still functioning below age expectations when they left the programChanged their growth trajectories --“narrowed the gap” |
|  |
| **D - Percent of preschool children who improved functioning to reach a level comparable to same-aged peers** Children who were functioning below age expectations when they entered the program but were functioning at age expectations when they leftStarted out below age expectations, but caught up while in services |
|  |
| **E - Percent of preschool children who maintained functioning at a level comparable to same-aged peers**Children who were functioning at age expectations when they entered the program and were functioning at age expectations when they leftEntered the program at age expectations and were still up with age expectations at exit |

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| **COS 1-7 Rating Definitions** |
| **Completely - 7** |
| Child shows functioning expected for his or her age in **all or almost all everyday situations** that are part of the child’s life. Functioning is considered **appropriate** for his or her age. No one has any concerns about the child’s functioning in this outcome area.  |
| **6** |
| 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. These concerns are substantial enough to suggest monitoring or possible additional support. Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations.  |
| **Somewhat - 5** |
| Child shows functioning expected for his or her age **some of the time and/or in some situations**. Child’s functioning is a mix of age appropriate and not appropriate behaviors and skills. Child’s functioning might be described as like that of a **slightly younger child\*.** |
| **4** |
| Child shows occasional age-appropriate functioning across settings and situations. More functioning is **not** age-appropriate than appropriate.  |
| **Nearly - 3** |
| 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 of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. Functioning might be described as like that of a **younger child\*.** |
| **2** |
| Child occasionally uses **immediate foundational skills** across settings and situations. More functioning reflects skills that are **not** immediate foundational than are immediate foundational. |
| **Not Yet - 1** |
| 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 reflects skills that developmentally come before immediate foundational skills. Child’s functioning might be described as like that of a **much younger child\***. |