

As required by the Individuals with Disabilities Education Act (IDEA), states collect and report the percentage of preschool children with Individualized Education Programs (IEPs) who demonstrate improved:

- positive social-emotional skills,
- acquisition and use of knowledge and skills, and
- use of appropriate behaviors to meet their needs.

## Data Collection

Reporting Early Childhood Outcomes (ECO) requires assessing 3-, 4-, or 5-year-old children enrolled in Early Childhood Special Education (ECSE) at two points in time (i.e., Entry and Exit).



## COS Process

The local education agency (LEA) should utilize the [Child Outcomes Summary \(COS\) Process](#) to summarize preschool children's progress in each of the three outcome areas. The COS process is team-based and completed by individuals (including parents) who are familiar with the child's functioning across a variety of situations and settings. Multiple sources of information (e.g., observations, criterion- or curriculum-based instruments, interviews, work samples, etc.) should be used to assess the child's functioning.



## COS Form (COSF)

Teams use the [Child Outcomes Summary Form \(COSF\)](#) to summarize the child's current functioning using a seven-point scale to compare the child's functioning with what is expected for the child's age. A paper or electronic copy of the COSF should be retained for verification in a secure and accessible location. The Texas Education Agency (TEA) recommends that a copy of the COSF be placed in the child's special education eligibility folder.



**Early Childhood Technical Assistance Center Resources**

- [Child Outcome Summary Form](#)
- [COS Completion When Teams Can't Meet in Person](#)
- [COS Form and Instructions](#)
- [COS Process Professional Development](#)
- [Decision Tree for Summary Rating Discussions](#)
- [Definitions for Outcome Ratings](#)
- [Video: Child Outcomes Step-by-Step](#)