



Office Hours Topic: Child Outcomes Summary Process

Presented by:
ECSE Team
August 19, 2026

Goal: Timely and Accurate Collection and Analysis of Data for Improvement of Child Outcomes



Schools gather data on children's performance at entry and exit to check on their progress while in the program.

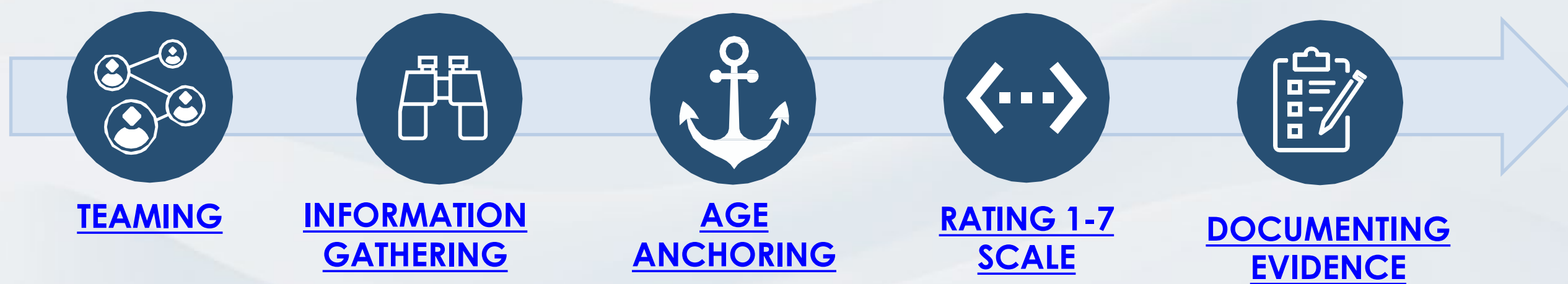
Entry: Upon Enrollment

Exit: When Leaving Preschool

The State uses the data to monitor children's outcomes/progress to support professional development and technical assistance efforts.

[COS Process Fact Sheet and Q&A](#)

COS PROCESS RESOURCES



[Connecting the COS Process and Preschool Eligibility One Page Guidance](#)

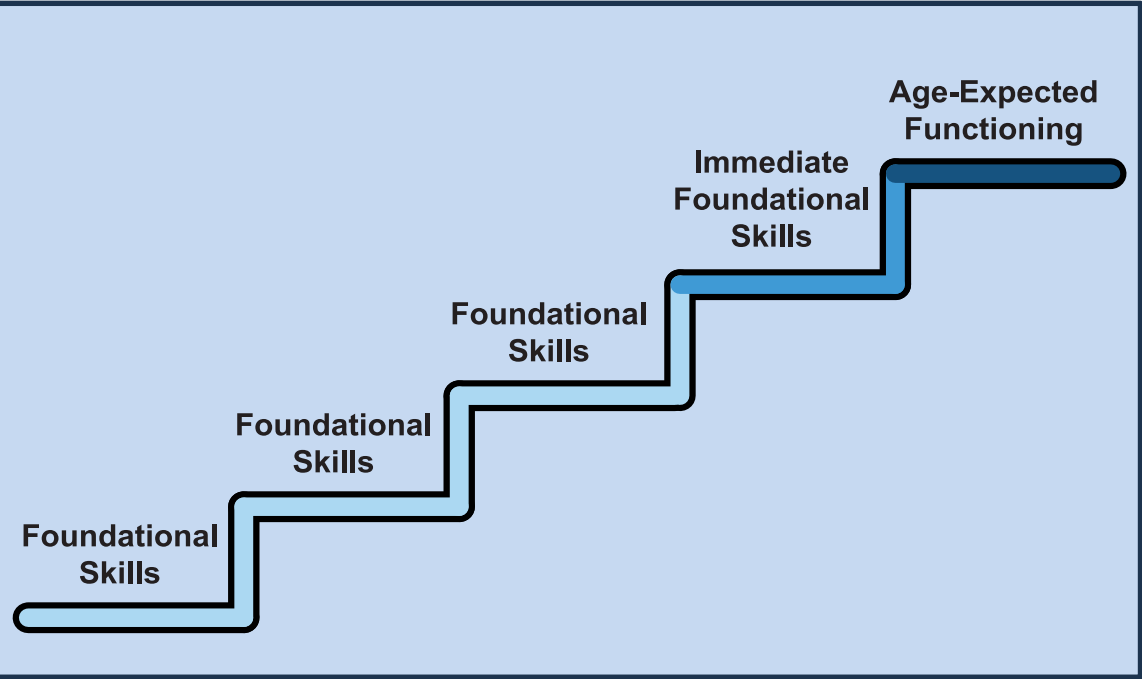
COS Team Discussion Example

Outcome 1: Positive Social-Emotional Skills (including social relationships)

Outcome 1 Skill Bundles	Examples of child functioning	What is age-expected?	Age anchoring
Relating With Caregivers Demonstrate regulation and attachment, respond/initiate/sustain interactions, acknowledge comings and goings... 	Parent shared that child offers hug when requested. School-does not acknowledge when parent arrives or drops off, little/no social or emotional response.	7-12 mo. Showing a variety of emotions, including sadness, disgust, worry, fear, and curiosity. Moving away from adult and looking back to “check in” (showing understanding of separateness)	Foundational
Attending to Other People in a Variety of Settings Express awareness/caution, respond to/offer greetings, respond to own/others’ names... 	Does not appear interested in what other children are doing, prefers to play alone with same materials daily. Occasionally signals to adult for help.	7-12 mo. Becoming task directed with objects and can poke, push and pull to get a result. Pushing or pulling an adult’s hand to have a behavior instigated or repeated	Foundational
Interacting with Peers Convey awareness, respond/initiate/sustain interactions, share/cope/resolve conflicts, play near and with peers... 			

Form: Child Outcomes Content Connector for Teams

- 1. Team reviews how the child functions on a day-to-day basis in each of the three outcome areas.
- 2. Answers the question Does the child ever function in ways that would be considered age expected with regard to this outcome?



COS Team Discussion Example, Next Step

Outcome 1: Positive Social-Emotional Skills (including social relationships)

Outcome 1 Skill Bundles	Examples of child functioning	What is age-expected?	Age anchoring
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Interacting with Peers Convey awareness, respond/initiate/sustain interactions, share/cope/resolve conflicts, play near and with peers... 			

3. Team decides: to what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

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.

4. Records score and evidence using a form such as the [COS Documentation Form](#) for Team Decisions.

Documenting Team Decisions

[Child Outcomes Summary Documentation Form](#)

- Assists other schools should the child move
- Provides a record of team decisions
- Supports teams during an exit COS process to determine if ANY progress has been made.

Family information on child's functioning (check all that apply):
☐ Received in IEP Team Meeting ☐ Collected Separately
☐ Incorporated into Assessment(s) ☐ Not Included

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

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments, referenced in age-anchoring tools, and/or based on observations from individuals in close contact with the child):

- Relating to adults
- Relating to other children
- Following rules related to groups or interacting with others (if older than 18 months)

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

Overall Not Age-Appropriate				Overall Age-Appropriate		
Not Yet		Nearly		Somewhat		Completely
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7

Supporting evidence for this outcome rating:

Age-appropriate functioning:	
Concerns? ☐ No ☐ Yes (describe)	
Immediate foundational skills/Functioning that is not yet age-appropriate:	
Functioning that is not yet age appropriate or immediate foundational:	

1b. (If Question 1a has been answered previously): Has the child shown ANY new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? (Choose Yes or No)

☐ Yes	1→ Describe progress:
☐ No	2

Data Submission Form: Complete and Accurate

State Student ID	Student Last Name	Student First Name	COS entry score date 	COS A Social Emotional entry rating (1-7)	COS B Knowledge and Skills entry rating (1-7)	COS C Behavior to Meet Needs entry rating (1-7)	COS exit score date 	COS A Social Emotional exit rating (1- 7)	COS A Social Emotional Skills: Did student make progress between entry and exit? (Yes/No)	COS B Knowledge and Skills exit rating (1-7)	COS B Knowledge and Skills: Did student make progress between entry and exit? (Yes/No)	COS C Behavior to Meet Needs exit rating (1-7)	COS C Behaviors to Meet Needs Skills: Did the student make progress between entry and exit? (Yes/No)



[Blank Child Outcomes Data Form](#)

- Use the COS process to submit ratings:
- At entry to the program if they were not provided
 - When a child leaves the program
 - At exit if a child has been in the program for at least 6 months

Data Submission Form Goal: Complete and Accurate

State Student ID	Student Last Name	Student First Name	COS entry score date	COS A Social Emotional entry rating (1-7)	COS B Knowledge and Skills entry rating (1-7)	COS C Behavior to Meet Needs entry rating (1-7)	COS exit score date	COS A Social Emotional exit rating (1-7)	COS A Social Emotional Skills: Did student make progress between entry and exit? (Yes/No)	COS B Knowledge and Skills exit rating (1-7)	COS B Knowledge and Skills: Did student make progress between entry and exit? (Yes/No)	COS C Behavior to Meet Needs exit rating (1-7)	COS C Behaviors to Meet Needs Skills: Did the student make progress between entry and exit? (Yes/No)
	student 1	student 1	5/29/2025	3	3	4	5/7/2026	5	Yes	5	Yes	6	Yes
	student 2	student 2	5/29/2025	1	1	1	5/7/2026	4	Yes	3	Yes	4	Yes
	student 3	student 3	8/28/2025	1	1	2	5/8/2026	4	Yes	4	Yes	5	Yes
	student 4	student 4	6/9/2025	2	2	2	5/7/2026	4	Yes	3	Yes	4	Yes
	student 5	student 5					4/10/2026	3	no	3	no	2	no
	student 6	student 6	6/9/2025	3	4	3	5/8/2026	4	Yes	5	Yes	5	Yes
	student 7	student 7	4/10/2025	2	1	2	5/7/2026	3	Yes	3	Yes	5	Yes
	student 8	student 8	8/20/2025	1	2	2	4/27/2026	4	Yes	5	Yes	4	Yes
	student 9	student 9	4/10/2025	2	1	2	5/7/2026	4	Yes	3	Yes	5	Yes
	student 10	student 10	4/11/2025	2	2	4	5/7/2026	2	Same	4	Yes	5	Yes
	student 11	student 11	3698183	3	3	4	5/7/2026	4	Yes	5	Yes	5	Yes
	student 12	student 12					5/8/2026	4	Yes	4	Same	4	Same

[Blank Child Outcomes Data Form](#)

- Missing data
- Cell response not allowed
- Indicating “No” on progress category when entry and exit scores are same

Growth, Progress, Success



- SAU teachers and related service providers are taking [COS training](#)
- Submitting annual data reports complete, accurate, and timely
- SEA staff responding with supports and coaching

Questions?

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COS PROCESS RESOURCES

TEAMING
INFORMATION GATHERING
AGE ANCHORING
RATING 1-7 SCALE
DOCUMENTING EVIDENCE

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COS Team Discussion Example

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Documentation Needed

Child Outcomes Summary Documentation Form

Assists other schools should the child move
Provides a record of team decisions
Supports teams during an exit COS process to determine if ANY progress has been made.

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Data Submission Form: Complete and Accurate

Blank Child Outcomes Data Form

7

Data Submission Form Goal: Complete and Accurate

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Growth, Progress, Success

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Submitting annual data reports complete, accurate, and timely
SEA staff responding with supports and coaching

www.maine.gov/doe

Questions?

www.maine.gov/doe

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