Early Childhood Special Education Orientation:
Early Child Outcomes (ECO) Indicator 7

Agenda

- Guiding Principles, Advancing Equity, and DEC Recommended Practices

- Background information on ECO and focus

- Purpose, Definitions and Alignment to VELS

- Where the ECOs are found

- Why we measure ECO

- How do we measure ECO

- The Early Child Outcomes Summary (ECOS) Process

- Summarizing and Reporting

- Resources

Vermont Guiding Principles: Supporting Each and Every Young Child and Family's Full and Equitable Participation

We believe that each and every child…

- Learns within the context of secure and authentic relationships, play, and interactions within their environments.

- Deserves equitable access to experiences that acknowledge and build on their uniqueness.

- Deserves opportunities to deeply learn and develop to their full potential through joyful interactions in safe, accepting environments.

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Advancing Equity

All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities.

- National Association for the Education of Young Children (NAEYC Position Statement on Equity, April 2019)

Considerations for Equity

1. Provide high-quality early education programs that build on each child's unique individual and family strengths, cultural background, language(s), abilities, and experiences.

2. Eliminate differences in educational outcomes as a result of who children are, where they live, and what resources their families have.

DEC Recommended Practices

The purpose of the **DEC** Recommended Practices is to highlight those practices specifically known to promote the outcomes of young children who have or are at risk for developmental delays/disabilities and to support their families in accordance with the **DEC/NAEYC** (2009) position statement on early childhood inclusion.

DEC Recommended Practices: Eight Topic Areas

Leadership	Assessment	Environment
Family	Instruction	Interaction
Teaming and Collaboration	Transition	

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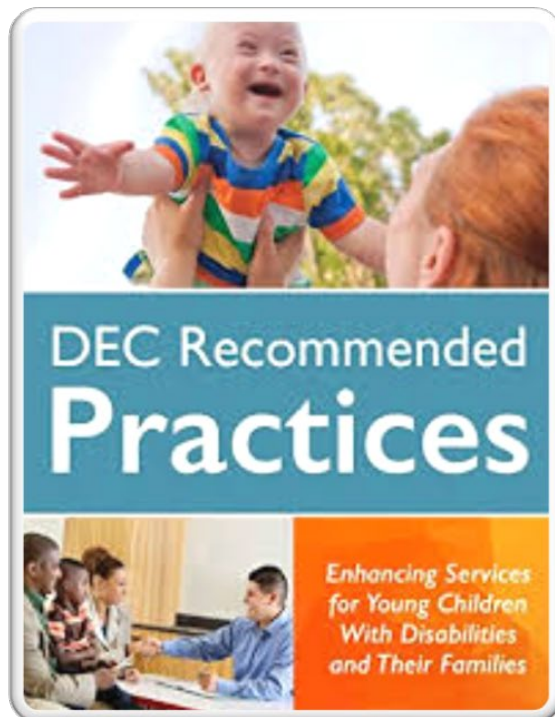AGENCY OF EDUCATION

Teaming and Collaboration

Educational programs and services for young children who have or are at risk for developmental delays and disabilities, for their nature, always involve more than one adult. The quality of the relationships and interactions among these adults affects the success of these programs.

Teaming and collaboration practices are those that promote and sustain collaborative adult partnerships, relationships, and ongoing interactions to ensure that programs and services achieve desired child and family outcomes and goals.

Teaming and Collaboration TC2

TC2. Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge and information to build team capacity and jointly solve problems, plan, and implement interventions.
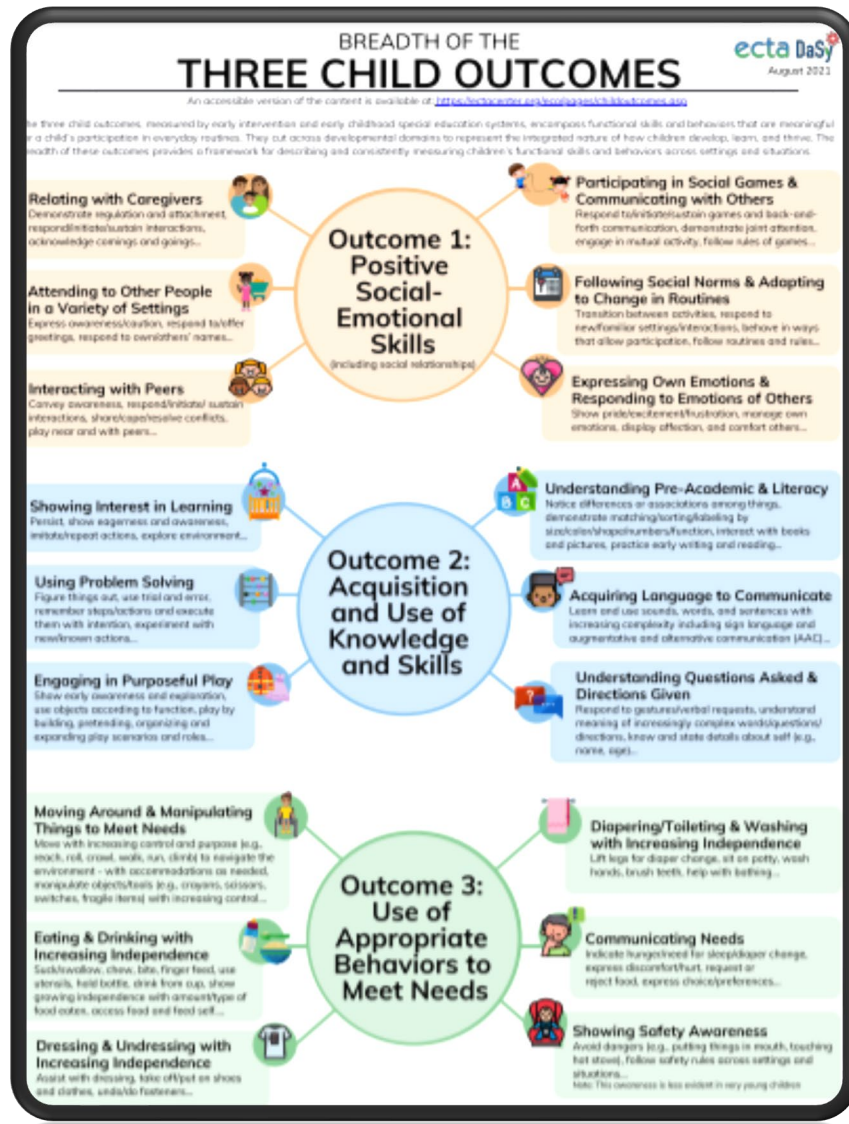
Vermont's ECO Practices and Procedures Manual

- Vermont has an ECO accountability system that complies with Federal requirements under the Individuals with Disabilities Education Act (IDEA).

Vermont's Early Childhood Outcomes Practices and Procedures

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Breadth of the Three Child Outcomes

- **Outcome A:** Children have positive social emotional skills, including social relationships

- **Outcome B:** Children acquire knowledge and skills including language/ communication, early literacy and numeracy

- **Outcome C:** Children take appropriate action to meet their own needs

How does function affect Early Child Outcomes?

Functional outcomes describe children's mastery and appropriate application of behaviors, knowledge, and skills in an intentional and meaningful way across daily routines, activities and settings.

The overarching goal for **each and every** child is to be an active and successful participant in his/her own learning and development.

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Focus on the Function!

- The three early child outcomes focus on functioning rather than traditional domains.

- The Vermont Early Learning Standards (VELS) align with the goals and functional skills within the ECOs.

- VELS, Individualized Education Program (IEP), and ECO all emphasize the critical importance of function across routines and settings.

Definition of ECO A: Positive Social and Emotional Skills and Relationship

How a child:

- interacts with others (communicates and plays)

- expresses emotions and feelings

- adjusts to different setting and the norms within those settings

Social and emotional skills are the "bricks and mortar" of all areas of development.
-Jack Shonkoff

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Function and VELS related to ECO A: Positive Social and Emotional Skills and Relationships

A few examples of functional skills include:

- Expressing emotions and feelings

- Relating to adults

- Showing interest in and initiating interactions with peers

- Seeking assistance when needed

- Acting in response to others

- Imitating behaviors of others

- Using play skills to build relationships

- Demonstrating positive self-concept and self-control

- Following conventional rules of conversation

Definition of ECO B: Acquisition and Use of Knowledge and Skills

Includes activities such as:

- Thinking
- Reasoning
- Remembering
- Problem solving
- Number concepts
- Counting
- Understanding physical and social worlds

The 'dance of conversation' begins at birth.

Babbling is the beginning of speech.

Scribbling is the beginning of writing.

Play is the work of childhood.

Mr. Fred Rogers

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Function and VELS related to ECO B: Acquisition and Use of Knowledge and Skills

A few examples of functional skills include:

- Showing curiosity and initiative

- Exploring different environments

- Imitating others

- Showing persistence and following through with plans

- Problem-solving in a variety of ways

- Communicating to express ideas and thoughts

- Reasoning

- Demonstrating age-appropriate concepts

- Exploring materials, representing ideas and stories through pictures and play

- Building and using vocabulary

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Definition of ECO C: Taking Appropriate Action to Meet Needs

Children display an interest in novel situations and demonstrate flexibility, creativity and innovation in solving challenging tasks.

Creativity is intelligence having fun.
-Albert Einstein

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Function and VELS related to ECO C: Taking Appropriate Action to Meet Needs

A few examples of functional skills include:

- Taking care of basic needs

- Getting from place to place

- Using objects as tools

- Increasingly contributing to their own health and safety

- Developing awareness of environment/surroundings

- Demonstrating self-confidence

- Communicating using physical movements, gestures, sounds or words to express wants and needs

- Adjusting self across environments(self-regulation)

- Demonstrating the ability to self-comfort and/or self-soothe

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ECOs Embedded in the IEP

IEP Present Levels of Educational and Functional Performance

Child's Name: ☐   **IEP Meeting Date:** ☐

This section should provide a concise overview of the child's current skills and serve as the basis of the child's program planning a[nd] upcoming year. Describe the child's present levels of development across each early childhood outcome area including functional pe[rformance] skills, and strengths relative to the Vermont Early Learning Standards and/or developmentally appropriate expectations.

Brief Description of the Child: *Include interests; how the child's developmental delay or medical condition affects the child's a[ccess to] appropriate activities.* ☐

Medical History: *(physical, hearing, vision, CDC report, etc.) Include a brief description of how the child's disability or medical [condition and participation in age appropriate activities):* ☐

Strengths: *Consider the child's strengths across the three functional early childhood outcome areas. Strengths should ALWAYS [be included]*

A. Positive social and emotional skills and relationships: ☐

B. Acquisition and use of knowledge and skills: ☐

C. Taking appropriate actions to meet needs: ☐

Concerns: *Consider the child's concerns across the three functional early childhood outcome areas:*

A. Positive social and emotional skills and relationships: *If behavior is a concern, indicate if a functional behavior assessment (F[BA] include the results of collected data.* ☐

B. Acquisition and use of knowledge and skills: ☐

C. Taking appropriate actions to meet needs: ☐

Needs: *Consider and prioritize the necessary supports in order for the child to access and participate in age appropriate activities [within a] setting, with their same-age peers, and/or within the child's home environment across the three functional early childhood outcome [areas]*

A. Positive social and emotional skills and relationships: *If behavior is a concern, is an FBA intervention plan needed?* ☐

B. Acquisition and use of knowledge and skills: ☐

C. Taking appropriate actions to meet needs: ☐

Other Considerations: *This may include, for example safety/health; Universal PreK; FBA; private early childhood programs; ho[me/] child and family resources CIS); transportation; disability awareness; advocacy needs, etc.* ☐

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

IDEA requires each state to develop an SPP/APR that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.

IDC IDEA DATA CENTER | Collect, Report, Analyze, and Use High-Quality Part B Data

Part B FFY 2020–2025 SPP/APR

1. **Graduation.** % of youth with IEPs graduating with regular diploma.
2. **Drop Out.** % 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 standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards.
4. **Suspension/Expulsion.** (A) % of LEAs with significant discrepancy, (B) % of LEAs with significant discrepancy by race/ethnicity.
5. **Education Environments (School Age).** % 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 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 or state timeframe.
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 & 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 resolved through resolution session settlement agreements.
16. **Mediation.** % of mediations held resulting in mediation agreements.
17. **State Systemic Improvement Plan.** SPP/APR includes comprehensive, ambitious, achievable, multi-year SSIP, with Phase I analysis, Phase II plan, Phase III implementation and evaluation, with stakeholder engagement in all phases, for improving results for children with disabilities.

10/20 www.ideadata.org

Why Do We Measure ECOs?

- Collect and analyze high quality data
- Meet federal reporting requirements
- Inform state and local program improvement efforts
  - Improving policies, procedures, and practices
  - Informing focused monitoring and quality assurance
  - Informing professional learning opportunities
  - Informing research and funding
  - Gathering philanthropic and political support for Early Childhood Special Education

Federally required to complete ECO ratings on each preschooler aged 3 through 5 with an IEP (34 C.F.R. §§ 300.120, 300.211, 300.601(b)(1))

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Who Collects the Data?

- At the local level, this data is collected by School District/Supervisory Unions, including Early Childhood Special Education (ECSE) staff and administrators who use it to make data-based decisions which inform and implement best practices for program improvement.

- At the State level, ECSE utilizes the ECO Summary process to collect, analyze, and report ECO data to the Office of Special Education Programs (OSEP).

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Early Child Outcomes Summary Process (ECOS/COS)

➢ Summarizes information on a child's functioning in each of the three child outcome areas

➢ Uses a 7-point scale

➢ Includes a team of individuals who are familiar with a child (including parents)

➢ Incorporates multiple sources of information about functioning

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ECOS process:
5 Essential Types of Knowledge

- Understand the content and breadth of the three child outcomes

- Understand age-expected child development

- Know the child's functioning across settings and situations

- Understand age expectations for child functioning with the child and family's culture and

- Understand how to use the 7-point scale

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Early Child Outcomes Summary Process Expectations

- Value families' knowledge and input.

- Related services providers know and understand typical child development and progression of age-expected development, as well as skills needed in daily activities/routines.

- Administrators ensure that staff has all the necessary resources and materials to complete the ECO Summary process and support their staff in implementing a quality process.

- The ECO Summary process is completed as part of each child's IEP process, by a team that includes the child's family.

- High Quality Data is collected.

- All ECSE services are culturally, linguistically, and developmentally appropriate and evidence based.

ECOS Process in the ECSE IEP

Early Childhood Outcomes Summary Process: Assessment, Data Collection, Rating, and Reporting

Child's Name: ____   **IEP Meeting Date:** ____

More detailed information on the Early Childhood Outcomes Summary (ECOS or COS) process can be found in [Vermont's Early Childhood Outcomes Practices and Procedures Manual](#)*.*

Teaming and Assessment: The [ECOS](#) process is designed to be a team process. Because the ECOS process is embedded in the ECSE IEP, Vermont educators and providers are expected to collaborate with a multidisciplinary team to share information about functional skills and behaviors across routines, daily activities, settings, and situations. This collaboration will also include discussions to age-anchor the child's functioning to age expectations and to select a rating for each of the three early childhood outcomes.
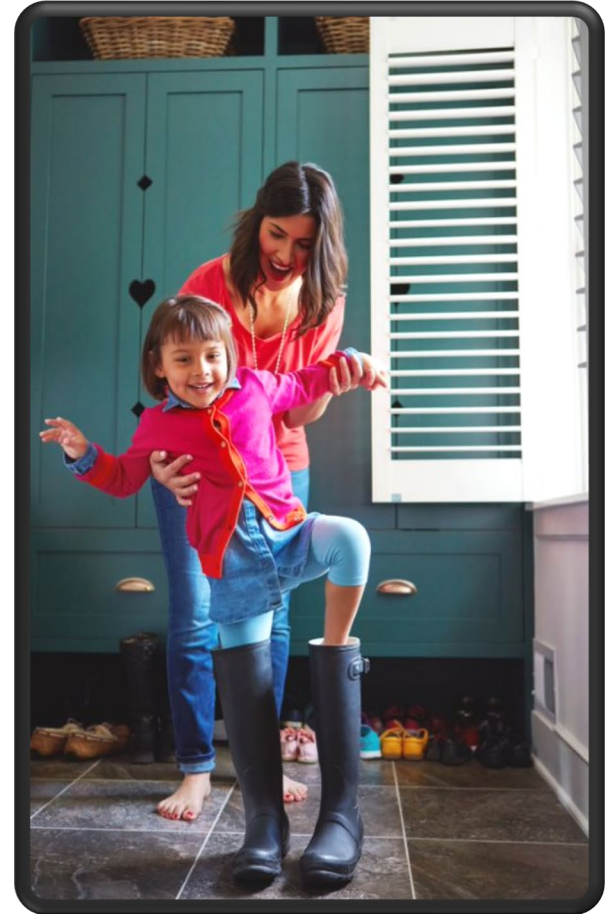
Age Anchoring: It is highly recommended that in each ECOS meeting, an age-anchoring resource be used to ensure accurate comparison to age-expected functioning. [The Vermont Early Learning Standards (VELS)](#) are age-anchored and may be used to determine which of the child's functioning is age-expected, immediate foundational, and foundational.

Documenting the Rating: It is expected that teams will use multiple sources of information. Check the appropriate boxes of sources used to help determine the child's ratings:

☐ *Teaching Strategies* GOLD® (the Vermont required statewide PreK formative assessment measurement).

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Teaming and Assessment

- ECO Summary (ECOS) process is a teaming process!
- Virtual meetings can work with careful organization and planning.
- At least 2 professionals and the family
- ECSE IEP collaboration
- Family insight

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Multiple Methods of Assessment

- DEC Recommended Practices: Assessment measures should include multiple sources and a variety of methods in order to get a complete picture of the child's functioning and skills across settings, routines, and activities.

- Consider the tools.

- Additional information for progress and exit ratings.

Critical Teaming Questions

1. Do all team members participate in the discussion?

2. Is parent input considered?

3. Is the team considering the full continuum of educational environments in their classroom discussion?

4. Does the team describe the child's functioning, rather than just test scores?

5. Does the discussion include the child's full range of functioning, including skills and behaviors that are age appropriate, immediate foundational, and leading to immediate foundational?

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Age Anchoring

Age Anchoring: 3 Types of Development

Foundational Skills

Immediate Foundational Skills

Age-Expected Skills

- The set of skills and behaviors expected for the child's chronological age are called **age-expected (AE) skills**.

- The skills that occur developmentally just before age-expected functioning are described as **immediate foundational (IF) skills.**

- The skills that develop much earlier or are farther from age-expected on the developmental progression are **foundational (F) skills.**

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Early Child Outcomes Ratings (ECOS/COS)

Definitions for Child Outcomes Summary (COS) Ratings

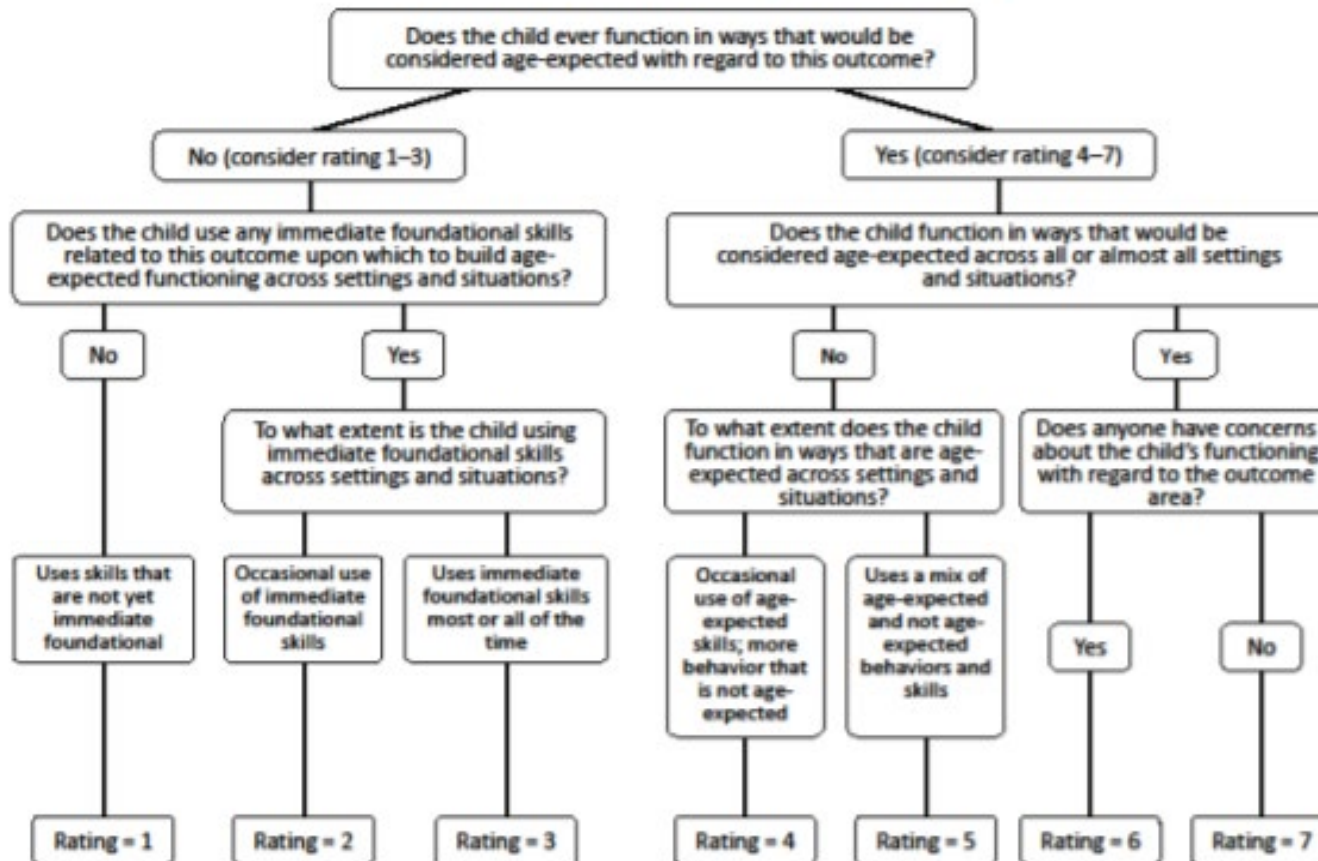|		
Overall Age-Appropriate	**7**	• Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. • No one on the team has concerns about the child's functioning in this outcome area.
	6	• Child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area. • Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.
Overall Not Age-Appropriate	**5**	• Child shows functioning expected for his or her age some of the time and/or in some settings and situations. • Child's functioning is a mix of age-expected and not age-expected 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-expected than age-expected.
	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. • 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.
	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 might be described as like that of a much younger child.

9-13-17

Please cite as:

Center for IDEA Early Childhood Data Systems & Early Childhood Technical Assistance Center. (2017). *Definitions for child outcomes summary (COS) ratings*. Retrieved from http://ectacenter.org/~pdfs/eco/definitions_outcome_ratings.pdf

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Detailed Rating Scale, Definition, Sample Statements, and Documentation

Rating		Rating Definitions/Criteria	Sample Statements Used to Summarize Rating Rather Than Numbers (Culminating or Descriptor Statements)	Documentation Considerations
Overall Age-Expected Skills	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. • No one on the team has concerns about the child's functioning in this outcome area.	• Relative to other children Calvin's age, he has all of the skills that we would expect of a child his age in the area of (outcome [e.g., use of appropriate behaviors to meet needs]) • Calvin has a good mix of age-expected skills in the area of (outcome).	• Provide examples of the child's age-expected functioning. • Indicate: "No concerns."
	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. • Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.	• Relative to same age peers, Calvin has the skills that we would expect of his age in regard to (outcome); however, there are concerns with how he (functional area that is of concern/quality of ability/lacking skills). • Aside from the concern regarding Calvin's ___, he is demonstrating skills expected of a child his age in the area of (outcome).	• Provide examples of the child's age-expected functioning. • Note concerns. • Evidence should not include any functioning that is not age expected for a 6 or 7.
Decreasing Degree of Age-Expected Skills	5	• Child shows functioning expected for his or her age some of the time and/or in some settings and situations. • Child's functioning is a mix of age-expected and not age-expected behaviors and skills. • Child's functioning might be described as like that of a slightly younger child.	• For a (number)-month-old child, Calvin has many skills expected of his age, but he also demonstrates some skills slightly below what is expected at this age in the area of (outcome). • Relative to same age peers, Calvin shows many age-expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of (outcome). • Calvin is somewhat where we would expect him to be at this age. This means that Calvin has many skills we would expect at this age in regard to (outcome), but he does not yet have all of the age-expected skills (Try to identify a few of the functional skills the child is lacking to be age appropriate).	• Provide examples of the child's age-expected functioning. • Provide examples of the child's functioning that is not age expected.
	4	• Child shows occasional age-appropriate functioning across settings and situations. • More functioning is not age-expected than age-expected.	• At (number) months, Calvin shows occasional use of some age-expected skills, but more of his skills are not yet age-expected in the area of (outcome). • At # months, Calvin shows occasional use of some age-expected skills, but has more skills that are younger than those expected for a child his age in the area of (outcome). • Calvin has a few of the skills we would expect in regard to (outcome), but he shows more skills that are not age-expected.	• Provide examples of the child's age-expected functioning. • Provide examples of the child's functioning that is not age expected. • Evidence should show more functioning that is not yet age expected.
No Age-Expected Skills and Decreasing Degree of Immediate Foundational Skills	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. • Functioning might be described as like that of a younger child.	• Relative to same age peers, Calvin is not yet using skills expected of his age. He does, however, show many important immediate foundational skills to build upon in the area of (outcome). • In the area of (outcome), Calvin is nearly displaying age-expected skills. This means that he does not yet have the skills we would expect of a child his age. He has the immediate foundational skills that are the building blocks to achieve age-appropriate skills. (It is possible to include a few functional skills as examples).	• Provide examples of the child's functioning at an immediate foundational skill level. • Evidence should not show age-expected functioning in the outcome for a rating of 3.
	2	• Child occasionally uses immediate foundational skills across settings and situations. • More functioning reflects skills that are not immediate foundational than are immediate foundational.	• At (number) months, Calvin shows occasional use of some immediate foundational skills that will help him move toward age-appropriate skills. More of his functioning displays earlier skills in the area of (outcome). • Relative to same age peers, Calvin is showing some immediate foundational skills, but has more skills that developmentally come in earlier in the area of (outcome). • For a (number)-month-old little boy, Calvin occasionally uses immediate foundational skills but has a greater mix of earlier skills that he uses in the area of (outcome). • Overall, in this outcome area, Calvin is just beginning to show some immediate foundational skills which will help him to work toward age-appropriate skills.	• Provide examples of the child's functioning at an immediate foundational skill level. • Provide examples of the child's functioning that is not yet age expected or immediate foundational. • Evidence should show more functioning that is foundational than immediate foundational for a rating of 2.
Not Yet Age-Expected or Immediate	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 might be described as like that of a much younger child.	• Relative to same age peers, Calvin has the very early skills in the area of (outcome). This means that Calvin has the skills we would expect of a much younger child in this outcome area. • For a (number)-month-old little boy, Calvin shows early skills in the outcome area. He does not yet show age-expected skills or the skills that come right before those.	• Provide examples of the child's functioning that is not yet age expected or immediate foundational. • Evidence should not show functioning that is age expected or immediate foundational for a rating of 1.

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Decision Tree for Summary Rating

Decision Tree for Summary Rating Discussions

Does the child ever function in ways that would be considered age-expected with regard to this outcome?

No (consider rating 1–3) | Yes (consider rating 4–7)

No (consider rating 1–3):

Does the child use any immediate foundational skills related to this outcome upon which to build age-expected functioning across settings and situations?

- No
- Yes

Yes branch: To what extent is the child using immediate foundational skills across settings and situations?

- Uses skills that are not yet immediate foundational → Rating = 1
- Occasional use of immediate foundational skills → Rating = 2
- Uses immediate foundational skills most or all of the time → Rating = 3

Yes (consider rating 4–7):

Does the child function in ways that would be considered age-expected across all or almost all settings and situations?

- No
- Yes

No branch: To what extent does the child function in ways that are age-expected across settings and situations?

- Occasional use of age-expected skills; more behavior that is not age-expected → Rating = 4
- Uses a mix of age-expected and not age-expected behaviors and skills → Rating = 5

Yes branch: Does anyone have concerns about the child's functioning with regard to the outcome area?

- Yes → Rating = 6
- No → Rating = 7

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The Early Childhood Technical Assistance Center

Updated 11/12/2015

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Completing ECOS Ratings

- The ratings for each of the three ECO is embedded into the IEP form, at the end of the Present Levels of Educational and Functional Performance section.

- Ratings completed at Entry and Exit from ECSE.

- Ratings at Annual IEP meetings are highly encouraged.

Entry Ratings

- At Entry: *To what extent is the child demonstrating age-expected functioning in each of the three ECO areas?*

- IEP Teams must come to a consensus for each ECO rating using functional assessment information.

- Entry Rating Deadline:
  - ECO entry ratings must be determined no later than 30 calendar days after the date of the initial IEP meeting.
  - The date of the initial IEP meeting is the date that triggers the 30-day ECO entry rating deadline.

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Exit Ratings

- Ratings are required to be completed for each child exiting their ECSE program.

- Rating and reporting required if:
    - A child transfers to a different SD or SU;
    - A child moves out of state
    - A child will transition to Kindergarten (as close to the end of services as possible - not to exceed 30 days after the child has left the program)
    - A child's family revokes services

- No rating or reporting is required for children receiving services for less than 6 months

- Exiting DOES NOT MEAN EXITING SPECIAL EDUCATION!!

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Progress Monitoring

Has the child gained at least one new skill since the time of the last ECO rating? **YES or NO**

If the child has gained at least one new skill, the answer to the progress question will be "yes."

This is expected to be the case for a relatively small number of children who experience significant disabilities where progress is very slow, or conditions that result in a regression or loss of skill over time.

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How is Data Reported?

- Entry and Exit scores and Yes or No for Progress on ECSE IEP

- Fiscal Year runs July 1st to June 30th

- Submission Dates for Early Child Outcomes
  - December 1st Child Count
  - July 15th
  - Export and Upload to AOE

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Analyzing Your Data: Common Mistakes

- Data Entry
- Impossibles
- Difficulties with Teaming
- Knowledge/New Staff
- Data Systems not "talking" to each other (rare)

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"Impossibles"

- Sometimes data is mistakenly inputted for the progress question with an answer of "No" for a child who has the same rating of entry and exit.

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

- 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.

How Progress is Measured

Children who are substantially behind their peers have developmental delays. OSEP has established five progress categories to convey developmental trajectories indicative of developmental delay.

a. Did not improve functioning

b. Improved in functioning, no change in trajectory

c. Moved closer to functioning like same-aged peers

d. Improved functioning to that of same-aged peers

e. Functioning like same-aged peers

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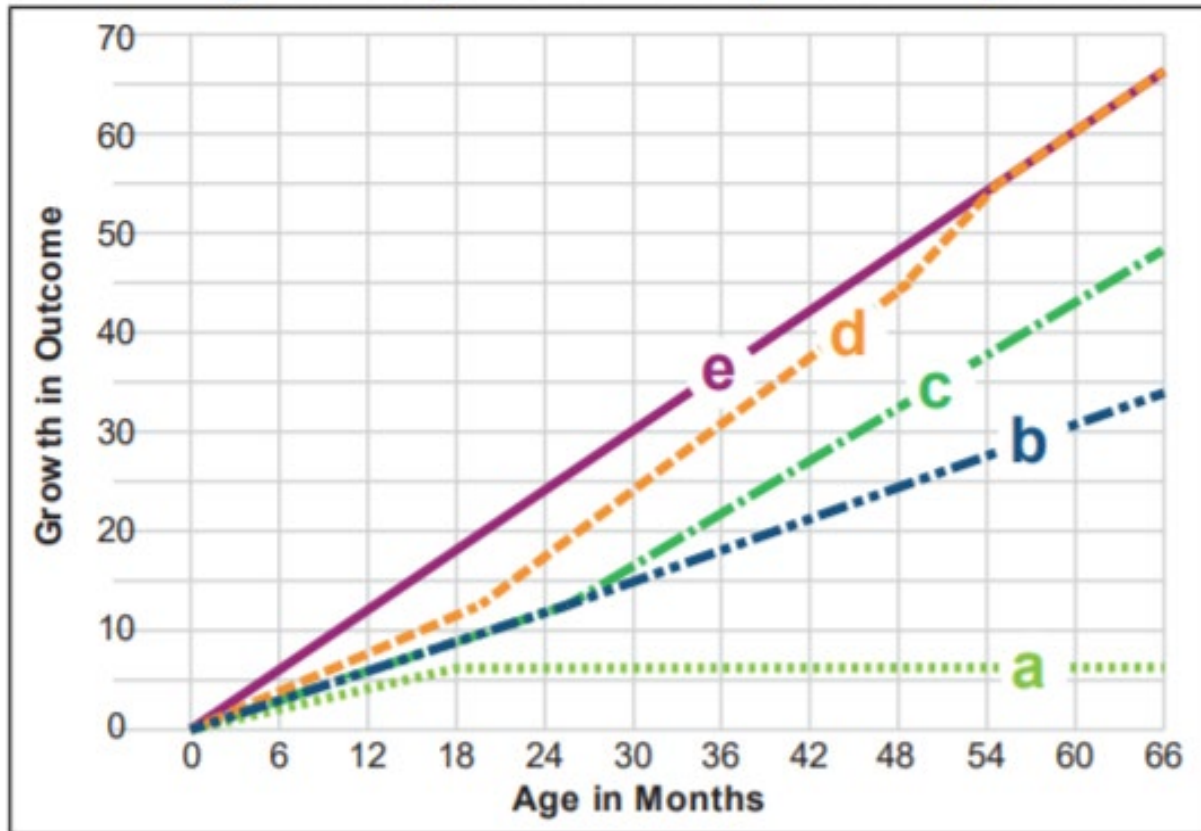
Summary Statements

From the progress category data, two summary statements per outcome are calculated.

- **Summary Statement 1:** the percentage of children who made greater than expected growth. The summary statement is calculated from the progress categories in the following way: $(c + d) / (a + b + c + d)$

- **Summary Statement 2:** the percentage of children who exited at or above age expectations. The summary statement is calculated from the progress categories in the following way: $(d + e) / (a + b + c + d + e)$
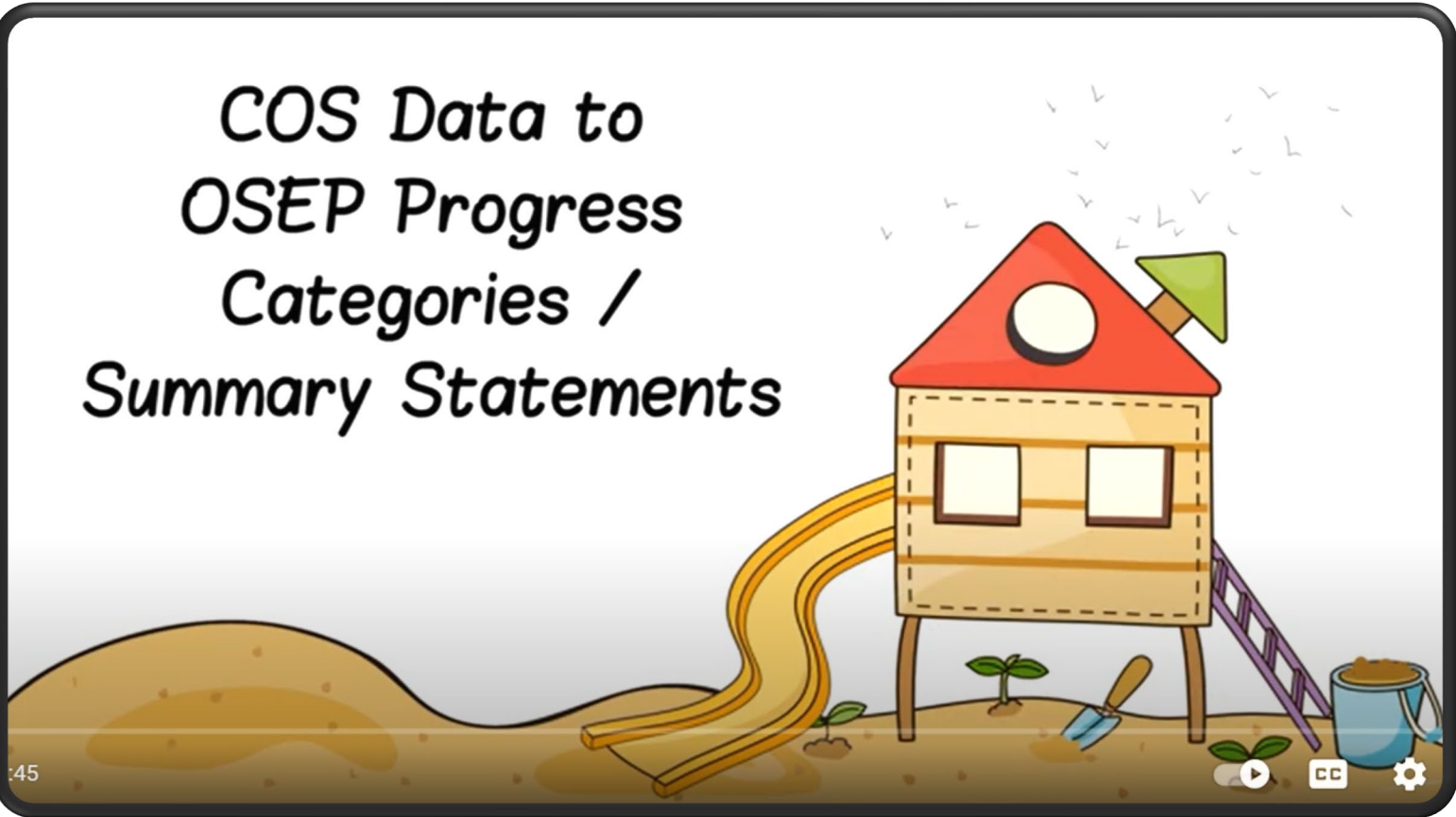
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Developmental Trajectories

OSEP Progress Categories as Developmental Trajectories

ECOS/COS Data to OSEP Progress Categories/Summary Statements

Resources

May 2018 memo, [Reporting Early Childhood Outcomes (ECO) Exit and Progress Ratings](#)

September 2018 memo, [Reporting Early Childhood Outcomes (ECO) Entry Ratings](#)

[Vermont ECO Practices and Procedure Manual (2018)](#)

[ECOS Completion: When Teams Can't Meet in Person](#)

[DEC Recommended Practices](#)

[COS Process Online Module (ECTA)](#)

[ECO Step by Step Video (ECTA)](#)

[ECO Decision Tree (ECTA)](#)

[Early Childhood Special Education (Ages 3 Through 5): Indicator 7 – Early Childhood Outcomes Guidance](#)

[VT Early Childhood Special Education (ECSE): Early Childhood Outcomes Summary (ECOS) Process Online Professional Learning Module Overview](#)

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