



ECSE Priority Area 2:

# **ECSE Early Childhood Outcomes (ECSE ECO)**

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# Table of Contents

Ensuring Meaningful Developmental Progress in ECSE .....	2
<b>Record Review Item: ECSE ECO -1</b> 34 CFR § 300.320, 300.323, 300.324; OAR 581-015-2815 .....	3
Evidence of Compliance .....	4
<b>Record Review Item: ESCE ECO -2.</b> 34 CFR § 300.320; OAR 581-015-2815 .....	5
Evidence of Compliance .....	6
<b>Record Review Item: ECSE ECO -3.</b> 34 CFR § 300.324; OAR 581-015-2815 .....	7
Evidence of Compliance .....	8

Early Childhood Special Education (ECSE) services in Oregon are designed to support children with disabilities in developing the foundational skills needed for school readiness and lifelong learning. In alignment with 34 CFR § 300.320 and Oregon Administrative Rule 581-015-2815, ECSE programs are required to measure and report on children’s progress in three key outcome areas: (1) positive social-emotional skills, (2) acquisition and use of knowledge and skills (including early language and literacy), and (3) use of appropriate behaviors to meet needs. These outcomes are reflected in the child’s IFSP through individualized present levels of development, measurable goals, and documentation of progress over time.

# Ensuring Meaningful Developmental Progress in ECSE

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The purpose of this priority area is to ensure that children receiving ECSE services make meaningful developmental progress that is documented, measurable, and reviewed in collaboration with families. The IFSP must include a statement of the child's present levels of development, including how the child's disability affects participation in appropriate activities. Annual goals must be measurable and connected to the child's needs and present levels. Progress toward those goals must be reviewed periodically and shared with families according to the schedule documented in the IFSP. Together, these elements form the foundation for responsive, data-informed early childhood instruction and intervention.

High-quality implementation of Early Childhood Outcomes supports early identification of growth patterns, informs instructional decision-making, and ensures families are active partners in their child's developmental journey.

By using this protocol, the ECSE ODE team will evaluate whether the program is meeting the federal and state requirements related to the development and tracking of Early Childhood Outcomes, as outlined in IDEA and Oregon Administrative Rules. Reviewers will assess whether IFSPs include individualized present levels of development, appropriately written goals, and timely, measurable progress reports. If noncompliance is identified, the program is encouraged to correct findings promptly. In all cases, noncompliance must be fully corrected within one year of receiving written notification from the Oregon Department of Education (ODE). Additionally, when noncompliance impacts a child's developmental trajectory or access to services, a shortened timeline may be required to ensure timely resolution.

**Record Review Item: ECSE ECO -1** 34 CFR § 300.320, 300.323, 300.324; OAR 581-015-2815

Record Review Item	Potential Documentation
<p><b>The current ECSE IFSP includes a statement of Present Levels of Development that contains:</b></p> <ul style="list-style-type: none"> <li>• <b>A description of the child’s strengths and interests</b></li> <li>• <b>The child’s present level of developmental and functional performance</b></li> <li>• <b>A description of how the child’s disability affects their involvement and progress in age-appropriate activities</b></li> <li>• <b>Documentation of the child’s pre-literacy, language, and numeracy skills, if needs are identified in these areas</b></li> </ul>	<ul style="list-style-type: none"> <li>• IFSP – Present Levels of Development (PLOD) section</li> <li>• IFSP – Annual Goals section</li> <li>• Meeting notes</li> <li>• Progress reports</li> <li>• Curriculum-based assessment tools or summaries</li> </ul> <p><b>Check for the following:</b></p> <ul style="list-style-type: none"> <li>• The PLOD section includes information about the child’s current development in all areas of suspected disability, including:               <ul style="list-style-type: none"> <li>○ Cognitive</li> <li>○ Adaptive</li> <li>○ Social or Emotional</li> <li>○ Physical (fine and gross motor)</li> <li>○ Communication (expressive and receptive)</li> </ul> </li> <li>• The IFSP documents the child’s health, hearing, and vision status</li> <li>• There is a clear explanation of how the child’s disability impacts participation in appropriate activities</li> <li>• Pre-literacy, language, and numeracy needs, if applicable, are included and may be drawn from curriculum-based assessment</li> <li>• Content is individualized and based on a combination of evaluation data, family input, and team observations</li> </ul>

## Evidence of Compliance

### YES

Mark  **YES** if there is evidence that all of the following are true:

- The PLOD describes strengths, interests, and the impact of the disability on participation
- The IFSP includes descriptions of all required developmental areas related to the child's suspected disability
- Information regarding health, hearing, and vision is included
- Pre-literacy, language, and numeracy skills are documented when relevant
- Documentation reflects a team-based and individualized planning process

### NO

Mark  **NO** if there is evidence that any of the following are true:

- The PLOD is missing or incomplete in one or more required developmental areas
- There is no description of how the child's disability affects their involvement in appropriate activities
- Health, hearing, or vision status is not documented
- Pre-literacy, language, or numeracy needs are omitted when clearly relevant
- The present levels are generic or not clearly linked to assessment or team input

**Record Review Item: ESCE ECO -2. 34 CFR § 300.320; OAR 581-015-2815**

Record Review Item	Potential Documentation
<p><b>The current ECSE IFSP includes:</b></p> <ul style="list-style-type: none"><li>• <b>Measurable annual goals, both academic and functional, that describe what the child can reasonably accomplish in a 12-month period</b></li><li>• <b>A description of how progress will be measured and reported</b></li></ul>	<ul style="list-style-type: none"><li>• IFSP – Annual Goals section</li><li>• IFSP – Cover page (bottom section with progress reporting details)</li><li>• IFSP meeting notes</li><li>• Progress reports</li></ul> <p><b>Check for the following:</b></p> <ul style="list-style-type: none"><li>• Measurable annual goals are written in observable and specific terms</li><li>• Each goal has a clear connection to the child’s Present Levels of Development</li><li>• Short-term objectives are directly related to annual goals and guide instructional planning</li><li>• Each goal includes:<ul style="list-style-type: none"><li>○ Evaluation procedures – how progress will be measured (e.g., observation, data collection, portfolio review)</li><li>○ Criteria for success – what it looks like when the goal is met (e.g., "4 out of 5 opportunities")</li></ul></li><li>• The IFSP identifies a schedule for reporting progress (e.g., quarterly, at IFSP reviews), and explains how and when parents will be informed</li><li>• Progress reports reflect specific, measurable progress and indicate whether the child is on track to meet the goal within the IFSP timeline</li></ul>

## Evidence of Compliance

YES

Mark  **YES** if there is evidence that all of the following are true:

- The IFSP includes individualized, measurable goals and objectives aligned to the child's needs
- Evaluation procedures and success criteria are included for each goal
- There is a documented progress reporting schedule and method of parent communication
- Progress reports describe the child's performance in measurable terms and indicate whether the child is likely to achieve the goal

NO

Mark  **NO** if there is evidence that any of the following are true:

- Goals and objectives are not measurable or are written in vague/general terms
- There is no evidence of evaluation procedures or success criteria for one or more goals
- There is no schedule or method documented for reporting progress
- Progress reports do not include measurable data or do not indicate whether progress is sufficient

**Record Review Item: ECSE ECO -3. 34 CFR § 300.324; OAR 581-015-2815**

Record Review Item	Potential Documentation
<p><b>The most recent ECSE progress reports to parents included:</b></p> <ul style="list-style-type: none"><li>• <b>A description of the child’s progress toward each annual goal</b></li><li>• <b>A statement on whether that progress is sufficient to achieve the goal by the IFSP annual review date</b></li><li>• <b>Progress reports were provided to parents according to the schedule documented in the IFSP</b></li></ul> <p><b>Choose N/A only if this is the initial IFSP and the scheduled progress reporting date has not yet occurred.</b></p>	<ul style="list-style-type: none"><li>• Progress reports</li><li>• IFSP (Annual Goals section and Cover Page with reporting schedule)</li><li>• Parent communication logs or signature acknowledging receipt of report</li><li>• Meeting notes (if applicable)</li></ul> <p><b>Check for the following:</b></p> <ul style="list-style-type: none"><li>• The date of the most recent progress report is provided</li><li>• Each progress report includes:<ul style="list-style-type: none"><li>○ A description of the child’s measurable progress toward each annual goal</li><li>○ An indication of whether the child is making sufficient progress to achieve the goal by the end of the IFSP period</li></ul></li><li>• Progress reports are written in specific, observable, and understandable terms</li><li>• Progress reports were shared with parents according to the timeline established in the IFSP</li><li>• If applicable, documentation (e.g., signed acknowledgment, communication log) confirms that parents received the report</li></ul>

## Evidence of Compliance

### YES

Mark  **YES** if there is evidence that all of the following are true:

- Progress reports describe the child's progress toward each goal
- Reports indicate whether the child is on track to meet the goals by the annual IFSP review
- Reports are dated and were shared with parents according to the IFSP's reporting schedule
- Progress is described in measurable, specific terms

### NO

Mark  **NO** if there is evidence that any of the following are true:

- Progress reports are missing, incomplete, or not aligned with IFSP goals
- Reports fail to indicate whether progress is sufficient to achieve the goal
- Reports were not provided according to the IFSP's established schedule
- No documentation exists that parents received or were informed of progress

Mark  **N/A** if:

- This is the initial IFSP, and
- The scheduled progress reporting date has not yet occurred at the time of this file review