

# IDEA Child Outcomes Highlights for FFY 2020

These data are updated annually at <https://ectacenter.org/eco/pages/childoutcomeshighlights.asp>

## What are the Outcomes?

The Individuals with Disabilities Education Act (IDEA) funds programs providing services designed to assist children with a range of delays and disabilities in achieving individualized developmental and functional goals. There are two types of programs. Part C Early Intervention is for children ages birth–2, and Part B Preschool is for children ages 3–5.

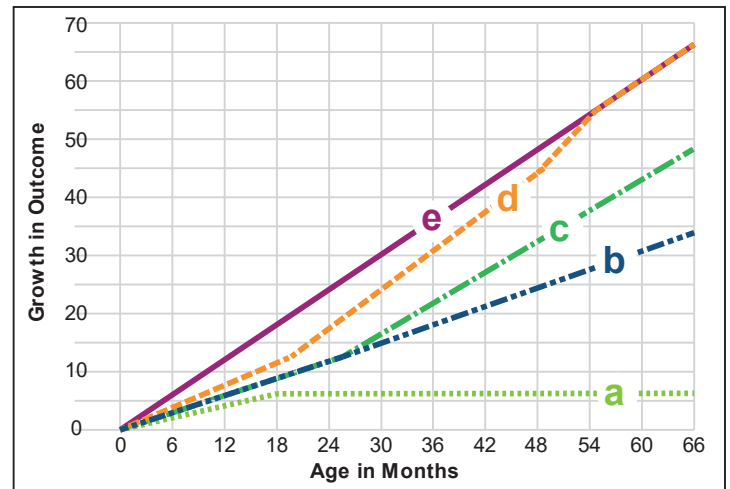
States report data annually to the Office of Special Education Programs (OSEP) in the U.S. Department of Education on three child outcomes for Part C and Part B Preschool programs:

1. **Social relationships**, which includes getting along with other children and relating well with adults
2. **Use of knowledge and skills**, which refers to thinking, reasoning, problem-solving, and early literacy and math skills
3. **Taking action to meet needs**, which includes feeding, dressing, self-care, and following rules related to health and safety

## How is progress measured?

The skills children master at different ages can be measured and described so that we can identify children who are developing too slowly. Children who are substantially behind their peers have developmental delays. OSEP has established five progress categories to convey developmental trajectories indicative of developmental delay. Lines a, b, c, and d represent some kind of delay in the early years, where Line e illustrates typical development, with growth in outcomes and age in months in parity. States report annually to OSEP the percentage of children in each of the five progress categories (a–e).

## OSEP Progress Categories as Developmental Trajectories



- 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

From the progress category data, two Summary Statements are calculated for each outcome:

**Summary Statement 1** is 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** is the percentage of children who exited at or above age expectations. The summary statement is calculated from the progress categories in the following way:

$$(d + e) / (a + b + c + d + e)$$

# National Child Outcomes Data for Children Exiting Part C and Part B Preschool in 2020–2021

Outcome	Part C Early Intervention Summary Statement 1	Part C Early Intervention Summary Statement 2	Part B Preschool Summary Statement 1	Part B Preschool Summary Statement 2
Social Relationships	66	53	78	56
Knowledge and Skills	71	44	79	52
Action to Meet Needs	70	51	79	61

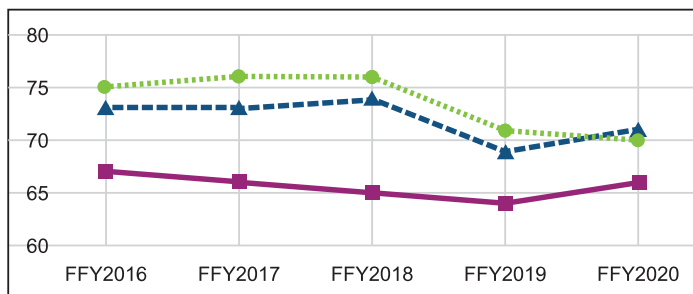
Note: Data are based on 45 Part C states and 41 Part B Preschool states. Only states with high quality data were included

## National Trends Over Time: Summary Statements by Program and Outcomes

Social Relationships    Knowledge and Skills    Action to Meet Needs

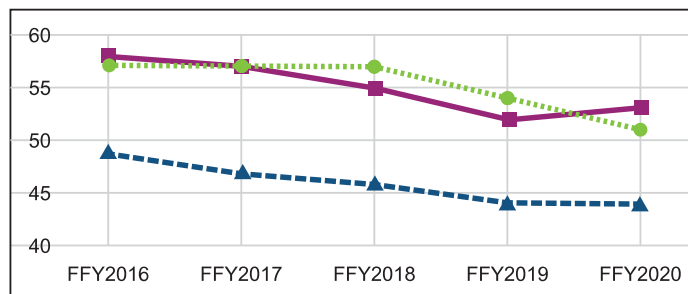
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Part C Early Intervention:  
Summary Statement 1, FFY 2016–2020



Outcome	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Social Relationships	67	66	65	64	66
Knowledge and Skills	73	73	74	69	71
Action to Meet Needs	75	76	76	71	70

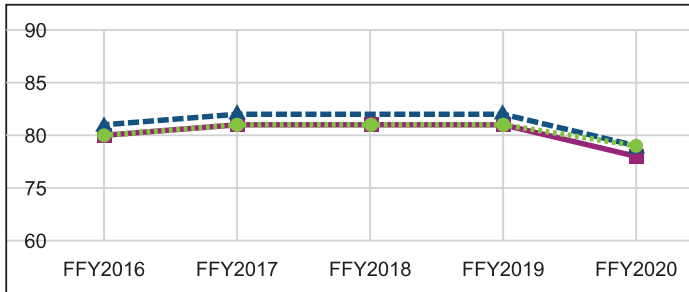
Part C Early Intervention:  
Summary Statement 2, FFY 2016–2020



Outcome	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Social Relationships	58	57	55	52	53
Knowledge and Skills	49	47	46	44	44
Action to Meet Needs	57	57	57	54	51

## Part B Preschool:

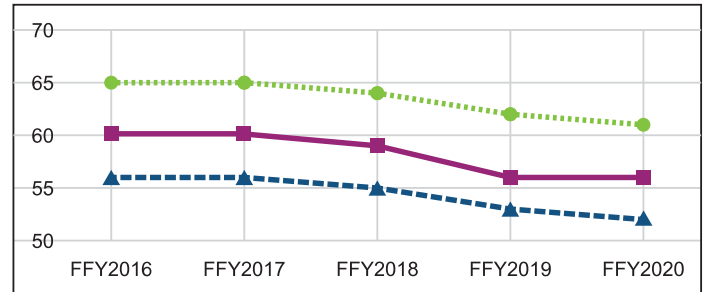
### Summary Statement 1, FFY 2016–2020



Outcome	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Social Relationships	80	81	81	81	78
Knowledge and Skills	81	82	82	82	79
Action to Meet Needs	80	81	81	81	79

## Part B Preschool:

### Summary Statement 2, FFY 2016–2020



Outcome	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Social Relationships	60	60	59	56	56
Knowledge and Skills	56	56	55	53	52
Action to Meet Needs	65	65	64	62	61

## Conclusion

For Part C, a comparison of national averages from FFY 2019 to FFY 2020 showed increases in some outcomes and decreases in others. There was an increase in the percent of children making greater than expected progress in *Social Relationships* and *Knowledge and Skills*, and an increase in the percent of children exiting at age expectations in *Social Relationships*. There was no change in percent of children exiting at age expectation in *Knowledge and Skills*. For the third outcome, *Action to Meet Needs*, there was a decrease in both the percent of children making greater than expected growth and percent of children exiting at age expectations.

For Part B, Section 619, there was no change in the percent of children exiting at age expectations in *Social Relationships* from FFY 2019 to FFY 2020, and a decrease in national averages in all other outcomes.

State Part C and Part B, Section 619 annual performance reports provided key reasons for declines, including impacts of COVID-19, other data quality issues, and changes to state data collection methods. Further analyses, particularly at the state and local level, are needed to understand trends.

#### Please cite as:

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