

IDEA Child Outcomes Highlights for FFY2019

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 to 2, and Part B Preschool is for children ages 3 to 5.

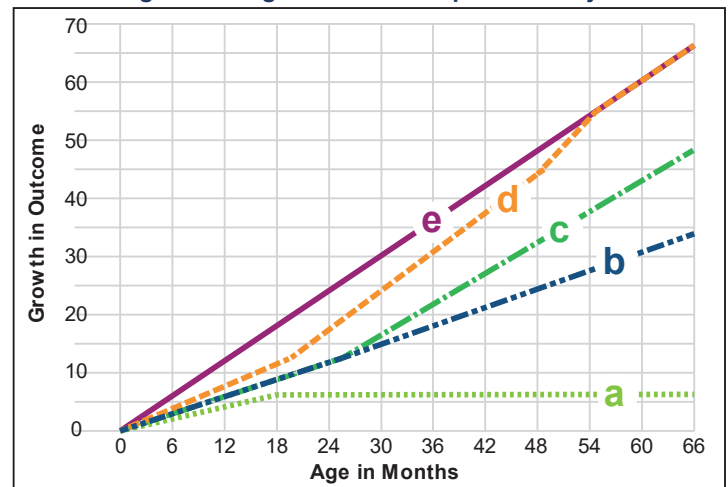
States report data annually to the Office of Special Education Programs (OSEP) in the U.S. Department of Education on three child outcomes for Part C and Part B Preschool programs:

- 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. The solid line on the graph (line e) illustrates typical development. The other lines represent some kind of delay in the early years. States report annually to OSEP the percentage of children in each of the five progress categories (a to 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 per outcome are calculated:

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 in 2019-2020

Outcome	Part C Early Intervention		Part B Preschool	
	Summary Statement 1	Summary Statement 2	Summary Statement 1	Summary Statement 2
Social Relationships	64	52	81	56
Knowledge and Skills	69	44	82	53
Action to Meet Needs	71	54	81	62

Note: Data are based on 46 Part C states and 40 Part B Preschool states. Only states with high quality data were included.

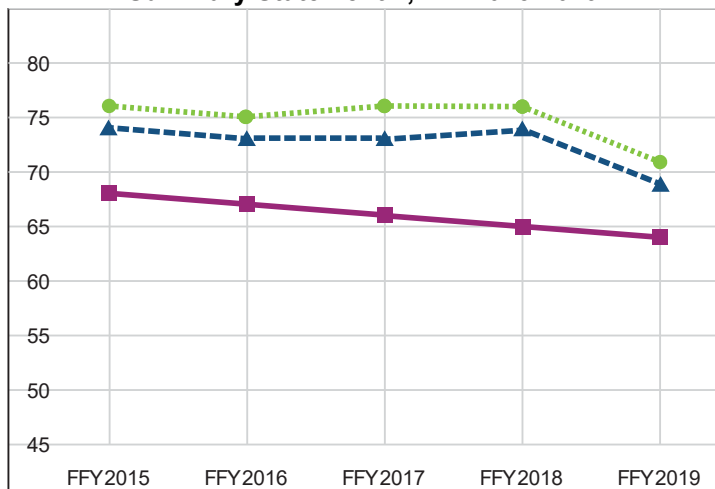
National Trends Over Time: Summary Statements by Program and Outcomes

■ Social Relationships ▲ Knowledge and Skills
● Action to Meet Needs

An accessible edition of the data presented here is available online:
<http://ectacenter.org/eco/pages/childoutcomeshighlights.asp>

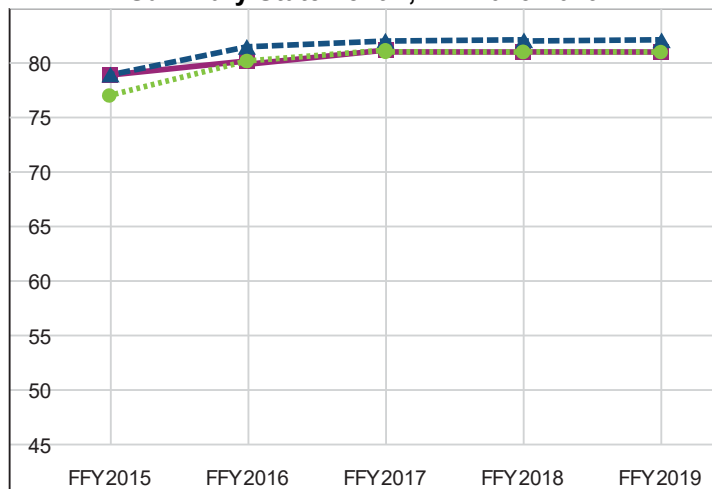
Part C Early Intervention

Summary Statement 1, FFY2015-2019

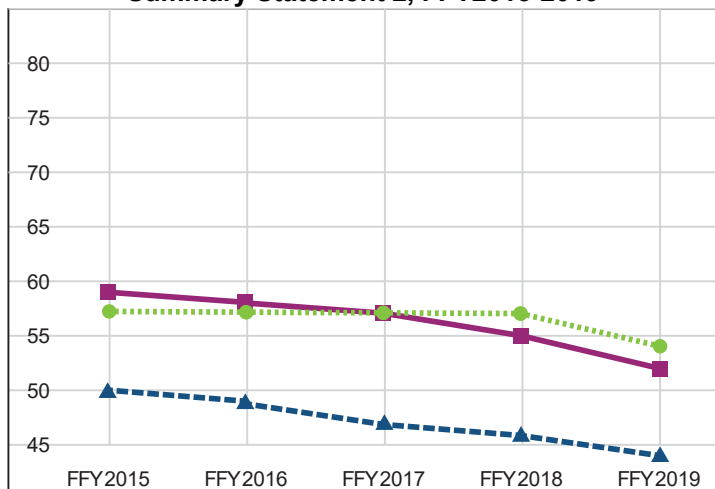


Part B Preschool

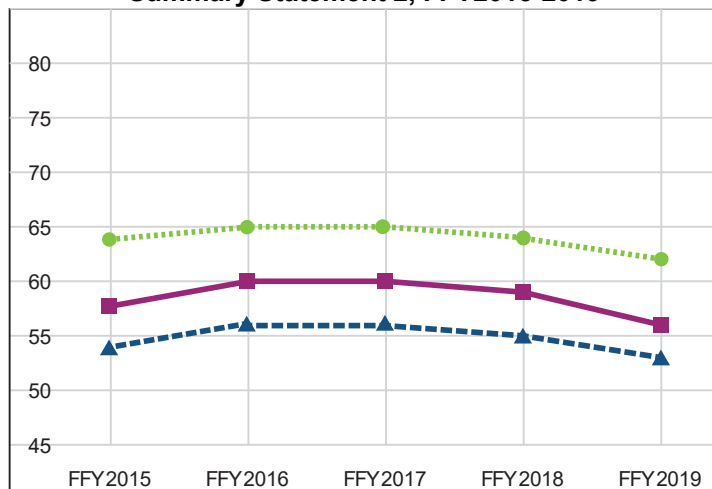
Summary Statement 1, FFY2015-2019



Summary Statement 2, FFY2015-2019



Summary Statement 2, FFY2015-2019



Conclusion

Between FFY2018 and 2019 there were declines in the percentage of children making gains (Summary Statement 1) and those reaching age expectations (Summary statement 2) in Part C and the percentage of children reaching age expectations (Summary statement 2) in Preschool Part B. The percentage of children making gains (Summary Statement 1) in Part B Preschool held relatively steady from FFY2018 to FFY 2019. Reasons states have provided for declines in state performance include: changes to state data collection methods, data quality issues, and potential impacts of COVID-19. Further analyses are needed to understand this trend.

Please cite as:

Early Childhood Technical Assistance Center & Center for IDEA Early Childhood Data Systems. (2021). *IDEA Child Outcomes Highlights for FFY2019*. Retrieved from <http://ectacenter.org/eco/pages/childoutcomeshighlights.asp>

The contents of this document were developed under a grant from the U.S. Department of Education, #H373Z120002, and a cooperative agreement, #H326P170001, from the Office of Special Education Programs, U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. DaSy Center Project Officers, Meredith Miceli and Richelle Davis and ECTA Center Project Officer, Julia Martin Eile.