



IDEA Child Outcomes Data Highlights for 2023–2024 (FFY 2023)

<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.

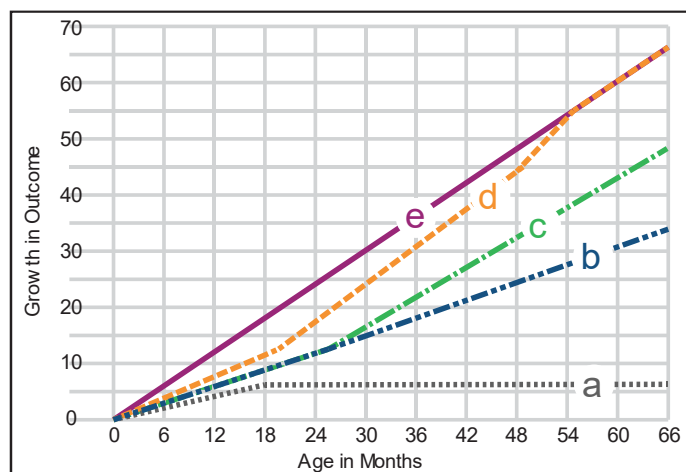
States report data annually to the Office of Special Education Programs (OSEP) in the U.S. Department of Education on three child outcomes for Part C and Part B Preschool programs:

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. Categories a, b, c, and d represent some kind of delay in the early years, where category 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



- e. Functioning like same-aged peers
- d. Improved functioning to that of same-aged peers
- c. Moved closer to functioning like same-aged peers
- b. Improved in functioning, no change in trajectory
- a. Did not improve functioning

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:

$$(c + d) \div (a + b + c + d)$$

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:

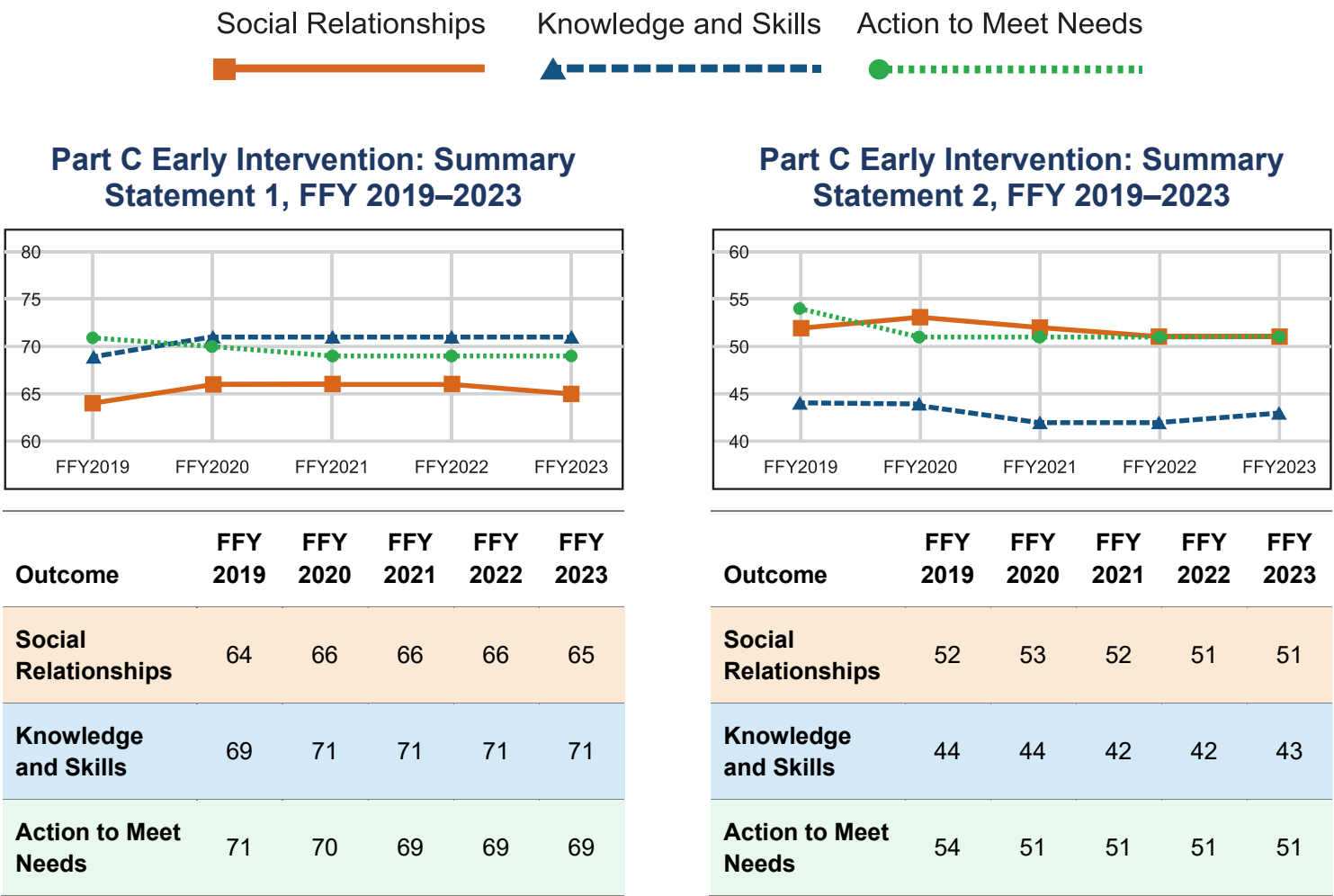
$$(d + e) \div (a + b + c + d + e)$$

National Child Outcomes Data for Children Exiting Part C and Part B Preschool in 2023–2024 (FFY 2023)

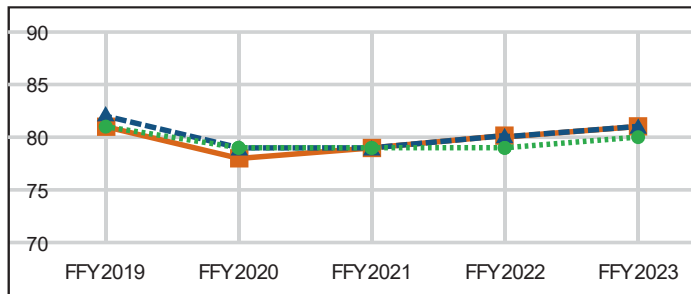
Outcome	Part C, Summary Statement 1	Part C, Summary Statement 2	Part B Preschool, Summary Statement 1	Part B Preschool, Summary Statement 2
Social Relationships	65	51	81	49
Knowledge and Skills	71	43	81	48
Action to Meet Needs	69	51	80	56

Note: Data are based on 46 Part C states and 43 Part B Preschool states. Only [states with high quality data](#) were included.

National Trends Over Time: Summary Statements by Program and Outcomes

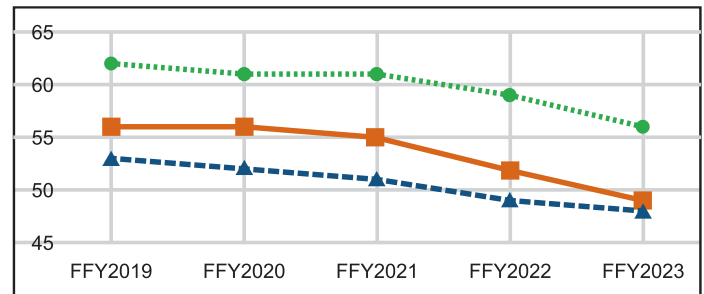


Part B Preschool: Summary Statement 1, FFY 2019–2023



Outcome	FFY 2019	FFY 2020	FFY 2021	FFY 2022	FFY 2023
Social Relationships	81	78	79	80	81
Knowledge and Skills	82	79	79	80	81
Action to Meet Needs	81	79	79	79	80

Part B Preschool: Summary Statement 2, FFY 2019–2023



Outcome	FFY 2019	FFY 2020	FFY 2021	FFY 2022	FFY 2023
Social Relationships	56	56	55	52	49
Knowledge and Skills	53	52	51	49	48
Action to Meet Needs	62	61	61	59	56

Conclusion

For Part C Early Intervention, a comparison of national averages from FFY 2022 to FFY 2023 showed that outcomes were largely unchanged. There was a decrease in the percentage of children making greater than expected growth in Social Relationships. The only other change was an increase in the percentage of children exiting at age expectation for Knowledge and Skills.

For Part B Preschool, there was an increase in the percentage of children making greater than expected progress in all three outcomes. The percentage of children exiting at age-expectation decreased for all three outcomes.

Child outcomes data vary from year to year. Further analyses at the state and local level are needed to understand these trends. Some state Part C and Part B Preschool annual performance reports provided key reasons for declines, including impacts of COVID-19, changes to state data collection methods, and other data quality issues.

These data differ from OSEP IDEA SPP/APR Indicator Analyses. See [Additional National Child Outcomes Data](#)

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