

What data do states provide for IDEA?

The Individuals with Disabilities Education Act (IDEA) is a law that requires states to provide a free appropriate public education to eligible children with disabilities and ensures special education and related services to those children. The law requires states to submit data on two age groups to the U.S. Department of Education each year.

- Part C data has information about infants and toddlers birth through age 2.
- Part B data has information about children and youth ages 3 through 21.

States must report two groups of data as required by different parts of the law.

- Section 616 requires states to submit data indicators for a State Performance Plan (SPP) and Annual Performance Report (APR) to evaluate the state's efforts to implement the requirements and purposes of the IDEA and describe how the state will improve its implementation. SPP/APRs include indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA.
- Section 618 requires states to report data about infants, children, and youth who receive services under IDEA.

Types of data available and questions that the data can answer are listed below.

Data on Infants and Toddlers Ages 0 - 3 (Part C)

Child find and settings (SPP/APR Indicators 2, 5, 6 and 618 Child Count and Settings): How many infants and toddlers received early intervention services and where did they receive those services?

Assessment and services (SPP/APR Indicators 1, 7): How many children are evaluated and received early intervention services in a timely manner?

Early childhood outcomes (SPP/APR Indicators 3 and 4): How many children demonstrated improved outcomes and how many families reported early intervention services helped them?

Exiting (SPP/APR Indicator 8 and 618 Exiting): How many children exited Part C and how many had a timely transition plan for exiting?

State Systemic Improvement Plan (SPP/APR Indicator 11): What is the State doing to improve results for infants and toddlers with disabilities and their families?

Disputes (SPP/APR Indicators 9, 10 and 618 Dispute Resolution): How many complaints were filed and how many were resolved through mediation or hearings?

Data on Children and Youth Ages 3 – 21 (Part B)

Evaluation (SPP/APR Indicator 11): How many children were evaluated within the timeline?

Early childhood transition (SPP/APR Indicator 12): How many children were found eligible for special education services by their third birthday?

Preschool outcomes (SPP/APR Indicator 7): How many preschool aged children showed improved outcomes during their time in Part B?

Child count and settings (SPP/APR Indicators 5, 6 and 618 Child Count and Educational Environments): How many children received special education services and where did they receive those services?

Disproportionate representation (SPP/APR Indicators 9, 10): How many school districts had disproportionate representation of racial and ethnic groups in special education or in any disability category due to inappropriate identification?

Discipline (SPP/APR Indicator 4 and 618 Discipline): How many removals for discipline happened? How many districts had a significant discrepancy in the rate of suspensions and expulsions for children in special education?

Teachers (618 Personnel): What teachers and other school staff are available to children receiving special education services?

Parent involvement (SPP/APR Indicator 8): How many parents report their school involved them in their child's education?

Exiting (SPP/APR Indicator 13 and 618 Exiting): How many children aged 14-21 stopped receiving special education services and why did they stop?

Graduation (SPP/APR Indicators 1, 2 and 618 Exiting): How many children who received special education services received a high school diploma and how many dropped out?

Post-school outcomes (SPP/APR Indicator 14): How many former students are currently employed or enrolled in a post-secondary education program or training program?

State Systemic Improvement Plan (SPP/APR Indicator 17): What is the State doing to improve results for children with disabilities and their families?

Assessment (SPP/APR Indicator 3 and 618 Assessment): How many children participated in state reading and math tests and how many were proficient on the tests?

Disputes (SPP/APR Indicators 15, 16 and 618 Dispute Resolution): How many complaints were filed and how many were resolved through mediation or hearings?

Spending (618 Maintenance of Effort Reduction (MOE) and Coordinated Early Intervening Services (CEIS): How many local education agencies (LEAs) received a waiver to reduce spending on special education and how many used part of their funds for CEIS?