



Data Reporting for Preschool Students

Per ARS § 15-771(A), the only disability categories that can be reported for preschool students are shown below:

SPED Need Codes (Disability Categories)

Code	Description	Definitions per ARS § 15-761
DD	Developmental Delay	<p>Defined as the performance by a child that is at least three years of age but under ten years of age on a norm-referenced test that measures at least one and one-half, but not more than three, standard deviations below the mean for children of the same chronological age in two or more of the following areas:</p> <ul style="list-style-type: none">(a) Cognitive development.(b) Physical development.(c) Communication development.(d) Social or emotional development.(e) Adaptive development. <p>The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment-based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.</p>
HI	Hearing Impairment	<p>Defined as a loss of hearing acuity, as determined by evaluation pursuant to section 15-766, which interferes with the child's performance in the educational environment and requires the provision of special education and related services.</p>

SPED Need Codes (continued)

Code	Description	Definitions per ARS § 15-761
PSD	Preschool Severe Delay	<p>Defined as the performance by a preschool child on a norm-referenced test that measures more than three standard deviations below the mean for children of the same chronological age in one or more of the following areas:</p> <ul style="list-style-type: none"> (a) Cognitive development. (b) Physical development. (c) Communication development. (d) Social or emotional development. (e) Adaptive development. <p>The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment-based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.</p>
SLI	Speech/Language Impairment	<p>Defined as the performance on a norm-referenced language test that measures at least one and one-half standard deviations below the mean for children of the same chronological age or whose speech, out of context, is unintelligible to a listener who is unfamiliar with the child. Eligibility for a preschool child under this subdivision is appropriate only when a comprehensive developmental assessment and parental input indicate that the preschool child is not eligible for services under another preschool category or under the developmental delay category.</p>
VI	Visual Impairment	<p>Defined as a loss in visual acuity or a loss of visual field, as determined by evaluation pursuant to section 15-766, that interferes with the child's performance in the educational environment and that requires the provision of special education and related services.</p>

SPED Preschool Service Codes

Grade	Service Code	Description	Eligible for State Aid	Eligible for Federal Funding	Self-Contained or Resourced
PS	PA1	Attending Regular Early Childhood Program AT LEAST 10 hours per week; receiving majority of special education and related services in REGULAR EARLY CHILDHOOD PROGRAM. A program that includes at least 50% nondisabled children. This may include, but is not limited to: Head Start; kindergarten; preschool classes offered to an eligible pre-kindergarten population by the public school system; private kindergarten ¹ or preschool; group child development center or child care.	Yes	Yes	R
PS	PA2	Attending Regular Early Childhood Program AT LEAST 10 hours per week; receiving majority of special education and related services in SOME OTHER LOCATION. A program that includes at least 50% nondisabled children. This may include, but is not limited to: Head Start; kindergarten; preschool classes offered to an eligible pre-kindergarten population by the public school system; private kindergarten ¹ or preschool; group child development center or child care.	Yes	Yes	R
PS	PB1	Attending Regular Early Childhood Program LESS THAN 10 hours per week; receiving majority of special education and related services in REGULAR EARLY CHILDHOOD PROGRAM. A program that includes at least 50% nondisabled children. This may include, but is not limited to: Head Start; kindergarten; preschool classes offered to an eligible pre-kindergarten population by the public school system; private kindergarten ¹ or preschool; group child development center or child care.	Yes	Yes	R
PS	PB2	Attending Regular Early Childhood Program LESS THAN 10 hours per week; receiving majority of special education and related services in SOME OTHER LOCATION. A program that includes at least 50% nondisabled children. This may include, but is not limited to: Head Start; kindergarten; preschool classes offered to an eligible pre-kindergarten population by the public school system; private kindergarten ¹ or preschool; group child development center or child care.	Yes	Yes	R

¹ Include children with disabilities enrolled by their parents in a private elementary school and who are receiving special education and related services in accordance with a service plan. The private elementary school must be a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.

SPED Preschool Service Codes (continued)

Grade	Service Code	Description	Eligible for State Aid	Eligible for Federal Funding	Self-Contained or Resourced
PS	PD	Separate Class. Attends a special education program in a class intended primarily for children with disabilities (less than 50% nondisabled children). This may include, but is not limited to classrooms in: regular school buildings, trailers, or portables outside regular school buildings; child care facilities; hospital facilities on an outpatient basis; or other community-based settings. (Do not include children who also attended a Regular Early Childhood Program.)	Yes	Yes	SC
PS	PE	Separate School. Receives all special education and related services in public or private day schools designed specifically for children with disabilities. (Do not include children who also attended a Regular Early Childhood Program.)	Yes	Yes	SC
PS	PG	Residential Facility. Receives all special education and related services in public or private residential schools or residential medical facilities on an inpatient basis. (Do not include children who also attended a Regular Early Childhood Program.)	Yes ²	Yes	SC
PS	PH1	Home AT LEAST 360 minutes per week. Receives all special education and related services in the principal residence of the child's family or caregiver and attends neither a regular early childhood program nor a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at the home and in a service provider location or some other location that is not in any other category. The term caregiver includes babysitters.	Yes	Yes	R
PS	PH2	Home LESS THAN 360 minutes per week. Receives all special education and related services in the principal residence of the child's family or caregiver and attends neither a regular early childhood program nor a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at the home and in a service provider location or some other location that is not in any other category. The term caregiver includes babysitters.	No	Yes	R

² State funding for students with disabilities is provided through voucher funds to the private or public facility serving the students.

SPED Preschool Service Codes (continued)

Grade	Service Code	Description	Eligible for State Aid	Eligible for Federal Funding	Self-Contained or Resourced
PS	PJ	Private School placement; enrolled by parent(s). Student is enrolled by parents or guardians in a regular parochial or other private school that meets the definition of a common school district. ³ There is no entitlement to special education and related services. However, a PEA must expend a proportionate amount of federal funding on students in this type of private placement from IDEA 611 and preschool 619 funds.	No	Yes	R
PS	PS	Service Provider Location or some other location that is not in any other category for less than 360 minutes per week. Receives all special education and related services from a service provider and attends neither a regular early childhood program nor a special education program provided in a separate class, separate school, or residential facility; and did not receive special education and related services in the home. This includes services received at a private clinician's office; clinician's office located in a school building; or hospital facility on an outpatient basis.	No	Yes	SC

³ Per ARS § 15-901(A)(4), a "common school district" means a political subdivision of this state offering instruction to students in programs for preschool children with disabilities and kindergarten programs and either:

- a) grades one through eight
- b) grades one through nine pursuant to section 15-447.01.

Determining Preschool Service Codes for SAIS Reporting

Is the child attending a regular early childhood program?

YES

NO

If **YES**, determine the following:

How many hours does the child attend a regular early childhood program?

At least **10 hours per week**

Less than **10 hours per week**

If at least 10 hours per week:
Where does the child receive the majority of hours of SPED and related services?

PA1 = in regular early childhood program
PA2 = in some other location

If less than 10 hours per week:
Where does the child receive the majority of hours of SPED and related services?

PB1 = in regular early childhood program
PB2 = in some other location

A regular early childhood program is a program that includes a majority (at least 50% percent of nondisabled children). This category may include, but is not limited to:

- Head Start
- Kindergarten, public or private
- Preschool classes, public or private
- Group child development center or child care

If **NO**, determine the following:

Is the child attending a special education program?

If **YES**,

PD = Separate Class
PE = Separate School
PG = Residential Facility

If **NO**,

Is the child receiving the majority of SPED and related services in the residence of the child's family or caregiver at least 360 minutes per week?

Separate class includes a majority (at least 50%) of children with disabilities. This category may include, but is not limited to:

- Regular school buildings
- Trailers; portables
- Child care facilities
- Hospital facilities—outpatient
- Other community-based settings

Separate school is designed for children with disabilities.

Residential school or medical facility serves the child as an inpatient.

If **YES**, Home for
PH1 = at least 360 minutes per week
PH2 = less than 360 minutes per week

If **NO**,
PS = Service provider location or some other location that is not in any other category
PJ = Parentally placed, private school or home school

SPED Exit Reason Codes

The only applicable exit codes that can be used for preschool students are shown below:

Code	Short Description	Definition
1	Transferred to regular education	<p>Student was served in special education at the start of the reporting year, but at some point during the reporting year, returned to regular education as a result of having met the objectives in his/her IEP. This student no longer has an IEP and is receiving all of his/her educational services from a regular education program. NOTE: This student must be re-evaluated and determined no longer eligible for special education.</p> <p>This category includes parental revocation of consent.</p> <p><i>Valid for all ages and grades.</i></p>
4	Died	Student died.
5	Moved, known to be continuing	<p>Student moved out of the catchment area and is KNOWN to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in a general education program. This includes transfers and students in residential drug/alcohol rehabilitation centers or correctional facilities.</p> <p><i>Valid for all ages and grades.</i></p>
7	Dropped out	Student was enrolled at the start of the reporting year, was not enrolled at the end of the reporting period, and did not exit through any other basis described. This includes dropouts, runaways, GED recipients, expelled students, students whose status is unknown, students who moved and are not known to be continuing in another education program, and other exiters.
8	Transitioned to kindergarten	<p>A child remains eligible and is still receiving services.</p> <p>A child transitions to kindergarten and continues to receive special education services under different eligibility requirements.</p> <p><i>Valid for exit from preschool only.</i></p>

SPED Exit Reason Codes (continued)

Code	Short Description	Definition
9	Exited due to intended change in SAIS data element(s) only	<p>This code is used when the student ends one special education service participation type and starts another. Student is not transferring to regular education.</p> <p><i>Valid for all ages and grades.</i></p>
10	Withdrawn by parent and no longer enrolled	<p>This code is used when a parent withdraws a student with a special education grade of PS, KG, or UE from the student's special education service participation and the student is no longer enrolled.</p> <p><i>Valid for PS (preschool), KG (kindergarten), and UE (ungraded elementary) only.</i></p>
11	Expelled but still receiving services	<p>Student was expelled from school, but is still receiving special education services (provided by this school).</p> <p><i>Notes:</i></p> <ol style="list-style-type: none"> 1. <i>Exit Reason code 5 would apply to a student who transfers to another school.</i> 2. <i>Expelled students who continue to receive special education services provided by the school must be entered into a subsequent special education service participation with Service Code H.</i>
12	Exited from one need but continuing in another	<p>Student is exiting from one particular need and associated special education service participation but continues to receive special education services for a different need.</p> <p><i>Valid for all ages and grades.</i></p>
13	School is out	<p>Special education participation is ending because the school's calendar year is ending. This special education exit reason code should be used if the student participates through the end of the year.</p> <p><i>Valid for all ages and grades.</i></p>

SPED School Concurrency Codes

These codes identify which school is the primary or secondary school. If a student attends only one school at any given time, then that school is identified as the primary school. If a student attends more than one school, only one can be identified as the primary school at any given time. These codes are not to be confused with the federal primary need indicator (FPNI) that determines which need is the primary need for a special education student.

Code	Short Description	Definition
P	Primary	The school is responsible for determining and case managing the student's SPED needs and curriculum.
S	Secondary	The school provides some services to the student but is not responsible for determining or case managing the student's SPED needs and curriculum.

Special Enrollment Codes

Special Enrollment (CEC-A, CEC-B, Open Enrollment) – Applies only to school districts.

Classifies certain students who attend a school within a district, but reside outside of the boundaries of that district.

Code	Short Description	Definition
1	CEC-A	<p>Certificate of Educational Convenience A</p> <p>May pertain to students who reside in unorganized territories (no school district) or who are precluded by distance and lack of adequate transportation from attending school in the district or county of residence.</p>
2	CEC-B	<p>Certificate of Educational Convenience B</p> <p>Students who are placed in one of the following facilities: a State rehabilitation or corrective institution; a foster home, child care agency, or institution that is licensed and supervised by the Department of Economic Security or Department of Health Services; a residential facility operated or supported by the Department of Economic Security or the Department of Health Services; or a residence under the supervision of Juvenile Corrections.</p> <p>The county school superintendent of any county may not issue a CEC for a student placed in one of the above facilities if the student is placed in the same district as the residence of the student's parents or legal guardians or if the student is placed without a court order and the student's parents or legal guardians are not residents of this state.</p>
3	Open Enrollment	<p>School districts may adopt and implement policies to allow students who reside outside of their district boundaries to enroll in any school within the district. Students who enroll under the provisions of such policies are known as open-enrollment students.</p>

Tuition Payer Codes

Code 1 is used for the majority of SPED students, including those identified as “fee-for-service” students (when some SPED services are provided by ASDB).

Code 2 is applicable to SPED students that are vouchered.

Code	Description	Definition/Notes
1	The “normal” setting for Arizona school students who generate State funding.	This includes students attending school in their own district of residence, as well as tuitioned-in students (students attending school outside their district of residence as defined in Arizona statute, but whose tuition is paid by the district or ADE) and students with a special enrollment situation.
2	Privately paid tuition, no tuition charged, or not eligible for State funding.	This includes students: <ol style="list-style-type: none"> 1) Not eligible for State funding as defined in Arizona statute (e.g., students age 22 and older, students less than 3 years old, and preschool children without disabilities); 2) With private-paid tuition (e.g., tuition is paid by parents or guardian); 3) <i>Special education students who are receiving services from a State institution or an approved residential facility and are funded through the voucher system.</i>
3	Foreign exchange student.	Student is a foreign exchange student. These students are not eligible for State funding.
4	Non-special education (NSE) students in residential treatment centers.	Non-special education (NSE) students placed in approved residential facilities; funding is paid through the voucher system, not ADM.
5	JTED (Joint Technological Education District)/Non-resident charter (concurrent).	This tuition payer code is reported for the JTED membership when a student is concurrently enrolled in a charter school but does not reside within the boundary of the member district. The JTED membership is not eligible for State funding.
6	ISEP (Indian School Equalization Program), federally funded, and not eligible for State funding.	This tuition payer code is used to identify ISEP (federally funded Indian School Equalization Program) students. An ISEP student must not generate State aid, SPED add-on, or ELL add-on funding.

Reporting Preschoolers Tuitioned Out to Head Start Programs in SAIS

The Arizona Head Start program (for children ages 3–5) and Early Head Start program (for pregnant women, infants, and toddlers) promote school readiness for children in low-income families by providing comprehensive educational, health, nutritional, and social services. Parents play a large role in the programs, both as primary educators of their children and as participants in administering the programs locally. Both programs provide pre-literacy and literacy experiences in a multicultural environment. Parents are also provided social services, including assistance with child care. Services are also available to migrant and seasonal farmworker families.

To report preschoolers that are tuitioned out to Head Start programs in SAIS, PEAs can use either their student management system (SMS) if it has the capability of reporting tuitioned-out students or PEAs can report via SAIS Online. The data reported is the same as the data for any other student's SPED participation transaction, except that the district/school of attendance must be the CTDS number for the Head Start program and the district of residence (DOR) would be the PEA where the student resides and the PEA does the reporting.

For additional information and locations of Arizona Head Start programs, visit the [Arizona Head Start Association](#).

Preschool Transition (Transition from Early Intervention [Part C] to Preschool [Part B]) a.k.a. “In-by-3”

The Individuals with Disabilities Education Act (IDEA) of 2004 requires community agencies to collaboratively develop processes and procedures to facilitate smooth transitions, including the establishment of who is responsible for implementing these procedures. An intergovernmental agreement (IGA) between the Department of Economic Security (DES)/Arizona Early Intervention Programs (AzEIP) and the Arizona Department of Education (ADE) helps to clarify transition requirements for children transitioning from Early Intervention (Part C) to Preschool (Part B). This document, accompanying forms, and other resources for early intervention transitions can be found on the [Early Childhood Special Education Webpage](#).

The U.S. Department of Education’s Office of Special Education Programs (OSEP) requires each State to have a State Performance Plan (SPP) and report performance outcomes through the Annual Performance Report (APR). One indicator required in this report provides details about how many children transitioning from early intervention to special education preschool receive free and appropriate public education (FAPE) in the least restrictive environment (LRE) by their third birthday.

This indicator requires 100% compliance.

Data reporting for preschool transition is accomplished by completing the required data entry form within the ESS Annual Data online application available under the Common Logon. Detailed instructions and frequently asked questions (FAQs) can be found on the home page of the ESS Annual Data application.