Exceptional Student Services

Special Education Data Dashboard (SEDD)

Technical Assistance Manual

Revised April 2024

Contents

Special Education Data Dashboard

The Arizona Department of Education (ADE) must report special education (SPED) data annually to the federal government. The Special Education Data Dashboard (SEDD) comprises several components requiring all Public Education Agencies (PEAs) to securely review and certify their SPED data collected over the fiscal reporting year. The online application will open in the spring, and the final data is due at the beginning of the next school year, including the certification of data by submitting an electronic signature. Once the remaining reporting components have been added, the objective is to make this application available year-round, with certification taking place at the end of July when AzEDS reporting closes for the fiscal year.

SEDD has two phases. This manual offers comprehensive information, step-by-step instructions, and procedural details for each phase. It includes various tools and resources designed to assist and guide you throughout the process. Review the Important Dates for current reporting year timelines, which is also linked on the SEDD web site.

This application is accessible within the Exceptional Student Services (ESS) portal through an ADEConnect login. See Figure 1 for a screenshot of the homepage.

Figure 1: *SEDD Homepage*
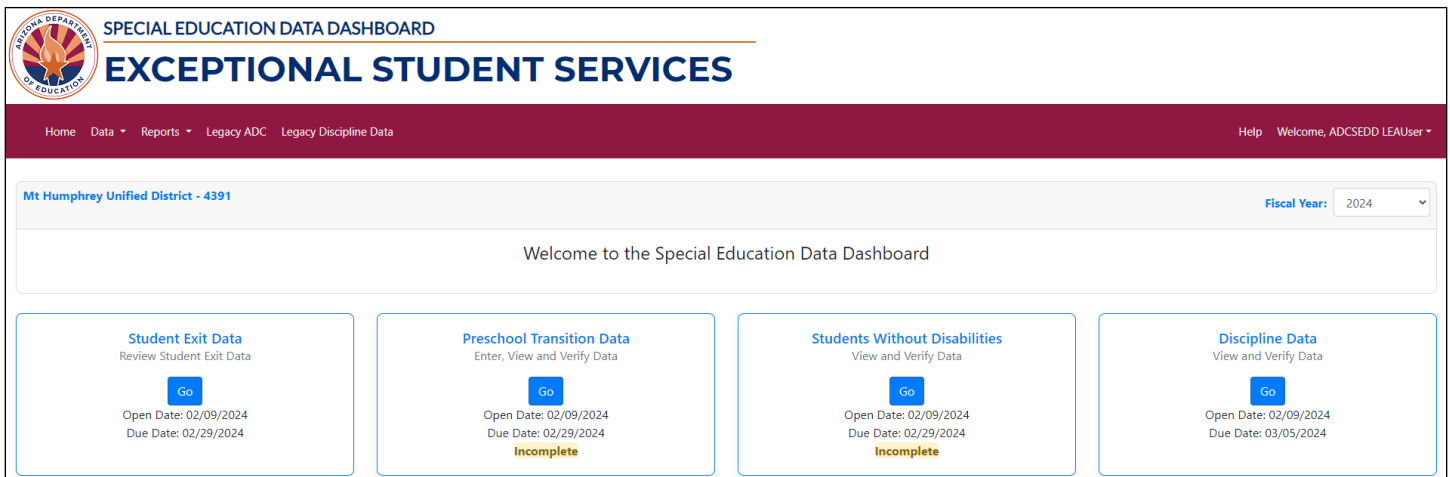
To access the application, individuals must submit a request through their entity administrator. Two roles are available: ESS SEDD: LEA User and ESS SEDD: LEA Signer. Please choose only one role. The LEA Signer role is designated for the SPED Director, Business Manager, or Superintendent.

On the menu bar, the Help link takes users directly to the SEDD web site.

Return to Table of Contents

SEDD Phase 1 Data

SPED Exit Data
Authorization: P.L. 108-446, Sections 618 (a)(1)(A)(iv) and 618(a)(3); 34 CFR §§ 300.640, 300.641(b) through 300.641(d), 300.644, 300.645

ADE will populate the Student Exit Data Section within the SEDD application using data extracted from the Arizona Education Data Standards (AzEDS). This Exit data is an unduplicated count of students with disabilities ages 14–21. This count categorizes individuals based on age, disability, race/ethnicity, gender, and English Learner (EL) status. These students are identified as Qualified SPED Exiters per the guidelines outlined in the SPED Exit Flow Chart.
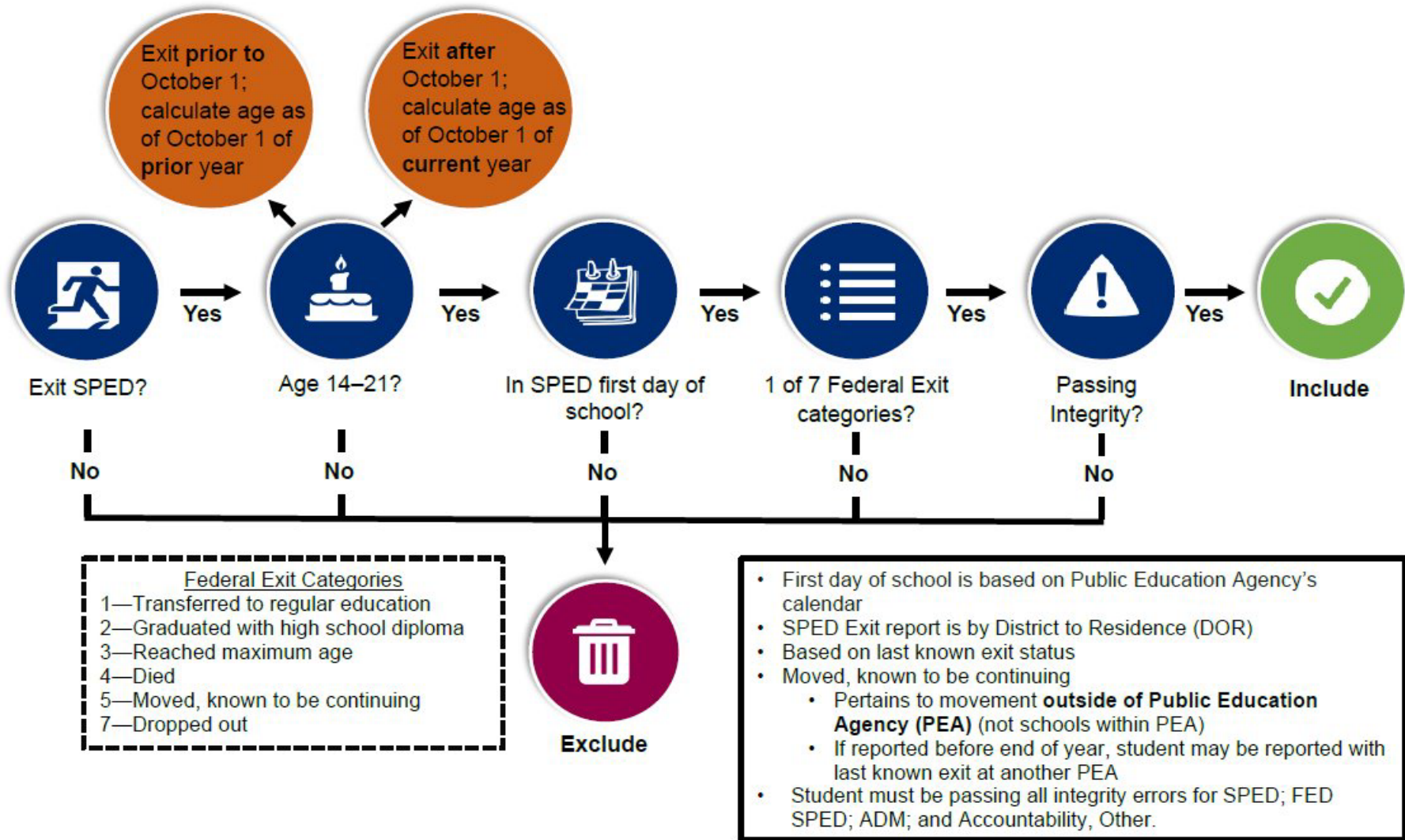
Only students in SPED at the beginning of the reporting school year but not in SPED at the end of the reporting year will be included. The beginning of the reporting school year is the first in-session day (based on the approved LEA calendar in AzEDS) for most PEAs and the first eight weeks for entities identified as Arizona Online Instruction (AOIs) or Dropout Recovery Program (DRP) based on the first in-session day.

Each PEA is responsible for verifying the accuracy of the exit data provided for each school site within the PEA. If the data is incorrect, the PEA must make the appropriate corrections in its student information system (SIS) and upload it to AzEDS. Any revisions to AzEDS data must be completed by the Year-End Recalculation due date. Please refer to the School Finance Data Capture Dates to review the timeline for Year-End Recalculation. Otherwise, any AzEDS corrections submitted after this date will be subject to the Data Correction Process.

Using AzEDS extraction, ADE will provide a list of students with disabilities reported under the Individuals with Disabilities Education Act (IDEA), Part B, who exited SPED by school in the current reporting year. A student's age should reflect their age in years on October 1, not at the time of exit. To calculate a student's age for this report, use the October 1 count date BEFORE the student's exit. For example, for the July–June reporting period, a student who exits before October 1 of the current reporting year would have their age calculated as of October 1 of the prior reporting year. A student who exits on or after October 1 of the current reporting year would have their age calculated as of October 1 of the current reporting year. The current reporting year is July 1–June 30.
See visual diagram below to assist with determining the student's age that will be reported in the Exit Data Report. Any student identified as 13 or younger will not be included in the report.

4

SPED Exit Flow Chart: Which Students Are Included?

Exit prior to October 1; calculate age as of October 1 of prior year

Exit after October 1; calculate age as of October 1 of current year

Exit SPED? → **Yes** → Age 14–21? → **Yes** → In SPED first day of school? → **Yes** → 1 of 7 Federal Exit categories? → **Yes** → Passing Integrity? → **Yes** → **Include**

Exit SPED? → **No**
Age 14–21? → **No**
In SPED first day of school? → **No**
1 of 7 Federal Exit categories? → **No**
Passing Integrity? → **No**

→ **Exclude**

Federal Exit Categories
1—Transferred to regular education
2—Graduated with high school diploma
3—Reached maximum age
4—Died
5—Moved, known to be continuing
7—Dropped out

- First day of school is based on Public Education Agency's calendar
- SPED Exit report is by District to Residence (DOR)
- Based on last known exit status
- Moved, known to be continuing
  - Pertains to movement **outside of Public Education Agency (PEA)** (not schools within PEA)
  - If reported before end of year, student may be reported with last known exit at another PEA
- Student must be passing all integrity errors for SPED; FED SPED; ADM; and Accountability, Other.

Last updated: April 2024

Exit Categories

Based on data extracted from AzEDS, ADE will report an unduplicated count of students with disabilities ages 14–21 by age, disability, race/ethnicity, gender, and EL status who were in SPED at the start of the reporting year but were not in SPED at the end of the reporting year.

Transferred to regular education. The total number of students who were 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 of their IEPs (students must be re-evaluated and determined no longer eligible for special education) or as a result of parental revocation of consent under 34 CFR § 300.300(b)(4). These students no longer have an IEP and receive all their educational services from a regular education program.

Graduated with a regular high school diploma. The total number of students who exited an educational program through receipt of a high school diploma. These are students who met the same standards for graduation as those students without disabilities. As defined in 34 CFR § 300.102(a)(3)(iv), "the term regular high school diploma does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or general educational development credential (GED)."

When an IEP team exempts a student with a disability from certain graduation requirements, the method of receiving a diploma is not identical between students with and without disabilities because students without disabilities do not have the option of an IEP team exempting them from certain graduation requirements.

For instance, a student with a disability should not be reported under this category:
- If the student received a regular high school diploma but did not meet the same standards for graduation as students without disabilities because they were allowed to complete fewer credits than a student without disabilities.
- If the student received a high school diploma based on the student meeting their IEP goals.
- If the student received a certificate of attendance.

Reached maximum age. The total number of students who exited special education because they reached the maximum age for receipt of special education services, including students with disabilities who reached the maximum age and did not receive a high school diploma.

Died. The total number of students who died.

Moved, known to be continuing. The total number of students who moved out of the catchment area or otherwise transferred to another district, known to be continuing in another educational program. This includes counts of students in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.

However, if this is not the last known exit for the student, as they either continued in a SPED program through the end of the year or exited with a reportable exit code at another PEA, the student will not be listed.

Dropped out. The total number of students who were enrolled at the start of the reporting year were not enrolled at the end of the reporting year and did not exit through any of the other bases previously described. This row includes dropouts, runaways, GED recipients, expelled students, status unknown

students, students who moved and are not known to continue in another educational program, and other exit reasons from special education.

Race/Ethnicity by Basis of Exit
Federal regulations specifically address how schools and districts must collect data. In October 2007, the *Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education* was published in the Federal Register ([Vol. 72, No. 202](#)).

Race and ethnicity reporting consists of two data elements that must be collected: ethnicity first, then race.

Ethnicity: consists of two categories, Hispanic/Latino and Non-Hispanic/Latino. All students must be reported as one of these two categories:

Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Non-Hispanic/Latino	All other persons.

Race: consists of six categories defined as follows:

American Indian or Alaska Native	A person with origins in any of the original peoples of North and South America (including Central America) and who has tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American	A person having origins in any of the Black racial groups of Africa.
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or the Pacific Islands.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

| Multi-Racial | A person having origins in two or more of the five race categories listed immediately above. |

Federal Reporting: Race/ethnicity data will include a student in only one of the following seven categories. Note that students included in Hispanic/Latino will not be reported under any other category:

- Hispanic/Latino of any race;

For individuals who are non-Hispanic/Latino only:

- American Indian or Alaskan Native;
- Asian;
- Black or African American;
- Native Hawaiian or Other Pacific Islander;
- White; or
- Multi-Racial

English Learner (EL) Status by Basis of Exit

ADE will extract from AzEDS the total number of students ages 14–21 who exited SPED by EL status for each school. EL status should reflect the student's status as of their exit date.

Tuition-Out Student Reporting

As the district of residence (DOR), the PEA must verify the exit data for tuition-out students within the "tuition-out school" included in the PEA's school list. For purposes of this data collection, "tuition-out" refers to students who reside in your PEA and are tuitioned-out to one of the following:

- Approved private SPED school
- Approved private residential treatment center (RTC)
- Head start
- Arizona State School for the Deaf and the Blind (ASDB) Cooperatives and students identified as Fee-for-Service (this does not include ASDB campuses)
- Another PEA

Exit Data Review Requirements

SEDD users and signers can access the Exit data by clicking the "Go" button in the appropriate square on the application's homepage or by clicking the "Data Menu" option on the menu bar and selecting this option from the dropdown list. This will take you to the landing page for Exit data, which is based on data extracted from AzEDS on behalf of your PEA (see Figure 2).

Figure 2: *Exit School Selection*

Review the exit data displayed for every school list by clicking on the school's name within the School Selection list. The list of schools will include any non-public organization (NPO) that a PEA may use to tuition students (refer to Tuition-Out Student Reporting on page 6). If data is updated in AzEDS and SEDD, the indicator displayed as a red triangle with an exclamation point will appear next to the applicable school(s). This will only occur if changes have been made since the last PEA user review. You can opt-in to be notified of these changes via email by checking the box. The Last Reviewed by: and opt-in notifications are found under the list of schools. When clicking on a school name, this action will allow you to review the exit data for the school selected (see Figure 3).

Figure 3: *Sample data for Mt. Humphrey High School*

Excel and PDF versions of this data are available for your review, sorting preference, and record-keeping. The data is expected to be reviewed for each school listed before the due date specified on the application's homepage.

If any data errors are found, you can click on the "Did you find an error?" link to display a pop-up message indicating the steps to follow. The following day, after the nightly AzEDS process has run,

the correction can be validated, and the review process can proceed. Note that if data is updated in AzEDS and changes are made to this data, the nightly run will process the changes. When done, the application will update the school's status, showing the red triangle indicator. This allows you to confirm the data is accurate as changes are applied. The "Cancel" button will return you to the application's homepage (figure 4).

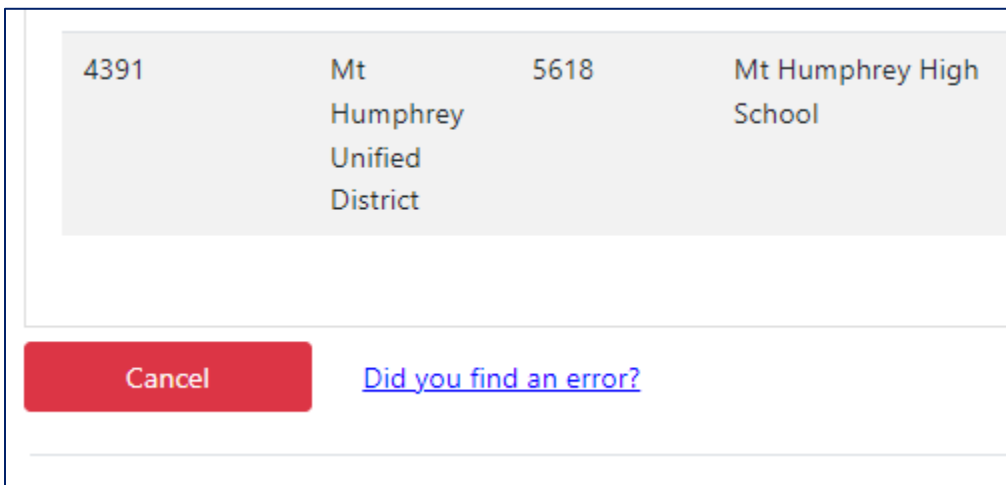| 4391 | Mt Humphrey Unified District | 5618 | Mt Humphrey High School |

Cancel   Did you find an error?

Figure 4: *Did you find an error?*

To generate a PDF or Excel version of the Exit data, click the desired option on the upper right corner of the student list to generate. See Figure 5.
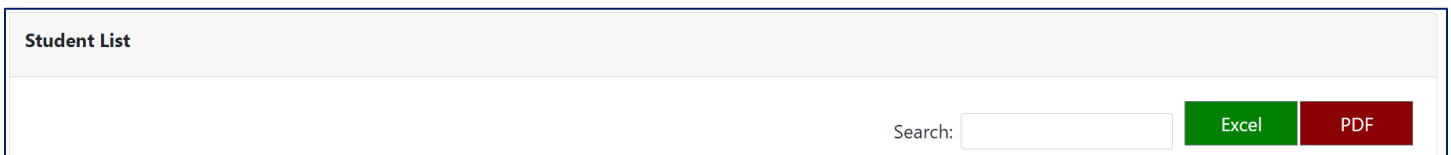

Student List

Search: Excel   PDF

Figure 5: *Generate Options*

Preschool Transition Data Collection (required for public school districts *only*)
Authorization: 20 USC §1416(a)(3)(B); 34 CFR §§ 300.157 and 300.601(b)

IDEA 2004 established a requirement that all children who participated in the Arizona Early Intervention Program (AzEIP) under Part C must be ensured a smooth and effective transition to Part B. Indicator 12 in the State Performance Plan (SPP) reports the percentage of children referred by Part C before the age of three who are found eligible for Part B and who have an IEP developed and implemented by their third birthday or were found not eligible by their third birthday. The compliance goal for this indicator is set at 100%.

- Only include children who have reached their third birthday between July 1–June 30 of the reporting year.
- Only include children for whom the school district received a PEA notification.
- Do not include a child if parents opted out of the process at any point after the referral.
- Do not include children who previously received services from AzEIP whose parents chose not to pursue district preschool services.

10

Specific Instructions for Preschool Transition

SEDD users and signers can access the Preschool Transition Data by clicking the "Go" button in the appropriate square on the application's homepage. Refer to Figure 1 to see the homepage of the SEDD application.

Figure 6: *Preschool Transition Data Entry Page*

(1) Report the number of children found eligible for preschool services and had an IEP developed on or before their third birthday.
(2) Report the number of children determined not eligible for preschool SPED services on or before their third birthday (did not meet the criteria).

The following is informational and does not require data entry in colored boxes.

---

(1) Highlighted in blue, this represents the number of children found eligible for preschool services and had an IEP developed after their third birthday, as reported in the Eligible Children Referred Late List (see next section below).
(2) Highlighted in yellow, this represents the number of children who were determined **not eligible** for preschool SPED services after their third birthday (did not meet the criteria) as reported in the NOT ELIGIBLE Children Referred Late (see next section below).
(3) Gray boxes represent the total count of children whose preschool SPED eligibility determination occurred on or before their third birthday **or** after their third birthday.

The gray boxes in the far-right column entitled "All Children" represent the total number of children reported in rows (1) and (2), respectively.

The last gray box represents the number of children eligible for Part C (AzEIP) and referred for transition for Part B (your district's preschool program) by AzEIP who have reached their third birthday between July 1 and June 30 of the current reporting fiscal year (sum of items 1 and 2 in the first two columns).

11

Specific Instructions for Eligible Child Referred Late

For children who were found eligible and whose IEPs were developed after their third birthday (blue section), add each child by clicking on the "Add Child" button within the blue highlighted "Eligible Children Referred Late" section. To enter additional children, click the "Add Child" button to add more data entry rows as needed.

Enter the state student ID, select the reason for delay from the dropdown list (see dropdown list options below), enter the number of days late, and click the "Save" button. To remove a child from the list, click the red "Delete" button.

Specific Instructions for Not Eligible Children Referred Late

For children who were found not eligible and whose determinations were made after their third birthday (yellow section), add each child by clicking on the "Add Child" button within the yellow highlighted "Not Eligible Students Referred Late" section. To enter additional children, click the "Add Child" button to add more data entry rows as needed.

Enter the state student ID, select the reason for delay from the dropdown list (see dropdown list options below), enter the number of days late, and click the "Save" button. To remove a child from the list, click the red "Delete" button.

Reasons for Delay Dropdown List Options

Late Referral to Part C (eligible for Part C (AzEIP) between 2 years, 9 months and 2 years, 10.5 months): Deductible

Late Referral from Part C (eligible for Part C (AzEIP) services by 2 years, 9 months and PEA Notification/Referral Form received after 2 years, 9 months): Not Deductible

Parent or Child Unavailability (e.g., child moved, family hospitalization, vacation, etc.): Deductible

Child Did Not Pass Vision or Hearing Test: Not Deductible
Shortage of Personnel: Not Deductible

Interruption of School Schedule; Summer Birthday: Not Deductible

In-by-3 Formula

Percent is the number of children found eligible who have an IEP developed and implemented by their third birthday, divided by [the number of children served in AzEIP and referred, minus the number of children determined not eligible on or before their third birthday, minus Parent/Child Unavailability, minus Late Referrals to Part C], times 100.

Students Without Disabilities (SWOD)

General Instructions
The Office of Special Education Programs (OSEP) requires state agencies to report educational services for students with and without disabilities (SWD/SWOD) in grades K-12 during expulsion. In this section, your PEA will report data for SWOD subject to expulsion and either did or did not receive educational services during removal.

If there are no SWODs to report as Expelled or Long-Term Suspended, the "Go" button will be turned off for your PEA, and no submission is required.

Definitions
Expulsion: An action taken by the local education agency removing a student from their regular school for disciplinary purposes for the remainder of the school year or longer in accordance with the local education agency policy. Include removals from Gun-Free Schools Act violations modified to less than 365 days.

Data Entry Review Requirements
SEDD users and signers can access the SWOD data by clicking the "Go" button in the blue square on the application's homepage. Refer to Figure 1 to access this data collection requirement via SEDD.

Figure 7: *List of Schools under Mt. Humphrey Unified District for SWOD Data Review*

After selecting a school, the application will display a list of SWOD generated in AzEDS who were reported with a membership withdrawal code of W3 (Expelled or Long-Term Suspended). If this list is inaccurate, corrections must be made in AzEDS before the Fiscal Year reporting closes (July 15).

There are two options a PEA can select under the service type (see "Service Type" column in Figure 7):

13

With Services: Select this option if the SWOD were subject to expulsion during the school year and did receive educational services during the removal.

Without Services: Select this option if the SWOD were subject to expulsion during the school year and did not receive educational services during the removal.

Make the appropriate selection for each student listed, and when done, click the green "Submit" button.

Excel and PDF versions of this data are available for your review, sorting preference, and record-keeping. The data is expected to be reviewed for each school listed before the due date specified on the application's homepage.

Return to Table of Contents

SPED Discipline Data
Authorization: P.L. 108-446, Sections 618 (a)(1)(A)(v), 618 (a)(1)(D), 618 (a)(1)(E), 618 (a)(3), and 618 (d)(1)(C); 34 CFR §§ 300.640, 300.641(b)–300.645

General Information
ADE will populate the Discipline Section within the SEDD application using data extracted from the AzEDS. Specifically, this data is a count of disciplinary removals of students with disabilities ages 3–21 by age, disability, race/ethnicity, gender, and EL status (refer to detailed definitions on pages 8 and 9 of this guidance within the Exit Section). For assistance submitting disciplinary incident data to AzEDS, please refer to the Discipline Manual.

Specific Definitions for Districts and Charter Schools
Dangerous weapon: A weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of causing death or serious bodily injury, except that such a term does not include a pocketknife with a blade of less than 2 ½ inches in length (18 U.S.C. § 930(g)(2)).

Disciplinary Removal: Any instance in which a student is removed from their educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by a hearing officer for likely injury to self or others.

Drug offenses: The use, possession, sale, or solicitation of drugs as identified in 21 U.S.C § 812(c). These offenses do not include the use, possession, sale, or solicitation of alcohol or tobacco.

Expulsion: An action taken by the local education agency removing a student from their regular school for disciplinary purposes for the remainder of the school year or longer in accordance with the local education agency policy. Include removals resulting from Gun-Free Schools Act violations modified to less than 365 days.

In-School Suspension: Instances in which a student is temporarily removed from their regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as the students under their supervision.

Interim Alternative Educational Setting (IAES): An appropriate setting determined by the student's IEP team or a hearing officer in which the student is placed for no more than 45 school days. This setting enables the student to continue receiving educational services, participating in the general curriculum (although in another setting), and progressing toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.

Out-of-School Suspension: Instances in which a student is temporarily removed from their regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes removals in which no IEP services are provided because the removal is 10 days or less, as well as removals in which the student continues receiving services according to their IEP.

Removal by a State Hearing Officer: Instances (resulting from a special education due process hearing—not a disciplinary hearing) in which an impartial hearing officer orders the removal of students with disabilities from their current educational placement to an appropriate alternative

educational setting for no more than 45 school days based on the hearing officer's determination that maintaining the student's current placement is substantially likely to result in injury to the student or others. The IEP team is responsible for determining the interim alternative educational setting.

Serious Bodily Injury: A bodily injury that involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or faculty (18 U.S.C. §1365(3)(h)).

Unilateral Removal: Instances in which school personnel (not the IEP team) order the removal of students with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decisions by the IEP team to change a student's placement.

Specific Definitions for Secure Care Facilities
Disciplinary Removal: Any instance in which a student is removed from his/her educational placement for disciplinary purposes, including in-school suspension and out-of-school suspension.

In-School Suspension: Instances in which a student is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of educational personnel. Direct supervision means educational personnel are physically in the same location as the students under their supervision.

Out-of-School Suspension: Instances in which a student is temporarily removed from his/her regular school for disciplinary purposes to their living quarters. This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the student continues to receive services according to his/her IEP.

Reports
The Exit Detail and Discipline Detail Reports are available under "Reports" on the menu bar at the top of the application page as a tool to help you review the data for all schools in a singular report format. Fiscal Year and District of Residence are required fields. The School Name field is optional if the data for one school needs to be viewed. Click the blue "Search" button to display the results underneath the action buttons (Search and Clear). The Exit Detail search results will show a list of all students who exited based on the report selections. The Discipline Detail search results will show a list of all students with a disciplinary incident based on the report selections. If any data is incorrect before the AzEDS due date of July 15, please make the appropriate corrections through your SIS so they are synced and reflected in the next daily AzEDS run job.

An Excel or PDF document of this data can be downloaded using the buttons on the top of the page above the student list.

Return to Table of Contents

Data Visualization

Least Restrictive Environment (LRE)
Least Restrictive Environment is the opportunity for students with disabilities to be educated with non-disabled peers to the greatest extent appropriate that provides access to the general curriculum or any other program that non-disabled peers could access. This data is populated with the final October 1 data based on federal reporting LRE categories, which are not the same as the ones that PEAs report in AzEDS. For example, the federal Intellectual Disabilities category is an aggregate total of Mild Intellectual Disabilities (MIID), Moderate Intellectual Disabilities (MOID), and Severe Intellectual Disabilities (SID) reported in the October 1 child count.

LRE data for students with disabilities ages 5–21 (including Kindergarten).
This data is extracted from AzEDS and cross-walked to the federal LRE categories via the October 1 Data Collection (ODC) application, as required under IDEA section 618. The federal LRE categories are:

(A) Inside regular class 80% or more of the day
(B) Inside regular class 40% through 79% of the day
(C) Inside regular class less than 40% of the day
(D) Separate School
(E) Residential Facility
(F) Homebound/Hospital
(G) Correctional Facilities
(H) Parentally Placed In Private Schools

LRE data for children with disabilities ages 3–5 (Preschool only)
This data is extracted from AzEDS and cross-walked to the federal LRE categories via the ODC application, as required under IDEA section 618. The federal LRE categories are:

(A1) Children attending a Regular Early Childhood Program at least 10 hours per week and receiving the majority of hours of special education and related services in the Regular Early Childhood Program
(A2) Children attending a Regular Early Childhood Program at least 10 hours per week and receiving the majority of hours of special education and related services in some Other Location
(B1) Children attending a Regular Early Childhood Program less than 10 hours per week and receiving the majority of hours of special education and related services in the Regular Early Childhood Program
(B2) Children attending a Regular Early Childhood Program less than 10 hours per week and receiving the majority of hours of special education and related services in some Other Location
(C1) Children attending a Special Education Program (NOT in any Regular Early Childhood Program), specifically a Separate Special Education Class
(C2) Children attending a Special Education Program (NOT in any Regular Early Childhood Program), specifically, a Separate School

(C3) Children attending a Special Education Program (NOT in any Regular Early Childhood Program), specifically a Residential Facility
(D1) Children attending neither a Regular Early Childhood Program nor a Special Education Program (not included in (A), (B), or (C)) and receiving the majority of hours of special education and related services at Home
(D2) Children attending neither a Regular Early Childhood Program nor a Special Education Program (not included in (A), (B), or (C)) and receiving the majority of hours of special education and related services at the Service Provider Location or some Other Location not in any other category

Personnel
Authorization: P.L. 108-446, Section 618(a)(3); 34 CFR §§ 300.640, 300.642(b), 300.645

This data is self-reported by PEAs through the ODC application and displays the full-time equivalent (FTE) personnel employed and contracted to provide SPED and related services on or about October 1 of the reporting year. The figures include data from all agencies responsible for educating children with disabilities, including personnel employed by private agencies. Data are reported on personnel employed to serve students with disabilities ages 3–21 regardless of funding source (e.g., Part B of IDEA, State, or local). Teachers and other instructional personnel who serve children from birth through age 2 are not counted unless they also serve children with disabilities ages 3–21.

There are three sections in the data display: Teachers, Paraprofessionals, and Related Service Providers. For more detailed information on the terminology and data entry process, the Personnel instructions are accessible via the ODC application.

Return to Table of Contents

SEDD: Phase 2 Certification

The purpose of the certification step is for the SPED director, business manager, or administrator to provide attestation regarding the data submitted and/or displayed on behalf of your PEA for a given fiscal reporting year. This is accomplished through an electronic signature submission.

The "Certify Data" button will appear on the homepage of the SEDD application after all modules have been completed and reviewed. The only role this button will appear for is that of the LEA Signer.
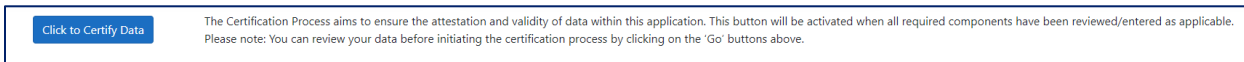
Click to Certify Data	The Certification Process aims to ensure the attestation and validity of data within this application. This button will be activated when all required components have been reviewed/entered as applicable. Please note: You can review your data before initiating the certification process by clicking on the 'Go' buttons above.

Figure 8: *"Click to Certify Data" Button*

Frequently Asked Questions

Exit Data
What if the data populated in the SEDD application does not appear correct?
Corrections should be made within the PEA's SIS and uploaded to AzEDS. The data populated in the exit data will be refreshed regularly to reflect any corrections that may have been made.

When can I make the current year's special education exit data corrections in AzEDS?
Any time before the closing of AzEDS data submissions in the current reporting year. Corrections after this time require ESS approval for inclusion in federal reporting. Please refer to the Important Dates to review the timeline specific to AzEDS.

How is a student's age determined for reporting when the exit date is extracted from AzEDS?
The student's age will reflect their age in the years as of October 1, not at the time of exit. Only students aged 14–21 will be displayed.

How is the student's age calculated as of October 1?
The student's age will be calculated using the October 1 count date before the student's exit. For example, for the July–June reporting period, a student who exits before October 1 of the current reporting year will have their age calculated as of October 1 of the prior reporting year, and a student who exits on or after October 1 of the current reporting year will have their age calculated as of October 1 of the current reporting year. Refer to the following examples:

> **Example 1:**
> Student is enrolled in SPED on the first day of in-session day and graduates from high school the following May. This student was 18 years old at graduation and turned 18 in January. Student is reported as graduating (SPED exit code 02 in AzEDS). Because the student exited after October 1 of the current reporting year, the age is calculated using the student's age on October 1 of the current reporting year, and since the student didn't turn 18 until January, the age of the student as of October 1 of the current year is 17.

> **Example 2:**
> Student is enrolled in SPED on the first in-session day and transfers to regular education (SPED exit code 01 in AzEDS) at the end of September. The student was 15 at exit and turned 15 over the previous summer. Because the student exited before October 1 of the current reporting year, the age is calculated using the student's age on October 1 of the prior year.

19

Given that the student in question had a birthday over the summer, the age of this student on October 1 from the previous year is 14.

Example 3:
Student is enrolled in SPED on the first in-session day, withdraws from the PEA in mid-September, and is known to be continuing (SPED exit code 05 in AzEDS). The student was 14 at exit and turned 14 the previous summer. Because the student exited before October 1 of the current year, the age is calculated using October 1 of the prior year. Since the age on October 1 from the previous year is 13, this student would be excluded from the Exit report as only ages 14–21 are extracted for federal reporting.

What is the reporting period for exit data?
Students who exited special education between July 1–June 30 of the reporting year will be populated in the exit data display.

What if a student attends summer school and exits during that time?
Data will be reported from the traditional school year as well as summer school. Exit data will be reported from July 1 - June 30 of the current reporting year.

Will students who move from one school to another within the same PEA be reported?
No. Only students who move from one PEA (district/charter holder) to another will be reported.

How is a student who claims more than one race or ethnicity reported?
Students can only be reported under one race or ethnicity category. When ADE reports data to OSEP, the data will include each student in exactly one of the following seven categories: (1) Hispanic / Latino of any race; (2) Asian; (3) American Indian or Alaskan Native; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; or (7) Multi-Racial. Note: students included in Hispanic / Latino will not be reported under any other category.

Arizona uses a reporting period from July 1–June 30. What about students who dropped out as of June 30 but returned to school on September 1? Will the data be corrected in the exit data dashboard?
The students are reported as dropouts. The exit data will reflect a student's status on the last day of the reporting period. It does not matter if a student's status changes the next day. The status for the completed reporting period does not change.

How will a student not in special education at the start of the reporting period be reported as having entered special education during the reporting period and returned to regular education before the end of the reporting period?
The start of the reporting period is defined as the first day of enrollment. A student not in special education on the first day of enrollment will not be reported in the exit data for federal reporting.

Why are there times when the exit data cannot be verified for accuracy?
There may be some instances when a PEA cannot verify the accuracy of their exit data because of "unduplication," which refers to an action recorded by a PEA that supersedes a similar action by a second PEA. For example, the exit data extract reports a student's last known exit status in the current reporting year. Suppose a student exits special education at one PEA as "moved, known to be continuing," and later in the same reporting year. In that case, the student is reported at a different

PEA as "graduated with a regular high school diploma," that student will be reported as graduated under the second PEA and will not be reported as moved at the first PEA.

How are tuition-out students accounted for on the exit report?
Within the special education participation transaction in AzEDS, a tuitioned-out student will be reported with the district/school of attendance (DOA) Entity ID number as a private day school, RTC, Arizona State School for the Deaf and Blind (ASDB) campuses, head start, or public consortium and the district of residence (DOR) CTDS as the PEA in which the student resides. If reported correctly in AzEDS and meeting the exit data extraction criteria, post-integrity data will be extracted and reported aggregately within the Exit Report under the "Tuitioned-Out School" that will appear on your PEA school list.

[Return to Table of Contents](#)

Preschool Transition

What does "In-by-3," early intervention transitions, the transition from Part C to Part B, and/or Preschool Transition mean?

The IDEA, for both Part C/AzEIP and Part B/Preschool Special Education Programs, requires that schools offer FAPE to children participating in Part C (AzEIP) that will transition to Part B preschool programs by their 3rd birthday. If the child is eligible, an IEP must be developed and implemented by the child's third birthday (the date the IEP is written). If the child is found ineligible for Part B services, a prior written notice (PWN) must be provided to the parents by the child's 3rd birthday. Because of decisions made by the IEP team (including the parent), the child may have a start date after the IEP date (e.g., children with summer birthdays would start when school begins, or parents might choose a later start date). As with all IEPs, extended school year (ESY) services must be considered.

Why must children served in Part C (AzEIP) be in "In-by-3"?

Children identified with special education needs and served under Part C of IDEA between the ages of birth to three should not have an interruption in services during this critical developmental time. Families who have children with disabilities are under increased stress and should experience a smooth transition in services for their children. The Part B State Performance Plan (SPP) requires 100% compliance for "In-by-3," which is best for children and families.

What is the difference between a child "referred for transition" from AzEIP and a child "referred" from AzEIP?

Only children who were found eligible by AzEIP services up to age 2.9 and "referred for transition" are required to be "In-by-3" (When the public education agency (PEA) receives the PEA Notification Referral Form, this is considered the "point of referral" and the PEA is required to provide PWN for referral and Procedural Safeguards. If this occurs during the transition conference, the PEA should be prepared to begin the review/collection of existing data.) Districts count children who are eligible for AzEIP services between 2.9 and 2.10½ as late referrals to Part C (deductible or not counted against the school district's 100% requirement). Children found eligible for Part C services between the ages of 2.10½ and 3.0 should be counted as child find/regular referrals and are not included in the number of children transitioning in Row 1. A child find referral gives the district 45 days to screen and 60 days to determine eligibility from consent to evaluate.

If a child is referred for transition by AzEIP during the current reporting year but does not have their third birthday until the next reporting year, how should this child be reported?

When reporting AzEIP referrals in Row 1, only include those children who have reached their third birthday during the fiscal year (on or after July 1 and on or before June 30 of the fiscal reporting year).

How do we report preschoolers who did not have an IEP written by their third birthday?

Report each child by state student ID (SSID) or a unique student ID (to develop a unique student ID that avoids duplication, use the child's initials and a combination of letters and numbers up to 10 characters in length), the reason the IEPs were late, and the number of days after the third birthday the IEPs were developed. Only children who were late referrals to Part C (e.g., children who were found eligible for AzEIP services between the ages of 2.9 and 2.10 ½) or who were impacted by parent/child unavailability, will be deducted from the formula, which calculates the percentage of children who were "In-by-3." Count each child under one reason only. An AzEIP alert should be issued for any late referrals from Part C due to service coordinator delay. Email the Part C to Part B inbox with the child's name, date of birth, and explanation/timelines for the late referral from Part C.

Why are children counted as late referrals from Part C considered "not deductible?"

22

OSEP does not allow late referrals from Part C to be deducted from the State Performance Plan/Annual Performance Report (SPP/APR). The expectation is that Part C and Preschool Programs will work together for seamless transitions. A district must alert the Part C to Part B inbox if a late referral is received from Part C due to Service Coordinator Delay.

If a preschooler is vouchered to Arizona State School for the Deaf and Blind (ASDB), who is responsible for reporting on the student's transition from Part C to Part B?
As the DOR, PEAs who voucher preschool students to ASDB (through regional cooperatives or fee-for-service) are responsible for reporting preschool transition data for their students. The home school district receives the referral from AzEIP and is ultimately responsible for the IEPs of their students.

Do not include students attending ASDB campus sites; this includes the Tucson campus and Phoenix Day School for the Deaf or any ASDB site. Refer to the ASDB Student Reporting resource.

Resources
Refer to the April 2023 alert regarding Preschool Transition for additional information.

Discipline
What if the data populated in the Special Education Data Dashboard application does not appear correct?
Corrections should be made within the PEA's SIS and uploaded to AzEDS. The data populated in the exit data will be refreshed regularly to reflect any corrections that may have been made.

Where can I find reporting guidance on disciplinary incidents in AzEDS, including definitions?
The Discipline Guidance document can be found on the AzEDS SPED Reporting web page under the accordion entitled "Guidance."

Return to Table of Contents