



Exceptional Student Services

Special Education Data Dashboard (SEDD)

Technical Assistance Manual

Revised July 2023



ARIZONA DEPARTMENT OF
EDUCATION

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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) is comprised of several components, requiring all Public Education Agencies (PEAs) to securely review 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.

SEDD has two phases. This manual is intended to provide information, steps, and process for each phase and includes tools and resources to guide you. Review the [Important Dates](#) website for current reporting year timelines, which can also be found on the homepage of the SEDD application.

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

The screenshot shows the SEDD homepage with the following details:

- Header:** SPECIAL EDUCATION DATA DASHBOARD, EXCEPTIONAL STUDENT SERVICES
- Navigation:** Home, Data, Reports, Legacy ADC, Help, Welcome, ADCSEDD LEASigner
- User Info:** Mt Humphrey Unified District - 4157, Fiscal Year: 2023
- Welcome Message:** Welcome to the Special Education Data Dashboard
- Three Main Data Review Sections:**
 - Student Exit Data:** Review Student Exit Data, Go button, Open Date: 05/18/2023, Due Date: 07/15/2023, Incomplete status.
 - Preschool Transition Data:** Enter, View and Verify Preschool Transition Data, Go button, Open Date: 06/30/2023, Due Date: 08/03/2023, Incomplete status.
 - Students Without Disabilities:** View and Verify Students Without Disabilities, Go button, Open Date: 06/30/2023, Due Date: 08/03/2023, Incomplete status.

Figure 1: SEDD Homepage

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SEDD Phase 1 Data Review

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, and 300.645

ADE will populate the Exit Section within the SEDD application using data extracted from the Arizona Education Data Standards (AzEDS). Specifically, this exit data is an unduplicated count of students with disabilities of ages 14–21 by age, disability, race/ethnicity, gender, and English Learner (EL) status and who are identified as a Qualified SPED Exiter as 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 defined as two weeks for most PEAs and 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 within the PEA. If the data is incorrect, the PEA must make the appropriate corrections in its student information system (SIS)

and upload 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.

The current reporting year is **July 1–June 30**.

Exit Categories

Based on data extracted from AzEDS, ADE will report an unduplicated count of students with disabilities of 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 reevaluated and determined to be 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 his/her IEP goals
- If the student received a certificate of attendance

Reached maximum age: The total number of students who exited special education because of reaching 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 and are **known** to be continuing in another educational

program. This number 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 be continuing in another educational program, and other exit reason from special education.

Race/Ethnicity by Basis of Exit

Federal regulations specifically address how data must be collected by schools and districts (see hyperlinks at the end of this section). Race and ethnicity reporting consists of two data elements that must be collected in order: 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

<p>Race: consists of six categories defined as follows:</p>
--

American Indian or Alaska Native

A person having 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. These areas include, 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
 - Multi-Racial

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](#)).

English Learner (EL) Status by Basis of Exit

ADE will extract from AzEDS for each school the total number of students of ages 14–21 who exited SPED by EL status.

EL status should reflect the student's status as of their exit date.

Tuitioned-Out Student Reporting

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

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

Data Entry Review Requirements

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

Mt Humphrey Unified District - 4157
Fiscal Year: 2023

Student Exit Data

The certification phase will open July 20, 2023. Please return at that time to certify your data.

For any questions, please contact ssdatamgmt@azed.gov.

☐ **Mt Humphrey High School - 4728**
* Refers to Tuitioned-Out school.

Send Email Notification

The Send Email Notification Button will be enabled after all schools in the above list are reviewed. You can then click on Send Email Notification button to notify signer that the data is ready to be certified.

Figure 2: List of Schools under Mt. Humphrey Unified District for Exit Data Review

For every school listed, you must review the exit data displayed by clicking on the school's name. The list of schools will include any Non-Public Organization (NPO) that a PEA may tuition students to (refer to Tuitioned-Out Student Reporting on page 6). This action will give you the ability to review the exit data for the school selected (see Figure 3).

Mt Humphrey Unified District - 4157
Fiscal Year: 2023

Student Exit Data

The certification phase will open July 20, 2023. Please return at that time to certify your data.

For any questions, please contact ssdatamgmt@azed.gov.

☐ **Mt Humphrey High School - 4728**
* Refers to Tuitioned-Out school.

Review Status : Pending

Show 25 entries
Excel PDF

Showing 1 to 12 of 12 entries

District Of Residence ID	School ID	School Name	State Student ID	Student Last Name	Student First Name	Calculated Age for Exit	Exit Reason	Need	Ethnicity/Race	Gender	English Learner Status	Tuitioned
4157	4728	Mt Humphrey High School	10000001	Mouse	Mickey	15	Moved, known to be continuing	SLD	HL	Male	N	N
4157	4728	Mt Humphrey High School	10000002	Mouse	Minnie	17	Graduated with regular high school diploma	SLD	AM	Female	Y	N
4157	4728	Mt Humphrey High School	10000003	Duck	Donald	17	Graduated with regular high school diploma	MIID	AM	Male	N	N

Figure 3: Sample data for Mt. Humphrey High School

This screenshot shows that the current Review Status is "Pending." Excel and PDF versions of this data are available for your review, sorting preference, and record-keeping. The expectation is that the data is reviewed for each school listed before the due date specified on the application's homepage.

- If it has been determined that the data is accurate for the selected school, you can click on the green "Reviewed" button at the bottom of the page (figure 4).

SCHOOL			
4157	4728	Mt Humphrey High School	10000013

Showing 1 to 12 of 12 entries

[Back](#)
[Reviewed](#)
[Did you find an error?](#)

Figure 4: "Reviewed" button

- 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. After the nightly process has run the following day, the correction can be validated, and the review process can proceed. Note that if data is in "Reviewed Status" (checkbox is checked next to the school's name on the school list), and changes are made to this data, the nightly run will process the changes. When done, the application will update the school's status as not reviewed by undoing the checkmark next to the school's name. This allows you to confirm that the data is accurate and click the "Review" shown in Figure 4.

After data has been reviewed for **all** schools in the school list, the LEA signer can be notified to begin their review/validation process by clicking on the blue "Send Email Notification" button. This functionality will send an automated email to the LEA signer (see Figures 5 and 6).

☒ **Mt Humphrey High School - 4728**

* Refers to Tuitioned-Out school.

[Send Email Notification](#)

Please click on this button to notify the SEDD Signer that data for this PEA is ready to be certified.

Figure 5: "Send Email Notification" button

[Send Email Notification](#)

Email was sent to signer on 5/16/2023. The data certification button will be available to the Signer on the Home page when the Certification Phase starts on 07/20/2023

Figure 6: "Send Email Notification" confirmation message

Preschool Transition Data Collection

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 percent of children referred by Part C before age three who are found to be **eligible** for Part B and who have an IEP developed and implemented by their third birthday or were found to be **not eligible** by their third birthday.

- 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 (public education agency) Notification.
- **Do not include** a child if the parents opted out of the process at any point after the referral.
- **Do not include** children who previously **received** services from AzEIP and whose parents chose not to pursue district preschool services.

Specific Instructions for Preschool Transition

SEDD users and signers can access the Preschool Transition 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.

Mt Humphrey Unified District - 4157

Fiscal Year: 2023

Preschool Transition

Mt Humphrey Unified District - 4157 has no data available for the selected Fiscal Year 2023

For School Districts only

	On or before 3rd Birthday	AFTER 3rd Birthday	All Children
1. Number of children with an IEP found ELIGIBLE for preschool special education services:	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
2. Number of children who were NOT ELIGIBLE for preschool special education services:	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
3. ALL ELIGIBLE and NOT ELIGIBLE children (and FY23 undetermined):	<input type="text" value="0"/>	<input type="text" value="0"/>	

Children who have been served in Part C (AzEIP) and referred to Part B (your public education agency's preschool program) by AzEIP (for Part B eligibility) who have reached their third birthday between 07/01/2022 and 06/30/2023.

ELIGIBLE Children Referred Late

Identifier	Reason for Delay	Days Late
No records found		

NOT ELIGIBLE Children Referred Late

Identifier	Reason for Delay	Days Late
No records found		

Cancel

Figure 7: *Preschool Transition Data Entry Screen*

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

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

- (1) Highlighted in blue, this section represents the number of children found to be **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 section represents the number of children who were determined to be **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 data entry 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–June 30 of the current reporting fiscal year (sum of items 1 and 2 in the first two columns).

Specific Instructions for Late Eligible Determinations

For children who were found to be **eligible** and whose IEPs were developed after their third birthday (blue row item), 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 or unique 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 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. To remove a child from the list, click the red "Delete" button.

Specific Instructions: Late Not Eligible Determinations

For children who were found to be **not eligible** and whose determinations were made after their third birthday (yellow row item), add each child by clicking on the "Add Child" button within the yellow "**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 or unique 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 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. 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 2.9 and 2.10½): Deductible

Late Referral from Part C (eligible for Part C (AzEIP) services by 2.9 and PEA Notification/Referral Form received after 2.9): 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 SWOD to report as Expelled or Long-Term Suspended, the "Go" button will be disabled 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 yellow SWOD square on the application's homepage. Refer to Figure 1 to access this data collection requirement via SEDD.

The screenshot displays the 'SPECIAL EDUCATION DATA DASHBOARD' for 'EXCEPTIONAL STUDENT SERVICES'. The interface includes a navigation bar with 'Home', 'Data', 'Reports', and 'Legacy ADC'. A user greeting 'Welcome, ADCSEDD LEAUser' is visible. The main content area shows 'Mt. Humphrey Unified District - 4157' and a 'Fiscal Year' dropdown set to '2023'. Below this, a section titled 'Students Without Disabilities' contains a light blue bar labeled 'Expulsion service data for Students without Disabilities (SWOD)'. A 'School Selection' section lists 'Mt. Humphrey High School - 4728' with an unchecked checkbox. A note indicates '* Tuitioned-Out School'. A red 'Cancel' button is at the bottom left.

Figure 8: 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 Figure 9):

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.

School Selection

☐ Mt Humphrey High School - 4728

* Tuitioned-Out School

Student List

Showing 1 to 2 of 2 entries

Student		District of Residence			School			Service Type
State Student ID	Name	Name	Entity ID	CTDS	Name	Entity ID	CTDS	
20000017	Doo, Scooby	Mt Humphrey Unified District	4157	010220000	Mt Humphrey High School	4728	010220204	<input type="radio"/> With Services <input type="radio"/> Without Services
20000018	Flintstone, Fred	Mt Humphrey Unified District	4157	010220000	Mt Humphrey High School	4728	010220204	<input type="radio"/> With Services <input type="radio"/> Without Services

Search:

Excel

PDF

Figure 9: Sample Data and Service Options for SWOD

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

Component Reports

An Excel or PDF document of the data can be downloaded to validate all selections. After selections have been made and validated, click the green "Submit" button. By clicking this button, you certify that the data is accurate.

Least Restrictive Environment (LRE): **Coming soon!**

Least Restrictive Environment is the opportunity for students with disabilities to be educated with nondisabled peers to the greatest extent appropriate that provides access to the general curriculum or any other program that nondisabled peers could access.

LRE Data for Students with Disabilities of 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 of 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 (in Full-Time Equivalency of Assignment) Employed to Provide SPED and Related Services for Students with Disabilities: **Coming Soon!**

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 is 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.

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 certification is accomplished through an electronic signature submission.

The "Certify Data" button is available on the homepage of the SEDD application after all components have been completed and reviewed. The only role this button will appear for is 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 10: *Certify Data Button*

Electronic Signature Submission

The screenshot shows the 'Special Education Data Dashboard' for 'Exceptional Student Services'. The page has a red header bar with navigation links: Home, Data, Reports, Legacy ADC, Help, and Welcome, ADCSEDD LEASigner. The main content area is titled 'Certification' and includes the instruction 'Complete this certification, if applicable, after the end of the school year.' The form contains the following fields: 'Certified By Name' (pre-filled with 'ADCSEDD LEASigner'), 'Certified By Title' (a dropdown menu with '- Select Title -'), and 'Comments' (a large text area). Below these fields is a checkbox labeled 'I certify that on behalf of our Public Education Agency, I have:' followed by a list of five requirements: 1. Reviewed the data collection procedures. 2. Confirmed the accuracy of the exit data extracted from AzEDS (if applicable). 3. Evaluated the manual entry of expulsion service data for students without disabilities (SWOD) originally extracted from AzEDS (if applicable). 4. Evaluated the manual entry of Preschool Transition data (if applicable). 5. Resolved any significant or unusual findings. At the bottom of the form is a 'Submit Signature' button.

Figure 11: *Certification page*

Certified By Name field will automatically be filled in based on your ADEConnect account login.

Certified By Title provides a dropdown list to select from. Select the appropriate title that fits.

Comments are optional and should be explicitly related to the components of this application.

Check the box to satisfy the certification requirements.

When done, click on the "Submit Signature" button. You will receive an automated email confirming the submission of your electronic signature.

To access the signature form, return to the homepage, where you can access a PDF version via a "Certified" link next to the PEA name.

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Reports

To access relevant reports from the red menu bar at the top of the application pages, click "Reports" and a dropdown list will appear so you can make the desired selection. There are three report options to choose from:

- Exit Detail
- Students Without Disabilities: **Coming Soon!**
- Data Certification: **Coming Soon!**
- Least Restrictive Environment: **Coming Soon!**
- Personnel: **Coming Soon!**

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Frequently Asked Questions

Exit Data

Q1: Why are public education agencies (PEAs) no longer responsible for manually submitted exit data?

To eliminate redundant data reporting efforts by PEAs, the Arizona Department of Education (ADE) is now extracting exit data from the Arizona Education Data Standards (AzEDS). However, it is still the PEA's responsibility to ensure that the data is accurate.

Q2: What if the data populated in the exit data dashboard does not appear to be correct?

Corrections should be made within the PEA's student information system (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.

Q3: When can I make current year special education exit data corrections in AzEDS?

Any time prior to the closing of AzEDS data submissions in the current reporting year. Corrections after this time requires ESS approval for inclusion in federal reporting. Please [refer to the Important Dates document on the Data Management web page](#) to review the timeline specific to AzEDS.

Q4: How is a student's age determined for reporting when the exit date is extracted from AzEDS?

The age of the student will reflect his/her age in years as of October 1, not at the time of exit. Only students aged 14–21 will be reported.

Q5: How is the student's age calculated as of October 1?

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

Example 1:

Student is enrolled in SPED during the first two weeks of school and graduates from high school the following May. This student is 18 years old at the time of graduation and turned 18 in January. Student is reported as graduating (SPED exit code 2 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 did not 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 during the first two weeks of school and transfers to regular education (SPED exit code 1 in AzEDS) at the end of September and is 15 years old at the time of 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. Given that the student in question had a birthday over the summer, the age of this student on October 1 of the prior year is 14.

Example 3:

Student is enrolled in SPED during the first two weeks of school and moves in mid-September but is known to be continuing (SPED exit code 5 in AzEDS), is 14 years old at the time of exit and turned 14 over 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 date. Since the age on October 1 of the prior year is 13, this student would be excluded from the Exit report, as only ages 14–21 are extracted.

Q6: 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 tables.

Q7: 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.

Q8: 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.

Q9: 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 the Office of Special Education Programs (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.

Q10: How do I report in AzEDS a student who is in 8th grade in an elementary district and moving to a different high school district to enter 9th grade?

You would report the student as “Moved, known to be continuing.” The only exception would be if the student was younger than 14 years old as of October 1. Students younger than 14 years old (as of October 1) are not included in the exit data.

Q11: How do I report students who graduate with an “alternative” high school diploma (one that is not equivalent to that of their regular education peers)?

No alternate forms of diploma are available in Arizona.

Q12: How do I report students who met graduation requirements after their cohort class but before reaching maximum age (e.g., they graduated in 5 years)?

Students in this circumstance meet the federal definition of graduating with a high school diploma and should be reported as such.

Q13: What are the graduation requirements for students with disabilities if the IEP team exempts a student from certain graduation requirements?

The [FAQ: Graduation of Students with Disabilities in Arizona's Schools](#) is available as an Arizona Technical Assistance System (AZ-TAS) document on the [AZ-TAS webpage](#).

Q14: How are students reported who have moved and are not known to be continuing?

Students identified as moved, not known to be continuing are to be reported as dropouts.

Q15: In AzEDS, how is a student who left school to be homeschooled reported?

If a student continues to receive special education and related services from the school, then the student should not be reported as exiting the special education program. If the student is no longer receiving special education, then report him/her in the exit category, "Transferred to regular education." However, if a student moves from one district to another and is home schooled, then that student would be reported as "Moved, known to be continuing."

Q16: How should truant students be reported in AzEDS?

Report truants as dropouts.

Q17: How should students who received a GED be reported in AzEDS?

A student who received a GED should be reported as a dropout. IDEA regulations at 34 CFR §300.102(a)(3)(iv) state: As used in paragraphs (a)(3)(i) through (a)(3)(iii) of this section, 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 a general educational development credential (GED).

Q18: Arizona uses a July 1 to June 30 reporting period. 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.

Q19: How is a student reported in AzEDS who:

- Joined the military?
- Got pregnant (and is no longer in school)?
- Got married (and is no longer in school)?
- Is a runaway?
- Is missing/unknown?
- Exited public school whereabouts are unknown?
- Was expelled?
- Has a serious illness/injury (and is not receiving regular or special education)?
- Left school to take a job?

If a student is no longer receiving special education, then report a student in any of the above situations in the dropout category. Any student who exits special education and does not meet the definition of any of the other exit categories should be reported as a dropout. This includes students for whom there was no official notice of withdrawal.

Q20: How will a student be reported who was not in special education at the start of the reporting period, enters special education during the reporting period, and the returns to regular education before the end of the reporting period?

A student who was not in special education at the start of the reference period will not be reported in the exit data.

Q21: How should I report a student in AzEDS whose parents decide they no longer want their child in special education and complete revocation of consent documentation?

Report the student in the exit category "Transferred to regular education."

Q22: How should I report a student in AzEDS who left school and enrolled in a community college? The student did not receive a diploma and is not continuing in special education.

Report the student as a dropout. Any student who exits special education and does not meet the definition of any of the other exit categories should be reported as a dropout.

Q23: How should a student who has moved out of state be reported in AzEDS?

If you have evidence (e.g., a request for transcripts) that the student is continuing in an educational program, then report the student in the "Moved, known to be continuing" category. It is not necessary for you to know whether the student is continuing in special education. You only need to have evidence that the student is continuing in an educational program. A transcript request is acceptable.

If you have no evidence that the student is enrolled in an educational program, but you know that the family is no longer at their last known residence, then you should report the student in the dropout category.

Q24: How is a student who has exited and re-entered reported in AzEDS?

In AZEDS, you need to report each time a student is exited and re-entered. For purposes of extracting data from AZEDS to populate the exit data tables as an unduplicated count, ADE extracts the last known exit status for all students.

Q25: How are students reported who did not finish the school year but did not officially withdraw? For example, how should a student be reported whose parent removes them from school 2–4 weeks before the last day and with the intent of returning for the fall term next school year? In this case, the family has not moved from their residence; essentially, they are taking an extended vacation.

If a parent did not withdraw the student from school, and the student is simply absent, then you would not report the student as having exited from special education. The student is still receiving special education services, in that the student is still enrolled in a special education program. The fact that the student is not attending that program is at the discretion of the student or parent but does not constitute an exit.

Q26: How is the exit status reported for ASDB-vouchered students?

ASDB is responsible for reporting SPED participation data to AzEDS, including the exit status, for students that are vouchered to ASDB. Refer to the [ASDB Student Reporting](#) resource.

Q27: Why are there times when the exit data is unable to be verified for accuracy?

There may be instances when a PEA is unable to 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 the last known exit status for a student in the current reporting year. If a student exits special education at one PEA as “moved, known to be continuing” and later in the same reporting year, 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.

Effective FY 2020, the Exiting Detail Report has been enhanced with sections to clarify inclusion vs. exclusion in the Exit data report extraction.

Q28: What does the term “tuitioned-out” refer to?

The term “tuitioned-out” refers to students who, due to an IEP team or state-placing agency decision regarding least restrictive environment (LRE), are placed in approved private day schools, residential treatment centers (RTCs), the Arizona State Schools for the Deaf and the Blind (ASDB) campuses, head start programs, public consortiums, or another PEA as a result of an IEP team or state-placing agency decision regarding least restrictive environment (LRE).

Q29: How are tuitioned-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 Schools for the Deaf and the 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.

Preschool Transition

Q1: What does “In-by-3,” early intervention transitions, transition from Part C to Part B, and/or Preschool Transition mean?

The Individuals with Disabilities Education Act (IDEA), for both Part C/Arizona Early Intervention Program (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 individualized education program (IEP) must be developed and implemented by the child’s third birthday (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 that is after the date the IEP is written (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.

Q2: Why do children who were served in Part C (AZEIP) must be in “In-by3?”

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 particularly important 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.

Q3: What is the difference between a child who is “referred for transition” from AZEIP and a child who is “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, it is considered the “point of referral” and the PEA is required to provide to parents, a PWN for referral and Procedural Safeguards.) Children who are eligible for AzEIP services between 2.9 and 2.10½ are counted by districts as late referrals to Part C (deductible or not counted against the school district’s 100% requirement). Children who are 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.

Q4: 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).

Q5: 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 2.10½) 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. You should issue an AzEIP alert for any late referrals from Part C that were due to service coordinator delay. Send an email to [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.

Q6: Why are children who are counted as late referrals from Part C considered “not deductible”?

OSEP does not allow late referrals from Part C to be deducted from the SPP/APR. The expectation is that Part C and Preschool Programs will work together for seamless transitions. A district must send an alert to [the Part C to Part B Inbox](#) if a late referral is received from Part C that is due to Service Coordinator Delay.

Q7: 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; these included the Tucson campus and Phoenix Day School for the Deaf or [any ASDB site listed](#) on the ESS website. Refer to the [ASDB Student Reporting](#) resource.

Refer to the [Preschool Transition alert \(April 2023\)](#) for additional information.