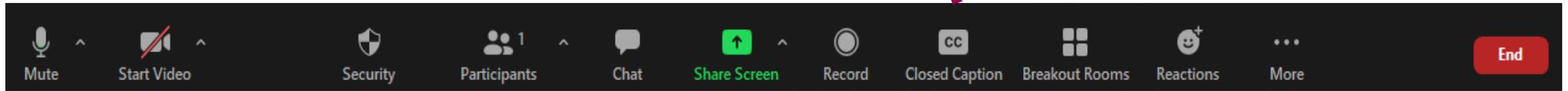# Special Education Data Updates

ESS Data Management

April 2024

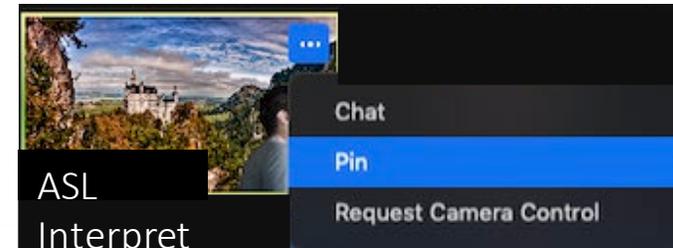# Before we get started, here are a few reminders:

- To enable Zoom closed captions, click the Closed Caption icon.

- To view the ASL Interpreter, select the Interpretation icon.

- To pin the video of an ASL Interpreter at the top of the meeting window, hover over the video of the ASL interpreter and click "Pin."

- Please stay muted throughout the presentation.

- There will be a Q&A session at the end.

- We will post this webinar recording on the ESS Data Management webpage.

The use of AI meeting assistants, such as Otter.ai and Chorus.ai, that record audio of the meeting, write notes, capture action items, and generate meeting summaries for virtual meetings, is prohibited.

Agenda

- Reminders
- Trending Topics
- Top 3 Integrity Errors
- SPED Reports 101
- Out-of-Scope Topics
- Q&A

Reminders

Upcoming Deadlines

- April 24 October 1 Data Collection–Phase III: Non-Reconciliation (if applicable)

- June 12 IDEA Statement of Assurances

- July 15 SEDD data

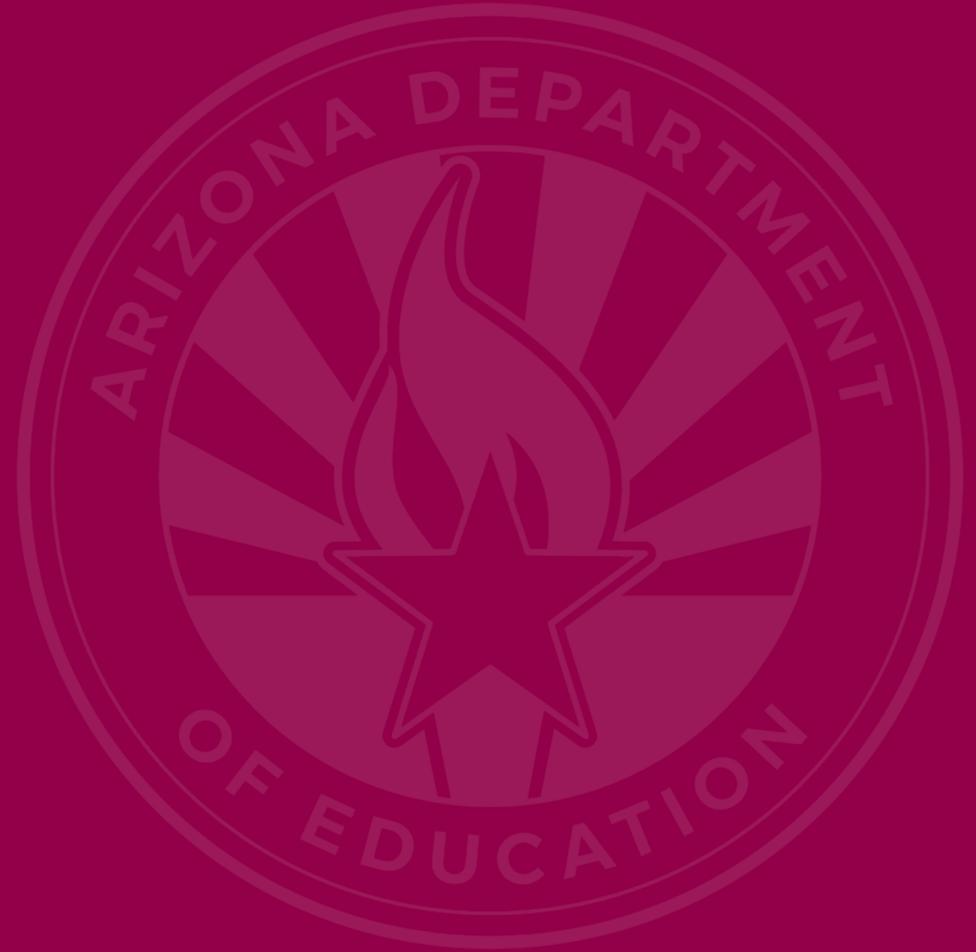- August 14 Parentally Placed Private School Survey

Training Opportunities

- Special Education Data Dashboard (SEDD)
  - Virtual (online) training via Zoom
    - Thursday, May 23, 2024, time: 9:00 a.m.–12:00 p.m.
  - In-person training (ADOA)
    - Tuesday, April 30, 2024, time: 9:00 a.m.–12:00 p.m.
    - Monday, June 3, 2024, time 1:00 p.m.–4:00 p.m.

Trending Topics

Special Education Data Dashboard (SEDD)

- 618 Data
  - Exit data
  - Discipline data
  - Students Without Disabilities data
- Indicator Data
  - Preschool Transition data (public districts only)
- Data Visualization
  - Least Restrictive Environment (LRE) data
  - Personnel Data

Home-Based Guidance (Slide 1 of 2)

Home Placement (Home-Based Instruction) is one of the most restrictive placement options along the continuum of service delivery models available for students with disabilities. The individualized education program (IEP) team determines the student's least restrictive environment (LRE) and reviews and revises the student's IEP as necessary to ensure that a free appropriate public education (FAPE) continues to be provided. This placement is not typical and often may be temporary.

Home-Based Guidance (Slide 2 of 2)

Home-based students should be reported with:

- Applicable Needs
- LRE H
- Report enrollment and Resident School ID as the school site the student would attend, if not home-based.
- Tuition Payer Code 1
- Appropriate FTE

Least Restrictive Environment H

- What are other cases of reporting LRE H?
  - A student with an IEP is Homebound
  - A student with an IEP is long-term suspended or expelled but receiving services
  - A student with an IEP is placed in a hospital program
- **When reporting a student's LRE, it is important to report the educational setting they are currently being provided.**

Parentally Placed Private School Students (PPPSS)

Reporting is mandatory solely for Public Education Agencies (PEAs), specifically public school districts, that have delineated school district boundaries.

Child Find activities are required under the IDEA

PPPSS Refers To

- Any students placed by their parents in:
  - A non-profit, elementary, or secondary school within the geographic boundaries of your school district
    - Includes religious schools or facilities that meet the definition of elementary school in 34 CFR § 300.13 or secondary school in 34 CFR § 300.36
  - Students who are homeschooled
  - Only students in Kindergarten through 12th grade
    - Do not report preschool students

34 CFR § 300.130

Reporting PPPSS

- Reporting PPPSS in AzEDS on an Individual Service Plan (ISP)
  - **SPED Need:** Report as defined in the ISP
  - **LRE/Program:** J–Private School placement, enrolled by parent
  - **Full-Time-Equivalency:** Report the approximate time of services the student is provided compared to all other students, which can be reported in .25 increments
  - **Tuition Payer Code 2:** Privately paid tuition, no tuition charged
  - **Site Enrollment:** Report the grade-appropriate public school site the student would attend if enrolled in your district.
  - **Resident School ID:** Report the Resident School ID the same as the Site Enrollment

Guidance

Reporting PPPSS in AzEDS

Guidance: <u>SPED Student Reporting - Parentally Placed Students that Receive Services on an Individual Service Plan</u>

Top 3 Integrity Errors

Locate Your Tools (slide 1 of 2)

Bookmark our AzEDS SPED Reporting web page

This page includes our SPED Integrity Error Tools, helpful matrices for concurrent reporting issues, and other resources for navigating your SPED reporting for AzEDS, including the Getting Started with SPED Integrity Troubleshooting Guide.

Home / Special Education / AzEDS SPED Reporting

AzEDS SPED Reporting

Discover useful tools for those who submit data for students with disabilities to the Arizona Education Data Standards (AzEDS). Find relevant AzEDS codes, tables that illustrate which needs may be reported with which service codes, and more.

New to SPED data reporting?
Try the Getting Started with SPED Integrity Troubleshooting Guide

▶ **SPED Integrity Error Tools**

▶ **Matrices**

▶ **Tools & Resources**

Locate Your Tools (slide 2 of 2)

Review our past Special Education Data Updates

This page includes links to all our past SEDU presentations. Easily navigate to your desired subject or integrity code using the provided chapter links.

Home / Special Education / Special Education Data Updates Webinars

Special Education Data Updates Webinars

Welcome to our Special Education Data Updates Webinar homepage. Webinar recordings will be kept on this page for the current fiscal year only due to evolving guidance and reporting requirements.

Live Webinars are held the 3rd Wednesday of each month from 2pm - 3pm. Please email ESSDataMgmt@azed.gov for questions regarding registration.

Glossaries

▶ **Glossary of topics covered within the recorded webinars.**

▼ **Glossary of Integrity Rules reviewed within the recorded webinars.**

Please review the recorded webinar under the date(s) below relating to the rule you would like to explore.

- -10131 (06/15/22)
- -10138 (11/17/21)
- -40000 (3/15/23, 2/21/2024)

Identify Your Errors (slide 1 of 2)

Check your SPED72 Report in the AzEDS Portal

The SPED72 report will show all students reported to AzEDS with SPED needs and/or SPED Program participation, ELL participation, and whether they have passed FED SPED and State SPED integrity.

District Student ID	State Student ID	Last Name	First Name	Middle Initial	DOB	Gender	Ethnicity	Race	Grade	ELL[1]	DOR CTDS	FED SPED Pass/Fail	State SPED Pass/Fail	Warning
▓▓	▓▓▓	▓▓▓	▓▓	▓	▓▓▓	▓	▓▓	▓▓	▓	N	▓▓▓▓	FAIL	FAIL	NO

Please visit our AzEDS SPED Reporting web page for more assistance troubleshooting integrity errors.

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Identify Your Errors (slide 2 of 2)

Check your INTEG15 Report in the AzEDS Portal

The INTEG15 report displays a post-integrity list of student data related to membership and their integrity status results. Drill down using the filters to identify students at a specific site (optional), Integrity Status as 'Failed', and Integrity Category of 'SPED' and 'Fed SPED.'

INTEG15											CTDS: ████████
Fiscal Year: 2024			**Student Data Integrity Report**								Page: 1 of 1
School Year: 2023 - 2024											Report Date: 02/07/2024 10:52 AM
Data Capture Date: 02/06/2024 9:52PM											
School CTDS: ████████											
School Name: ████████											
District Student ID	State Student ID	Last Name	First Name	Middle Initial	Integrity Category	Integrity Type	Integrity Status	Severity	Error Code	Error Description	Entry Date
████	████	████	████	██	Fed SPED	Fed SPED	F		-40051	Student participating in special education must have only one Federal Primary Need Indicator (FPNI).	
████	████	████	████	██	Fed SPED	Fed SPED	F		-40062	For each day there is a Least Restrictive Environment (LRE) provided, a SPED need must be reported.	
████	████	████	████	██	SPED	State SPED	F		-40062	For each day there is a Least Restrictive Environment (LRE) provided, a SPED need must be reported.	

Integrity Error -40087

- Error Message
  - SPED Preschool Students must be reported with three Preschool Outcome Assessments upon entry. Please refer to the ESS Preschool Outcomes Reporting Guidance document.

- Common Issues
  - 3,737 instances
  - One or more entry assessments missing per LRE start date or excess assessments reported.
  - Per ECSE, an entry score must be submitted without delay and no later than two weeks after enrollment in the program on all three outcome areas.
    - Integrity will fail until the information is provided.

Integrity Error -40087 (slide 1 of 2)

- Troubleshooting
  - Review -40087 Integrity Error Tool
  - Review the ESS Preschool Outcomes Reporting Guidance document
  - Review ADE ESS's Assessing Outcomes for Preschool Children with Disabilities
  - Review SPED12 for SPED Preschool Outcomes History
  - Ensure that each Preschool LRE code has three different Entry Outcomes and then sync to AzEDS. Verify incoming data with SPED11.

Integrity Error -40087 (slide 2 of 2)

SPED11, with Entry assessments submitted

District Student ID	State Student ID	Last Name	First Name	DOB	Entry / Exit	Category Code	Category	Assessment Code	Assessment Outcome	Progress Made
					Entry	SPSC02	Acquisition and use of knowledge and skills (including early language/ communication and early literacy)	SPSOC02	Overall not age appropriate: Occasionally uses immediate foundational skills across settings and situations.	
					Entry	SPSC01	Positive social-emotional skills (including social relationships)	SPSOC02	Overall not age appropriate: Occasionally uses immediate foundational skills across settings and situations.	
					Entry	SPSC03	Use of appropriate behaviors to meet their needs	SPSOC01	Overall not age appropriate: Does not yet show functioning expected in any situation, does not show immediate foundational skills in any situation.	

Integrity Error -40088 (slide 1 of 2)

- ## Error Message
  - SPED Preschool Students must be reported with three Preschool Outcomes Assessments upon exit. Please refer to the ESS Preschool Outcomes Reporting Guidance document.

- ## Common Issues
  - 1,076 instances
  - One or more exit outcomes assessments missing per LRE exit date, or excess outcomes reported.
  - Per ECSE, this rating is expected to be submitted within 15 days after the child exits the preschool special education program on all three outcome areas.

Integrity Error -40088 (slide 2 of 2)

- Troubleshooting
  - Review [-40088 Integrity Error Tool](#)
  - Review the ESS [Preschool Outcomes Reporting Guidance document](#)
  - Review ADE ESS's [Assessing Outcomes for Preschool Children with Disabilities](#)
  - Review SPED12 for existing Preschool Student Entry/Exit Data
  - Ensure that each Preschool LRE code has three different Exit Outcomes and then sync to AzEDS. Verify incoming data with SPED11.

Integrity Error -40089 (slide 1 of 5)

- Error Message
  - SPED Preschool Student Exit Preschool Outcome Assessments must indicate whether progress was made.

- Common Issues
  - 374 instances
  - One or more IsProgressMade ratings missing of the three exit Outcome Assessments, per LRE exit.
  - Per ECSE, this rating is expected to be submitted within 15 days after the child exits the preschool special education program on all three outcome areas.

Integrity Error -40089 (slide 2 of 5)

- Troubleshooting
  - Review -40089 Integrity Error Tool
  - Review ESS Preschool Outcomes Reporting Guidance document
  - Review ADE ESS's Assessing Outcomes for Preschool Children with Disabilities
  - Review SPED12 for SPED Preschool Student Outcomes History
  - Ensure that each Exit Outcomes Assessment has an IsProgressMade rating, per each LRE exit. Sync to AzEDS and verify incoming data with SPED11.

Integrity Error -40089 (slide 3 of 5)

SPED12, missing IsProgress made

DOR ID	State Student ID	Last Name	First Name	DOB	PS LRE Entry Date	PS LRE Exit Date	Entry/ Exit	Category	Outcome	Progress Made
					08/14/23	09/07/23	Entry	SPSC01	SPSOC01	
							Entry	SPSC02	SPSOC01	
							Entry	SPSC03	SPSOC01	
							Exit	SPSC01	SPSOC01	
							Exit	SPSC02	SPSOC01	
							Exit	SPSC03	SPSOC01	

Please visit our AzEDS SPED Reporting web page for more assistance troubleshooting integrity errors.

Integrity Error -40089 (slide 4 of 5)

SPED11, with IsProgressMade reported

Entry / Exit	Category Code	Category	Assessment Code	Assessment Outcome	Progress Made
Entry	SPSC02	Acquisition and use of knowledge and skills (including early language/ communication and early literacy)	SPSOC05	Overall not age appropriate: Shows functioning expected for his or her age some of the time and/or in some settings and situations.	
Entry	SPSC01	Positive social-emotional skills (including social relationships)	SPSOC05	Overall not age appropriate: Shows functioning expected for his or her age some of the time and/or in some settings and situations.	
Entry	SPSC03	Use of appropriate behaviors to meet their needs	SPSOC05	Overall not age appropriate: Shows functioning expected for his or her age some of the time and/or in some settings and situations.	
Exit	SPSC02	Acquisition and use of knowledge and skills (including early language/ communication and early literacy)	SPSOC06	Age appropriate: Functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area.	Yes
Exit	SPSC01	Positive social-emotional skills (including social relationships)	SPSOC05	Overall not age appropriate: Shows functioning expected for his or her age some of the time and/or in some settings and situations.	No
Exit	SPSC03	Use of appropriate behaviors to meet their needs	SPSOC06	Age appropriate: Functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area.	Yes

Please visit our AzEDS SPED Reporting web page for more assistance troubleshooting integrity errors.

Integrity Error -40089 (slide 5 of 5)

SPED12, with IsProgressMade reported

PS LRE Entry Date	PS LRE Exit Date	Entry/ Exit	Category	Outcome	Progress Made
10/30/23	11/03/23	Entry	SPSC01	SPSOC01	
		Entry	SPSC02	SPSOC07	
		Entry	SPSC03	SPSOC02	
		Exit	SPSC01	SPSOC01	No
		Exit	SPSC02	SPSOC07	No
		Exit	SPSC03	SPSOC02	No

SPED Reports 101

SPED Reports 101: SPED74

Reports

Student Detail

Accountability

Special Education

SPED10 - SPED Data Verification Report

SPED11 – Preschool Outcomes Report

SPED12 - SPED Preschool Outcomes History Report

SPED50 – SPED Concurrency Report

SPED72 – SPED Participation Report

SPED73 - October 1 FED SPED Report

SPED74 - SPED Exit Report

SPED99 - SPED Orphan Data Report

Student-Teacher-Course Connection

Calendar

OCT1

Discipline

DISC10 – Discipline Data Verification Report

DISC45 - In-School Suspension Data Report

DISC72 – Discipline Validation Report

INTEG55 - Discipline Incident Integrity Report

- Primarily used for SEDD
- Students between ages 13–22
- Displays student exit data by DOR
- Post-integrity and updated nightly

SPED74 Report Example

Sample Unified School District (0000)

CTDS: 00-02-00-000

Fiscal Year: 2024

SPED Exit Report

Page: 1 of 4

School Year: 2023 - 2024

Report Date: 08/18/2023 08:34 AM

School CTDS: 00-02-00-200

School Name: Sample High School (0000)

District Student ID	State Student ID	Last Name	First Name	Grade	LRE	LRE Entry Date	LRE Exit Date	LRE Exit Code	LRE Exit Description	Main SPED School	Last Known Exit[1]	In SPED B.O.Y[2]	SPED Exit Eligible[3]	Calculated Age for Exit[4]
1234	12341234	Surname	First	9	A Inside Regular Class 80% or More	08/09/23	05/23/24	SPED13	School is Out	Y	Y	Y	N	14

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SPED10 vs. SPED14 Exit Codes

- SPED10
  - Withdrawn by parent and no longer enrolled

- SPED14
  - No longer eligible for preschool special education

# SPED Reports 101 Guidance Document

- Guide to all reports related to Special Education
- SPED Report 101 Document
  - Found on the ESS Data Management web page
    - AzEDS SPED Reporting
    - Tools and Resources

How Do I Get Access to SPED Reports?

- You must have an ADEConnect account

- Request the **relevant** role from your local ADEConnect Entity Administrator to view the Reports

- Email the ADE Support Inbox for assistance with ADEConnect

- Email the ESS Data Management Inbox for assistance with ESS data applications

Please visit our SPED Reports 101 Document for more info on other SPED reports.

Out-of-Scope Topics
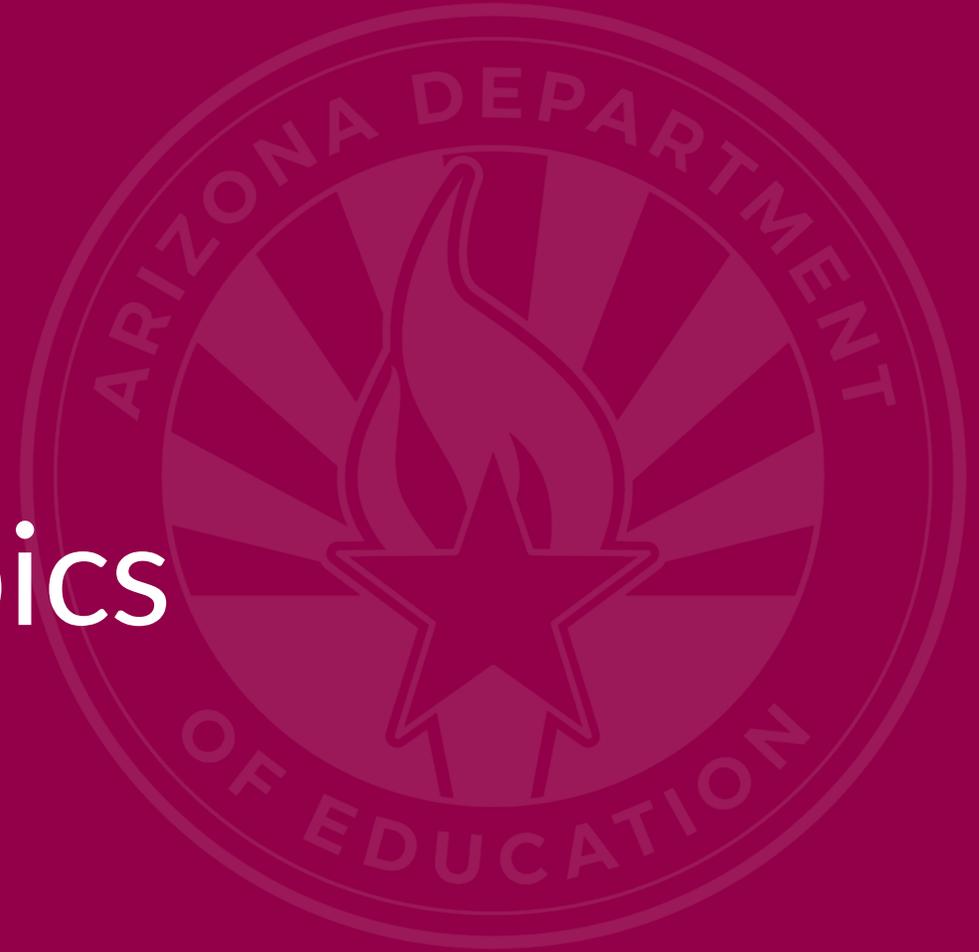
Alternate Assessments

Please contact the Alternate Assessment inbox or at (602) 542-8239.

Q&A

ADEConnect Support

(602) 542-7378

ESS Data Management Inbox

(602) 542-3962

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Next SEDU Webinar: May 15, 2024

Thank You