ADE School Finance

ASCUS Meeting Update

05/09/2025

Agenda

- School Finance Updates
- Guidance
  - CTED
  - Homebound
  - 15-915
  - Charter Estimated Count
- Non-Fundable Intervals

School Finance Updates

Data Capture and Payment Schedule

- FY 2026 – Posted on School Finance website
  - https://www.azed.gov/finance/fy-2026-monthly-payment-and-azeds-processing-schedule

- The FY 2026 API is available from 06/01/2025 to 07/15/2026

Transitional Sites

- Districts and Charters reporting to sites where students attend as part of their instruction, as outlined in the student's IEP

- Passing INTEG and ACE
  - Private locations such as the Mayo Clinic and CityScape.
  - College locations such as U of A and Phoenix Community College

Bug fix: College locations are not recognized in the Payments system. Top priority for fix in place

Entity Profile Request

Charters

Approval from the Arizona State Board for Charter Schools (ASBCS)

Districts

- Signed board minutes approving all entity changes. Approval from the State Facilities Board (SFOB)
  - New site, closing site, and grade configurations
- AOI requires approval from the State Board of Education (SBE)
- Address change may require proof of address

Merge Request

40 – 70 new merge requests per week

2939 new merge requests in FY2025

3039 new merge requests in FY2024

3600+ resolved merges in FY2025

Merge Request - STUD35

- Send an individual HelpDesk ticket for each student

- Review the IDs and compare them to student records that are on file within your district

- Use the AzEDS Identity tool to confirm the request

- Students who are twins cannot be "split" once merged

Guidance Documents

Where to Find Guidance?

- School Finance Guidelines and Manuals
  - https://www.azed.gov/finance/school-finance-external-guidelines

- Hot Topics
  - https://www.azed.gov/blog/finance

SCHOOL FINANCE

School Finance proactively partners with Arizona education organizations to facilitate timely, accurate data collection and precise, transparent payments. We support submittal of accurate student, staff, and transportation data, educate on data reconciliation reports and best practices, and assist with error correction as needed. We use the data collected and statutory formulas to precisely calculate and distribute state payments and publish corresponding data to enable stakeholders to understand and verify calculations. Additionally, School Finance collects and reports critical financial data to the public, education organizations, state leaders and the Federal government.

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School and Student Membership Data Resources

Centralized hub for A.R.S. 15-915 Request, ADM Reports/Calendar/Student Detail, Integrity Errors, Entity Profile modification, student ID merges/splits, SDER, and more.
Guidelines & Manuals
Training & Support Hub
Forms
Data Collection & Reporting

Open Enrollment

- FY 2024 Report Posted on School Finance webpage

- [Data Collection & Reporting for School and Student Membership Data](#)

- This report provides open enrollment participation rate by school district, school, county, and specific related data

CTED Updates

- New Guidance posted

- Continuation year funding
  - FY2024 and 2025 comparison of data in the CTE Data Portal and the AzEDS Data

- Tuition Payer Code 9:
  - A 9th-grade student enrolled in a CTED
  - A student who has graduated from any high school enrolled in the CTED and a Regionally Identified High-Need program can be reported by CTED to AzEDS with a grade of 12 (Continuation students or "Grade 13")

Home Placement vs. Homeschooled vs. Homebound

Helping Special Education Directors, Teachers, and Staff Identify Key Differences

These learning environments can be confusing, and some are often misinterpreted or misused. Each environment has specific statutory references or policies and procedures for implementation. Review the comparison below to understand the key differences in each.

Home Placement Home Instruction

Home Placement (instruction in the home) 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), reviews and revises the student's IEP as necessary to ensure a free, appropriate public education (FAPE) continues to be provided. This placement is not typical and may often be temporary.

Homeschooled

As outlined in A.R.S. §15-802, homeschooled means a non-public school taught primarily by the parent, guardian, or other person who has custody of the child or non-public instruction provided in the child's home. If eligible, homeschooled students may receive special education and related services under a service plan. There is no entitlement to special education and related services, however, the student may be provided equitable services through a service plan under a school district's proportionate amount of federal funding on students in this type of parental/private placement (34 CFR §§300.130-300.144).

Homebound Hospitalized

Governed by A.R.S. §15-901(B)(15), a homebound or hospitalized setting is used when a student is unable to attend school due to illness, disease, accident or other health condition(s). The student must be examined by a medical doctor and be certified by that doctor as being unable to attend regular classes for a period greater than three school months. The medical certification shall state the general medical condition, such as illness, disease or chronic health condition. Homebound or hospitalized setting includes a student who is unable to attend school for a period of less than three months due to a pregnancy if a medical doctor, after an examination, certifies that the student is unable to attend regular classes due to risk to the pregnancy or to the student's health. Please contact School Finance for further information not involving special education.

https://www.azed.gov/specialeducation/data-management/azeds-sped-reporting/

Homebound FAQ

- Did the student receive at least 4 hours of instruction per week?
  - If yes:
    - Minutes of attendance must be reported on the first day the student receives homebound instruction to avoid failing. (error code -10140)
    - Logged by the teacher for each day that instruction is provided
  - If no:
    - Students receiving less than four (4) hours of instruction should not be considered "in attendance" for the week for audit purposes
    - If the student cannot receive or complete the minimum hours of instruction within a week, then no attendance minutes should be recorded for the week to AzEDS

Homebound FAQ

The student cannot receive instruction due to illness. Can I report minutes?

The student can only receive 2 minutes of instruction for the week due to illness. Do I report the minutes?
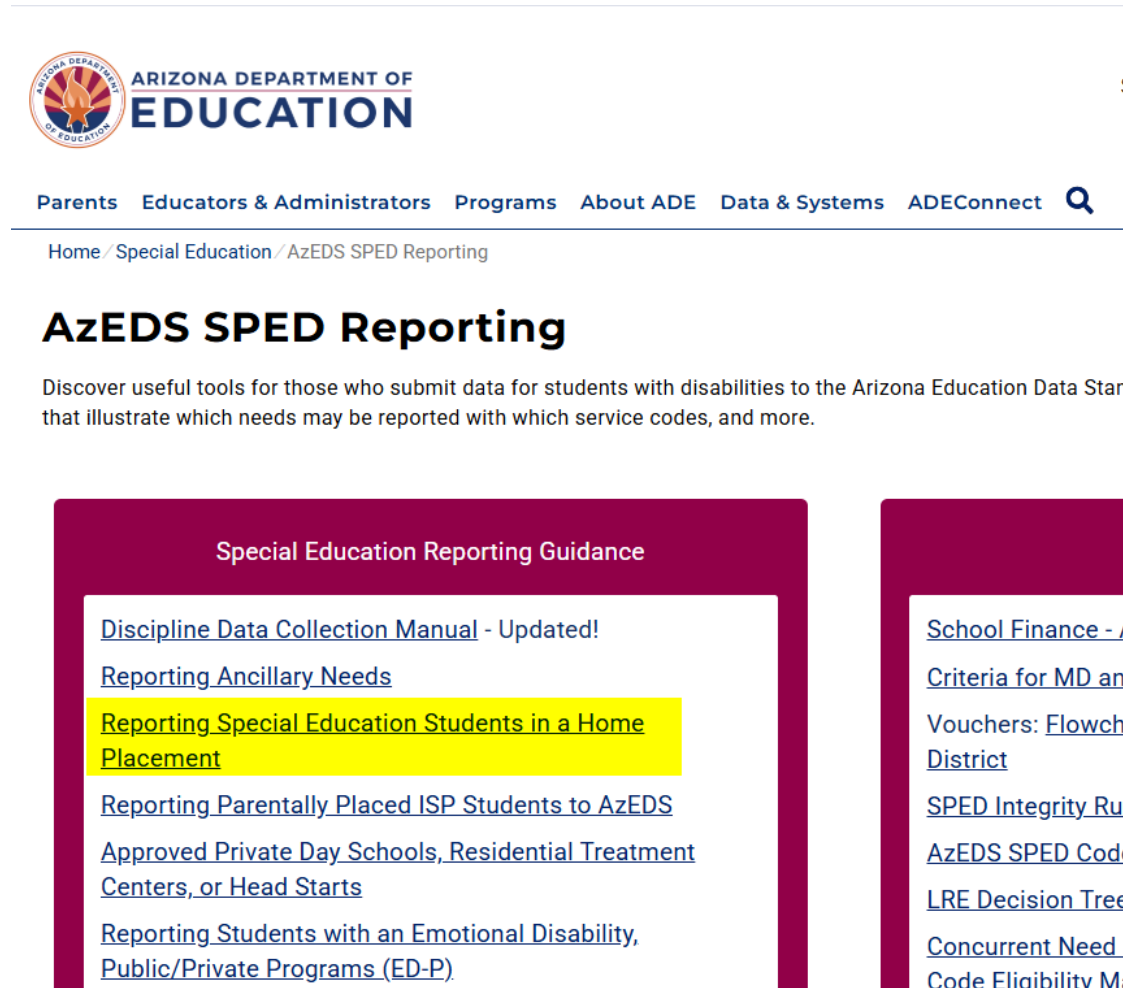
Can these 4 hours include the teacher's prep time?

Student still receives instructional services during the week, just below the 240-minute threshold. Can I report the minutes?

Can a Special Education (SPED) student be Homebound per A.R.S. §15-901?

Yes. A SPED student can be designated Homebound, just as a general education student can, under local policy. If the proper medical certification has been received, stating that the student is unable to attend school for a period of not less than three school months, the student should be designated as Homebound in the Student Information System. Once designated as Homebound, minutes of attendance are to be reported.

A SPED student designated as Homebound will receive instruction at home, and SPED data should be reported with the appropriate Need, LRE H, TP1, and the appropriate FTE.

Homebased – SPED

ARIZONA DEPARTMENT OF
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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 Stan
that illustrate which needs may be reported with which service codes, and more.

Special Education Reporting Guidance

Discipline Data Collection Manual - Updated!

Reporting Ancillary Needs

Reporting Special Education Students in a Home
Placement

Reporting Parentally Placed ISP Students to AzEDS

Approved Private Day Schools, Residential Treatment
Centers, or Head Starts

Reporting Students with an Emotional Disability,
Public/Private Programs (ED-P)

School Finance - A

Criteria for MD an

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District

SPED Integrity Rul

AzEDS SPED Cod

LRE Decision Tree

Concurrent Need
Code Eligibility Ma

https://www.azed.gov/specialeducation/azeds-sped-reporting

Do I need to change the entry date to the first week when he makes 240 minutes of instruction?

Change the start date to the week that the student was able to complete 240 minutes of instruction, unless the student has an IEP with LRE of H

Report the student as LRE of home-based tuition payer code 1, for the time the student received only SPED services

Scenario 1

Start Date: 08/05

- LRE H
- Homebound minutes not met until 08/19

- Membership: 08/05 – EOY
- LRE – H: 08/05 - EOY
- Homebound check is not reported until 8/19

Scenario 2

Start Date:08/05 (08/19)

- Homebound minutes not met until **08/19**
- Not SPED

- Membership: **08/19** – EOY
- Homebound check is not reported until 8/19

Scenario 3

Start Date: 8/05

- LRE H
- Homebound minutes met

- Membership: 08/05 – EOY
- Homebound reported 8/05

15-915 Updates

Fiscal Year	Request Per Year
Current Year	258
FY 2024	324
FY 2023	375

- Comparison spreadsheet for ADM decrease sent to Districts or Charters before sending to Payments

- **Reminder:** INTEG rules may be retroactively implemented

- Complete 15-915 request must be submitted to the Account Analyst by June 1st and completed by June 30th of the subsequent year

- Changes to Accountability codes by a 15-915 request
  - Cohort corrections contact the Accountability team

- Review the CSV file before creating the ticket

CSV File – Technical Impact File

Examples of the type of data change:	ResourceName:
SPED -Student need descriptors, ELL participation	studentNeeds
ELL, Title 1 and other Programs	studentProgramAssociations
Enrollment entry and exit dates and codes. Grade level, FTE and TP	studentSchoolAssociations
Minutes of attendance or absence days	studentSchoolAttendanceEvents
SPED -LRE settings	studentSpecialEducationProgramAssociations
Student name, birth information	students
STC data and course information	studentSectionAssociations
IEP responsibility	studentEducationOrganizationResponsibilityAssociations

Example of a CSV File:

FiscalYear	StudentUniqueID	SchoolID	ResourceName	PropertyLocator	OldValue	NewValue
2024	123456789	1234	students	FirstName	Alex	Alexander
2024	123456789	1234	StudentSchoolAssociations	ExitWithdrawTypeDescriptorId	W4	W1
2024	123456789	1234	studentProgramAssociations	ProgramTypeDescriptorId	14	11
2024	123456789	1234	studentNeeds	StudentNeedDescriptorID	ED	EDP
2024	123456789	1234	studentSchoolAttendanceEvents	AttendanceEventCategoryDescriptorID	0	1

Charter Estimated Counts

- Charters must submit a Charter Estimated Count file for FY2026

- Charter Estimated Counts memo posted: https://schoolfinancereports.azed.gov/Memos

- Payment 1 and Payment 2 will be based on Charter Estimated Counts.

- Districts: Paid on prior year data

Non-Fundable Intervals

Chronic Absenteeism

- Absences may be considered excessive when they exceed 10% of the required attendance days. A.R.S. § 15-803 (B)

- ADE determined that any absences exceeding 10% of the required attendance days are considered excessive absences

- Once a student reaches the 10% absence threshold, a non-fundable interval will be generated for each absence block

Absence Threshold

- Based on 10% of instructional calendar days reported in AzEDS and the full-time equivalency (FTE) of student membership

- Absences that apply towards the threshold are a cumulative count over the course of the student's membership
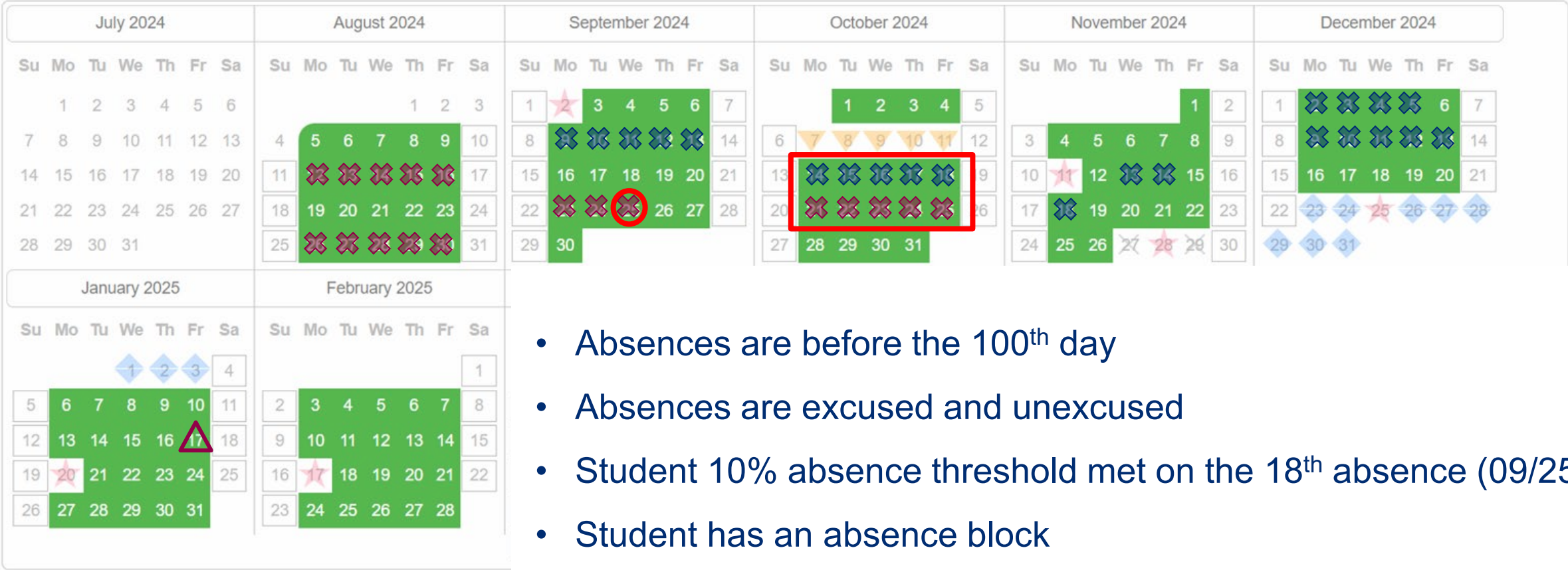
Absence Block

An absence block is when 10 or more consecutive excused or unexcused absences are reported.

The absence block can be considered a non-fundable interval (timeframe) if the student meets the 10% absence threshold criteria at anytime.

10% Threshold Met – 18 days

- Absences are before the 100th day

- Absences are excused and unexcused

- Student 10% absence threshold met on the 18th absence (09/25/24)

- Student has an absence block

- Non-Fundable interval created for 10/14/2024 to 10/23/2024

What about a W4?

Students with a "Status unknown or an attendance record showing 10 consecutive days of **unexcused** absence" must be withdrawn with a withdrawal code of W4

https://www.azed.gov/accountability-research/pupil-withdrawals

Contact: Achieve@azed.gov

ADM15 Example

Reporting PeriodName	FundableInterval	FundingType	Membership IntervalStartDate	Membership IntervalEndDate	DaysEnrolled inPeriod
1-100th day	Non-Fundable	Not fundable due to excessive absences	11/18/2024	12/16/2024	19
1-100th day	Non-Fundable	Not fundable due to excessive absences	11/25/2024	12/18/2024	16
1-100th day	Non-Fundable	Not fundable due to excessive absences	1/6/2025	1/21/2025	11
1-100th day	Non-Fundable	Not fundable due to excessive absences	12/10/2024	1/8/2025	11
1-100th day	Non-Fundable	Not fundable due to excessive absences	11/4/2024	11/18/2024	10
1-40th day	Non-Fundable	Not fundable due to excessive absences	9/5/2024	9/24/2024	14
1-100th day	Non-Fundable	Not fundable due to excessive absences	9/5/2024	9/24/2024	14
1-100th day	Non-Fundable	Not fundable due to excessive absences	10/18/2024	11/8/2024	15
1-100th day	Non-Fundable	Not fundable due to excessive absences	12/6/2024	12/19/2024	10
1-100th day	Non-Fundable	Not fundable due to excessive absences	10/24/2024	11/8/2024	12
1-100th day	Non-Fundable	Not fundable due to excessive absences	1/6/2025	1/21/2025	11
1-100th day	Non-Fundable	Not fundable due to excessive absences	12/19/2024	1/21/2025	12

Updated Guidance

- Updated Defining Excused Absences posted soon

- Video describing examples of non-fundable intervals

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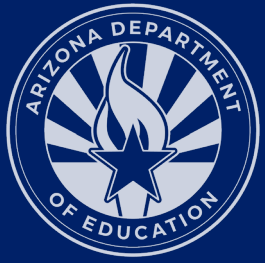
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Guidelines & Manuals

Training & Support Hub

Forms

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Questions

Contact School Finance

School Finance 602-542-5695		
Payments (Opt 1)	**Budgets (Opt 2)**	**Analyst (Opt 3)**
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