



Exceptional Student Services

Special Education Data Reporting Guidance: Ensuring Compliance in Key Scenarios

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**ARIZONA DEPARTMENT OF
EDUCATION**

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Introduction

An essential rule for the Arizona Education Data Standards (AzEDS) reporting is that public education agencies (PEAs) must report the eligibility category for the student as documented in the evaluation. This helps to provide a clear, accurate picture of education in Arizona. We understand that there may be extenuating circumstances that can be reviewed on a case-by-case basis. Regardless, Free Appropriate Public Education (FAPE) must continue to be provided as required under IDEA.

The multidisciplinary evaluation team (MET) is responsible for evaluating whether a student qualifies for special education services and determining which category of eligibility the student qualifies under. For special education data reporting, all disability categories and least restrictive environment (LRE) must be reported, and align with the dates as outlined by the student's evaluation and IEP. The MET team, including the student's parent(s) or guardians, will conduct a comprehensive evaluation, which may include an assessment to determine eligibility. If the student is found eligible, the IEP team, including the parent, will develop and implement an IEP.

This guidance document outlines key scenarios that have been sent to ESS Data Management and informs PEAs how to report to AzEDS.

Reevaluations

[P.L. 108-446, Section 618\(a\)\(1\)\(A\)\(i\) and Section 618\(a\)\(3\); 34 CFR §§300.640, 300.641, 300.642, 300.643, 300.644, 300.645; A.R.S. §15-766](#)

Reevaluations for students with disabilities typically occur once every three years. This can occur once a year if requested by the parent. This process can also happen if a student transfers from one PEA to another, particularly when a student transfers from out of state. A newly identified disability category cannot be backdated, given that the dates should align with the evaluation.

In cases where a student's evaluation has expired, PEAs are to report the disability category indicated on the existing evaluation until a reevaluation can occur. This does not apply to students on initial evaluations and IEPs.

Developmental Delay (DD)

[A.R.S. §15-761\(3\), §15-901\(B\)\(6\)](#)

The DD disability category is for children with developmental delays who are **at least three years of age but under ten years of age**. When a student with DD is ten years of age, a new disability category must be reported based on a newly completed reevaluation. AzEDS will begin to fail DD students two months prior to their tenth birthday using integrity error code -40072¹. This rule will pass

¹ See the [SPED Integrity Rules Reference](#) for all SPED and other rules relevant to SPED data.

upon exiting the DD need prior to the student's tenth birthday. This rule is in place to reinforce a reminder that a reevaluation preemptively occurs for an eligible disability category to be reported as of the student's tenth birthday.

Students reported with DD after the age of 10 will fail the integrity rule -40041². **The new disability category cannot be backdated prior to the date of the reevaluation.**

Preschool Severe Delay (PSD)

[A.R.S. §15-761\(3\), §15-771\(G\), §15-901\(B\)\(6\)](#)

The PSD disability category is for children with preschool severe delays who meet the preschool age requirements: **3 years old or within 90 days of the student's third birthday with board approval, but not more than 5 years of age**. When a student with PSD no longer meets the age criteria and either exits preschool or is promoted to kindergarten (must be 5 years of age before September 1), a new school-age disability category must be reported based on a newly completed reevaluation.

Students in grade PS who are 5 years or older after September 1 will fail integrity rule -10128³. **The new disability category cannot be backdated prior to the date of the reevaluation.**

Kindergarten-Age Children Who Remain in Preschool

[A.R.S. §15-771\(G\)](#)

There may be instances where it is in the best interest of a child who is kindergarten age to remain in preschool for another year. While this is permissible, it is not reportable to AzEDS. State statutes govern age requirements and can be referenced in the [Age Requirements section](#) of the School Finance Manual. The maximum age for a preschool is 5 years of age, and the minimum age for kindergarten is 5 years of age before September 1 or January 1 with governing board approval. Kindergarten-age students who remain in preschool must continue to be provided services as dictated by their IEP. However, they cannot be reported in AzEDS due to the age requirements and would not be eligible for state funding.

Incoming Students from Another State

[P.L. 108-446, Section 1414\(d\)\(2\)\(C\)\(i\)\(II\)](#)

Students who are new to Arizona and were previously identified in the former state of residence with one or more special education disability categories shall continue to receive a Free Appropriate Public Education (FAPE) that includes services comparable to those described in the existing IEP. If

² See the [SPED Integrity Rules Reference](#) for all SPED and other rules relevant to SPED data.

³ [AzEDS Membership Integrity Rules Reference](#)

necessary, a reevaluation may need to occur. This can be challenging when special education data reporting systems vary across states due to differing state statutes and data collection systems. A student moving into our state may have a disability category listed on their existing evaluation that may not be offered in Arizona or may have different state statutory requirements. For example, a student moving into our state may have an existing disability category of Multiple Disabilities (MD) without any supporting disability categories. The MD requirements for our state require two or more supporting disability categories to be successfully reported in the AzEDS system. This means that the incoming student would require a reevaluation to include the two supporting eligibility categories to ensure that they meet the Arizona state requirements. In this example, the student's MD with two supporting needs can be backdated to the first day they began receiving services in Arizona. These scenarios are handled on a case-by-case basis, and if your PEA comes across a similar situation that is not included in this guidance and impacts reporting, contact the [ESS Data Management Team](#).