



ARIZONA DEPARTMENT OF
EDUCATION

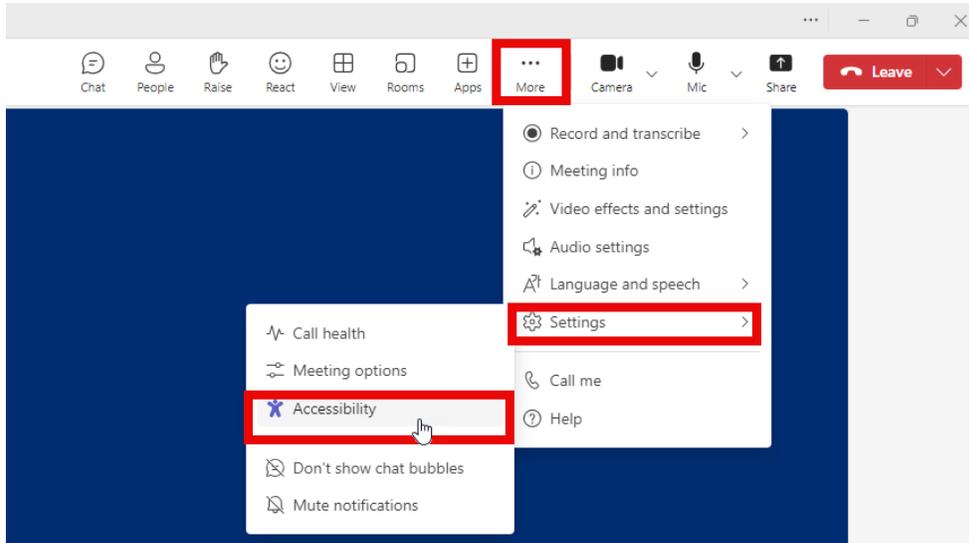
Special Education Data Updates

ESS Data Management

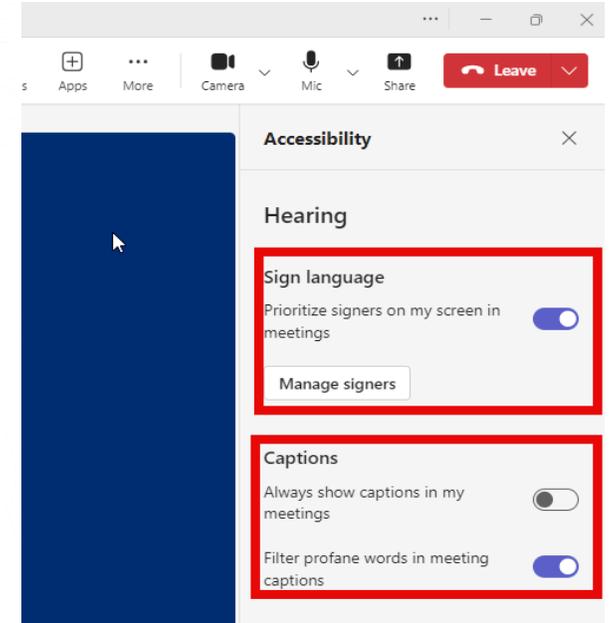
June 2025

Before we get started, here are a few reminders:

To use live captions in Teams, go to the meeting controls at the top of the screen and select More > Settings > Accessibility



In the Accessibility options, you can manage how you view the signers (interpreters), if applicable, and turn on captions



- 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
- Q&A

Special Education Data Updates

Reminders



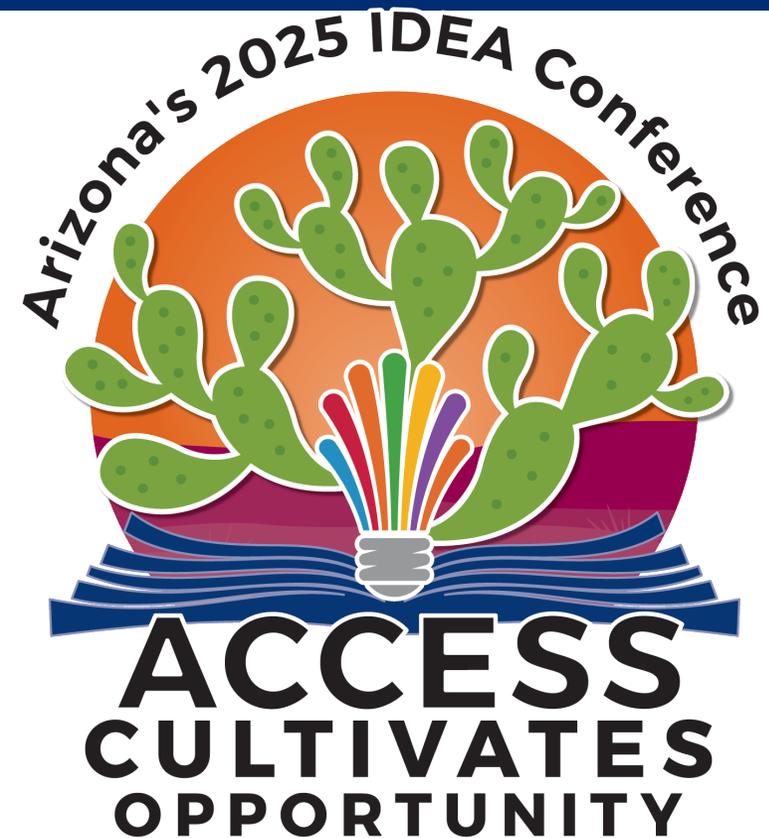
FY25 Active Collections

- Special Education Data Dashboard (SEDD)
 - AzEDS closes on July 15, 2025
 - Data Entry and Data Submissions
 - Certification due August 6, 2025
- Office Hours
 - Bookings Page
 - Available for SEDD and EOY troubleshooting
- Parentally Placed Private School Students (PPPSS) Survey
 - Due on August 13, 2025



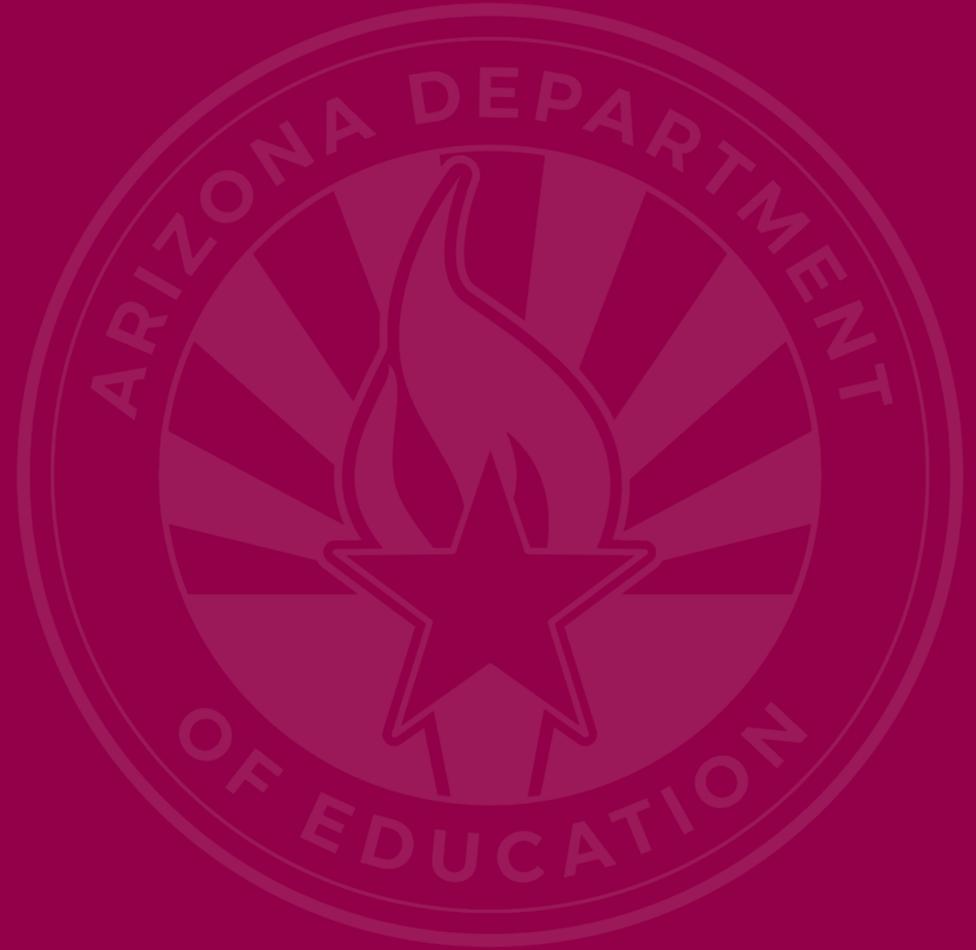
2025 IDEA Conference

- August 21-22, 2025
- JW Marriot Desert Ridge
- [IDEA Conference](#)



Special Education Data Updates

Trending Topics



Preschool Outcomes (slide 1 of 2)

- [March 2025 SEDU](#) (slide 9)
- [Assessing Outcomes for Preschool Children with Disabilities](#)
 - **Entry:** Submitted no later than 2 weeks after enrollment
 - **Exit:** Submitted within 15 calendar days after program exit date
- [Three Child Outcomes](#)
 - Positive social-emotional skills
 - Acquisition and use of knowledge and skills
 - Use of appropriate behaviors to meet their needs

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

ADM

Calendar

OCT1

Discipline

Preschool Outcomes (slide 2 of 2)

- **SPED11:** Preschool Outcomes Report
 - Accumulation of student SPED Preschool Outcomes
 - Pre-integrity
 - Raw data submitted to ADE
- **SPED12:** SPED Preschool Outcomes History Report
 - History of Preschool Outcomes by entity
 - Post-integrity
- [AzEDS SPED Reporting](#)
- [Early Childhood Special Education](#)

Reporting Disabilities (slide 1 of 3)

		Secondary Need(s)																
		A	DD	ED	EDP	HI	MD*	MDSSI*	MIID	MOID	OHI	OI	PSD	SID	SLD	SLI	TBI	VI
Primary Need	A		no	no	no	yes	no	no	yes	yes	yes	yes	no	yes	yes	yes	yes	yes
	DD*	yes		no	no	yes	yes	yes	yes	yes	yes	yes	no	no	yes	yes	yes	yes
	ED	no	no		no	yes	no	no	yes	yes	yes	yes	no	yes	yes	yes	yes	yes
	EDP	no	no	no		yes	no	no	yes	yes	yes	yes	no	yes	yes	yes	yes	yes
	HI	yes	no	yes	yes		no	no	yes	yes	yes	yes	no	yes	yes	yes	yes	yes
	MD*	yes	no	yes	yes	yes		no	yes	yes	yes	yes	no	yes	yes	yes	yes	yes
	MDSSI*	yes	no	no	yes	yes	no		yes	yes	yes	yes	no	yes	yes	yes	yes	yes
	MIID	yes	no	yes	yes	yes	no	no		no	yes	yes	no	no	no	yes	yes	yes
	MOID	yes	no	yes	yes	yes	no	no	no		yes	yes	no	no	no	yes	yes	yes
	OHI	yes	no	yes	yes	yes	no	no	yes	yes		yes	no	yes	yes	yes	yes	yes
	OI	yes	no	yes	yes	yes	no	no	yes	yes	yes		no	yes	yes	yes	yes	yes
	PSD*	yes	no	no	no	yes	yes	yes	no	yes	yes	yes		yes	yes	yes	yes	yes
	SID	yes	no	yes	yes	yes	no	no	no	no	yes	yes	no		no	yes	yes	yes
	SLD	yes	no	yes	yes	yes	no	no	no	no	yes	yes	no	no		yes	yes	yes
	SLI	yes	no	yes	yes	yes	no	no	yes	yes	yes	yes	no	yes	yes		yes	yes
	TBI	yes	no	yes	yes	yes	no	no	yes	yes	yes	yes	no	yes	yes	yes		yes
VI	yes	no	yes	yes	yes	no	no	yes	yes	yes	yes	no	yes	yes	yes	yes		

* Please refer to the Reporting DD, PSD, MD, and MDSSI Tool found on the AzEDS SPED Reporting page for reporting requirements.

[AzEDS SPED Reporting Page](#)

Reporting Disabilities (slide 2 of 3)

- IMPORTANT REMINDERS:
 - The left side of the matrix is for Primary needs.
 - This focus of the matrix is the Federal Primary Need Indicator (FPNI) hierarchy.
 - The Primary/Secondary needs entered do not affect [Add-on Weights](#).

Reporting Disabilities (slide 3 of 3)

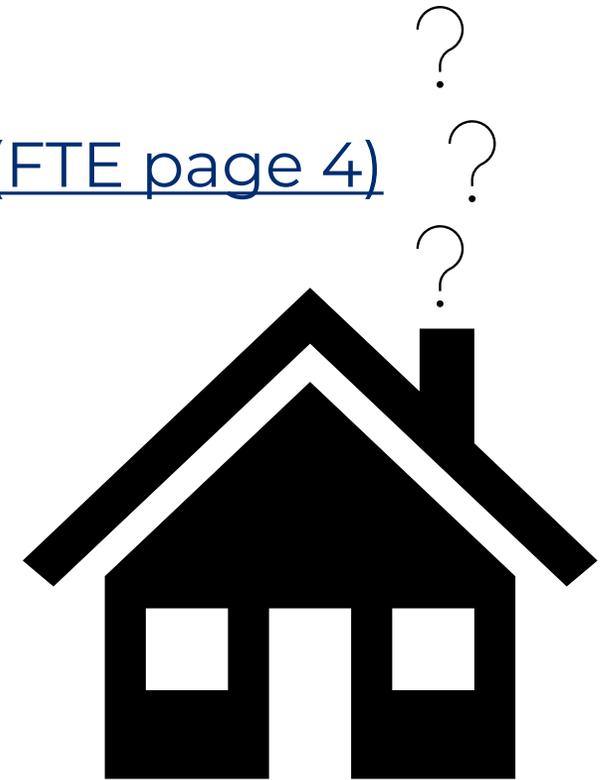
- FPNI Hierarchy

Hierarchy Order	Disability Category
1	DD or PSD
2	MD or MDSSI (and not option 1)
3	Other disability Category (and not option 1 or 2)

- Coming soon!
 - New resource for reporting DD, PSD, MD, and MDSSI

Placements in the Home

- Resources
 - [Guidance Manual for Home Placements](#)
 - [SF Manual—Reporting Student Membership \(FTE page 4\)](#)



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

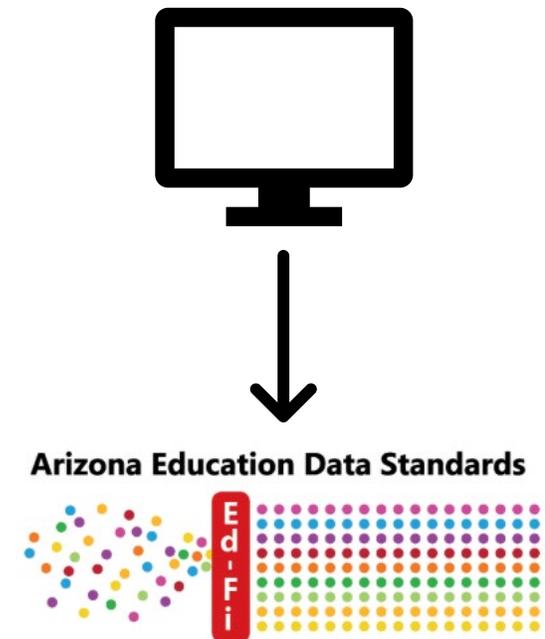
As outlined in A.R.S. §15-802, homeschooled means a non-public school taught primarily by the parent, guardian, or other person who has custody of the child or non-public instruction provided in the child's home. If eligible, homeschooled students may receive special education and related services under 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.

Reporting in AzEDS

- The enrollment should be reported at the school site where the student would normally attend within the PEA if they were not placed in the home.
- The student should be reported with LRE H.
- The student should be reported with the appropriate Eligibility/Need categories as determined by their evaluation.
- The student should be reported as Tuition Payer Code 1 (TP1).
- The student should be reported with the appropriate Full Time Equivalency (FTE).



Special Education Data Updates

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
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	N	[REDACTED]	FAIL	FAIL	NO

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: [REDACTED]

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: [REDACTED]

School Name: [REDACTED]

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
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Fed SPED	Fed SPED	F		-40051	Student participating in special education must have only one Federal Primary Need Indicator (FPNI).	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Fed SPED	Fed SPED	F		-40062	For each day there is a Least Restrictive Environment (LRE) provided, a SPED need must be reported.	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	SPED	State SPED	F		-40062	For each day there is a Least Restrictive Environment (LRE) provided, a SPED need must be reported.	

Integrity Error [40088, 40087, 40055]

May SEDU Presentation

- Integrity Error Tool -40088
- Integrity Error Tool -40087
- Integrity Error Tool -40055

Integrity Error [-40102]

- For each day a SPED need is reported, an LRE must be reported.
 - if a SPED need is submitted for a student without a Least Restrictive Environment (LRE), report the discrepancy as an error.
- Verify Needs and LRE Entry and Exit Dates.
- Ensure there is a LRE reported during all dates of reported Need.
- Verify LRE entry and exit dates are reported on in-session days of the reported calendar.
- Use the SPED99 report to ensure all the reported SPED data has corresponding enrollment

Integrity Error [-40080]

- SPED LRE is not allowed at the site on the next in-session day after Exit Code SPED01 is reported
 - When a student SPED Least Restrictive Environment (LRE) is reported with SPED01 Exit Code (Transferred to Regular Education), there must be continuing enrollment at that site on the next in-session day with no SPED LRE reported.
- Verify the LRE Exit Reason is accurate.
- Verify the student's enrollment at the site includes the next in-session day according to the calendar.

Integrity Error [-40079]

- Resident School ID must be within the DOR.
 - The Resident School ID reported must be a site within the reported District of Residence (DOR).
- Use your SPED10 report to Validate Resident School ID is reported
 - If you are unsure where to report this element in your SIS, please contact your SIS Vendor for assistance

Special Education Data Updates

Q&A



ADEConnect Support

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ESS Data Management Inbox

(602) 542-3962

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Next SEDU Webinar: September 18, 2025

Thank You

