



Exceptional Student Services

Preschool Outcomes Reporting Guidance

Technical Assistance Manual

Revised September 2026

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Introduction

The Arizona Department of Education (ADE) collects Preschool Outcomes data to measure the effectiveness of early childhood special education programs in supporting positive developmental outcomes for young children. These data focus on children ages 3 through 5 with individualized education programs (IEPs) and assess progress in three key areas: social-emotional skills, early communication and literacy, and adaptive behavior. Accurate reporting of Preschool Outcomes data through the Arizona Education Data Standards (AzEDS) is essential for ADE to evaluate program performance, identify opportunities for continuous improvement, and meet federal reporting requirements. Public Education Agencies (PEAs) are responsible for ensuring that all data submitted to AzEDS are complete, accurate, and timely.

Preschool Outcomes Data Requirement

20 U.S.C. 1416

The Office of Special Education Programs (OSEP) requires State Education Agencies (SEA) to calculate the percentage of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Exceptional Student Services (ESS) calculates data submissions and provides the information annually to OSEP as part of Arizona's State Performance Plan/Annual Performance Report (SPP/APR). OSEP utilizes Indicator 7 to measure special education preschool outcomes for the state of Arizona.

The data submitted in the rubrics referenced in [the technical section of this document](#) allows the SEA to calculate which category a student is within.

Programmatic References

For more information on the procedural components, programmatic guidance, or other preschool educational aspects work, readers are encouraged to explore the following resources:

- [Early Childhood Special Education within ADE](#)
- [State Performance Plans/Annual Performance Reports \(SPP/APR\)](#)
- [Early Childhood Technical Assistance Center](#)

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How to Report Preschool Students in Special Education

The preschool outcomes data model is an extension of special education programs. Students who do not have special education data transactions cannot provide this information to AzEDS.

AzEDS Data Transactions

The transactions for preschool outcomes are joined to special education program data for preschool students with disabilities. Each program requires a start and end date, which will align with the preschool outcomes data. The preschool outcomes data consist of four different sections:

1. Assessment Period
2. Assessment Category
3. Assessment Outcomes Score
4. Progress Made

Preschool Program Entry

1. Assessment Period
 - The assessment period for preschool outcomes is the identification of the student **entering** a preschool special education program or service.
 - The assessment entry date should match the Least Restrictive Environment (LRE) begin date.
 - Only the first LRE begin date will require the child outcomes to be submitted if the student remains in the same site for the fiscal year.
 - If the student changes from one LRE to another, new entry outcomes will not be required as long as the student has maintained continuous enrollment at the site.
2. Assessment Category
 - The assessment category is the three areas in which a child's outcomes are reported.
 1. Positive social-emotional skills (including social relationships)
 2. Acquisition and use of knowledge and skills (including early language/ communication and early literacy)
 3. Use of appropriate behaviors to meet their needs
 - For the student's initial entry to the preschool program, all three child outcome areas must be submitted in AzEDS.
3. Assessment Outcomes Score (COS) Summary
 - The assessment outcomes score is the summary rating for each of the three child outcomes. COS ratings range from 1-7 and are entered for the entry period and respective categories.
 - There must be a total of three outcome scores submitted for every student's initial entry into the preschool program.
4. Progress Made
 - This field should only be submitted at the end of the preschool program as this does not apply to entry. If you are required to enter this field in your student information system (SIS), please enter the progress made as "No" for all entry scores.

Preschool Program Exit

1. Assessment Period

- The assessment period for preschool outcomes is the identification of the student **exiting** a preschool special education program or service.
- The assessment exit date should match the LRE end date.
- Only the last LRE end date will require the child outcomes to be submitted if the student remains in the same school site for the fiscal year.
- If the student changes from one LRE to another, exit outcomes will not be required for the previous LRE program, as long as the student has maintained continuous enrollment at the site.

2. Assessment Category

- The assessment category is the three areas in which a child's outcomes are reported.
- For the student's last exit from the preschool program, all three child outcome areas must be submitted in AzEDS.

3. Assessment Outcomes Score Summary

- The assessment outcomes score is the summary rating for each of the three child outcomes. COS ratings range from 1-7 and are entered for the exit period and respective category.
- There must be a total of three outcome scores submitted for every student's last exit from the preschool program.

4. Progress Made

- Based on the reported outcome and the student's assessment, enter whether progress was made when the student exited preschool by entering "Yes" or "No".

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Data Quality

The overall data model for preschool outcomes relies upon all the data elements existing for each category's entry and exit, and if progress was made.

Figure 1 below denotes the data elements that must exist for each student enrolled in a special education preschool program:

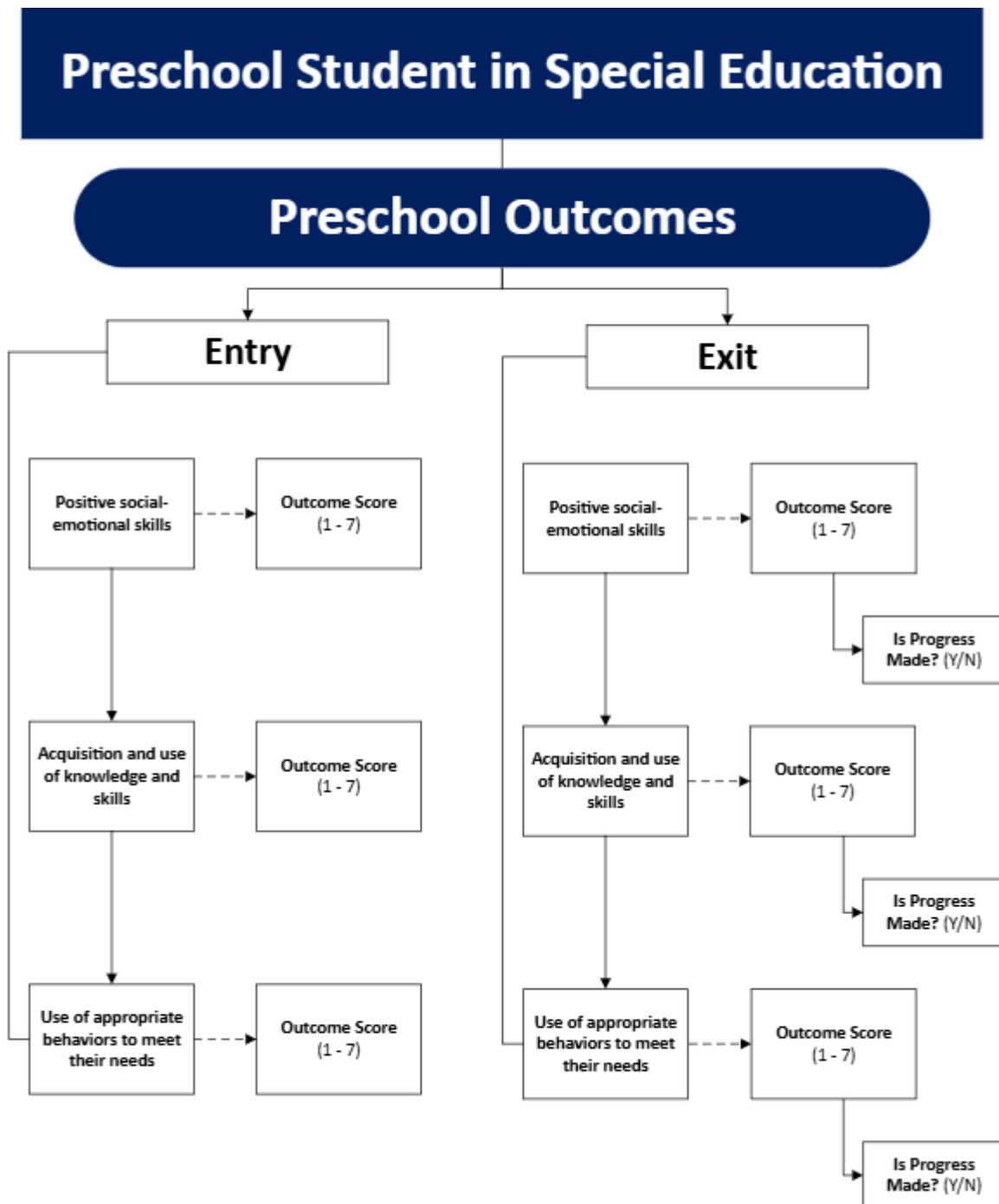


Figure 1: Preschool Entry and Exit Outcomes

Figure 2 below is a timeline demonstrating when the entry and exit outcome scores must be submitted:

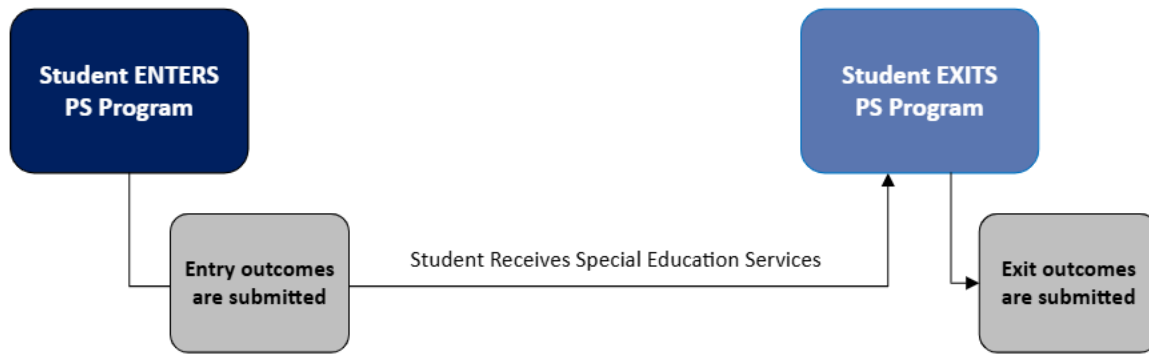


Figure 2: Example Timeline

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How to Report Students that Move During the School Year

Each preschool student must have entry outcome scores and exit outcomes scores recorded annually, regardless of the duration of attendance in the school year.

New LRE

Only the first LRE entry date will require an assessment begin date and entry scores and only the last LRE end date will require an assessment exit date and scores if the student remains in the same school site.

New School Site within the Same DOR

If the student moves to another school site within the same district of residence, the three child outcomes must be submitted for the entry and exit of the new site.

New DOR

If a student moves to another district of residence, the three child outcomes must be submitted for the entry and exit of the new site within the new DOR.

Preschool Outcomes Integrity Errors

AZEDS has three integrity rules for ensuring that the required preschool outcomes data is submitted properly:

- 40087: When entering a Preschool Least Restrictive Environment (LRE), the three Outcome Assessments must be reported: Social-Emotional, Knowledge-Skills, Behaviors.
- 40088: When exiting a Preschool Least Restrictive Environment (LRE), the three Outcome Assessments must be reported: Social-Emotional, Knowledge-Skills, Behaviors.

- 40089: When Exit Preschool Outcome is reported, Progress Made must indicate Yes or No.

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AzEDS Reports

SPED11 – Preschool Outcomes Report

This report provides a summary of the preschool student's Preschool Outcomes data that has been submitted to ADE. This data reflects real-time updates as the PEA's SIS syncs with AzEDS. Figure 3 provides an example of the report.

SPED11		SPED Preschool Outcomes Data Verification Report						Page: 1 of 2
Fiscal Year: 2020								Report Date: 04/29/2020 10:29 AM
School Year: 2019 - 2020								
School CTDS:								
School Name:								
District Student ID	State Student ID	Last Name	First Name	DOB	Entry / Exit	Category	Assessment Outcome	
					Entry	Positive social-emotional skills (including social relationships)	Overall not age appropriate: Does not yet show functioning expected in any situation, does not show immediate foundational skills in any situation.	
					Entry	Acquisition and use of knowledge and skills (including early language/communication and early literacy)	Overall not age appropriate: Uses immediate foundational skills most or all of the time across settings and situation.	
					Entry	Use of appropriate behaviors to meet their needs	Overall not age appropriate: Shows occasional age-appropriate functioning across settings and situations.	
					Exit	Positive social-emotional skills (including social relationships)	Overall not age appropriate: Occasionally uses immediate foundational skills across settings and situations	
					Exit	Acquisition and use of knowledge and skills (including early language/communication and early literacy)	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.	
					Exit	Use of appropriate behaviors to meet their needs	Overall not age appropriate: Shows occasional age-appropriate functioning across settings and situations.	
					Entry	Positive social-emotional skills (including social relationships)	Overall not age appropriate: Does not yet show functioning expected in any situation, does not show immediate foundational skills in any situation.	

Figure 3: Example Preschool Outcomes Report

The required data elements each have a respective column:

- Period (Entry/Exit)
- Category
- Assessment Outcome

SPED12 – SPED Preschool Outcomes History Report

This report provides a history of preschool outcomes up to the last enrollment reported by the entity viewing the report. Figure 4 provides an example of this report.

SPED12					CTDS:					
Fiscal Year: 2024					SPED Preschool Outcomes History Report by DOR					Page: 1 of 3
School Year: 2023 - 2024					Report Date: 03/19/2024 02:44 PM					
School CTDS:										
School Name:										
DOR ID	State Student ID	Last Name	First Name	DOB	PS LRE Entry Date	PS LRE Exit Date	Entry/ Exit	Category	Outcome	Progress Made
					10/02/23	05/21/24	Entry	SPSC01	SPSOC04	
							Entry	SPSC02	SPSOC04	
							Entry	SPSC03	SPSOC04	
					08/07/23	05/21/24	Entry	SPSC01	SPSOC04	
							Entry	SPSC02	SPSOC04	
							Entry	SPSC03	SPSOC07	
					08/07/23	05/21/24	Entry	SPSC01	SPSOC03	
							Entry	SPSC02	SPSOC03	
							Entry	SPSC03	SPSOC03	

Figure 4: Preschool Outcomes History Report

This report displays the historical DORID, State Student ID, Name, Date of Birth, Preschool LRE entry and exit dates along with the accompanying outcome scores and whether the student made progress. The report also displays outcome scores from other districts the student has attended previously. Only outcome information prior to the student's enrollment will be shown to users; future enrollment(s) outside of the PEA will not be shown to users.

In order to access this report, the role of AzEDS Data Coordinator - SPED Reports must be associated with the user's ADEConnect account.

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Technical Support References

Users should contact [ESS Data Management](#) for additional technical support on AzEDS transactions or reports. Questions about how the values of the outcomes are determined should be sent to Early Childhood Special Education. Additional technical documentation for vendors or advanced users is provided below:

- [AzEDS Website for Vendors and Developers](#)
- [AzEDS Reference Website for Integrity Rules](#)

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