



# Exceptional Student Services

## Special Education Data Dashboard (SEDD)

### Technical Assistance Manual

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ARIZONA DEPARTMENT OF  
**EDUCATION**

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# Special Education Data Dashboard

The Arizona Department of Education (ADE) must report special education (SPED) data annually to the federal government. The Special Education Data Dashboard (SEDD) comprises several components requiring all Public Education Agencies (PEAs) to securely review their SPED data collected over the fiscal reporting year and certify said SPED data at year-end.

SEDD has two phases. This manual offers comprehensive information, step-by-step instructions, and procedural details for each phase. It includes various tools and resources designed to assist and guide you throughout the process. Review the [Important Dates](#) for current reporting year timelines in addition to the [School Finance Data Capture Dates](#) for information regarding Year-End Recalculation. Additional resources may be found on our [Special Education Data Dashboard](#) page.

The SEDD application is accessible within the Exceptional Student Services (ESS) portal through an ADEConnect login. To access the application, the appropriate ADEConnect role must be assigned to the account; otherwise, the link to the application will be grayed out within the ESS Portal.

See Figure 1 for a screenshot of the location in the ESS Portal.

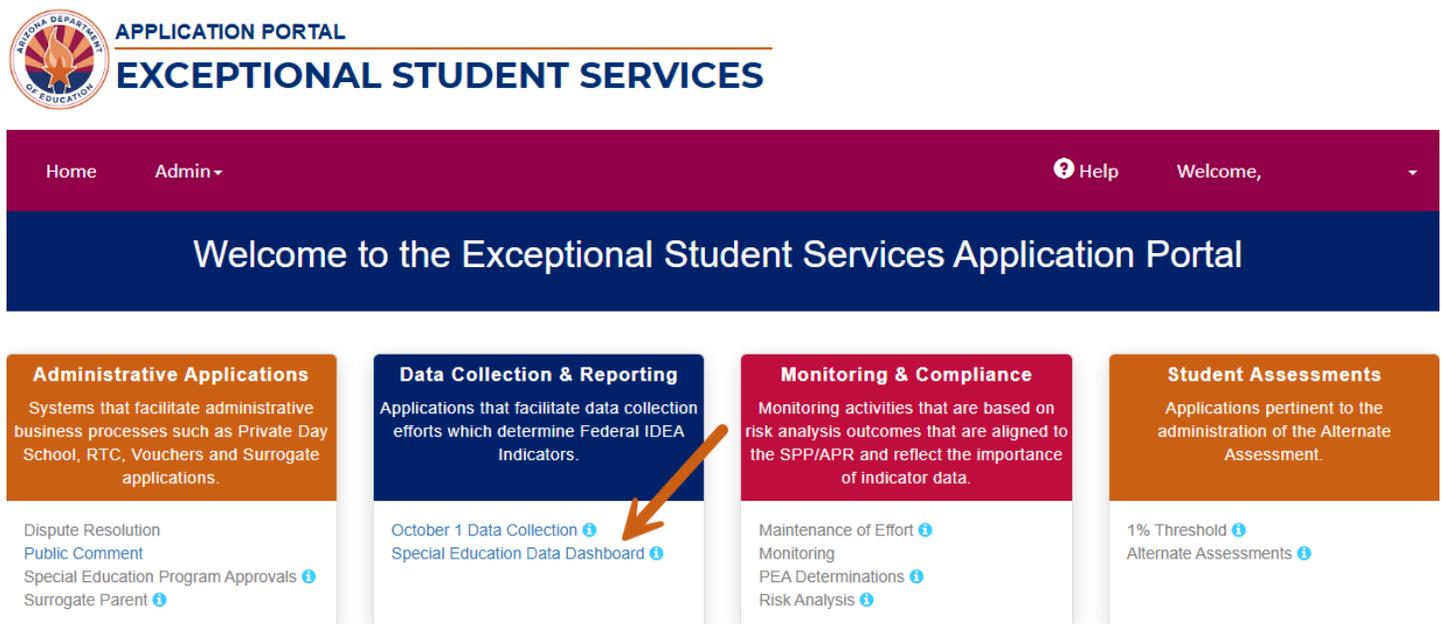


Figure 1: Location of the SEDD application in the ESS Portal

To access the application, individuals must submit a request to their local [ADEConnect Entity Administrator](#), who has access to assign ADEConnect roles to users at their organization. Only one of the following two roles should be assigned to any user:

- ESS SEDD: LEA User – Allows user to review and enter data during the review period.
- ESS SEDD: LEA Signer – Allows user to review and enter data during the review period. Can also certify data once the certification window opens. The ESS SEDD: LEA Signer role is designated for the SPED Director, Business Manager, Charter Holder, CEO, Superintendent, or equivalent title.

A visual of the homepage for the Special Education Data Dashboard application can be found below in Figure 2.

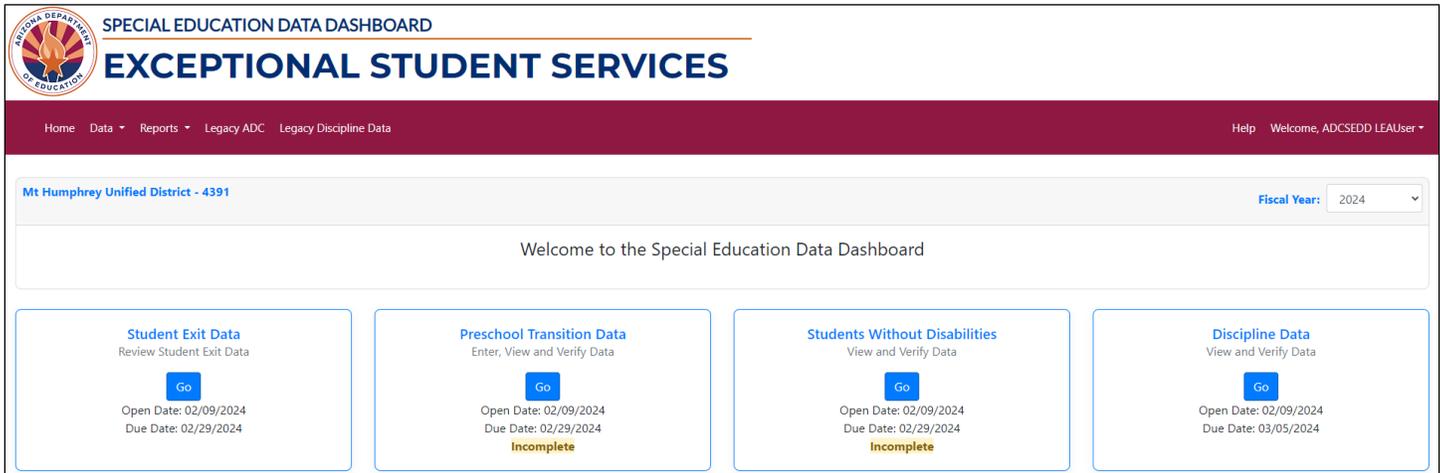


Figure 2: An image of the homepage of the Special Education Data Dashboard application.

The menu options found at the top of the SEDD application are as follows:

Option	Description
<i>Home</i>	The homepage of the SEDD application, which presents users with a welcome message, information about the status of the application and submission process.
<i>Data – Student Exit Data</i>	Allows users to review their student exit data for each of their sites, if applicable.
<i>Data – Preschool Transition Data</i>	Allows public school districts to enter and review their preschool transition data for Part C to Part B referrals.
<i>Data – Students without Disabilities</i>	Allows users to review their long-term suspended and/or expelled students, if applicable, and indicate if educational services were provided during that time. Extracted from AzEDS.
<i>Data – Discipline Data</i>	Allows users to review list of SPED students whose discipline incidents resulted in removal from the educational environment, extracted from AzEDS
<i>Data – Children with Disabilities Ages 3-5 by LRE</i>	Summarized SPED student data extracted from the October 1 Data Collection, preschool students between the ages of 3 and 5 years old by Least Restrictive Environment.

<i>Data – Children with Disabilities Ages 5KG-21 by LRE</i>	Summarized SPED student data based on extraction from the October 1 Data Collection, students between the ages of 5 in kindergarten and 21 years old by Least Restrictive Environment.
<i>Data – Personnel</i>	Summarized personnel data based on extraction from the October 1 Data Collection.
<i>Reports – Discipline Detail Report</i>	View current and past SPED-related discipline incidents reported to AzEDS using a variety of parameters.
<i>Reports – Exit Detail Report</i>	View current and past students who have exited SPED services as reported to AzEDS using a variety of parameters.
<i>Reports – Significant Year-to-Year Change Report</i>	Review data from the two most recent reporting years to see changes broken down by a variety of parameters.
<i>Legacy ADC</i>	Allows users to access archived end-of-year data from the defunct Annual Data Collection application.
<i>Legacy Discipline Data</i>	Allows users to access archived discipline data submitted through the defunct Discipline Data Collection application.
<i>Help</i>	Directs users to ESS Data Management's SEDD webpage.
<i>Welcome – ADEConnect</i>	Directs users to the ADEConnect homepage.
<i>Welcome – ESS Portal</i>	Directs users to the Exceptional Student Services Portal
<i>Welcome – Logout</i>	Logs users out of the SEDD application.

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# SEDD Phase 1: Data Review and Entry

## SPED Exit Data

**Authorization:** [P.L. 108-446](#), Sections [618 \(a\)\(1\)\(A\)\(iv\)](#) and [618\(a\)\(3\)](#); 34 CFR §§ [300.640](#), [300.641\(b\)](#) through [300.641\(d\)](#), [300.644](#), [300.645](#)

### *General Information*

ADE will populate the Student Exit Data Section within the SEDD application using data extracted from the Arizona Education Data Standards (AzEDS).

Using AzEDS extraction, ADE will provide a list of students with disabilities reported under the Individuals with Disabilities Education Act (IDEA), Part B, who exited SPED by school, in the current reporting year.

In summary, the Exit Data module of the Special Education Data Dashboard will populate students who:

- Were enrolled in SPED services on the first in-session as applicable, and
- Were aged 14-21 years over the October 1 child count date, and
- Were exited from SPED with one of the six federally recognized exit categories, and
- Are passing integrity rules related to Membership (ADM), Accountability, Other, and Fed/State SPED, and
- May be tuitioned-out to a private day school or residential treatment center.

### *Exit Data Review Requirements*

Each PEA is responsible for verifying the accuracy of the exit data provided for each school site within the PEA. If the data is incorrect, the PEA must make the appropriate corrections in its student information system (SIS) and sync the data to AzEDS. Any revisions to AzEDS data must be completed by the Year-End Recalculation due date. Please refer to the [School Finance Data Capture Dates](#) to review the timeline for Year-End Recalculation. Otherwise, any AzEDS corrections submitted after this date will be subject to the Data Correction Process.

SEDD users and signers can access the Exit Data by clicking the "Go" button in the appropriate square on the application's homepage or by clicking the "Data" menu option on the menu bar and selecting this option from the dropdown list. This will take you to the landing page for Exit data, which is based on data extracted from AzEDS on behalf of your PEA (see Figure 3).

Mt Humphrey Unified District - 4391 Fiscal Year: 2024

### Student Exit Data

**School Selection**

[Mt Humphrey High School - 5618](#)      [Mt Humphrey Junior High School - 5616](#)

\* Refers to Tuitioned-Out School.

▲ Indicates Exit Data change since last review by any user of your District.

Last reviewed by: LEASigner, ADCSEDD on 03/07/2024

Notify me when SPED Exit Data is updated. 📧

Cancel    [Did you find an error?](#)

Figure 3: School Selection List in Student Exit Data

A list of schools with qualifying students who have exited special education will be generated within the School Selection List. The list of schools will include any non-public organization (NPO) that a PEA may use to tuition students (refer to [Tuition-Out Student Reporting](#)). Click on a school name (figure 3) to review the exit data for the school selected. Student data will be displayed as seen in Figure 4.

A red triangle with an exclamation point may appear next to schools on your School Selection List. This will only occur if changes have been made since the last PEA user review. You can opt-in to be notified of these changes via email by checking the box located within the School Selection List. The Last Reviewed By and Opt-in notifications are found under the list of schools.

Student List

Search:  Excel PDF

Showing 1 to 35 of 35 entries

District Of Residence ID	District Of Residence	School ID	School Name	State Student ID	Student Last Name	Student First Name	Calculated Age for Exit	Exit Reason	Need	Ethnicity/Race	Gender	English Learner Status	Tuitioned
4391	Mt Humphrey Unified District	5618	Mt Humphrey High School	10001001	Mouse	Mickey	14	Transferred to Regular Education	OHI	WH	Male	N	N
4391	Mt Humphrey Unified District	5618	Mt Humphrey High School	10001002	Mouse	Minnie	20	Transferred to Regular Education	MIID	WH	Female	N	N

Figure 4: School Selection List; a school is selected with two students who exited SPED present.

Excel and PDF versions of this data are available for your review, sorting preference, and record-keeping. The data is expected to be reviewed for each school listed before the due date specified on the application's homepage.

If any data errors are found, you can click on the "Did you find an error?" link to display a pop-up message indicating the steps to follow. Corrections to student data must be made in the PEA's SIS and synced to AzEDS. The following day, after the nightly AzEDS process has run, the correction can be validated, and the review process can proceed.

The "Cancel" button (Figure 5) will return you to the application's homepage.

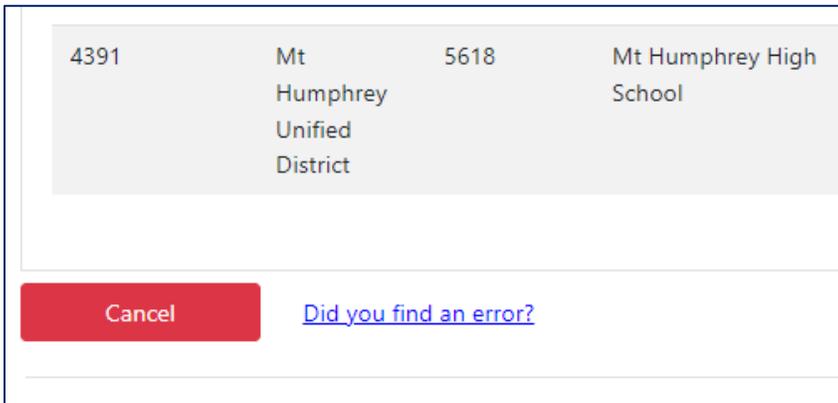


Figure 5: Cancel button located below listed students

## Preschool Transition Data Collection

Note: This is required only for public school districts

**Authorization:** 20 USC §[1416\(a\)\(3\)\(B\)](#); 34 CFR §§ [300.157](#) and [300.601\(b\)](#)

### *General Information*

IDEA 2004 established a requirement that all children who participated in the Arizona Early Intervention Program (AzEIP) under Part C must be ensured a smooth and effective transition to Part B. Indicator 12 in the State Performance Plan (SPP) reports the percentage of children referred by Part C before the age of three who are found eligible for Part B and who have an IEP developed and implemented by their third birthday or were found not eligible by their third birthday. The compliance goal for this indicator is set at 100%.

- Only include children who have reached their third birthday between July 1–June 30 of the reporting year.
- Only include children for whom the school district received a PEA notification.
- Do not include a child if parents opted out of the process at any point after the referral.
- Do not include children who previously received services from AzEIP whose parents chose not to pursue district preschool services.

### *Specific Instructions for Preschool Transition*

SEDD users and signers can access the Preschool Transition Data by clicking the "Go" button in the appropriate square on the application's homepage or by clicking the "Data" menu option on the menu bar and selecting "Preschool Transition" from the dropdown list.

## Preschool Transition

IDEA 2004 established a requirement that all children who participated in the Arizona Early Intervention Program (AzEIP) under Part C must be ensured a smooth and effective transition to Part B. Indicator 12 in the State Performance Plan (SPP) reports the percent of children referred by Part C before age three who are found ELIGIBLE for Part B and who have an IEP developed and implemented by their third birthday or were found NOT ELIGIBLE by their third birthday.

- Only include children who have reached their third birthday between July 1 - June 30 of the reporting year.
- Only include children for whom the school district received a PEA (public education agency) Notification.
- Do not include a child if parents opted out of the process at any point after the referral.
- Do not include children who previously RECEIVED services from AzEIP whose parents chose not to pursue district preschool services.

	On or before 3rd Birthday	AFTER 3rd Birthday	All Children
1. Number of children with an IEP found ELIGIBLE for preschool special education services:	<input type="text"/>	0	0
2. Number of children who were NOT ELIGIBLE for preschool special education services:	<input type="text"/>	0	0
3. ALL ELIGIBLE and NOT ELIGIBLE children (and FY25 undetermined):	0	0	0
Children who have been served in Part C (AzEIP) and referred to Part B (your public education agency's preschool program) by AzEIP (for Part B eligibility) who have reached their third birthday between 07/01/2024 and 06/30/2025.			0

Figure 6: Preschool Transition data entry page

- (1) Report the number of children found eligible for preschool services and who had an IEP developed on or before their third birthday.
- (2) Report the number of children determined not eligible for preschool SPED services on or before their third birthday (did not meet the criteria).

The following is informational and does not require data entry in colored boxes:

- (1) Highlighted in blue: this represents the number of children found eligible for preschool services and had an IEP developed after their third birthday, as reported in the [Eligible Children Referred Late](#) list.
- (2) Highlighted in yellow: this represents the number of children who were determined **not eligible** for preschool SPED services after their third birthday (did not meet the criteria) as reported in the [NOT ELIGIBLE Children Referred Late](#) list.
- (3) Gray boxes represent the total count of children whose preschool SPED eligibility determination occurred on or before their third birthday **or** after their third birthday.

The gray boxes in the far-right column titled "All Children" represent the total number of children reported in rows (1) and (2), respectively.

The last gray box represents the number of children eligible for Part C (AzEIP) and referred for transition for Part B (your district's preschool program) by AzEIP who have reached their third birthday between July 1 and June 30 of the current reporting fiscal year (sum of items 1 and 2 in the first two columns).

### Specific Instructions for Eligible Child Referred Late

For children who were found eligible and whose IEPs were developed after their third birthday (blue section), add each child by clicking on the "Add Child" button within the blue highlighted "Eligible Children Referred Late" section. To enter additional children, click the "Add Child" button to add more data entry rows as needed.

Figure 7: ELIGIBLE Children Referred Late section

Enter the state student ID, select the reason for delay from the dropdown list (see dropdown list options below), enter the number of days late, and click the "Save" button. To remove a child from the list, click the red "Delete" button.

### Specific Instructions for Not Eligible Children Referred Late

For children who were found not eligible and whose determinations were made after their third birthday (yellow section), add each child by clicking on the "Add Child" button within the yellow highlighted "Not Eligible Students Referred Late" section. To enter additional children, click the "Add Child" button to add more data entry rows as needed.

Figure 8: NOT ELIGIBLE Children Referred Late section

Enter the state student ID, select the reason for delay from the dropdown list (see dropdown list options below), enter the number of days late, and click the "Save" button. To remove a child from the list, click the red "Delete" button.

### Reasons for Delay Dropdown List Options

Reason	Description	Deductible?
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<i>Late Referral TO Part C</i>	Eligible for Part C (AzEIP) between 2 years 9 months and 2 years 10.5 months	Deductible
<i>Late Referral FROM Part C</i>	Eligible for Part C (AzEIP) services by 2 years 9 months and PEA Notification/Referral Form received after 2 years, 9 months	Not Deductible
<i>Parent or Child Unavailability</i>	e.g., child moved, family hospitalization, vacation, etc.	Deductible
<i>Child Did Not Pass Vision or Hearing Test</i>	Child did not pass vision or hearing test	Not Deductible
<i>Shortage of Personnel</i>	Shortage of personnel	Not Deductible
<i>Interruption of School Schedule</i>	Summer birthday, etc.	Not Deductible

*In-by-3 Formula*

Percent is calculated by the number of children found eligible who have an IEP developed and implemented by their third birthday, divided by [the number of children served in AzEIP and referred, minus the number of children determined not eligible on or before their third birthday, minus Parent/Child Unavailability, minus Late Referrals to Part C], times 100.

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## Students Without Disabilities (SWOD)

### General Information

The Office of Special Education Programs (OSEP) requires state agencies to report educational services for students with and without disabilities (SWD/SWOD) in grades K-12 during expulsion. In this section, data will be extracted from AzEDS based on enrollment withdrawal code(s), which indicate expulsion or long-term suspension. Your task is to review this list for accuracy and indicate whether the student received educational services during removal.

If there are no SWODs to report as Expelled or Long-Term Suspended, the "Go" button on the SEDD homepage will be turned off for your PEA, and no submission is required. If you feel this is inaccurate, review the student data in your SIS and the appropriate AzEDS Portal reports to verify the information is being received.

### Data Entry and Review Requirements

SEDD users and signers can access the SWOD data by clicking the "Go" button in the appropriate square on the application's homepage or by clicking the "Data" menu option on the menu bar and selecting "Students without Disabilities" from the dropdown list.

After selecting a school, the application will display a list of SWOD generated in AzEDS who were reported with a membership withdrawal code of W3 (Expelled or Long-Term Suspended). If this list is inaccurate, corrections must be made in AzEDS before the Fiscal Year reporting closes (July 15).

There are two options a PEA can select under the service type (see "Service Type" column in Figure 9):

- 1. With Services:** Select this option if the SWOD were subject to expulsion during the school year and did receive educational services during the removal.
- 2. Without Services:** Select this option if the SWOD were subject to expulsion during the school year and did not receive educational services during the removal.

School Selection

**Mt Humphrey High School - 5618**

\* Refers to Tuitioned-Out School.

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Student List

Search:  [Excel](#) [PDF](#)

Showing 1 to 6 of 6 entries

Student		District of Residence			School			Service Type
State Student ID	Name	Name	Entity ID	CTDS	Name	Entity ID	CTDS	
20000114	Boop, Betty	Mt Humphrey Unified District	4391	160256000	Mt Humphrey High School	5618	160256004	<input type="radio"/> With Services <input type="radio"/> Without Services

Figure 9: Students without disabilities page.

Make the appropriate selection for each student listed and when done, click the green "Submit" button.

20000111	Rogers, Shaggy	Mt Humphrey Unified District	4391	160256000	Mt Humphrey High School	5618	160256004	<input checked="" type="radio"/> With Services <input type="radio"/> Without Services
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Figure 10: Click submit after making all service type choices.

Excel and PDF versions of this data are available for your review, sorting preference, and record-keeping. Please refer to the [School Finance Data Capture Dates](#) to review the timeline for Year-End Recalculation and AzEDS reporting deadlines.

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## SPED Discipline Data

**Authorization:** P.L. 108-446, Sections 618 (a)(1)(A)(v), 618 (a)(1)(D), 618 (a)(1)(E), 618 (a)(3), and 618 (d)(1)(C); 34 CFR §§ 300.640, 300.641(b)–300.645

### General Information

ADE will populate the Discipline Section within the SEDD application using data extracted from AzEDS. Specifically, this data is a list of disciplinary removals of students with disabilities ages 3–21 by age, disability, race/ethnicity, gender, and EL.

### Data Review Requirements

SEDD users and signers can access Discipline Data by clicking the "Go" button in the appropriate square on the application's homepage or by clicking the "Data" menu option on the menu bar and selecting "Discipline Data" from the dropdown list.

After selecting a school, the application will display a list of disciplinary incidents generated by AzEDS. Discipline incidents should only populate for students who were receiving SPED services at the time of the incident and whose actions caused them to be removed from their educational environment.

Discipline Incident List

Show 25 entries

Excel PDF

Search:

Showing 1 to 1 of 1 entries

Incident ID	Incident Date	SSID	Student Name	DOR Name	DOR ID	School Name	School ID	Violation	Action Id	Action	Action Start Date	Action End Date	Total Days Removed	Services Declined
4391-3608	11/15/2024	30000301	Rubble, Barney	Mt Humphrey Unified District	4391	Mt Humphrey Intermediate School	5614	Dangerous Weapon not a Pocket Knife with a blade less than 2.5 inches	3564	Out of School Suspension	11/18/2024	11/19/2024	2.00	No

Previous 1 Next

Figure 11: Sample Discipline Incident list found in the SEDD application.

If you notice that discipline incidents are incomplete, incorrect, or missing, please refer to the discipline reports available in the AzEDS reports portal in conjunction with the [Discipline Manual](#) for reporting assistance. If this list is inaccurate, corrections must be made in AzEDS before the Fiscal Year reporting closes.

Corrections to discipline data must be made in the PEA's SIS and synced to AzEDS. The following day, after the nightly AzEDS processes have run, the correction can be validated, and the review process can proceed. Please refer to the [School Finance Data Capture Dates](#) to review the timeline for Year-End Recalculation and AzEDS reporting deadlines.

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## Reports

### Discipline Detail Report

The Discipline Detail Report is located under the "Reports" option on the menu bar near the top of the page. This report can help you review the data for all schools in your district in a singular report format. You can review past discipline data submitted via AzEDS for the prior year or view incidents for the current reporting period. Instructions for running a Discipline Report can be found below.

## Discipline Report

**Fiscal Year: \***

**District of Residence: \***

**School Name:**

**Violation:**

**Action:**

Figure 12: Discipline Report page with all parameters

1. Select the fiscal year of the data you'd like to review. (Required)
2. Select your district of residence. (Required)
3. Select one site from the dropdown menu, or leave '- Select School Name -' to view all sites.
4. Select a violation from the dropdown menu, or leave '- Select Violation -' for all.
5. Select an action from the dropdown menu, or leave '- Select Action -' for all.
6. Click "Search" to generate the report.
7. Review the report in your browser.
8. Click "Excel" or "PDF" to download the report (optional)

If any data is incorrect before the AzEDS due date of July 15, please make the appropriate corrections through your SIS so they are synced and reflected in the next daily AzEDS processing.

## Exit Detail Report

The Exit Detail Report is located under the "Reports" option on the menu bar near the top of the page. This report can help you review the data for all schools in your district in a singular report format. You can review past exit data submitted via AzEDS for the prior year or view students who have exited SPED services for the current reporting period. Instructions for running an Exit Report can be found below.

## Exit Detail Report

**Fiscal Year: \***

**District of Residence: \***

**School Name:**

**Need:**

**Gender:**

**Race/Ethnicity:**

**Age:**

Search

Clear

Figure 13: Exit Detail Report page with all parameters

1. Select the fiscal year of the data you'd like to review. (Required)
2. Select your district of residence. (Required)
3. Select one site from the dropdown menu, or leave '- Select School Name -' to view all sites.
4. Select a Need from the dropdown menu, or leave '- Select Need -' for all.
5. Select a Gender from the dropdown menu, or leave '- Select Gender -' for all.
6. Select a Race/Ethnicity from the dropdown menu, or leave '- Select Race/Ethnicity -' for all
7. Select an age from the dropdown menu, or leave '- Select Age -' for all
8. Click "Search" to generate the report.
9. Review the report in your browser.
10. Click "Excel" or "PDF" to download the report (optional)

If any data is incorrect before the AzEDS due date of July 15, please make the appropriate corrections through your SIS so they are synced and reflected in the next daily AzEDS run job.

### **LRE data for students with disabilities ages 5–21 (including Kindergarten).**

This data provides users with a breakdown of a PEA's students by LRE. It is extracted from AzEDS and cross-walked to the federal LRE categories via the October 1 Data Collection (ODC) application, as required under IDEA section 618. The federal LRE categories are:

<i>LRE Code</i>	<i>Description</i>
(A)	Inside regular class 80% or more of the day
(B)	Inside regular class 40% through 79% of the day
(C)	Inside regular class less than 40% of the day
(D)	Separate School
(E)	Residential Facility
(F)	Homebound/Hospital
(G)	Correctional Facilities
(H)	Parentally Placed in Private Schools

### **LRE data for children with disabilities ages 3–5 (Preschool only)**

This data provides users with a breakdown of a PEA's students by LRE. It is extracted from AzEDS and cross-walked to the federal LRE categories via the ODC application, as required under IDEA section 618. The federal LRE categories are:

<i>LRE Code</i>	<i>Description</i>
<i>A1</i>	Children attending a Regular Early Childhood Program at least 10 hours per week and receiving the majority of hours of special education and related services in the Regular Early Childhood Program
<i>A2</i>	Children attending a Regular Early Childhood Program at least 10 hours per week and receiving the majority of hours of special education and related services in some Other Location
<i>B1</i>	Children attending a Regular Early Childhood Program less than 10 hours per week and receiving the majority of hours of special education and related services in the Regular Early Childhood Program
<i>B2</i>	Children attending a Regular Early Childhood Program less than 10 hours per week and receiving the majority of hours of special education and related services in some Other Location
<i>C1</i>	Children attending a Special Education Program (NOT in any Regular Early Childhood Program), specifically a Separate Special Education Class
<i>C2</i>	Children attending a Special Education Program (NOT in any Regular Early Childhood Program), specifically, a Separate School

C3	Children attending a Special Education Program (NOT in any Regular Early Childhood Program), specifically a Residential Facility
D1	Children attending neither a Regular Early Childhood Program nor a Special Education Program (not included in (A), (B), or (C)) and receiving the majority of hours of special education and related services at Home
D2	Children attending neither a Regular Early Childhood Program nor a Special Education Program (not included in (A), (B), or (C)) and receiving the majority of hours of special education and related services at the Service Provider Location or some Other Location <u>not</u> in any other category

## Personnel

**Authorization:** P.L. 108-446, Section 618(a)(3); 34 CFR §§ 300.640, 300.642(b), 300.645

This data is self-reported by PEAs through the ODC application and displays the full-time equivalent (FTE) personnel employed and contracted to provide SPED and related services to children with disabilities ages 3–21 on or about October 1 of the reporting year. The figures include data from all agencies responsible for educating children with disabilities, including personnel employed by private agencies. Data are reported on personnel employed to serve students with disabilities ages 3–21 regardless of funding source (e.g., Part B of IDEA, State, or local).

There are three sections in the data display: Teachers, Paraprofessionals, and Related Service Providers. For more detailed information on the terminology and data entry process, the Personnel instructions are accessible via the ODC application.

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## SEDD: Phase 2 Certification

The purpose of the certification step is for the SPED director, business manager, or administrator to provide attestation regarding the data submitted and/or displayed on behalf of your PEA for a given fiscal reporting year. This is accomplished through an electronic signature submission.

The "Certify Data" button will appear on the homepage of the SEDD application after all modules have been completed and reviewed. The only role this button will appear for is that of the LEA Signer.



Figure 14: "Click to Certify Data" button

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## Frequently Asked Questions

### Exit Data

#### **What if the data populated in the SEDD application does not appear correct?**

Corrections should be made within the PEA's SIS and uploaded to AzEDS. The data populated in the exit data will be refreshed regularly to reflect any corrections that may have been made.

#### **When can I make the current year's special education exit data corrections in AzEDS?**

Any time before the closing of AzEDS data submissions in the current reporting year. Corrections after this time require ESS approval for inclusion in federal reporting. Please refer to the [Important Dates](#) to review the timeline specific to AzEDS.

#### **Why are there times when the exit data cannot be verified for accuracy?**

There may be some instances when a PEA cannot verify the accuracy of their exit data because of "unduplication," which refers to an action recorded by a PEA that supersedes a similar action by a second PEA. For example, the exit data extract reports a student's last known exit status in the current reporting year. Suppose a student exits special education at one PEA as "moved, known to be continuing," and later in the same reporting year. In that case, the student is reported at a different PEA as "graduated with a regular high school diploma," that student will be reported as graduated under the second PEA and will not be reported as moved at the first PEA.

#### **How are tuitioned-out students accounted for on the exit report?**

Within the special education participation transaction in AzEDS, a tuitioned-out student will be reported with the district/school of attendance (DOA) Entity ID number as a private day school, RTC, Arizona State School for the Deaf and Blind (ASDB) campus, Head Start, or public consortium and the district of residence (DOR) CTDS as the PEA in which the student resides. If reported correctly in AzEDS and meeting the exit data extraction criteria, post-integrity data will be extracted and reported aggregately within the Exit Report under the "Tuitioned-Out School" that will appear on your PEA school list.

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### Preschool Transition

#### **What do "In-by-3," early intervention transitions, the transition from Part C to Part B, and/or Preschool Transition mean?**

The IDEA, for both Part C/AzEIP and Part B/Preschool Special Education Programs, requires that schools offer FAPE to children participating in Part C (AzEIP) who will transition to Part B preschool programs by their 3rd birthday. If the child is eligible, an IEP must be developed and implemented by the child's third birthday (the date the IEP is written). If the child is found ineligible for Part B services, a prior written notice (PWN) must be provided to the parents by the child's 3rd birthday. Because of decisions made by the IEP team (including the parent), the child may have a start date after the IEP

date (e.g., children with summer birthdays would start when school begins, or parents might choose a later start date). As with all IEPs, extended school year (ESY) services must be considered.

### **Why must children served in Part C (AzEIP) be in "In-by-3?"**

Children identified with special education needs and served under Part C of IDEA between the ages of birth to three should not have an interruption in services during this critical developmental time. Families who have children with disabilities are under increased stress and should experience a smooth transition in services for their children. The Part B State Performance Plan (SPP) requires 100% compliance for "In-by-3," which is best for children and families.

### **What is the difference between a child "referred for transition" from AzEIP and a child "referred" from AzEIP?**

Only children who were found eligible by AzEIP services up to age 2 years 9 months and "referred for transition" are required to be "In-by-3" (When the public education agency (PEA) receives the PEA Notification Referral Form, this is considered the "point of referral," and the PEA is required to provide PWN for referral and Procedural Safeguards. If this occurs during the transition conference, the PEA should be prepared to begin the review/collection of existing data. Districts count children who are eligible for AzEIP services between 2 years 9 months and 2 years 10½ months as late referrals to Part C (deductible or not counted against the school district's 100% requirement). Children found eligible for Part C services between the ages of 2 years 10½ months and 3 years should be counted as child find/regular referrals and are not included in the number of children transitioning in Row 1. A child find referral gives the district 45 days to screen and 60 days to determine eligibility from consent to evaluate.

### **If a child is referred for transition by AzEIP during the current reporting year but does not have their third birthday until the next reporting year, how should this child be reported?**

When reporting AzEIP referrals in Row 1, only include those children who have reached their third birthday during the fiscal year (on or after July 1 and on or before June 30 of the fiscal reporting year).

### **How do we report preschoolers who did not have an IEP written by their third birthday?**

Report each child by state student ID (SSID) or a unique student ID (to develop a unique student ID that avoids duplication, use the child's initials and a combination of letters and numbers up to 10 characters in length), the reason the IEPs were late, and the number of days after the third birthday the IEPs were developed. Only children who were late referrals to Part C (e.g., children who were found eligible for AzEIP services between the ages of 2 years 9 months and 2 years 10½ months) or who were impacted by parent/child unavailability will be deducted from the formula, which calculates the percentage of children who were "In-by-3." Count each child under one reason only. An AzEIP alert should be issued for any late referrals from Part C due to service coordinator delay. Email [the Part C to Part B inbox](#) with the child's name, date of birth, and explanation/timelines for the late referral from Part C.

### **Why are children counted as late referrals from Part C considered "not deductible?"**

OSEP does not allow late referrals from Part C to be deducted from the State Performance Plan/Annual Performance Report (SPP/APR). The expectation is that Part C and Preschool Programs

will work together for seamless transitions. A district must alert [the Part C to Part B inbox](#) if a late referral is received from Part C due to Service Coordinator Delay.

**If a preschooler is vouchered to Arizona State School for the Deaf and Blind (ASDB), who is responsible for reporting on the student's transition from Part C to Part B?**

As the DOR, PEAs that voucher preschool students to ASDB (through regional cooperatives or fee-for-service) are responsible for reporting preschool transition data for their students. The home school district receives the referral from AzEIP and is ultimately accountable for the IEPs of their students.

Do not include students attending ASDB campus sites; this includes the Tucson campus and Phoenix Day School for the Deaf or [any ASDB site](#). Refer to the ASDB Student Reporting resource found on our [AzEDS SPED Reporting page](#).

**Resources**

Refer to the April 2023 [alert](#) regarding Preschool Transition for additional information.

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**Discipline**

**What if the data populated in the Special Education Data Dashboard application does not appear correct?**

Corrections should be made within the PEA's SIS and uploaded to AzEDS. The data populated in the Discipline section will be refreshed regularly through the end-of-year recalculation date to reflect any corrections that may have been made.

**Where can I find reporting guidance on disciplinary incidents in AzEDS, including definitions?**

The [Discipline Guidance](#) document can be found on the [AzEDS SPED Reporting web page](#) under the accordion entitled "Guidance."

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