



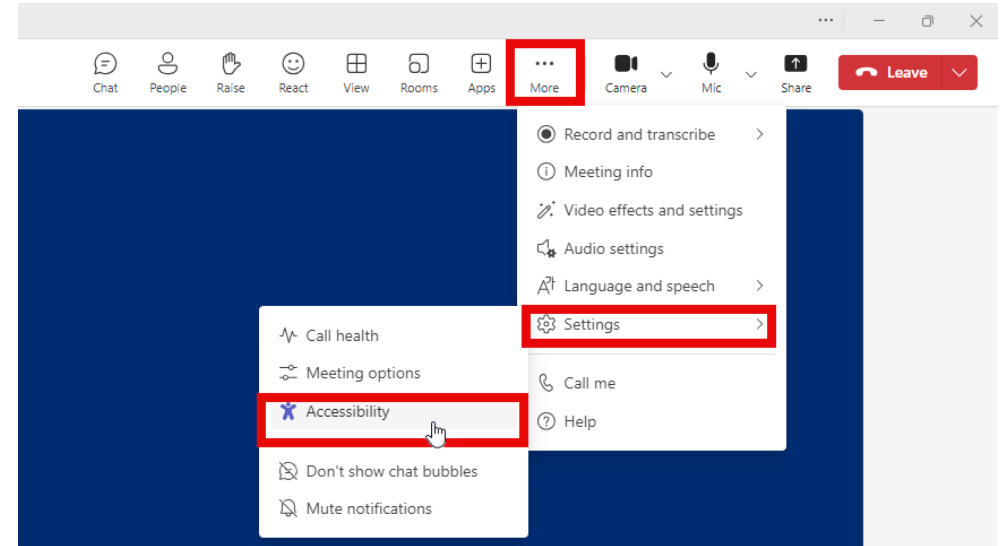
ARIZONA DEPARTMENT OF
EDUCATION

Special Education Data Updates

ESS Data Management
February 2025

Enabling Live Captions

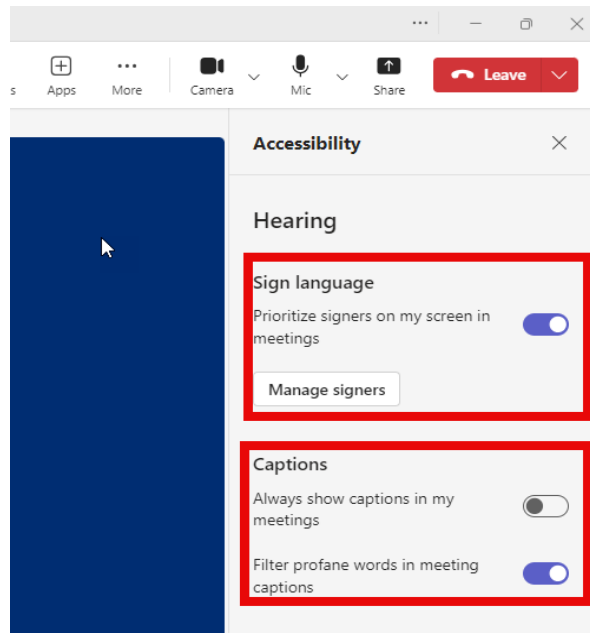
To use live captions in Teams, go to the meeting controls at the top of the screen and select More > Settings > Accessibility



- 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.

Interpreters, If Available



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

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Agenda

- Reminders
- Trending Topics
- Top 3 Integrity Errors
- SPED Resource 101
- Out-of-Scope Topics
- Q&A

Special Education Data Updates

Reminders



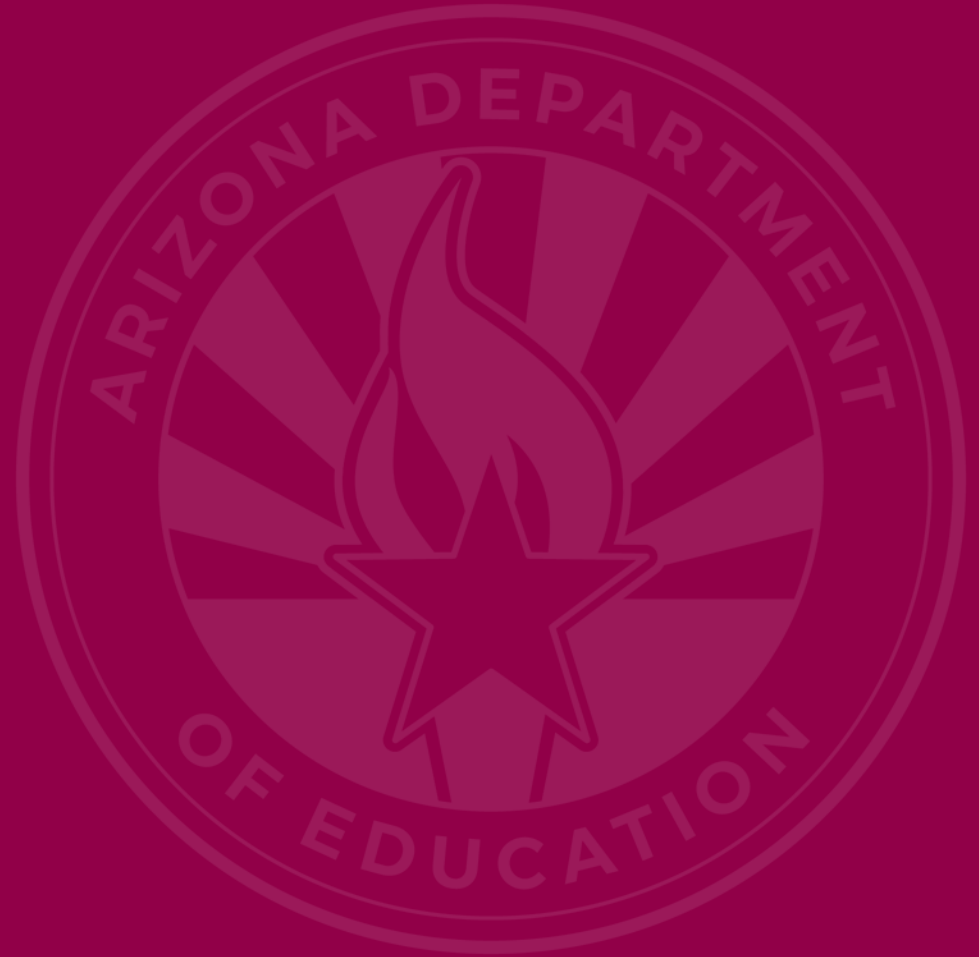
Coming Soon!

- Parent Involvement Survey
 - Due May 31, 2026
- Statement of Assurances
 - Opens April 1, 2026
- Teams to Zoom



Special Education Data Updates

Trending Topics





PARENT INVOLVEMENT SURVEY: INDICATOR 8

Arizona Department of Education
Exceptional Student Services
January 15, 2026

Parent Involvement Survey Agenda

- What is Indicator 8: Parent Survey?
- Why is the Parent Survey Important?
- SY 2025 Results
- About the Survey
- Common Questions
- Resources
- Preview Parent Survey Questions

INDICATOR 8: PARENT INVOLVEMENT SURVEY

- The survey measures the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
- The purpose of the survey is to gauge how well the school is involving parents in decisions regarding their child's special education services.
- Part of Arizona's SPP/APR (State Performance Plan and Annual Performance Report)
- Based on the SPP/APR, OSEP (Office of Special Education Programs) makes an annual determination

SY 2025 RESULTS (1/2)

- Indicator 8 – 93.31% +0.73% from last year
- Students Eligible for Survey– 156,881
- Completed Surveys– 26,552
- Satisfied with Level of Engagement – 24,399
- Participation Rate – 16.90% +2.14% from last year

SY 2025 RESULTS (2/2)

Category	Eligible (E)	Surveyed (S)	Responded % (Surveyed/Total S)	Population % (Eligible/Total E)
Age 3-5	16,924	2,969	11.19%	10.79%
Age 6-13	94,435	14,993	56.53%	60.2%
Age 14-22	45,522	8,560	32.28%	29.02%
Totals	156,881	26,522	100%	100%

HOW TO GET YOUR PEA'S INDICATOR 8 PERCENTAGE

- On the Question-by-Question Report, look at the responses for question 8 only.
- Take the number of parents who said Strongly Agree or Agree, add them together. **(N)**
- Take the total number of surveys completed and subtract the NAs. **(D)**
- Now divide **N/D** to get your PEA's percentage.

EXAMPLE: HOW TO GET YOUR PEA'S INDICATOR 8 PERCENTAGE

$$\underline{14540 + 9859} = \underline{24399}$$

$$26552 - 404 = 26148$$

Total: 93.31%

Agreement Level	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable		Total
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
Question #1 I work together with the IEP team as an equal partner to develop my or my child's IEP.	15750	59.3%	9615	36.2%	607	2.3%	282	1.1%	297	1.1%	26551
Question #2 I feel comfortable telling my ideas about how well special education services meet my or my child's needs	15918	60%	9215	34.7%	817	3.1%	313	1.2%	288	1.1%	26551
Question #3 The teacher(s) keep(s) in touch with me regularly about my or my child's progress.	13010	49%	9876	37.2%	2383	9%	983	3.7%	300	1.1%	26552
Question #4 My relationship with the school staff has a positive effect on my or my child's education.	15117	56.9%	9680	36.5%	828	3.1%	375	1.4%	552	2.1%	26552
Question #5 Administrators are available to discuss my questions or concerns.	13935	52.5%	10212	38.5%	1090	4.1%	478	1.8%	838	3.2%	26553
Question #6 My school helps me play an active role in my or my child's education.	13882	52.3%	10518	39.6%	1260	4.7%	429	1.6%	463	1.7%	26552
Question #7 The school explains what choices I have if we disagree.	11991	45.2%	10302	38.8%	1508	5.7%	559	2.1%	2193	8.3%	26553
Question #8 Overall, I am satisfied with how my or my child's school makes it easy for me to be involved.	14540	54.8%	9859	37.1%	1175	4.4%	574	2.2%	404	1.5%	26552

PARENT SURVEY ONLINE APPLICATION

- The short online-only survey can be completed in less than ten minutes on a computer, tablet, or smart phone
- Users are prompted to choose English or Spanish
- Each unique—confidential—login code allows the survey application to extract demographic information about the student from AzEds
- Schools should have mailed or emailed the unique codes and instructions to parents

ADE DATA COLLECTION

- Annually; The survey is open January 19 through May 31, 2026
- October 1st census list generates student login codes
- Must have been enrolled and had IEP on October 1, 2025
- Ages 3-22 (all students on IEPs)
- Districts survey parents of their private day/tuitioned-out students
- Students over 18 take the survey, unless a parent has retained educational rights

QUESTIONS THAT MIGHT COME UP

- Where do I get my student's code? **From the school or ADE.**
- Does each of my children have their own code? **Yes, each will have a unique code.**
- What if my child was enrolled in another school earlier in the school year? **The student needed to be enrolled and on an IEP on October 1, 2025, to have a code.**
- Is there a Spanish version? **Yes.**
- What if I need a language other than English or Spanish? **The school should help to translate the same way they would for the procedural safeguards.**
- What if my student is on a 504 plan? Do I still take the survey? **No, only students on IEPs.**
- What if my code isn't working? **Reach out to the school or ADE to confirm the code.**
- What if the parent does not have a phone, tablet, or computer with internet access? **The school should make arrangements to help the parent. (Ex: provide access to computer lab.)**

RESOURCES FOR PARENTS & SCHOOLS

- Website: Parent Involvement Survey Info for Families
 - Preview Survey Questions
 - Link to Survey Application
 - Sample User Instruction Letter
 - Resources (Tips to strengthen parent/teacher partnerships for student success)
- Website: Parent Involvement Survey Info for Schools
 - Resources (Instructions for Schools)
 - Family Engagement Strategies
 - Family Engagement Action Plan
 - Family Engagement Quick Links

PARENT SURVEY QUESTIONS (1/3)

- The Parent Survey uses a Likert Scale
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
 - Not Applicable

PARENT SURVEY QUESTIONS (2/3)

1. I work together with the IEP team as an equal partner to develop my or my child's IEP.
2. I feel comfortable telling my ideas about how well special education services meet my or my child's needs.
3. The teacher(s) keep(s) in touch with me regularly about my or my child's progress.
4. My relationship with the school staff has a positive effect on my or my child's education.
5. Administrators are available to discuss my questions or concerns.
6. My school helps me play an active role in my or my child's education.

PARENT SURVEY QUESTIONS (3/3)

7. The school explains what choices I have if we disagree.
8. Overall, I am satisfied with how my or my child's school makes it easy for me to be involved.
9. How does your school encourage you to be involved?

- Questions 1–8 are always confidential.
- Question 9 is an open-ended questions and will be confidential unless a student or a specific situation is identified.

PARENT INVOLVEMENT SURVEY SPECIALIST

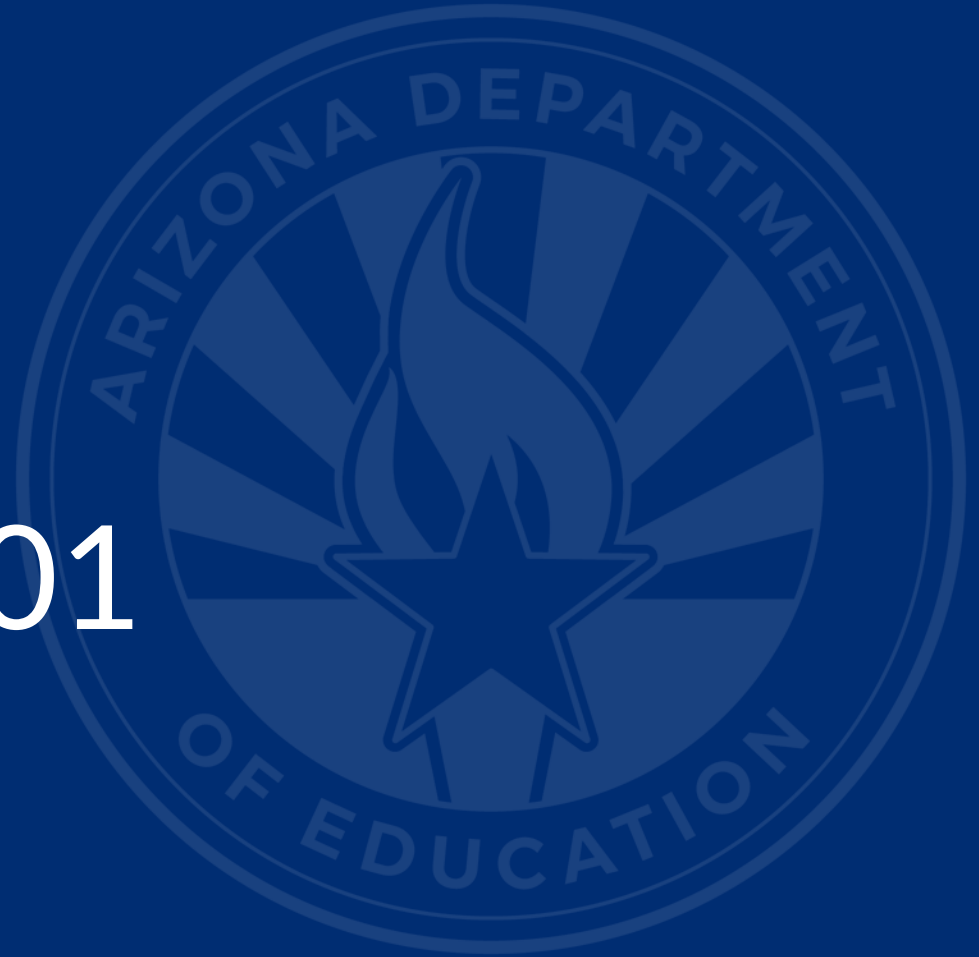
- Stefanie Sharkey
- (520) 770-3175
- Email ESS Parent Survey staff
- Website: Parent Involvement Survey Info for Families
- Website: Parent Involvement Survey Info for Schools

Preschool Outcomes

- Integrity Error –40088
 - AzEDS IT team is still working on a solution on the bug for this error
 - If a student is reported with a new LRE that has an end date of the last day of the school year some of these students are failing this error prematurely
 - This error SHOULD only be failing after the exit date of the preschool program

Special Education Data Updates

SPED Resource 101



SPED Resource 101: Preschool Outcomes Guidance

- Located on the [AzEDS SPED Reporting](#) webpage
 - Updated to now meet statute [ARS 15-1042](#)
 - Preschool entry and exit outcomes must be reported to AzEDS no later than 20 school days after entry or exit date
 - Integrity errors –40087 and –40088 will also be updated to match statute by March 2026

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](#).

ARIZONA DEPARTMENT OF EDUCATION

Data Management

Exceptional Student Services

The Exceptional Student Services (ESS) Data Management (DM) team is responsible for the collection, review, validation, verification, and analysis of Special Education data in Arizona as required under Section 618 of the Individuals with Disabilities Education Act (IDEA).

Subscribe to the ESS Data Management Listserv to stay informed on all SPED reporting data changes, updates, and training opportunities

- Trending Topics**
 - [ESS DM Blog](#)
 - [Important Dates Dashboard](#)
 - [Special Education Data Updates Webinars \(SEDU\)](#)
- Beginner's Guide to Data Management**

Are you new to a SPED leadership and/or data management role? Check out the resources on the [Beginner's Guide page](#) for helpful information on where to start.
- SPED Data Reporting & AzEDS**

Find essential tools for submitting data on students with disabilities
- Data Collection & Reporting**

October 1 Data Collection (ODC)

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 (SEDU) Webinar homepage.

Webinar recordings for prior fiscal years will be kept on this page for reference. Please be sure to attend current sessions to be made aware of evolving guidance and reporting requirements.

Webinar Registration

Our live webinars are held on the 3rd Wednesday of each month from 2 pm - 3 pm. Please click on the desired date below to register for an upcoming SEDU webinar.

MONTH	LINK
September	Coming Soon!

Our SEDU webinars are currently being presented via [Microsoft Teams](#). Please email ESSDataMgmt@azed.gov for registration questions.

Prior Webinars

June 18, 2025

How Do I Get Access to SPED Reports?

- You must have an ADEConnect account
- Request the **AzEDS Data Coordinator: SPED Reports** role from your local ADEConnect Entity Administrator to view AzEDS Reports
- Email the [ADE Support Inbox](#) for assistance with ADEConnect
- Email the [ESS Data Management Inbox](#) for assistance with ESS data applications

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 -40055

- Error Message
 - Invalid exit code combination; refer to the SPED exit validation matrix
- Updates for W3 and W31
 - SPED Exit Validation matrix
 - Logic adjustments to this rule
- Possible Solution
 - Ensure that SPED Exit reason and Enrollment withdraw code align with SPED Exit validation matrix

Integrity Error -10131

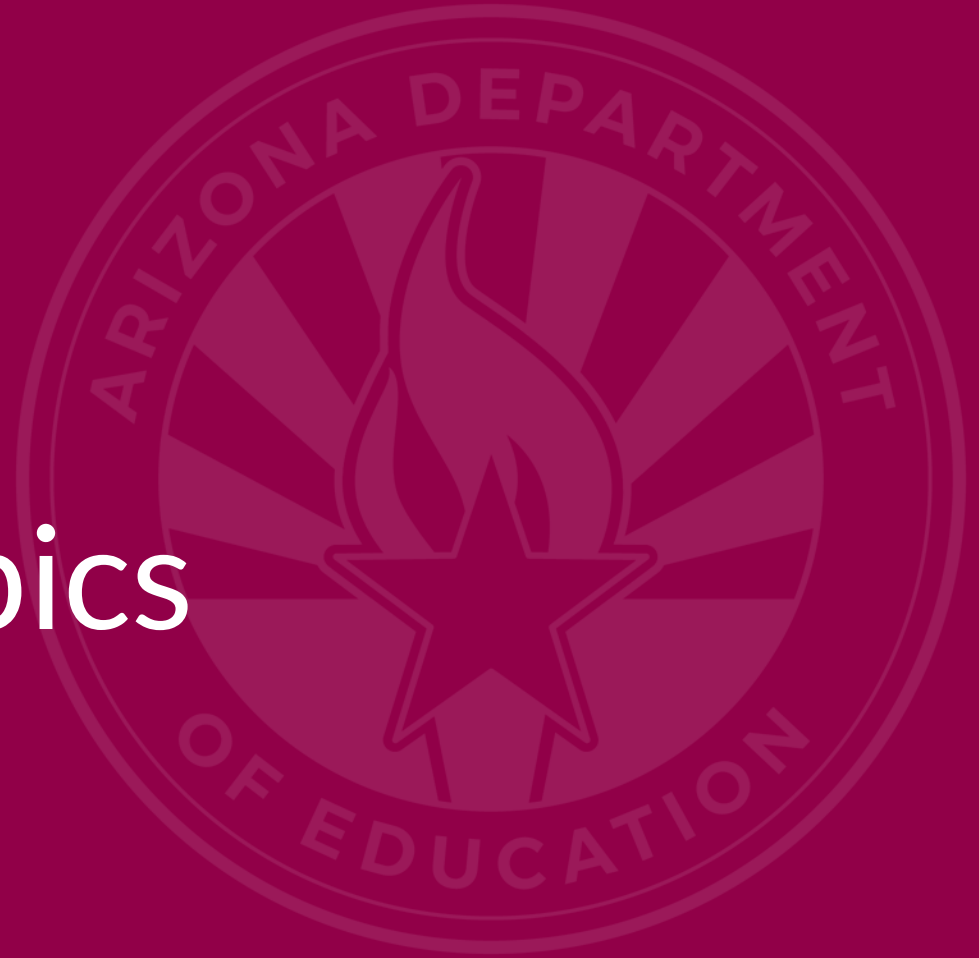
- Preschool students not receiving SPED services must be reported with Tuition Payer code 2 for each day of enrollment. Preschool students on an IEP and receiving SPED services should be reported with Tuition Payer code 1 (regular) or 7 (ASDB voucher) for each day of enrollment
- Common Issues
 - Enrollment dates not aligning with reported SPED services
- Possible Solution
 - Cross-reference enrollment dates with SPED services
 - If not SPED, either delete or use TPC 2

Integrity Error -40069

- Least Restrictive Environment (LRE) must be within a valid enrollment at a school. Please note the error may be caused by a student not having valid enrollment due to missing DOR, grade, or calendar.
- Common Issues
 - Calendar adjustments, transfers, last day of school
- Possible Solution
 - Review SPED participation dates, enrollment dates, and calendar

Special Education Data Updates

Out-of-Scope Topics



Out-of-Scope Topics

- Move On When Reading (MOWR)
 - [Welcome to Move on When Reading](#)
 - [Move on When Reading Inbox](#)
 - 602.364.1843
- Age of Transition/Graduation Memo
 - [Graduation Joint Guidance Memo](#)
 - [Secondary Transition Services Rule Change](#)
 - [Secondary Transition Support Request Form](#)
 - [Secondary Transition Inbox](#)

Special Education Data Updates

Q&A



ADEConnect Support

(602) 542-7378

ESS Data Management Inbox

(602) 542-3962

Subscribe to stay informed:

Data Management Alerts

Data Management Vimeo Channel

Next SEDU Webinar: March 18, 2026

Thank You

