Memo

**To:** Special Education Directors

From: Gloria Durosko, Data and General Supervision Liaison, General Supervision & Monitoring Team

Date: August 16, 2023

Re: Indicator 13: Transition IEP Record Reviews, Data Collection Process, and Levels of CDE Support – Overview SY2023-2024

Historically, AUs reviewed IEPs that amount to 3% of the December count IEP enrollment with a minimum cap of 10 and the maximum cap of 50. In SY2020-21, the maximum cap was reduced to 30 to reduce the burden on AUs during this time. CDE will use this reduced sampling amount once again for the upcoming school year’s reviews.

**Overview**

* Student sample pulled from the 2022 December Count
* Sample divided by age groups: 3-5, 6-14, 15-21
* A document identifying how many IEPs you are to review for each age category can be found in the Document section in the Data Management System (DMS).
* AUs will review a minimum of 5 and maximum of 10 active Transition IEPs dated between April 1, 2023 – May 1, 2024.
* All reviews are to be completed by **May 1, 2024.**
* The State Performance Plan (SPP) Indicator 13 measures the percent of children aged 15 and above with an IEP that includes all eight required elements of this Indicator.
* The target for this Indicator is 100%.
* Indicator 13 is an “all or nothing” indicator, meaning that a Transition IEP is considered compliant only if ALL required components are evident in the document.
	1. % Compliant = (Number of youth age 15 and above with IEPs that contain each of the required components for secondary transition/required number of reviews) \* 100.
* When an AU fails to meet 100% compliance with this indicator, the state must ensure the noncompliance is corrected. CDE must:
	1. Ensure that each child’s IEP is corrected and identify the root cause of the noncompliance (“Individual Correction”); and
	2. Review updated data to determine if the AU is correctly implementing the specific regulatory requirements related to Indicator 13 (“Review of Updated Data”).

The process of demonstrating correction of noncompliance is explained in the Targeted Support section under Levels of Support.

**Process Checklist**

* Sign into the [Data Management System (DMS)](https://www.cde.state.co.us/idm/essu-data)
* Click on Documents and select School Year 2023-24
* Open the 2023-24 IEP Record Reviews Letter to review your required number of IEPs in each age category
* From AU Tasks Dashboard 2023-24, click on Data Entry under Standard Record Reviews
* From the Standard Record Review Collection Dashboard, select age category and Export Student List
* Identify students still in your AU with active IEPs dated between April 1, 2023 and May 1, 2024
* In the DMS, request alternate students for those that:
	+ Are no longer in the AU’s jurisdiction
	+ Are no longer receiving special education services
	+ IEP meeting will be held after May 1, 2024
	+ No longer have an early childhood IEP
* Upload IEP documents to the DMS for selected students
* Complete full record review in the DMS by May 1, 2024
* Correct any non-compliant section(s) and upload new IEPs/amendments by May 1, 2024

**Important:**

* At 5:00 PM May 1, 2024, the data submission window closes and your access to these files in the DMS will be locked.
* Requests to reopen the DMS files after this date will result in the loss of one point for Accurate and Timely Submission of Data on the Compliance Matrix for 2025 AU Determination.

**Levels of Support for Transition IEP Reviews**

If one or more transition IEPs were noncompliant at the closing of that year’s indicator 13 data collection, the AU will receive targeted support in the following year. If one or more transition IEPs were noncompliant for the second consecutive year, the AU will receive intensive support from CDE in the following year and may receive a finding for noncompliance.

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**Universal Support can be found on the CDE Website**

* Written communication, “Indicator 13 Overview”
* Training PowerPoint and recorded webinar from August 16, 2023
* IEP File Review Checklist

**Targeted Support - Includes all element of Universal Support plus Demonstration of Correction:**

To demonstrate correction, the CDE must ensure that the AU has corrected all individual cases of noncompliance related to Indicator 13, unless the child is no longer within the jurisdiction of the AU. The CDE must also review updated data to determine if the AU is correctly implementing the specific regulatory requirements related to Indicator 13.

**Step 1:** AUs must correct the noncompliant section(s) of the individual student IEP by November 1, 2024, and advise the CDE of this correction. AUs will receive a letter with details about this process in August 2024.

**Step 2:** AUs will be contacted by a member of the General Supervision and Monitoring team to set up collaborative record review meetings, either in person or virtually, to be completed by February 2024. At the end of this meeting, the Director will have access to a list of any individual corrections that need to be made on the Compliance tab of the DMS. AUs will have 45 days following the record reviews to complete the corrections, upload them to the DMS and notify CDE of the completed corrections. The CDE team will review the corrections for compliance and advise the Director of the status of the corrections.

**Intensive Support – Includes all elements of Universal and Targeted Support plus:**

CDE will provide required individualized professional development in the area(s) of Secondary Transition IEP development based on the AU’s need. CDE will follow-up 3-4 months after the side-by-side reviews with a second check of IEPs written after the professional development.

**Reporting**

Indicator 13 compliance results are published on [CDE’s webpage](http://www.cde.state.co.us/cdesped/spp-apr). AUs will also receive an email and a letter from the CDE indicating their SY2023-2024 Indicator 13 compliance percentage. This data will be used in calculating Spring 2025 AU Determinations, and for the February 2025 State Performance Plan/Annual Performance Report (SPP/APR).

Thank you for your continued commitment to improving in-school and post-school outcomes for students with disabilities in Colorado. If you have additional questions, please feel free to contact me.

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