

Utah Program Improvement Planning System (UPIPS)
EXECUTIVE SUMMARY OF REPORT
Dual Immersion Academy
March 18, 2010

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS).

This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between charter school and district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted in Dual Immersion Academy on November 10th and 11th, 2009, included student record reviews and school site visits. Parent surveys were also mailed to a small sample of parents.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

Areas of Strength

The validation team found the following:

General Supervision

- Teachers have been trained on the referral process by the special education team and have followed through by making appropriate referrals.
- Dual Immersion Academy met the State requirements for participation and proficiency for students with disabilities in both English Language Arts and Math Criterion Referenced Tests (CRTs) in May of 2009.
- The school staff and administration are supportive of the school's special education team.
- The special education classroom was inviting and well organized.
- Dual Immersion Academy employs strategies to implement bilingual education for all students such as providing instruction in English and Spanish and providing educational materials in English and Spanish.
- Initial Evaluations were completed within 45 days of receipt of parental consent in all applicable reviewed files.
- Some paraeducators attended the paraeducators conference.
- A variety of assessment tools and strategies were used in determining eligibility.
- A group of qualified professionals and parents determined eligibility of students after completion of evaluation procedures.

Parent Involvement

- The school's special education team is able to communicate effectively in English and Spanish with parents in all areas of the IEP process.
- During the parent focus group, a parent reported that her child had made significant progress as a result of special education services.
- Progress reports were included all reviewed files and contained pertinent information for parents regarding the progress of their students toward IEP goals.
- During the parent focus group, a parent reported that teachers are willing to meet with parents at any time to discuss student needs.
- Procedural Safeguards are provided to parents and explained to parents so they understood them, as reported by a parent during the parent focus group.

- Student special education files include notice of meeting for eligibility determination, IEP, and placement meetings.
- Parents are provided with written prior notice of eligibility determination, initial placement, and IEP implementation, as documented by forms in student special education files.
- Parents are provided with copies of evaluation summary reports, eligibility determination documentation, and IEPs, as documented by forms in student special education files. as documented by forms in student special education files.
- Parental input is used in determining eligibility, as documented by parent signatures on forms.
- Student special education files include consent for initial placement.

Free Appropriate Public Education in the Least Restrictive Environment

- Dual Immersion Academy met the State target for students with disabilities educated in the least restrictive environment.
- Initial IEP developed within 30 days following eligibility determination in all applicable reviewed files.
- General education teachers attend IEP meeting and are an active member of the IEP team, as documented by signatures in files and reported during staff interviews.
- Appropriate team members meet with some general education teachers weekly to discuss the needs of each student and student IEPs.
- IEPs document full team participation in the IEP meeting through signatures on forms.
- Present Level of Academic Achievement and Functional Performance (PLAAFP) statements include baseline or current data and how the student's disability affects involvement in the general curriculum.
- IEPs include measurable goals that address areas of need identified in PLAAFP statements.
- IEPs include a description how the student's progress toward meeting IEP goals will be measured and when periodic reports on progress will be provided to parents.
- IEPs include a statement of specific special education services to be provided to students.

Transitions

- Dual Immersion Academy does not currently have students of transition age.

Disproportionality

- Review of data by LEA and USOE shows no areas of disproportionality.
- Dual Immersion Academy does not have any areas of disproportionality.
- Student special education files contain English language assessments when appropriate.
- Student's primary home language documented in student special education files.

Areas of Systemic Noncompliance*

- Evaluations were not sufficiently comprehensive to identify all of the student's special education and related service needs in 33% of applicable reviewed files.
- Eligibility determination documentation was missing in 33% of applicable reviewed files.
- Evaluation procedures were not followed in 50% of applicable reviewed files.
 - Speech Language Impairment: Documentation that the team considered the potential effects of the speech language impairment on phonological processing and phonemic awareness missing in 100% of applicable reviewed files.
- Consent for evaluation missing in 33% of applicable reviewed files.
- A statement of appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State-wide assessments are not included in the IEP in 33% of applicable reviewed files.
- Placement decisions are not appropriately made in 33% of applicable reviewed files.

**These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.*