

Utah Program Improvement Planning System (UPIPS)
EXECUTIVE SUMMARY OF REPORT
EDITH BOWEN LABORATORY SCHOOL
August 26, 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 at Edith Bowen Laboratory School on March 10-11, 2010 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

- The self-assessment process facilitated a positive process for the special education staff to review files in a nonthreatening manner.
- On the Annual Performance Report (APR), Edith Bowen exceeded the target percent of grade 3-8 students' proficiency rate in language arts by 12% and math by 11%.
- Edith Bowen employs highly qualified teachers.
- All special education students participated in state-wide assessment.
- A process for regular file monitoring was established in order to keep records up-to-date and manageable.
- A web-based IEP management system was purchased and staff was trained on utilization to help maintain consistency and efficiency of files.
- Edith Bowen met State targets for participation and proficiency rates for students with disabilities on state-wide assessments.
- Edith Bowen met State targets for correction of noncompliance within one year of identification.
- Initial evaluation timelines were met in 100% of applicable reviewed files.
- Student special education files contain record of access forms.
- The school is very welcoming and student work is on display throughout the school.
- Student special education files include current eligibility determination documentation and evaluation summary reports.
- A variety of assessment tools and strategies were used in determining eligibility.
- Full team participation in eligibility determination decisions is documented in student special education files.
- Evaluations are sufficiently comprehensive to identify all of the student's special education and related service needs.
- Evaluation procedures were followed in 100% of applicable reviewed files.
- Special education teacher is aware of student needs and has a very caring attitude toward students, as reported by school staff and parents during interviews and parent focus group.
- The school is working on implementing a Response to Intervention (RtI) model school-wide.

- The use of existing evaluation data is documented in student special education files.
- Differentiated instruction for all students, including students with disabilities, was observed during the classroom observation.
- The school psychologist is working with students on appropriate behavior in a pro-active manner.
- Edith Bowen offers a variety of extra-curricular activities, which include students with disabilities.
- Students are provided with materials in accessible formats, including books on tape, when needed.

Parent Involvement

- Parents receive written notice of meeting and a copy of procedural guards well in advance of the meeting.
- Parents have the opportunity to give input at the IEP and are given a copy of the IEP.
- Student special education files contain notice of meeting for eligibility determination, IEP, and placement meetings.
- Parents are provided with copies of evaluation summary reports, eligibility determination documentation, and IEPs.
- Parental input was used in determining eligibility, as documented by signatures on forms.
- Parents are provided with written prior notice of all proposed actions.
- Student special education files contain evidence that parents are provided with progress reports which document that students are making progress on IEP goals.
- Student special education files contain consent for initial placement.
- If student's placement was changed, written prior notice of change of placement was provided to parents.
- Student special education files include consent for evaluation/reevaluation.
- Parents, during the parent focus group, reported that the school listened to and considered their input during the IEP meeting.
- School staff schedule IEP meetings at mutually agreeable times, as reported by parents during the parent focus group.
- Parents, during the parent focus group, reported that general education teachers attend IEP meetings.
- Parents, during the parent focus group, reported that students are making progress due to special education services.
- Parents are generally pleased with the special education services provided by the school.
- Parents, during the parent focus group, reported that they are invited to observe special education services and supports provided for their students to help better understand how to work with their students.
- Parents, during the parent focus group, reported that teachers are continually looking for new and better educational supports and strategies.

Free Appropriate Public Education in the Least Restrictive Environment

- IEPs are developed with focus on goals being related to the State Core Curriculum and access to the general curriculum. Students are placed appropriately and individual achievement is directed toward the annual goals on the IEP.
- 100% of IEPs are current.
- Edith Bowen meets State targets for indicator 5, students with disabilities educated in the Least Restrictive Environment.
- Current IEPs are included in student special education files.
- IEPs documents 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 annual goals.
- IEP goals address areas of need identified in the PLAAFP statements.

- IEPs describe how students' progress toward IEP goals will be measured and when progress will be reported to parents.
- IEPs include specific special education services.
- Documentation that placement decisions are made by the IEP team, which includes parents, included in student special education files.
- Students are provided with needed accommodations and supports in the general education classroom, as observed during classroom observations.
- Students receive supplemental special education instruction, not supplanting services, as reported by school staff during interviews and observed during classroom observations.
- Students with disabilities are included in general education setting to the maximum extent appropriate.
- School special education staff understand the considerations for students to be eligible for Extended School Year (ESY) and include documentation of team determinations in student special education files.

Transitions

Edith Bowen does not have any students of transition age.

Disproportionality

- A review of data by the LEA and USOE shows no areas of disproportionality.
- Student's primary home language and race/ethnicity is documented in student special education files.
- Edith Bowen School has a very diverse population.

Areas of Systemic Noncompliance*

- Reevaluation timelines not met in 50% of applicable reviewed files.
- IEP timelines not met in 50% of applicable reviewed files.
- Documentation that placement is determined at least annually missing in 50% 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.*