

FIE Implementation Checklist Interpretation Guide

The following criteria must be met for each of the corresponding items on the FIE Implementation Checklist. Two sources of data must be used for each category. All questions must be answered yes for a student to be eligible for special education. (Note exception under Progress for rare and unusual circumstances.)

Exclusionary Factors

Eligibility Question One: Has this student had ample opportunity to learn what is expected in the areas of concern?

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| A. Has appropriate instruction been provided in general education setting? (Including core and supplemental instruction) Prior to, or as part of the evaluation process, the child was provided with instruction in regular education setting delivered by qualified personnel. (Note that the regular education setting could be daycare or home environment.) |
| B. Concerns are present in multiple settings or environments or with multiple people |
| C. During the instructional period (regular or supplemental) was the student present on a regular basis? |
| D. Is the primary cause of student's performance due to limited English proficiency? (Consider language acquisition, comparison to peers of similar linguistic backgrounds, and instructional methods) |
| E. Is the primary cause of the student's performance due to socio-economic, ethnic, racial, or familial causes? |

Progress

Eligibility Question Two: Is the student's progress significantly below expected? (Has this student demonstrated performance persistently below the educational standard? When given intensified opportunity to learn, has this student demonstrated limited progress and response?)

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| A. Does student exhibit or have experienced unusual circumstances such as (Health, sensory, physical impairment) If yes, rest of progress section not required) |
| B. Did supplemental instruction (intervention) meet requirements for systematic problem solving? Supplemental instruction could be provided either before consent or during evaluation.
<input type="checkbox"/> Description of problem
<input type="checkbox"/> Data collection and problem analysis
<input type="checkbox"/> Intervention design and implementation
<input type="checkbox"/> Progress monitoring
<input type="checkbox"/> Evaluation of intervention effects |
| C. Is there evidence that the supplemental instruction provided was matched to the child's needs? |
| D. Is there evidence that the supplemental instruction was delivered as intended (intervention monitoring) |
| E. Was progress monitored on a frequent and regular basis, using a tool that aligned with the concern? At least once per week minimum. |
| F. Was the child's progress less than expected? (Compare expected rate of progress with actual progress. Consider both expected rate of progress and the rate of progress of other students in supplemental instruction group if applicable). Examine the graph. |
| G. Does the amount of resources required to support a sufficient rate of progress differ from what is provided through general education? |

Discrepancy

Eligibility Question Three: Following provision of intensified instruction is the student still significantly discrepant from peers or standard?

A. Did the student perform below expectations on most recent (not more than one year old) district wide assessment? (When available in area of concern if ITBS/ITED data are available, this must be reported. Most current scores must be used.)

- Below 12th percentile
- Between 12th percentile and 15th (Requires additional evidence)

B. Did the student perform below expectations on other norm referenced assessments or peer comparison in area of concern?

- Below 12th percentile
- Between 12th percentile and 15th (Requires additional evidence)
- Discrepancy ratio is 2 times or more
- 25% Developmental delay
- Absolute difference meets a standard within the domain.

C. Did the student perform below expectation on other criterion-referenced assessment in the area of concern? (If given)

- Pass or no pass based on assessment developer

D. Is student's level of performance is significantly different from peers in setting?

E. Does assessment data converge? When all discrepancy information is considered, it converges to support a significantly different level of performance. (All discrepancy data must be used...not just those on which the student performs below expectations.)

Instructional Needs

Eligibility Question Four: Does the student have educational needs in curriculum, instruction, and environment that require specially designed instruction?

A. Does the student need curriculum that is below grade level? (The student is working on Iowa Core essential concepts and skills that are significantly below the grade level those skills are currently taught in the setting. Note that Iowa Early Learning Standards are now considered part of the Iowa Core).

B. Does the student have instructional needs that are significantly different than what are provided in core instruction?

- More frequent repetitions of concepts and skills,
- More explicit instruction
- Highly individualized or modified instruction
- Teacher or personnel with specialized training required to provide etc.
- Intensive program implementation requirements
 - Implementation is monitored frequently
 - Implementation supported frequently (Uniqueness of program or instruction requires specific teacher skills and ongoing support)
- Other

C. Have the student's environmental needs been identified?

- Reduced teacher/student ratio
- Reduced visual and/or auditory distractions
- Increased proximity to teacher or helping peer
- Other

D. Have the student's need for learning supports been identified?

- Individualized reinforcement system
- Assistive technology
- Other