

Region XIII Education Service Center Full and Individual Evaluation (FIE)

Learning Objectives:

- Participants will know the requirements for an FIE
- Participants will know what tools and strategies are used in an FIE
- Participants will have an understanding of what is included in a student's evaluation

Eligibility - 2 prongs

- IDEA disability criteria
- Need for "specially designed instruction"

Who is Involved

Upon completion of the administration of assessments and other evaluation measures —

(1) A group of qualified professionals and the parent of the child determines whether the child is a child with a disability,

The group that collects or reviews evaluation data must include but is not limited to:

- Licensed Specialist in School Psychology (LSSP), or
- an Educational Diagnostician or
- other appropriately certified or licensed practitioner with experience and training in the area of the disability;
- A licensed or certified professional for a specific eligibility category as specified in the specific eligibility criteria

Contents of the FIE

Nice to Address

- Reason for Referral
- Background Information (may be embedded in one or more of the following sections)
- Educational Background (may be embedded in one or more of the following sections)

Required

- Communicative Status
- Health
- Sociological
- Behavioral/Emotional
- Cognition and Processing
- Adaptive Behavior
- Academic Performance
- Assistive Technology

Re-evaluations

May occur not more than once a year unless the parent and district agree, otherwise
Must occur every three years

What re-evaluations share with initial evaluations

- Purpose
- Prior written notice
- Procedural safeguards notice (upon parent request for an evaluation)
- Review of existing evaluation data
- Parent consent
- Gathering additional data, if needed
- Parent involvement in evaluation group
- Parent involvement in eligibility determination
- Factors involved in determining eligibility
- Reporting to parents

What is a REED (Review of Existing Evaluation Data)

The Individuals with Disabilities Act (IDEA) 2004 requires a review of existing evaluation data (REED) for students suspected of having a disability(ies) as part of an initial evaluation, if appropriate, or as part of a reevaluation for students with disabilities. This means, before any evaluation a REED must be completed to help determine which specific evaluations, if any, are needed.

The REED must be conducted by the members of the student's admission, review, and dismissal (ARD) committee and other qualified professionals. The members review the student's existing evaluation data to determine the scope of the initial evaluation or reevaluation. This review process does not have to take place in an ARD committee meeting.

A REED must include the following information:

- Previous evaluations
- Evaluations and information provided by the parents
- Teacher information and observations
- Classroom based, local, and state assessments, if any are needed.

The committee members must ensure that information obtained from these sources is documented and carefully considered.

A local education agency (LEA) must reevaluate a student who receives special education services if the LEA determines that the student's educational or related services needs, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent or teacher requests one. The IDEA places time limitations and requirements on when a reevaluation occurs. The ARD committee and other qualified

personnel, as appropriate, must complete a REED to help determine what additional data, if any, are needed to determine whether the student continues to be a student with a disability and requires special education and related services and whether changes are needed to the services being provided.

Summary of Performance

For all students who receive special education services and graduate under any of the options defined in 19 TAC 89.1070 (b), (c), or (d), the student must receive a Summary of Academic and Functional Performance (SAAFP) upon graduation. This summary must include:

- Postsecondary goals
- A summary of the student’s academic achievement;
- A summary of the student’s functional performance;
- Recommendations on how to assist the student in meeting his/her postsecondary goals;
- As appropriate, recommendations from adult service agencies on how to assist the student in meeting his/her postsecondary goals; and
- For a student graduating under 19 TAC 89.1070(c), the summary must also include an evaluation [(Full Individual Evaluation (FIE) or Review of Existing Evaluation Data (REED)].

Guiding Questions for ARD Committees about evaluation decisions:

- Will the student attend college or other postsecondary school/training? If yes, what evaluation/documentation will be needed?
- Will the student need current evaluation to gain access to assistance from outside agencies?

Much of what is contained in the Summary of Performance (SOP) should be the same information from the IEP (postsecondary goals, PLAAFP, eligibility). This is the document that the student will use to get access to services and supports beyond high school. When possible, the student should be involved in completing the Summary of Performance and should be able to explain the information contained in the document.

Below is the breakdown of federal and state requirements for Summary of Performance.

Federal Requirements	Texas Requirements
IDEA 2004: Sec. 614(c)(5)(B)(ii):	Texas Administrative Code Sec. 89.1070(g):
"For a child whose eligibility under this part terminates under circumstances described in clause (i), a local education agency shall provide the child with a summary of the child’s academic achievement and functional	" All students graduating under this section must be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary

<p>performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals."</p>	<p>must consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), must be included as part of the summary for a student graduating under subsections (b)(2); (b)(3)(A), (B), or (C); or (f)(4)(A), (B), or (C) of this section."</p>
<p><i>4 components:</i></p> <ul style="list-style-type: none"> • Postsecondary goals • Academic Achievement • Functional Performance • Recommendations for meeting postsecondary goals 	<p><i>Additional components:</i></p> <ul style="list-style-type: none"> • Consideration of evaluations needs • REED required for 89.1070 (g) • Consider incorporating the views of the parent and student • Consider incorporating written recommendations from agencies

Specific Learning Disability Eligibility Criteria - Definitions

20 United States Code §1401.

Specific learning disability— is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to:

- listen,
- think,
- speak,
- read,
- write,
- spell, or do
- mathematical calculations

includes conditions such as

- perceptual disabilities,
- brain injury,
- minimal brain dysfunction,
- dyslexia, and
- developmental aphasia.

does not include learning problems that are primarily the result of:

- visual, hearing, or motor disabilities,
- intellectual disabilities,
- emotional disturbance,
- cultural factors

- environmental or economic disadvantage

19 Texas Administrative Code § 89.1040.

Prior to and as part of the evaluation and in order to ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics, the following must be considered:

- data that demonstrates the child was provided appropriate instruction in reading and/or mathematics within general education settings delivered by qualified personnel; and
- data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal evaluation of student progress during instruction. Data-based documentation of repeated assessments may include, but is not limited to:
 - response to intervention progress monitoring results,
 - in-class tests on grade-level curriculum,
 - or other regularly administered assessments.

A student with a learning disability is one who has been determined through a variety of assessment tools and strategies to meet the criteria for a specific learning disability;

When provided with learning experiences and instruction appropriate for the student's age or state-approved grade-level standards as indicated by performance on multiple measures such as in-class tests, grade average over time (e.g. six weeks or semester), repeated performance on progress monitoring measures, norm- or criterion-referenced tests, and statewide assessments, does not achieve adequately for the student's age or to meet state-approved grade-level standards in one or more of the following areas:

- oral expression,
- listening comprehension,
- written expression, which may include dysgraphia,
- basic reading skill, which may include dyslexia,
- reading fluency skills, which may include dyslexia,
- reading comprehension,
- mathematics calculation, or
- mathematics problem solving

The student must also meet one of the following criteria:

- does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified in clause (ii)(I)-(VIII) of this subparagraph when using a process based on the student's response to scientific, research-based intervention; or
- exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, state-approved grade-level standards, or intellectual development that is determined to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 34 CFR, §300.304 and §300.305; and
- does not meet the findings under clauses (ii) and (iii) of this subparagraph primarily as the result of:
 - a visual, hearing, or motor disability,
 - an intellectual disability;

- emotional disability;
- cultural factors;
- environmental or economic disadvantage; or
- being emergent bilingual.