

# IEP Implementation/B-3 Checklist

## Probe Questions

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### Probe Questions for CAP Development

Your ISD representative reviewed randomly selected student records in grades 3–9 in the spring and completed a B-3 Checklist for each. The MDE reviewed the responses for the following two items:

- Does the IEP match the state assessments that the student participated in?
- Were the state assessment accommodations on the student’s IEP made available to the student during the state assessment administration?

If the answer was no for either of these items, the record was deemed to be noncompliant. Use the following questions to help you develop a Corrective Action Plan (CAP). **Please develop a CAP that will ensure that all students with an IEP receive the appropriate assessment and accommodations, as listed in their IEP.**

1. Use your list of student names provided inside your CAP to answer the following questions related to assessments and accommodations for students with an IEP. To access the student names, click on the **Local Student Data Report** link under the “Resources” menu in your CAP:
  - a. Were appropriate accommodations provided for subsequent district-wide or state assessments (e.g., ELPA)?
  - b. Does IEP implementation vary significantly based on student race/ethnicity?
  - c. Does IEP implementation vary significantly based on student age/grade level?
  - d. Does IEP implementation vary significantly based on student special education eligibility category?
  - e. Discuss any problems related to implementation of the students’ IEPs.
  - f. Discuss your district’s efforts to resolve these problems.
2. Does your district have procedures for determining which assessment accommodations are appropriate for each student with an IEP?
3. How do you track the assessment accommodations listed on each student’s IEP?
4. How do you inform the GE teachers about the assessment accommodations that are listed on each student’s IEP?
5. How does your district ensure that the assessment accommodations are aligned with classroom accommodations?
6. How does your district document which accommodations were provided on the district or statewide assessments?

## Additional Questions for Consideration

1. How can you ensure that every IEP is implemented with fidelity?
2. Does your district's performance on the B-3 checklist reflect a **systemic** problem (e.g., it involves multiple classrooms, buildings, providers, personnel changes, or processes), or is it clustered in **specific** buildings, with certain providers or groups of students?