

Annotated Reevaluation Report

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Amy Smith



Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

New Annotated Document

- Most important piece of information
 - THERE IS NO CHANGE TO THE REEVALUATION REPORT FORM OR LAW/REGULATION RELATED TO THE REEVALUATION REPORT OR REEVALUATION PROCESS
- New annotated document is response to need in the field
 - More specific information related to the development of Reevaluation Reports made available
 - More training and technical assistance available for educators and parents
 - Improved results of Bureau of Special Education Compliance Monitorings
- Results in development of Reevaluation Reports that are:
 - Reader and user friendly
 - Written to lead multidisciplinary and IEP teams to good eligibility decisions and program development

Purpose of Reevaluation Report

- Reevaluation Reports fulfill the following purposes
 - Documents the results of the reevaluation of a student
 - Documents the team's decision regarding the student's continued eligibility for special education
- Provides understanding and direction for family, school staff and other professionals
- More than summary of information and results, provides recommendations that improve student performance

Intended Audience of Reevaluation Reports

- Wide variety of readers
 - Parents
 - School Staff
 - Clinical professionals
 - Other service providers
- Implications for writers – attend to:
 - Readability levels
 - Use of jargon
 - Length of report
 - Usability
 - Clarity and completeness of information

When a Reevaluation Report is Needed

- A student's performance indicates a need
- A student's anniversary date is approaching (2 years for ID or 3 years for other disability categories)
- When requested by parent or LEA (unless request is denied)
- A student with a disability, identified in PA, moves in to a new LEA within PA, if LEA chooses to do a reevaluation
- A student, identified in Early Intervention with a disability recognized in school-age services, transitions to school-age services (see BEC – Early Intervention Transition: Preschool Programs to School-Aged Programs for specific information)

Reevaluation can be waived with permission of parents – see Agreement to Waive Reevaluation – School Age form

Timelines for Reevaluation Reports

- Date of Report
 - Date all of the information has been compiled and the report is written
 - Reevaluation and report must be completed within 2 or 3 year timeline
 - Within 60 calendar days of receiving the Prior Written Notice for a Reevaluation and Request for Consent Form
 - IEP team meeting to be held with 30 calendar days of completion of RR
- Date Report Provided to Parent
 - Date copy of report made available to parent
 - Copy of RR disseminated at least 10 school days prior to the meeting of the IEP team (unless waived by parent)

Timelines for Reevaluation Reports

- These timelines do not include days outside of the school term
- School term definition
 - The day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term.
 - School terms are defined by the first day the school staff returns in the fall until the last day the school staff reports in the spring.
- School term has no impact on anniversary date timelines – must be met regardless on when they fall during year

Biographical Information

- Complete all information
- Be specific
- Add additional information as appropriate
- Other information section should provide any special circumstances or additional information necessary

Review of Existing Data

- Date IEP team reviewed existing evaluation data
 - The date that all team members, including parents, completed their review of existing data

- At that point, teams decide if:
 - There are enough existing data to determine eligibility and proceed to the IEP if appropriate
 - More data are needed to determine eligibility and supports necessary

Reevaluation Report

- I. Summarize Information Reviewed*
- II. Determination of Need for Additional Data, Summary and Conclusions*
 - 1. No Additional Data are Needed*
 - 2. There is a Need for Additional Data*
- III. Evaluation Team Participation*
- IV. Determination of Specific Learning Disability*

I. Summarize Information Reviewed

- Reevaluation process begins with the review of existing data by IEP team
- Completed for every student, permission not needed to review existing data
- IEP team must decide if it has enough information to determine: student's educational needs; present levels of academic achievement and related developmental needs of the student; any changes needed to special education and related services to meet IEP goals and participate in general education as appropriate; and whether student continues to need special education and related services
- If student is currently identified as having SLD, teams also must review and report on information found in SLD section of report, either complete SLD component or incorporate information within sections 1 – 7
- If student is identified under another disability category, and is being considered for SLD during reevaluation, the team must either complete the SLD component or incorporate information in to sections 1 - 7

I. Summarize Information Reviewed

Information reviewed is placed within these seven sections

1. Physical condition, social, or cultural background, and adaptive behavior relevant to the student's disability and need for special education
2. Evaluation and information provided by the parent
3. Aptitude and achievement tests
4. Current classroom based assessments and local and/or state assessments
5. Observations by teacher(s) and related services provider(s), when appropriate
6. Teacher recommendations
7. Determining factors

I. Summarize Information Reviewed

1. Physical condition, social, or cultural background, and adaptive behavior relevant to the student's disability and need for special education
 - Many possible reasons outside of a disability that may cause a student to struggle
 - Include relevant information that will allow the team to make an accurate decision
 - Document both the presence of issues or the lack of an issue (e.g. hearing and vision screenings within normal limits)
2. Evaluation and information provided by the parent
 - Parent is valued member of team
 - Include information provided by parent in this section
 - If no information was obtained, document attempts made
3. Aptitude and achievement tests
 - Document the results and interpretation of aptitude and achievement tests

I. Summarize Information Reviewed

4. Current classroom based assessments and local and/or state assessments
 - Provide comprehensive summary of student's performance
 - » Progress toward IEP goals
 - » Performance in general education curriculum
 - » Performance on state and local assessments
5. Observations by teacher(s) and related service provider(s), when appropriate
 - Planned and conducted by appropriate personnel
 - Related to areas of concern
 - Document type and setting of observation(s)
6. Teacher recommendations
 - Base recommendations on data related to student's performance

I. Summarize Information Reviewed

7. Determining factors: A student must not be found to be eligible for special education and related services if the determining factor for the student's suspected disability is any of those listed below. Respond Yes or No to, and provide evidence for, each determining factor below.

Yes No

Lack of appropriate instruction in reading, including the essential components of reading instruction. Provide evidence:

Yes No

Lack of appropriate instruction in math. Provide evidence:

Yes No

Limited English proficiency. Provide evidence:

I. Summarize Information Reviewed

7. Determining Factors

- A student may not be identified as a student with a disability if the reason he/she is not achieving is:
 - Lack of appropriate instruction in reading, including the essential components of reading instruction
 - Lack of appropriate instruction in math
 - Limited English proficiency
- Check “Yes” or “No” box
 - Yes means – the team DOES BELIEVE the student is not achieving is due to lack of appropriate instruction in reading, math or English language proficiency
 - No means – the team DOES NOT BELIEVE the student is not achieving is due to lack of appropriate instruction in reading, math or English language proficiency
- Provide clear evidence that supports the Yes or No response
 - Describe why the team made that decision
 - Do not leave that section blank

II. Determination of Need for Additional Data, Summary and Conclusions

Based on the IEP team's review of data –

There are two possible conclusions:

1. The IEP team determined that *addition data* ARE NOT needed
2. The IEP team determined that *additional data* ARE needed

Conclusion is a *team* decision

II. Determination of Need for Additional Data, Summary and Conclusions

Two possible conclusions to the IEP team's review of data:

- I. The IEP team determined that *addition data* **ARE NOT** needed
Complete:
 - Reason(s) Additional Data Are Not Needed section*
 - Offer thorough and concise explanation
 - Do Not leave this section blank
 - #1 Sections A or B or C

Sections A, B and C are identical for #1 and #2

*Parents can request additional assessments at this point.

II. Determination of Need for Additional Data, Summary and Conclusions

Two possible conclusions to the IEP team's review of data:

2. The IEP team determined that *additional data* **ARE** needed

- Issue Prior Written Notice for Reevaluation and Request for Consent Form – School Age
- Complete assessments and gather data as necessary
- Write interpretation of additional data (SLD component if appropriate)
- Complete #2 Section A or B or C

Sections A, B and C are identical for #1 and #2

Conclusions

- Sections A, B and C
- Complete one: A or B or C
- Answer the two-prong question
 - Must answer “Yes” to both questions to be considered eligible for Special Education
- Three possible outcomes to two-prong question
 - A. Has a disability & needs specially designed instruction – Eligible
 - B. Does not have a disability – Not Eligible
 - C. Does not need specially designed instruction – Not Eligible

Conclusions

- If eligible, specify disability category(ies) identified
 - Primary
 - Secondary
 - The order in which the disability categories are listed is a team decision, based on impact of the disability on student and has no relation to services or placement decisions (those decisions are based on need)
 - Use more than two spaces if needed
- Recommendations
 - Include information to help IEP team and/or general education teachers work with student

Evaluation Team Participation

Signatures:

- When SLD was considered during the reevaluation
 - RR must be signed or initialed by reevaluation team members
 - If signed electronically, team members should initial next to name
- When only other disability categories were considered during the evaluation (Not SLD)
 - List the team members
 - Signature by participant not needed, just list

Reevaluation Team Participants

- Participants check “Agree” or “Disagree” with conclusions
 - Only required when SLD has been considered
 - Not required if SLD was not considered
- If a team members checks “Disagree”
 - They must attach a separate statement that clarifies their dissenting opinion

Determination of Specific Learning Disability (SLD)

SLD Component to Reevaluation Report

- Completed only when team is considering if the student has a SLD
- Complete if the student is found eligible as a student with SLD or not
- Complete all 10 items
 - Can incorporate into sections 5 and 6
 - Can cut and paste

Reevaluation Report – SLD Section

I. Adequate Achievement -

The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.

Reevaluation Report – SLD Section

2. Identify eligibility model used – choose one

- a) Response to Scientific Research-Based Intervention (RtII)
- b) Severe Discrepancy between Intellectual Ability and Achievement
- c) Must comply with LEA's Special Education Plan

Reevaluation Report – SLD Section

3. The instructional strategies used and the student-centered data collected
 - a) Describe instructional strategies and/or interventions used
 - b) Information from before evaluation began and during evaluation

Reevaluation Report – SLD Section

4. The educationally relevant medical findings, if any
 - a) Are there issues that would account for the lack of achievement?
 - b) Information from family, school screenings or outside sources

Reevaluation Report – SLD Section

5. The effects of the student's environment, culture, or economic background
 - a) Describe any aspect of environment, culture, or economic background that would impact achievement/school performance

Reevaluation Report – SLD Section

6. Data demonstrating that prior to referral or as part of the referral process for a specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable
 - a) Document that regular education was delivered by qualified personnel
 - b) Address trainings completed by staff in curriculum, interventions and/or staff certifications

Reevaluation Report – SLD Section

7. Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents
 - a) Document academic assessments collected over time that were used to monitor achievement
 - b) Document how information was given to parents

Reevaluation Report – SLD Section

8. An observation in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student's academic functioning
 - a) Observe in learning environment
 - b) Should be in setting where academic difficulties occur
 - c) Document interactions with teachers and peers
 - d) Comment on relationship between student's behavior and academic functioning

Reevaluation Report – SLD Section

9. Other data, if needed, as determined by the evaluation team
 - a) Add any additional, relevant information
 - b) Outside evaluations, etc.

Reevaluation Report – SLD Section

10. Include a statement for each item below to support the conclusions of the evaluation team that the findings are not primarily a result of:
 - a) Visual, hearing, motor disability
 - b) Mental retardation
 - c) Emotional disturbance
 - d) Cultural factors
 - e) Environmental or economic disadvantage
 - f) Limited English proficiency

Rule out statements

Contact Information

www.pattan.net

Amy R. Smith
asmith@pattan.net
1-800-441-3215 x 7262



Commonwealth of Pennsylvania

Tom Wolf, Governor