

Beginning in the 2021-2022 school year, the “Reevaluation Data Review” (RDR) tab will be available in SER. This document will provide guidance around when and how to use this new tab and what information should be available.

Rationale and History

This tab will align to the waiver process outlined in Bulletin 1508 under the exceptionality category of Developmental Delay. If a school system is choosing to complete a waiver, the Reevaluation Data Review process will be used. This tab could also be used for all reevaluations to document the basic components that should be included in every reevaluation that is compliant with Bulletin 1508, although additional components may be necessary.

Data entered on this tab in SER should be treated like other information in SER, and teams should avoid the use of PII when entering data in text boxes. Additionally, evaluations will still need to be opened and logged in the Evaluation tab.

Sections and Information

Student Information

- Person coordinating completion of this process: Enter the name and position of the evaluation coordinator
- Student’s Diagnosed Conditions or Impairments: Put most updated diagnoses, medical information, etc. if applicable. This should be equivalent to what would be entered in the “Medical Diagnosis” section of what would be entered on the Evaluation tab in SER.
- Previous and New/Updated Exceptionality: Include a new or updated exceptionality if appropriate, and also list any detail here as would be entered under “Exceptionality Detail” on the Evaluation tab in SER (i.e., for Specific Learning Disability, include area like Basic Reading Skills, etc.). This will also need to be logged on the Evaluation tab.
- Date of Dissemination: Include the dissemination date of this RDR. The dissemination date will also need to be logged on the Evaluation tab.

Previous Evaluations

- This section shows a snapshot of previous evaluations, start and dissemination dates. The View button on the Evaluations section will cause the history of assessment scores to pop up (e.g., cognitive and/or adaptive assessments administered and logged on the Evaluation tab).
- Is a copy of most current (re)evaluation report being reviewed? Choose yes or no, and if no, prompt to find the most recent evaluation report.
- Is the student’s current performance consistent with the most recent evaluation results? Choose yes or no and provide detail and explanation in the text box if necessary, i.e., “A cumulative review of data indicates reported scores do not represent the student’s current level of adaptive and/or cognitive functioning. Therefore, further assessment is being conducted in the area(s) of adaptive and/or cognitive functioning.”

Purpose of Reevaluation

- Select an option from one listed in Bulletin 1508:
 - 1. Required Reevaluation
 - A. Prior to determining a student is no long eligible for special education services
 - B. Prior to a more restrictive placement
 - C. School system does not have the most recent evaluation report and/or the student’s present levels cause the team to question the accuracy or appropriateness of the student’s current classification
 - D. Student is classified with
 - i. Developmental Delay who is about to turn nine;
 - ii. Deafness and/or hearing loss and judged to be “at risk” for Usher Syndrome;
 - iii. Traumatic brain injury with notable changes in attention, ability to think/reason, physical functions and/or speech;
 - iv. Visual impairments that are progressive or unstable

- 2. Triennial Reevaluation Review
- 3. New or additional area(s) of need
- 4. Parent/School Personnel request
- 5. Other
- Please select the option that is most relevant to the student's reevaluation. Teams are able to choose more than one option, and can provide additional detail in the "Other" box if appropriate.

Student Services and Service Provider Input

- A snapshot of the current services on the student's IEP are presented, and there is a line for each row of service provision.
- Information from Input, Interviews and/or Observations
 - This is where special education teachers and service providers can provide their general feedback on performance in class and information about student progress. This information could come from structured interviews conducted in person or electronically via email or form. The service providers may also input their information into the platform directly if the school system chooses to provide them with this access. This information should speak to continued need for special education service provision and progress toward measurable goals.
 - For each related service: Does the student continue to qualify? What are the student's areas of strength or weakness? Is the student making progress toward rigorous and measurable goals?
 - For special education services: Is the current exceptionality, placement, and level of service provision appropriate? What are the student's areas of strength or weakness? Is the student making progress toward rigorous and measurable goals?

IEP Goals and Progress Review

- Snapshot of what is shown on the IEP tab (including LRE)
 - IEP Review Findings: In this text box, include information like summary of minutes, setting, diploma track, etc.
- IEP Progress Reports: Click on links to review the last 3 years of progress reports.
 - IEP Progress Review Finding Summary: Review the last 3 years of progress reports, and make a statement regarding whether sufficient progress has been made.

Review of Student Data and Information

- Attendance, Grades, Discipline/Behavior, Hearing, Vision, Other Review Findings: Check concern or no concern, include information like the following in the text box: "He/She/They has/have been promoted each school year with the exception of ___ grades. He/She/They has/have had _____ attendance in previous school years. He/She scored Unsatisfactory/Approaching Basic/Basic/Mastery/Advanced on the Spring ____ Louisiana statewide assessment in the following areas:_____." Include information about current grades, and a statement regarding Vision/Hearing results (within 2 years) if additional testing is being conducted.
- Information Provided by Parent: Statement regarding whether current classification is appropriate, if they are satisfied with services/placement/programming, any new concerns, any changes in medical or mental health diagnoses and/or medication, and description of future goals for the student.
- Other Information: Include a review of any IHPs, FBAs, BIPs, MDRs, any screening or benchmark data, progress monitoring in any academic or behavioral interventions, LEAP 360 diagnostic or interim data, strengths/weaknesses per general education teacher interview, description of performance with accommodations, student interview (if conducted), student observation (if conducted), etc.

Additional Factors:

- Anticipated Changes/Transitions: This box should be completed after the student's 15th birthday and/or in anticipation of any major changes. This could include information about transition assessments, agency involvement, Educational goals, Occupational/ Vocational interests.
- Significant Changes: Statement when considering a more restrictive environment or change of classification, and/or any other significant changes in the student's life that are relevant to the reevaluation.

- Considerations Prior to Determining a student may no longer be eligible for Special Education Instruction and/or related services: If a service is discontinued, summarize what data was collected in making the determination here. Attach a report to substantiate (if applicable).
- Other Factors: Any other pertinent information not previously addressed, or general statement that no other information was needed in making the decision that the student continues to qualify for services.

Conclusions:

- Choose the appropriate option to answer the following question: “Does the team need additional or updated data to determine: exceptionality, continued need for services, accurate levels of performance and/or what changes, if any, should be made to the Individualized Education Program (IEP)?”
 - “No. Complete the reevaluation data review process with existing data.”
 - This indicates that there is sufficient data to determine that the student continues to have the same exceptionality. There is sufficient data to determine the present levels of academic achievement and related developmental needs of the student. There is sufficient data to determine whether the student continues to need special education and related services. There is sufficient data to determine whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the student’s Individualized Education Program (IEP) and to participate, as appropriate, in the general education curriculum.
 - “Yes. Conduct a reevaluation to collect additional or updated information needed to determine eligibility for services and/or educational programming.”
 - If new concerns arise and/or if additional components will be required, the school system could choose one of two options:
 - Use the RDR tab to review records and type up a separate summary of the additional components. In this case, the school system should print the RDR from SER and attach it to the additional components, along with any cover pages or summary, and store all of that together as a complete reevaluation in the student’s IEP folder and/or uploaded to SER in the attachments section.
 - For the 2021-2022 school year, the school system could choose to not use the RDR tab and complete an entirely separate reevaluation report and store it as a complete reevaluation in the student’s IEP folder and/or uploaded to SER in the attachments section.
- Regardless of which option is chosen, the reevaluation will need to be logged in the Evaluation tab with the appropriate start and dissemination dates.

Recommendations:

- Recommendation goal areas should align to IEP goals. Add updated recommendations based on the results of this RDR.

Frequently Asked Questions

Timing

- School systems should maintain triennial evaluation timelines, and should start the reevaluation data review process to ensure that enough time is available to collect additional components, if needed.
- For example, a school system could begin the RDR process 90 days prior to the triennial deadline. If the RDR is completed within 30 days and additional components were determined to be necessary, the evaluation team would still have 60 days to collect the additional requirements.

Meetings

- Information on the RDR tab can be collected remotely and/or in person.
- Dissemination meetings should be held if additional components are collected and/or if the student is classified with a new exceptionality.

Notification, Consent, Agreement, and Signatures

- Notification: Parents should be notified prior to starting the reevaluation process.
- Consent: Parent consent is not required prior to collecting the information within the RDR tab. It is best practice to obtain consent prior to collecting additional components.
- Agreement: It is best practice to get signatures of agreement from everyone who participated in the reevaluation process.

Roles

- Who completes or coordinates the RDR? This depends on the processes and procedures of each school system, but could be an appropriate evaluation coordinator, which may be a member of pupil appraisal.

The Department would like to thank the school system partners that participated in the pilot project to support this endeavor. Please reach out to specialeducation@la.gov with any questions.