

Appendix I3: Preparation for a Reevaluation Planning IEP Meeting

School teams can use the following suggestions for data collection when preparing to complete the *Reevaluation Report*. These data will be used to look at what is currently known about the student and to determine the need for additional data.

Academic Performance

Reading

- Informal Reading Inventory
- Running records
- Data from any specialized reading programs
- Curriculum Based Assessments
- County/State Assessments
- PRIAG
- Benchmark Test

Math

- Copies of tests/quizzes
- Work samples
- Results of County/State assessments

Written Language

- Writing samples
- Copies of written work from class
- Copies of edited and unedited work
- County assessments
- Organization/Study Skills
- Percent of classwork and homework completed
- Performance on tests/quizzes

In addition, consider grades, attendance, and other significant information in the educational history

Communication

When preparing for a reevaluation, a way to guide data gathering is to consider what would be needed to complete the Communication Rating Scale (CRS). With the exception of the “Norm Referenced Assessment Section”, collect data that would enable you to complete the remainder of the CRS. Examples include:

- Use data from progress logs to determine progress made on current IEP objectives
- Review the 2 previous IEPs and determine if adequate progress has been made over the last 3 years
- Distribute, collect, and analyze Teacher Survey forms (found in the SLP handbook) to determine progress and areas of need
- Review information gathered from the parent
- Determine classroom success and performance based on classroom work samples, test grades, curriculum-based assessments, report cards, and/or classroom observations
- Use clinician-made probes, informal language assessments (found in the SLP handbook), narrative assessment, and conversational samples to further investigate areas targeted in IEP objectives.

Consider this information and predict where the student would score on the CRS. Use this information to answer questions in Section III of *Reevaluation Report*.

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Cognitive

Review student's overall progress in the curriculum (A, O, B across all academic areas on report cards), results of unit and quarterly assessments and MSA scores. Review progress on IEP goals since last evaluation and compare to the curriculum. What level of special education support is given and what are the results? The purpose is to look for overall patterns (low in all areas, scatter of skills across different academic areas) that may provide information on the student's cognitive skills and the impact on learning.

Motor Abilities

Occupational Therapy

- Review last evaluation
- Observe the child
- Consult with teachers and service providers
- Review work samples

Physical Therapy

- Review last evaluation
- Update relevant sections of the Functional Skills Survey via direct observation of the child
- Consult with teachers and service providers

Adapted Physical Education

- Review last evaluation
- Review IEP progress
- Observe the child
- Consult with teachers
- Review report card grades
- Review physical education fitness test results
- Review progress notes

Social, Emotional, and Behavioral Status

- Social/Emotional: Review student's progress in handling social and emotional challenges based on counseling logs, student's data on goals set and monitored (SDF or GAS data) and checklists/ratings from teachers. Review progress on IEP goals in Social/Emotional skill areas.
- Behavioral: Review student's data on school-wide behavior plan (SWIS data, office referrals, suspensions), data on behavioral interventions (SDF or GAS data), information from FBA/BIP, checklists/ratings from teachers.

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Additional questions or considerations:

- Are these patterns consistent with previous standardized assessment data collected in previous evaluations?
- Are the IEP goals and goal areas consistent with the identified disability and data from previous evaluations?
- Get input from parents on the behaviors/concerns in question. Are the behaviors/concerns consistent across settings? How much support is given to complete homework? Is the student receiving outside tutoring or therapeutic support? What is the level of support and it's effectiveness?

Health (Vision, Hearing, etc.)

Vision

- Review background Information – eye medical history, previous evaluations/services, significant developmental information
- Review/assess functional vision information – behavior/classroom observations, blink reflex, papillary response, reactions to lighting, muscle balance, fixation, tracking, gaze shift, scanning, convergence, eye preference, depth perception, visual acuity (near and distance), color vision, visual field, visual motility and binocularity, visual attention, visual/cognitive/motor processing
- Assess learning media – use of sensory channels, general learning media, reading efficiency, writing efficiency, literacy tools
- Determine educational/instructional implications

Hearing

- Review audiological report(s)
- Determine benefits of FM system, sign language interpreter, if appropriate
- Review accommodations related to hearing loss
- Use data from progress logs to determine progress made on current IEP objectives
- Review running records
- Review work samples