

Reevaluation Updates in ACHIEVE User Guide

Starting the Reevaluation Process

Evaluation Stepper

Users will navigate to the Evaluation Stepper, and click the blue “Begin Reevaluation Process.”

The screenshot shows the 'Evaluation' tab selected in the top navigation bar. Below the navigation bar, there is a 'Begin Reevaluation Process' button. Underneath, the 'Evaluation History' section displays a table with the following data:

Date Started	Type	Status	Finalized Date
2/28/2024	Reevaluation	Finalized	3/6/2024

Below the table, it says 'Items: 1 - 1 of 1'. There is a 'View Reevaluation' button next to the row. Below this, the 'FBA Management' section shows a table with columns 'Date Draft Started', 'Status', and 'Finalized Date'. It displays 'No results...' and 'Items: 0 of 0'. There is a 'Create New FBA' button. At the bottom right, there is a 'Top' link with an upward arrow.

Overview Stepper

Once the Reevaluation is open, users will be taken to the Overview Stepper, which is where the Notice/Consent and new Agreement will be housed. At first, this will be the only Stepper available for users. Teams must select why the Reevaluation is occurring.

The screenshot shows the 'Overview' tab selected. Below the navigation bar, there is a 'Domains to be evaluated:' section. It contains two questions:

Interpreter Needed for Learner*

☐ Yes ☐ No

Interpreter Needed for Parent(s)

☐ Yes ☒ No

The purpose of a reevaluation is to determine:

- Whether the learner continues to have a disability and the educational needs of the learner,
- The present levels of academic achievement and related developmental needs of the learner,
- Whether the learner continues to need special education and related services, and
- Whether any additions or modifications to special education and related services are needed to enable the learner to meet the IEP goals and participate in the general curriculum (or in the case of a preschool learner, whether additions or modifications are needed to meet the IEP goals and to participate in appropriate activities).

A reevaluation is being initiated at this time because:*

☐ A reevaluation must occur at least once every three years.

☐ The IEP Team determined that the educational or related services needs, including academic achievement and functional performance of the learner, warrant a reevaluation.

☐ A Parent or Teacher requested a reevaluation.

☐ Other

Field is required

Agreement a Reevaluation is Unnecessary

If only the first option is chosen, teams will select if they are considering an Agreement the reevaluation is not needed.

A reevaluation is being initiated at this time because:

- ☒ A reevaluation must occur at least once every three years.
- ☐ The IEP Team determined that the educational or related services needs, including academic achievement and functional performance of the learner, warrant a reevaluation.
- ☐ A Parent or Teacher requested a reevaluation.
- ☐ Other

Is the team considering an agreement that the reevaluation is not needed? *

☒ Yes ☐ No

Answering “yes” to this question will prompt Reevaluation Considerations to ensure not completing the reevaluation is appropriate.

Reevaluation Considerations

The parent and the public agency agree that a review of existing data is not needed to determine:

- Whether the learner continues to have a disability and the educational needs of the learner.
- The present levels of academic achievement and related developmental needs of the learner.
- Whether the learner continues to need special education and related services, and
- Whether additions or modifications to the special education and related services are needed to enable the learner to meet the measurable annual goals set out in the IEP to participate, as appropriate, in the general education curriculum (or in the case of a preschool learner, whether additions or modifications are needed to meet the IEP goals and to participate in appropriate activities).

Does the parent have any concerns?*

☐ Yes ☐ No

Is this learner being considered for a dismissal from services?*

☐ Yes ☐ No

Was there an agreement that the last reevaluation was not needed?*

☐ Yes ☐ No ☐ Not Applicable

Is a comprehensive review of data, or additional data collection, needed to determine the learner's [progress, performance, and needs](#) to confirm continued eligibility and IEP services, and/or determine the learner's educational needs? *

☐ Yes ☐ No

Users must answer “no” to all of the above questions in order to move to the next step of the Agreement. There is also Helper Text linked to “progress, performance, and needs” which will provide teams with more questions to consider in determining if foregoing the reevaluation is appropriate.

Questions for Consideration

Questions for Consideration for Determining Progress

- Has progress monitoring been occurring as listed in the IEP?
- Is the learner making adequate progress on IEP goals?
- Is the learner making adequate progress in the general education curriculum?
- If the learner is not making adequate progress, does the team know how to resolve this?

Questions for Consideration for Determining Performance

- Are the learner's skills, despite adequate progress, still discrepant from grade-level expectations?
- Does the team know the extent of the discrepancy between the learner's performance and expectations/grade-level expectations?
- If the learner's skills are no longer discrepant, does the learner still need specially designed instruction or related services to continue to meet grade-level standards?

Questions for Consideration for Determining Need

- Is the learner participating in the general curriculum to the extent appropriate, given the learner's unique circumstances?
- Has the team determined the learner does not have new concerns which would require reviewing or collecting additional data?
- Does the team have adequate data to determine transition services and activities?
- Can the team identify all services needed for the learner's IEP?

Once teams (which include the parent) have determined the reevaluation is unnecessary, users will select why the learner continues to be eligible for special education. In addition, teams will complete the Prior Written Notice (PWN) components of the form to explain the sources used for the decision, other options that were considered, and any other factors that are relevant. It's recommended to document the family input in regard to the Agreement.

Is a comprehensive review of data, or additional data collection, needed to determine the learner's progress, performance, and needs to confirm continued eligibility and IEP services, and/or determine the learner's educational needs?

☐ Yes

☒ No

Continued Eligibility Decision

What is the team's conclusion regarding this learner's eligibility for special education?

The team has determined the learner remains eligible because:*

☐ Learner is not meeting the standards applicable to all children in the area(s) of concern and requires specially designed instruction to progress towards meeting the standards.

☐ Learner is meeting the standards applicable to all children in the area(s) of concern but requires specially designed instruction to sustain or improve his or her progress.

☐ Other Reason

Sources of Information used in the development of this Prior Written Notice *

Other options the school considered and the reasons why those options were rejected prior to this proposal included: *

Other factors relevant to the school's proposed action: *

After the PWN components have been entered, users will select the Team Members that were part of the decision, and they will document the date parents agreed the reevaluation was unnecessary. Once all required components have been completed, the blue Finalize Agreement button will display.

Date Parent(s) Agreed

04/07/2026

Finalize Agreement

After the Agreement has been finalized, a pdf of the Agreement will pop up in a new window, and users will be navigated back to the Evaluation Stepper. The Agreement will be displayed in the evaluation row.

Learner Dashboard

Family Contact

Documentation

IEP

Evaluation

Postsecondary Summary

Evaluation History

Begin Reevaluation Process

Date Started	Type	Status	Finalized Date	
4/7/2026	Reevaluation	Not Needed	4/7/2026	View Agreement

Notice/Consent for Reevaluation

If a reevaluation is being completed, users will continue to determine if additional assessments are needed, which would require consent. The date parents were contacted in regard to the reevaluation and additional assessments must be documented.

The purpose of a reevaluation is to determine:

- Whether the learner continues to have a disability and the educational needs of the learner,
- The present levels of academic achievement and related developmental needs of the learner,
- Whether the learner continues to need special education and related services, and
- Whether any additions or modifications to special education and related services are needed to enable the learner to meet the IEP goals and participate in the general curriculum (or in the case of a preschool learner, whether additions or modifications are needed to meet the IEP goals and to participate in appropriate activities).

A reevaluation is being initiated at this time because:

☐ A reevaluation must occur at least once every three years.

☒ The IEP Team determined that the educational or related services needs, including academic achievement and functional performance of the learner, warrant a reevaluation.

☐ A Parent or Teacher requested a reevaluation.

☐ Other

Review of Existing Information [Existing Data Review](#)

Based on a review of existing information and input from parent(s), does the IEP Team recommend additional assessment?

☐ Yes ☒ No

Date Parent(s) Contacted
6/1/2026

If additional assessments are not recommended, teams will select the domains being considered for the reevaluation.

Select the domain(s) that will be considered in this reevaluation. Review the current IEP to determine all applicable domains that currently impact this learner.

Academic

Adaptive Behavior

Communication

Health

Hearing

Physical

Social Emotional Behavior

Vision

If additional assessments are recommended, teams will then select the domains in which additional data will be collected.

Select the domain(s) that will be considered in this reevaluation. Review the current IEP to determine all applicable domains that currently impact this learner.

Academic

Adaptive Behavior

Communication

Health

Hearing

Physical

Social Emotional Behavior

Vision

Select the Domain(s) in which additional data is needed

Academic

Communication

Once all the required components, including the PWN questions, have been completed, users will be able to either Generate Notice or Generate Consent. The Notice will pop up as a pdf, however the Consent will be found on the Documentation Stepper, under Family Consent. After the form has been generated, the Overview Stepper will become greyed-out, and information can no longer be entered. If teams determine at a later date that additional domains need considered, or a new consent form needs created, they will select the orange “Select Additional Domain(s)” button. The Domains that are selected within the Overview page, whether initially or in by selecting additional, will display on the “Domains to be evaluated” banner that appears at the top of each Stepper.

Select Additional Domain(s) & Generate Consent

Generate Consent

Select additional domain(s) that will be considered in this reevaluation.

Academic Adaptive Behavior Communication Health Hearing

Physical Social Emotional Behavior Vision

Based on a review of existing information and input from parent(s), does the IEP Team recommend additional assessment?

☐ Yes ☒ No

Other options the school considered and the reasons why those options were rejected prior to this proposal included:

test

Other factors relevant to the school's proposed action:

test

Contact Person

☒ Add Alternate Contact ☐ Search for Team Member

Cancel Save and Close

Select Additional Domain(s) & Generate Consent

Generate Consent

Select additional domain(s) that will be considered in this reevaluation.

Academic Adaptive Behavior Communication Health Hearing

Physical Social Emotional Behavior Vision

Based on a review of existing information and input from parent(s), does the IEP Team recommend additional assessment?

☒ Yes ☐ No

Select the Domain(s) in which additional data is needed

Academic Adaptive Behavior

Other options the school considered and the reasons why those options were rejected prior to this proposal included:

test

Other factors relevant to the school's proposed action:

test

Contact Person

☒ Add Alternate Contact ☐ Search for Team Member

Cancel Generate Consent

If only additional domains are being added, the form will say “save and close” and if a new consent is being created, the “finalize” button will state Generate Consent. Once a new consent is created, the previous consent will become “inactive.”

Team Members Stepper

The team members and evaluation assignments selections will continue to function the same. The domains selected on the Overview will automatically display in the Assignments.

Overview Team Members Reevaluation Data

Domains to be evaluated: Academic, Adaptive Behavior

☐ The learner is also being evaluated to determine if a Specific Learning Disability contributes to their eligibility for special education.

Facilitator: Reassign Facilitator View Learner's Calendar

Evaluation Type: Reevaluation

Evaluation Team

Document the evaluation team members by adding them individually.

Search for Team Member

Actions	Name	Job Title	Email

Items: 1 - 1 of 1

Non-ACHIEVE Team Member Name*

Add

Evaluation Assignments

After evaluation assignments have been made by the facilitator, team members may edit their own assignments. To edit and/or update a row, click on the Quick Access Menu. Save responses by clicking on the save icon.

Assign Areas to be Evaluated

Actions	Domain	Area	Team Member
⋮	Academic		
⋮	Adaptive Behavior		
+			

Reevaluation Data Stepper

The stepper to enter the evaluation data has been renamed and redesigned for more clarity and consistency. Helper text will be provided of information about requirements for reevaluations and descriptions of domains. Data entry in this section will be separated into three categories; Background and Other Relevant Data, Parent Input, and Domains.

Overview

Team Members

Reevaluation Data

Exclusionary Factors

Eligibility Determination

Domains to be evaluated: Academic, Adaptive Behavior

☐ The learner is also being evaluated to determine if a [Specific Learning Disability](#) contributes to their eligibility for special education.

Identified Domains: Academic Adaptive Behavior

Eligibility decisions must be based on multiple sources of data. Learners are to be assessed in all areas related to the disability. Eligibility determinations must be based on:

- The learner's disability (progress and discrepancy) and need for special education
- Multiple sources of data, through the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child.
- Examples include:
 - Local, state, or classroom assessments, and/or additional standardized and/or curriculum-based assessments
 - Parent input (including any private evaluations)
 - Teacher recommendations and/or observations
 - Social and/or Health background
 - Progress Monitoring (IEP goal(s) or intervention)

Help

Academic

Grade level achievement of standards related to basic reading skills (e.g. early literacy, phonics, phonemic awareness, concepts of print, decoding, fluency), reading comprehension (e.g. vocabulary, comprehension, sequencing), basic math skills (e.g. early math readiness, math calculations, numeracy, number sense), applied math skills (e.g. mathematical problem solving, time, money), written expression, listening comprehension, and oral expression.

Adaptive Behavior

Everyday living skills (e.g., dressing, eating, toileting), work skills, or school functioning skills (e.g., meeting timelines, organization of materials, engagement and persistence) that a child learns in the process of adapting to his or her surroundings.

Communication

Receptive and expressive language (understanding, form, content or use). This includes, but is not limited to, language (social communication), vocabulary, speech sound production, voice (nasality), or fluency.

Close

Background and Other Relevant Data

Background and Other Relevant Data

This required section describes and summarizes relevant background information about the learner and this reevaluation which may include: their age/grade, current and past school enrollment, reason for the reevaluation, and student/family history (including medical). Other relevant data not directly linked to a domain may also be entered here.

Actions	Data Source(s)	Summary of Data
No results...		
Items: 0 of 0		

Parent Input

Parent Input

Required section to document input provided by parent(s)

Actions	Data Source(s)	Summary of Data
No results...		
Items: 0 of 0		

Domains

To enter data related to a Domain, first users will select the domain(s) of the data to be entered. Next, the Method of data collection needs to be selected. When Review, Interview, or Observation is chosen, a dropdown for the Data Source will display for users to select the source.

Evaluation Domains

Select Domain(s)

Academic

Adaptive Behavior

Communication

Health

Hearing

Physical

Social Emotional Behavior

Vision

Select Method(s)

☐ Review

☐ Interview

☐ Observation

☐ Test

Summary of Data*

Complete

Adaptive Behavior

Actions

Method(s)

Data Source(s)

Summary of Data

No results...

Items: 0 of 0

Communication

Actions

Method(s)

Data Source(s)

Summary of Data

No results...

Select Method(s)

☒ Review

☐ Interview

☐ Observation

☐ Test

Select Data Source(s)

Review*

Educational Record

Health Record

Hearing Report

Intervention

Private Reports

Select Method(s)

☐ Review

☒ Interview

☐ Observation

☐

Select Data Source(s)

Interview*

Learner

Parent/Family

Private Provider

Teacher

Other

Select Method(s)

☐ Review

☐ Interview

☒ Observation

☐

Select Data Source(s)

Observation*

Of the learner in the educational environment

Of the learner's instruction

Other

In order to enter data for Test, users will first need to “approve” the Consent under Family Consent in Documentation. Once this is approved, users will be able to select the Data Source and identify the name of the assessment administered. Additionally, if Tests are completed, evaluators will be required to answer the Methods to Ensure a Fair Evaluation questions.

Select Method(s)

☐ Review

☐ Interview

☐ Observation

☒ Test

Completely new assessments or collecting additional information requires family consent.

Tests and Other Assessments fields are locked until a Consent for Reevaluation has been approved.

Select Data Source(s)

Tests and Other Assessments*

Methods to Ensure a Fair Evaluation

Were the assessment materials selected and administered so as not to be discriminatory on a racial or cultural basis?*

☐ Yes

☐ No

Were assessments administered in Aiden's native language or mode of communication most likely to be accurate?*

☐ Yes

☐ No

Did the assessments assure a learner with impaired sensory, manual or speaking skills was assessed in a manner that reflected Aiden's performance rather than the impairment?*

☐ Yes

☐ No

Exclusionary Factors Stepper

Formerly the Additional Factors Stepper, which contained both exclusionary factors and assessment methods will now hold just the exclusionary factors questions. There are no changes to the data entry process.

Exclusionary Factors

Is lack of appropriate instruction a factor that may be responsible for the concern?*

☐ Yes ☐ No ↺

Check the evidence contributing to this decision*

Explain

Are culture and/or environmental/economic disadvantage a factor that may be responsible for the concern?*

☐ Yes ☐ No ↺

Check the evidence contributing to this decision*

Explain

Is limited English proficiency a factor that may be responsible for the concern?*

☐ Yes ☐ No ↺

Check the evidence contributing to this decision*

Explain

↑
Top

Eligibility Determination Stepper

Formerly the Summary Stepper, the eligibility decision questions have been updated to align to the EER. Prior to a team answering the eligibility questions, a meeting roll call will be required (see Meeting Notice section for type required). The Incomplete Data Report (IDR) will still be housed after the eligibility questions.

Overview

Team Members

Reevaluation Data

Exclusionary Factors

Eligibility Determination

Domains to be evaluated: Academic, Adaptive Behavior, Social Emotional Behavior

☐ The learner is also being evaluated to determine if a [Specific Learning Disability](#) contributes to their eligibility for special education.

Part 1: Disability Decision

Part 2: Instruction Need Decision

Part 3: Special Education Eligibility Decision

Part 1: Disability Decision

Users must answer if the learner has a disability, as well as answering whether the learner's concerns are due to Exclusionary Factors. The Comment box will require users to enter a statement about the disability decision.

Overview Team Members Reevaluation Data Exclusionary Factors Eligibility Determination

Domains to be evaluated: Academic, Adaptive Behavior, Social Emotional Behavior

☐ The learner is also being evaluated to determine if a [Specific Learning Disability](#) contributes to their eligibility for special education.

Part 1: Disability Decision

To determine if Jamie has a disability the team must consider the following criteria:

- Are there age/grade standards or expectations that the learner is not meeting AND if so, do any of the deficits adversely affect child's involvement in age/grade activities and curriculum, interpersonal relationships, and/or are they interfering with other educational performance?
- When provided scientific, research-based instruction, does the learner make less progress than expected?
- Has the team determined that the learner's concerns are not primarily due to Exclusionary Factors?

Does the learner have a disability?*

☐ Yes ☐ No ↺

Has the team determined that the learner's concerns are not primarily due to Exclusionary Factors?*

☐ Yes ☐ No ↺

Comments*

Part 2: Disability Decision

Next, users will need to determine if the learner has educational needs that require special education and/or related services. The comment box here will also require an entry.

Part 2: Instruction Need Decision

As a result of a disability, does the learner have educational needs that require special education and/or related services?*

☐ Yes ☐ No ↺

Comments*

Part 3: Special Education Eligibility Decision

Part 3 and Additional Questions:

Lastly, users will select whether the learner continues to be eligible for special education. If either of the first two questions are “no,” and users attempt to answer “yes” to eligibility, the system will prompt the decisions made previously do not support that designation. In addition to the Comment box, users will continue to answer the same questions that are currently required around if changes are needed and when the team will consider exiting the learner.

Part 3: Special Education Eligibility Decision

The learner's special education designation is:

☒ Eligible Individual (EI) ☐ Not eligible for special education and related services

Previously answered eligibility questions do not support this designation.

Comments*

What additions or modifications to the special education and related services are needed to enable this learner to meet the IEP goals and to participate, as appropriate, in the general education curriculum.*

Under what conditions will the IEP team consider exiting this learner from special education services?*

Meeting Notice

When creating the Meeting Notice for the Reevaluation, there will be a new selection of “Continued Eligibility for Special Education” that will be required in order to clear an IDR item. This option will not be available for a Notice until the Reevaluation has been opened. Reevaluation Information will continue to be accessible anytime.

Purpose of the Meeting*

- Eligibility for Special Education Services
- Initial Evaluation Information
- Continued Eligibility for Special Education Services**
- Exiting Special Education Services
- Extended School Year Services

Requested Participants:

[Add Team Member](#) [Add Family Member or Provider](#)

Purpose of the Meeting*

- Individualized Education Program (IEP)
- Individualized Education Program (IEP) Amendment
- Reevaluation Information**
- Secondary Transition Planning
- Other

Incomplete Data Report

The IDR will continue to function the same.

Part 1: Disability Decision

Part 2: Instruction Need Decision

Part 3: Special Education Eligibility Decision

Incomplete Data Report 4 Notices

Reevaluation Data is not complete.

Reevaluation Exclusionary Factors is missing information.

Reevaluation Disability Determination is missing information.

A PAVN must be associated with this Reevaluation.

Items 1 - 4 of 4