samegoal

Review Of Existing Evaluation Data

This form helps districts meet the requirements of REVIEW OF EXISTING EVALUATION DATA. The form is laid out similarly to the Full and Individual Education form in SameGoal so that when staff write a REED:

- **Following an FIE (usually from 3 years ago)** - Information from the student's last complete FIE can be automatically inserted into the REED.
- **Following an REED (usually from 3 years ago)** - Staff can use "Copy to new document" to create a new REED from a copy of the last complete REED.

This form is divided into the following sections:

- Cover
- 1. Development of Review of Existing Evaluation Data
- 2. Determination of Present Levels of Academic Achievement and Functional Performance 2A-2H
- 3. Determination of Additional Data Needed
- 4. Summary and Conclusions
- 5. Recommendations of the ARD Committee
- 6. Signatures
- Eligibility Supplements

Cover

This section documents:

- REED date
- Student and parent information
- Includes language from REVIEW OF EXISTING DATA

1. Development of Review of Existing Evaluation Data

This section documents:

- Original reason for referral
- Suspected disabilities
- Sources of information
- Summary of information provided by parents

2. Determination of Present Levels of Academic Achievement and Functional Performance 2A-2H

Areas: This section is subdivided into the same areas as the Full and Individual Education in SameGoal.

Not applicable: Each area includes a "Not applicable" checkbox in the top right of its gray header bar except area "A. LANGUAGE/COMMUNICATION", which is always required.

Past Individual Evaluator's Assessment: Each area section includes the ability to optionally add individual evaluators' assessments from prior FIEs for reference. If a student's last FIE was authored and marked complete in SameGoal, these assessments may be inserted into the REED by clicking a button.

Results and interpretations, if applicable: This textbox allows educators to document a summary of the results and interpretations made during review of existing evaluation data in each area, unless the area has been checked "Not applicable".

Additional Data Needed: Each area section contains a field to indicate whether additional data is needed. If additional data is needed, the document author may document the type/nature of each additional evaluation needed, position responsible, and due by date. These needed evaluations then are available for insertion through the click of a button in the next FIE created once this REED is marked complete.

Eligibility: While a student's existing evaluation data should be assessed in all areas of suspected disability, results and interpretations will ultimately cumulate in determination of whether the student meets (or continues to meet) eligibility criteria requirements for each suspected disability. These are documented in the Eligibility Supplements at the end of the REED.

3. Determination of Additional Data Needed

This section helps districts document what additional data, if any, are needed per REVIEW OF EXISTING EVALUATION DATA.

4. Summary and Conclusions

This section helps districts document a summary of the REED and resulting conclusions.

5. Recommendations of the ARD Committee

Per REVIEW OF EXISTING EVALUATION DATA, a REED must be conducted by the the ARD committee. This section helps the ARD committee document its own recommendations based on its review of existing data. This section is not filled out if the ARD committee determines additional data is needed in section 3.

6. Signatures

This section helps districts document the REED was conducted by the ARD committee and other qualified professionals, as required by REVIEW OF EXISTING EVALUATION DATA.

Eligibility Supplements

There are 13 eligibility supplements, one for each disability category recognized in Texas. These supplements help districts document whether students meet the explicit eligibility criteria requirements for each disability category as specified in the relevant legal frameworks:

- Autism - AUTISM
- Deaf-Blindness - DEAF-BLINDNESS
- Deaf or Hard of Hearing - DEAF OR HARD OF HEARING
- Emotional Disturbance - EMOTIONAL DISTURBANCE
- Intellectual Disability - INTELLECTUAL DISABILITY
- Multiple Disabilities - MULTIPLE DISABILITIES
- Noncategorical Early Childhood - NONCATEGORICAL EARLY CHILDHOOD
- Orthopedic Impairment - ORTHOPEDIC IMPAIRMENT
- Other Health Impairment - OTHER HEALTH IMPAIRMENT
- Speech or Language Impairment - SPEECH OR LANGUAGE IMPAIRMENT
- Specific Learning Disability - SPECIFIC LEARNING DISABILITY
- Traumatic Brain Injury - TRAUMATIC BRAIN INJURY
- Visual Impairment - VISUAL IMPAIRMENT