What is one good thing that happened to you this week?

Share in the chat…

1

1

Streamlining the REED Process

2

Presenters

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- Educational Diagnostician
- Special Education Teacher
- Adjunct Professor, SMU
- Author, C-SEP

Georgene Moon, M.Ed.
- Educational Diagnostician
- Special Education Teacher
- General Education Teacher
- Adjunct Professor, UTT

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3

Today's Training Objectives

- **What's a REED**
- REED Basics
- Legal Requirements
- Preparing your REED
  - Gathering Your Data
- Don't Forget Technology!

4

REED

A **Review of Existing Evaluation Data** is the process of looking at a student's existing data to determine if additional data are needed as part of an initial evaluation or as part of a reevaluation.

34 CFR 300.305(a)

5

Why a REED is Always Needed

REEDs help the school decide whether existing data is sufficient to make eligibility determinations for all referrals

It is **best practice** to collect and review all existing evaluation data on a child before beginning an initial evaluation to assist in determining eligibility. This should include the parent.

34 CFR 300.305(a)

A REED is a fundamental component of an initial evaluation and a reevaluation

Teams should critically analyze the available data to determine if they have adequate data for each eligibility category.

TEA, 2024c: Technical Assistance, p. 19

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Important Facts about REEDs

ARD meetings and REEDs

A REED may be conducted without holding an ARD committee meeting.

During **reevaluations**, it is common for REEDs to be conducted in conjunction with an ARD committee meeting. This enables the group to review the information together and to document the determinations made by the participants.

Timing

For **initial evaluations**, a REED should occur shortly after the LEA sends prior written notice to a parent of its proposal to conduct an evaluation in order to meet the initial evaluation timeline under law (in most cases 45 school days).

For **reevaluations**, the REED needs to be conducted prior to the due date of the reevaluation and with enough time for any requested evaluation to be completed and a report written by the reevaluation due date. It is recommended a REED be completed at least 45 school days before the due date.

Parental Consent

For an **initial evaluation**, the LEA must have received informed consent from the parent for the evaluation to Proceed. Since the REED is a part of the initial evaluation, informed consent serves as the consent for the REED.

For a **reevaluation**, while it is common for the LEA members of the ARD committee to conduct a REED and identify existing and needed data, a parent must be informed of the REED.

TEA, 2024a: 5

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Important Facts about REEDs

A New or Different Disability

If an **ARD** committee **suspects a new or different disability**, the REED and evaluation should be conducted base upon that review. **The REED should reflect which, if any, additional data is necessary** for making an informed decision regarding the identification of a different disability or an additional disability.

Re-Referrals

If a student was previously evaluated for special education but determined not eligible and the **student is later referred again** (by a parent or the school) **in a subsequent year**, this is **considered an initial evaluation**. All the standard procedures should be accordingly.

Parental Notification

If the **ARD committee holds a meeting and conducts a REED during that meeting**, and during this meeting it determines that no additional data are needed, the LEA **must notify** the student's parent or the adult student of the decision in writing, as well as provide its reason for the determination. The parent has the right to request an evaluation.

TEA, 2024a: 6-8

8

Important Facts about REEDs

Parental refusal

An LEA may (but must not) pursue consent override (mediation or due process procedures) if the parent refuses consent. If the LEA chooses not to pursue mediation/due process, they are not in violation of their obligation under child find and evaluation requirements.
However, if the parent of a student enrolled in a private school or homeschooled refuses consent, the LEA may not pursue consent override procedures, but should document the refusal (e.g., email, mail, etc.).

Failure to obtain consent?

An LEA may only move forward with a reevaluation without mediation or due process when the parent fails to reply at all. The LEA **must make reasonable efforts to obtain informed consent** for a reevaluation. If the parent does not respond, despite many efforts (telephone calls and the results, copies of correspondence sent to parents and any responses, and detailed records of visits to the parent's home and/or place of work and results), the reevaluation can proceed. This is not a case of the parent refusing to give consent.

Eligibility and ARDs

Eligibility **determinations cannot be made through an IEP amendment.** Any reevaluation report / summary that may result in a change in eligibility must be addressed as part of a properly constituted ARD committee meeting.

TEA, 2024a: 10-11

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Notifying Parents

During an initial evaluation, the LEA must issue a prior written notice (PWN) of its proposal to conduct an evaluation, a copy of the Notice of Procedural Safeguards (NPS), and the opportunity to consent to the evaluation, or when the LEA issues to parents the PWN of its refusal to conduct an evaluation and a copy of the NPS.

TEA, 2024c: Technical Assistance, p. 19

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Ultimately, a Team / Committee Must Determine:

1

Is this a child with a Disability?

Is this a child with a disability? Or do they continue to have a disability?

34 CFR 300.305(a)(2)

2

Do they need Special Ed and Related Services?

Does the child need special education or related services? Or do they continue to require special education and/or related services?

See also TEA (2024a: 4)

3

What are the Present Levels of Academic Achievement?

What are the present levels of academic achievement and related developmental needs of this child?

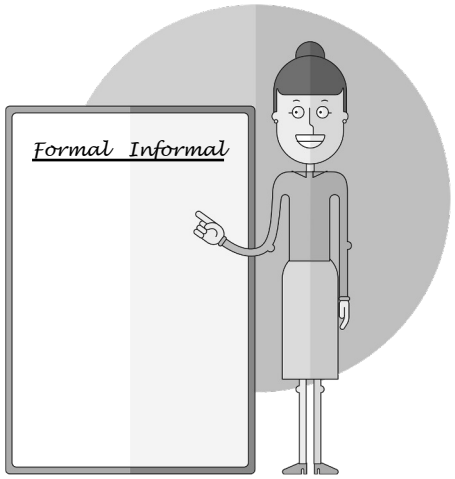
4

Which additions or modifications are required?

Are any additional modifications to the special education & related services needed to help the child meet measurable annual goals set out in the IEP?

https://fw.escapps.net/node/287258

11



REED Basics: Constructing your REED for Initial Evaluations & Reevaluations

What information / data do we have?

What information/data do we need?

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"... a REED will always be part of the initial evaluation process because there is always existing data for the multidisciplinary team (MDT) to review as it begins the evaluation process"
(TEA, 2024a, p. 3).

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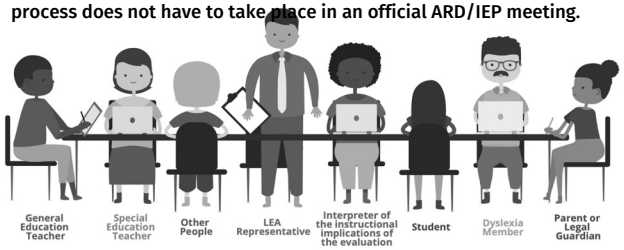
Who Conducts the REED?

The REED must be conducted by the members of the student's Referral Team/ARD/IEP committee, and other members as appropriate for initial referrals and for reevaluations. The members review the student's existing data to determine the scope of the evaluation. This review process does not have to take place in an official ARD/IEP meeting.



34 CFR 300.305(a)

TEA, 2024c: Technical Assistance, p. 19

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Special Members

- Any student eligible as a student with a **visual impairment (VI)** requires an appropriately certified orientation and mobility specialist to be included in a REED.
- If a student has a **VI**, is **deaf** or **hard of hearing (DHH)**, or is **Deafblind (DB)**, then the VI teacher and/or DHH teacher must be included in the REED as well.
- When **dyslexia** is suspected, a person with specific knowledge in the reading process, dyslexia and related disorders, and dyslexia instruction has to serve on the LEA's MDT and any ARD/IEP committee that is convened to determine eligibility for special education and related services. This member must also be a part of an ARD/IEP committee meeting at which a change in and/or continued eligibility is discussed, as in conducting a REED as part of a reevaluation.

TEA (2024a: 4-5)

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The Reed Must Include...

Previous Evaluations

Any data available from previously conducted evaluations (e.g., internal, external)

Parent-Based Data

Evaluation info; General info; Info from early childhood programs; Health data; External evaluations,

Teacher Information

Grades; Attendance; Work Samples; Surveys – from multiple teaches when possible

Classroom Based, Local, and State Assessment Data

Intervention data; Progress Monitoring; Discipline info, CBMs, STAAR, recent FIE

34 CFR 300.305(a)(1)(i-iii)

TEA, 2024c: Technical Assistance, p. 19

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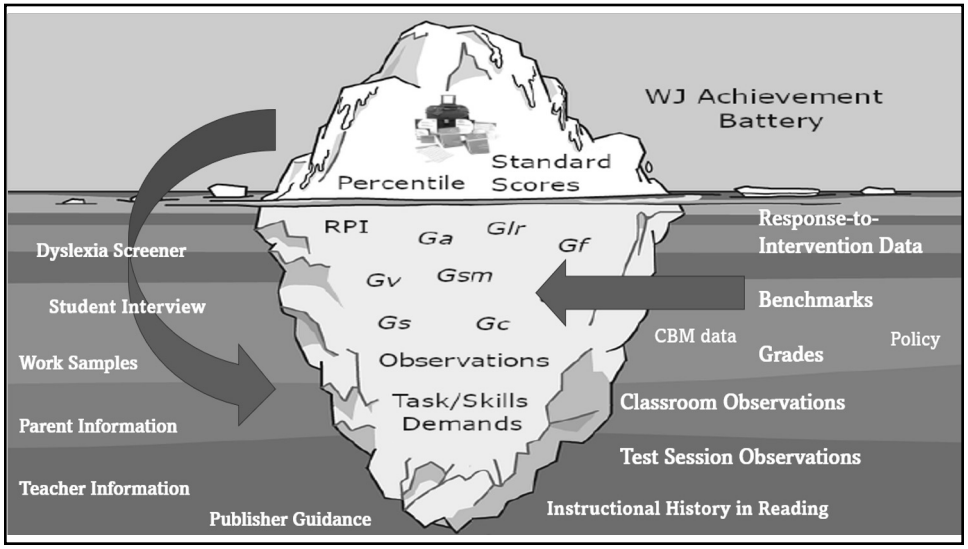

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Timeline: More Data Required

1 **REED conducted**

Critically analyzed the existing data and a determination is made that more data is required.

2 **Additional data collected**

Data collection is pursued on the basis of the REED and in full consideration of the area(s) of concern.

3 **A decision is made**

A decision is made to designate the student as (in)eligible for services and support.

4 **Parents are informed**

Parents are informed about the decision and provided documentation explaining this decision.

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When Additional Data is Needed

The local educational agency (LEA) must administer such assessments and other evaluation measures as may be needed to produce the data according to the EVALUATION PROCEDURES framework.

34 CFR 300.305(c)

https://fw.escapps.net/node/287258

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When Preparing for Your REED (Reevaluation)

Prior to the ARD/IEP committee meeting remember to gather formal/informal information that will be needed to make/support the determination. Even if planning that there is no need for formal assessment to continue the disability, some information may have changed or needs to be updated.

This information can include:

- Parent information
- Teacher information
- Health-vision & hearing
- Printout/review of grades, school & district wide testing & state testing

34 CFR 300.305(d)(1) https://fw.escapps.net/node/287258

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"All team members should look at the whole child during the REED process and provide input across domains that provide information about the interactions between the child's strengths and needs. Team members should not be limited to reporting only formal testing data or contributing only to specific sections of the REED" (New Mexico, 2021: 4).

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Comprehensive Evaluation: Data Gathering Process & Procedures

- When conducting a full and individual initial evaluation (FIIE), **the LEA must use a variety of assessment tools and strategies to gather relevant information:**
- Functional
- Developmental
- Academic information,
- Input provided by the **parent**
- … that may assist in determining:
- Whether a child is a child with a disability and in need of special education services; and
- The content of the child's IEP, including information related to enabling a child to be involved in and progress in the general education curriculum.

FINAL Child Find & Evaluation (TEA, 2019)

TEA, 2024c: Technical Assistance, p. 19

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REED is the first step of a reevaluation!

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“While it is acceptable for an LEA to conduct a portion of the REED and draft recommendations as to whether additional data are necessary for a reevaluation, the REED must include parental input and the parent must be afforded an opportunity to request an assessment if the LEA’s drafted portion of the REED determines that assessment is not necessary” (TEA, 2024a: 4).

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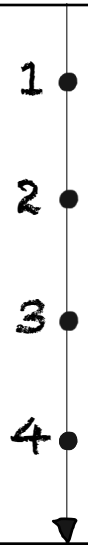
Timeline: More Data Not Required



1. **REED conducted**
   Critically analyzed the existing data and a determination is made that there is enough data to make an informed decision.
2. **Decision is made**
   A decision is made to designate the student as (in)eligible for services and support.
3. **Parents are informed**
   Parents are informed about the decision and provided documentation explaining this decision.
4. **Parent accepts or requests an eval.**
   Parents can accept the decision or make a request for an evaluation to be conducted.

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NOTICE: When Additional Data IS NOT Needed

- The LEA should be very cognizant of the reevaluation due date because if a parent requests an additional evaluation after the LEA informs the parent of its determination that no additional data are needed, the additional evaluations must be completed **without an extension** of the revaluation deadline. **(TEA, 2024a: 6)**
- If the parent or the adult student does not request an additional evaluation, the LEA is not required to conduct further evaluation, and **the REED may constitute the student's three-year reevaluation**. The date of the REED should be used to establish the new three-year reevaluation date. **(TEA, 2024a: 6)**

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When Additional Data IS NOT Needed

If the parent does not request an evaluation, the LEA is not required to conduct an assessment.

34 CFR 300.305(d)(2)

However, "[f]or an initial evaluation, there will rarely be a case in which an MDT decides no additional data are needed" (TEA, 2024a: 6).

https://fw.escapps.net/node/287258

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When Additional Data IS NOT Needed

If the ARD/IEP committee determines that no additional data are needed to determine whether the child is (or continues to be) a child with a disability and to determine the child's educational needs, the LEA must notify the child's parents of:

- The determination and explain the reasons for this determination; and
- The parent's right to request an assessment to determine whether the child is / continues to be a child with a disability and to determine the child's educational needs.

34 CFR 300.305(d)(1) https://fw.escapps.net/node/287258

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“The (re)evaluation must include data / information, including any assessments and other evaluation measures, specified from the REED” (TEA, 2024a: 9).

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The Reed Must Include….

Review of any data available from **previously conducted evaluations** as well as current information in these areas (both formal & informal):

- Present Levels of Academic Achievement Functioning (PLAAFP)
- Language
- Physical & Health
- Sociological
- Emotional/Behavioral
- Intellectual/Adaptive Behavior
- Academic Performance –to include report card grades, school districtwide testing, STAAR results (state testing)
- Assistive Technology

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When dismissing a student from special education, must the LEA present additional data?

As part of the reevaluation, the REED data should reveal what additional data is necessary, if any, to determine if the student continues to have a disability and the student's educational needs, because of the disability; or if the student continues to need special education and related services. If the ARD/IEP committee members and other necessary qualified professionals determine no additional data is needed, then the data/information gathered for the REED can be formulated into a written report identifying the student as no longer a student with a disability. In this instance, the LEA must notify the parent of the determination that no additional data is needed and the reasons for the determination, as well as the right of the parents to request further assessment. (TEA, 2024a: 9)

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Documentation of the REED

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- Prior to the REED make sure that all stakeholders, to include the parent(s), have an opportunity to complete information forms and gather other documentation to support that there is no need for formal testing. This documentation needs to be brough to the REED. While some of this may be put into the document prior to the meeting, remember it is only in "Draft" format until reviewed and accepted. (TEA, 2024a: 9)

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- When the REED form documents why existing evaluation data are sufficient to answer the questions for continued disability; and that the eligibility, educational need continues to exist, the REED becomes the FIE & the data used needs to be supportive and not just a "checked" box or a few words. The importance of gathering good documentation is paramount. (TEA, 2024a: 9)

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REED Basics-Things to Know

- **Determination of Present Levels of Academic Achievement and Functional Performance (PLAAFP):** Review of Existing Data includes evaluations and information provided by the parents of the child; performance on curriculum-based, local and/or state assessments, and classroom-based observations; and observations by teachers and related service providers.
- **REQUIRED PARTICIPANTS:** The Review of Existing Evaluation Data (REED) must be conducted by the ARD/IEP committee members and other qualified professionals, as appropriate. The participants may conduct the review without an ARD/IEP meeting, as allowed by local district policy.

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Sources of Information: Language and Communication

LANGUAGE: These areas **MUST** be discussed: 1) language dominance, 2) mode of communication, 3) receptive and expressive proficiency, 4) articulation, 5) fluency, 6) voice, and 7) pragmatics.

- **Present Levels of Academic Achievement and Functional Performance of Language:** Additional formal/informal evaluation IS NOT needed. Susie's dominant language is English and she expresses herself orally. Her receptive and expressive language is commensurate to that of her same age peers. She demonstrates no articulation or fluency problems as reported by classroom teacher and her mother and uses appropriate tone of voice when speaking. She has no issues with pragmatics of speech (her use of language to communicate with others) is appropriate.

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Sources of Information: Physical/Health

- **Physical/Health:** These areas **MUST** be discussed: 1) vision, 2) hearing, 3) significant health history, 4) current medications, 5) motor functioning, and need for 6) adapted physical education
  - **Present Levels of Academic Achievement and Functional Performance of Physical/Health:** Susie's parent reported no vision or hearing difficulties and she passed her vision and hearing screener for 4th grade on 1-24-2024. Her mother shared that she had no significant health issues, but sometimes takes an over-the-counter medication (Children's Zyrtec) for seasonal allergies. Teacher and mother report no concerns with fine or gross motor skills and she is able to participate in her regular PE class and mother reported that she also plays in a soccer league.

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Sources of Information: Sociological

- **Sociological:** These areas **MUST** be discussed: 1) cultural and lifestyle factors (environment), 2) educational opportunities, 3) attendance as they influence the student's learning and behavioral patterns.
  - Present Levels of Academic Achievement and Functional Performance of Sociological: Environmental, cultural, and economic information: According to information from review of school records and from mother, Susie has been enrolled in school since pre-K and has few absences. She lives with her mother, maternal grandparents, and a cousin. While mother reported home stressors due to illness, transportation issues and loss of job, there are no indications that environmental, sociological, cultural, or economic concerns are the cause of academic difficulties.

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Additional Sources of Information

- **EMOTIONAL/BEHAVIORAL:** These areas **MUST** be discussed: 1) in school (including classroom observations and discipline records) and 2) out of school behavior AS THEY interfere with learning and manifestation of affective state.
- **INTELLECTUAL/ADAPTIVE BEHAVIOR:** These areas **MUST** be discussed: 1) IQ, or reasoning abilities/problem solving skills, and 2) adaptive behavior.
- **ACADEMIC PERFORMANCE LEVELS:** These areas **MUST** be discussed: 1) classroom-based assessment and observations, 2) current grades, state assessment and benchmark testing) modifications and progress toward IEP goals, 4) past and present areas of academic deficiencies.
- **ASSISTIVE TECHNOLOGY:** These areas **MUST** be discussed: 1) the use and/or need of assistive technology (include both campus based and/or program based assistive technology)

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Organizing & Analyzing REED Data

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How do you organize your data for analysis?

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Student Name: **DOB/Age:** **Initial/ Re-eval** **Area(s) of Eligibility:**
LEP, AT RISK, Other: **Campus:** **PEIMS Ethnicity:** **Grade Level:**

Retention Never been retained **OR** Years retained ____ Grade(s) repeated:	**Total Days Absent** **Total Days Tardy**	**Health Information**	**Language** Home: OLPT Eng.: Dominant: OLPT Sp.: Instruction:	**Parent Information** Strengths: Concerns: Family History: Y N

STAAR Results	Reading					Math				
	Grade	**DNM/L I**	**App**	**Meets/L II**	**Masters/L III**	**Grade**	**DNM/L I**	**App**	**Meets/L II**	**Masters/ L III**

Observation/Interview Notes		
Report Card Grades: **Math:** **Reading:** **Writing:** **Science:** **Social Studies:**	**Report Card Grades:** **Math:** **Reading:** **Writing:** **Science:** **Social Studies:**	**Other Assessment Results** **Curriculum Assessments:** **Math:** ____, _____, _____ **Writing:** _____, _____, _____ **Reading:** _____, _____, _____ **Science:** _____, _____, _____ **DRA:** **DMA:** **ISIP:** **TELPAS: Lis:**_____**Sp:**_____**Rdg:**_____**Wr:**_____**Com:**____

Teacher Information	**Teacher Concerns**	**1) Basic Reading/Decoding (1, 2, 3, 4)** **2) Oral Reading/Fluency (1, 2, 3, 4)** **3) Reading Comprehension (1, 2, 3, 4)** **4) Math Calculation (1, 2, 3, 4)** 1=poor, 2=below average, 3=average, 4=above average **5) Math Problem Solving (1, 2, 3, 4)** **6) Listening Comprehension (1, 2, 3, 4)** **7) Oral Expression (1, 2, 3, 4)** **8) Written Expression (1, 2, 3, 4)**
RTI	**Intervention(s) Implemented/Subject:** **Frequency:** **Duration:** **Results**	**Intervention(s) Implemented/Subject:** **Frequency:** **Duration:** **Results:**

Review of Educational Records	**Outcome of RTI** Adequate ROI (instructional casualty?) Slow but Rising ROI (general low ach.?) Minimal ROI (SLD?)	**Strengths/Weaknesses** Reading S W Math S W Writing S W Behavior S W Oral Language S W	**Exclusionary Factors** Visual, hearing, or motor Y N Limited English proficiency Y N Intellectual disability Y N Emotional disturbance Y N Cultural diff. or eco. Disadvantage Y N Inadequate instruction Y N	**Failure to Meet Grade Level Standards** Y N Area(s): _____ **Hypothesis:**

Sarah B Holman 9-2019

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MULTIPLE SOURCES OF DATA WORKSHEET

Student Name: Sample Student **DOB/Age:** 1/23/2010 **Initial/ Re-eval** Initial **Area(s) of Eligibility:** N/A
LEP, AT RISK, Other: N/A **Campus:** Sample School **PEIMS Ethnicity:** **Grade Level:** 4

Retention: Never been retained OR Years retained ____ Grade(s) repeated: N/A

Total Days Absent 1 **Total Days Tardy** No attendance issues reported.

Health Information: No health issues reported. Vision and hearing good.

Language: Home: English Dominant: English Instruction: English OLPT Eng.: / OLPT Sp.:

Parent Information Respectful;
Strengths: Good sense of humor; Creative; **Concerns:** Poor grades; Poor math skills; Gives up easily; **Family History:** Y (N) No health concerns Easily distracted

STAAR Results

Reading						Math				
Grade	DNM/L I	App	Meets/L II	Masters/L III	Grade	DNM/L I	App	Meets/L II	Masters/ L III
19/20	NONE	----------	----------	COVID-19	----------	----------	----------	----------	----------
17/18	1372		Yes	1247	No	--->			--------
3	Common District		Yes	----	3	Common Dist.		N	--------

Observation/Interview Notes: **Math Class:** Frequently off task; easily distracted; appeared to "zone out"; did not finish; difficulty following directions

Report Card Grades: 2019/2020
Math: 73 (math manipuls.)
Reading: 89
Writing: 91 (math charts)
Science: 89
Social Studies: 92

Report Card Grades: 2017/2018
Math: 77 | 82
Reading: 90 | 88
Writing: 86 | 80
Science: 88 | 94
Social Studies: 91 | 95

Other Assessment Results
Curriculum Assessments: Struggles with Math
Math: ____, ____, ____ **Writing:** ____, ____, ____
Reading: ____, ____, ____ **Science:** ____, ____, ____
DRA: Kinder-2nd - Met EOY **DMA:**
ISIP: Reading **TELPAS:** Lis: N/A Sp: -- Rdg: -- Wr: -- Com: ____

Teacher Information: Good at Reading

Teacher Concerns
Persistent academic concerns in Math
Puts head down (stays)
Poor attention/concentration
Difficulty following directions

1) Basic Reading/Decoding (1, 2, (3), 4)
2) Oral Reading/Fluency (1, 2, (3), 4)
3) Reading Comprehension (1, 2, (3), 4)
4) Math Calculation ((1), 2, 3, 4)
5) Math Problem Solving ((1), 2, 3, 4)
6) Listening Comprehension (1, 2, (3), 4)
7) Oral Expression (1, 2, (3), 4)
8) Written Expression (1, 2, (3), 4)

1=poor, 2=below average, 3=average, 4=above average

Frequently off task

RTI: Yes

Intervention(s) Implemented/Subject: Math - Basic Skills
Frequency: 2-3 times per week
Duration: 15-20 minutes per session
Results Minimal ROI

Intervention(s) Implemented/Subject: Math - MobyMax
Frequency: 4-5 days per week
Duration: 30-45 minute sessions
Results: Minimal - 25 grade level proficiency

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MSDW ANALYSIS & INTERPRETATION CONSIDERATIONS

- What preliminary patterns of strengths emerged?
- What preliminary patterns of weaknesses emerged?
- Are the strengths and weaknesses supported by multiple sources of data (cross validation)?
- Which exclusionary factors have been ruled out?
- What additional, if any data is needed to rule out the remaining exclusionary factors?
- What additional information do you need to complete a comprehensive evaluation of the student?

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Preliminary Pattern of Strengths

Strengths in reading, writing, and social studies

Student Name: Sample Student **DOB/Age:** 1/23/2010 **Initial/ Re-eval** Initial **Area(s) of Eligibility:** N/A
LEP, AT RISK, Other: N/A **Campus:** Sample School **PEIMS Ethnicity:** **Grade Level:** 4

Retention: Never been retained OR Years retained ____ Grade(s) repeated: N/A

Total Days Absent 1 **Total Days Tardy** No attendance issues reported.

Health Information: No health issues reported. Vision and hearing good.

Language: Home: English OLPT Eng.: / Dominant: English OLPT Sp.: / Instruction: English

Parent Information Respectful;
Strengths: Good sense of humor; Creative;
Concerns: Poor grades; Poor math skills; Gives up easily;
Family History: Y (N) Easily distracted
No health concerns

STAAR Results

Reading						Math			
Grade	DNM/L I	App	Meets/L II	Masters/L III	Grade	DNM/L I	App	Meets/L II	Masters/ L III
19/20	NONE	---------- COVID-19 ----------							
17/18	1372		Yes	1247	No ---->				-------
3	Common District		Yes	----	3	Common Dist.		N	-------

Observation/Interview Notes: **Math Class:** Frequently off task; easily distracted; appeared to "zone out"; did not finish; difficulty following directions

Report Card Grades: 2019/2020 Math: 73 Reading: 89 Writing: 91 Science: 89 Social Studies: 92 (math manipuls. math charts)

Report Card Grades: 2017 2018 Math: 77 Reading: 90 Writing: 86 Science: 88 Social Studies: 91 | 82 88 80 94 95

Curriculum Assessments: Struggles with Math
Math: ____, ____, ____ Writing: ____, ____, ____
Reading: ____, ____, ____ Science: ____, ____, ____
DRA: Kinder-2nd - Met EOY DMA:
ISIP: Reading TELPAS: Lis: N/A Sp: -- Rdg: -- Wr: -- Com: ____

Other Assessment Results

Teacher Information: Good at Reading

Teacher Concerns:
Persistent academic concerns in Math
Puts head down (stays)
Poor attention/concentration
Difficulty following directions

1) Basic Reading/Decoding (1, 2, (3) 4)
2) Oral Reading/Fluency (1, 2, (3) 4)
3) Reading Comprehension (1, 2, (3) 4)
4) Math Calculation ((1) 2, 3, 4)
1=poor, 2=below average, 3=average, 4=above average

5) Math Problem Solving ((1) 2, 3, 4)
6) Listening Comprehension (1, 2, (3) 4)
7) Oral Expression (1, 2, (3) 4)
8) Written Expression (1, 2, (3) 4)
Frequently off task

RTI: Yes

Intervention(s) Implemented/Subject: Math - Basic Skills
Frequency: 2-3 times per week
Duration: 15-20 minutes per session
Results Minimal ROI

Intervention(s) Implemented/Subject: Math - MobyMax
Frequency: 4-5 days per week
Duration: 30-45 minute sessions
Results: Minimal - 25 grade level proficiency

Sample likes Reading and Writing

Sample doesn't Like math

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Preliminary Pattern of Weakn

Parent follow up:
Sample needs a lot of homwork assistance in math.
Distractibility in math

Student Name: Sample Student **DOB/Age:** 1/23/2010 **Initial/ Re-eval** Initial **Area(s) of Eligibility:** N/A
LEP, AT RISK, Other: N/A **Campus:** Sample School **PEIMS Ethnicity:** **Grade Level:** 4

Retention: Never been retained OR Years retained ____ Grade(s) repeated: N/A

Total Days Absent 1 **Total Days Tardy** No attendance issues reported.

Health Information: No health issues reported. Vision and hearing good.

Language: Home: English OLPT Eng.: / Dominant: English OLPT Sp.: / Instruction: English

Parent Information Respectful;
Strengths: Good sense of humor; Creative;
Concerns: Poor grades; Poor math skills; Gives up easily;
Family History: Y (N) Easily distracted
No health concerns

STAAR Results

Reading						Math			
Grade	DNM/L I	App	Meets/L II	Masters/L III	Grade	DNM/L I	App	Meets/L II	Masters/ L III
19/20	NONE	---------- COVID-19 ----------							
17/18	1372		Yes	1247	No ---->				-------
3	Common District		Yes	----	3	Common Dist.		N	-------

Observation/Interview Notes: **Math Class:** Frequently off task; easily distracted; appeared to "zone out"; did not finish; difficulty following directions

Report Card Grades: 2019/2020 Math: 73 Reading: 89 Writing: 91 Science: 89 Social Studies: 92 (math manipuls. math charts)

Report Card Grades: 2017 2018 Math: 77 Reading: 90 Writing: 86 Science: 88 Social Studies: 91 | 82 88 80 94 95

Curriculum Assessments: Struggles with Math
Math: ____, ____, ____ Writing: ____, ____, ____
Reading: ____, ____, ____ Science: ____, ____, ____
DRA: Kinder-2nd - Met EOY DMA:
ISIP: Reading TELPAS: Lis: N/A Sp: -- Rdg: -- Wr: -- Com: ____

Other Assessment Results

Teacher Information: Good at Reading

Teacher Concerns:
Persistent academic concerns in Math
Puts head down (stays)
Poor attention/concentration
Difficulty following directions

1) Basic Reading/Decoding (1, 2, (3) 4)
2) Oral Reading/Fluency (1, 2, (3) 4)
3) Reading Comprehension (1, 2, (3) 4)
4) Math Calculation ((1) 2, 3, 4)
1=poor, 2=below average, 3=average, 4=above average

5) Math Problem Solving ((1) 2, 3, 4)
6) Listening Comprehension (1, 2, (3) 4)
7) Oral Expression (1, 2, (3) 4)
8) Written Expression (1, 2, (3) 4)
Frequently off task

RTI: Yes

Intervention(s) Implemented/Subject: Math - Basic Skills
Frequency: 2-3 times per week
Duration: 15-20 minutes per session
Results Minimal ROI

Intervention(s) Implemented/Subject: Math - MobyMax
Frequency: 4-5 days per week
Duration: 30-45 minute sessions
Results: Minimal - 25 grade level proficiency

Sample likes Reading and Writing

Sample doesn't Like math

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Additional Considerations

- Is there data missing that needs to be collected?
- Is there data that needs to be clarified?
- Do we have sufficient data to make a decision?
- If not, what additional data is needed?

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How Can We Use Technology to Streamline the REED Process?

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Technology and the REED

- ChatGPT
- Comprehensive Data Collection, Organization, and Analysis Tools:
  - Bosco K12™

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ChatGPT and REEDS

Summarizing Key Information

- **Assessment Reports:** Copy key parts of past evaluations (e.g., WISC-V scores, WIAT-4 results, behavioral data), and ask ChatGPT to summarize patterns, strengths, and areas of concern.
- **IEP Documents:** Quickly identify key goals, accommodations, and services from lengthy IEP records.
- **Teacher and Parent Input:** Condense qualitative feedback into clear, actionable insights.

✅ *Example Prompt:* "Summarize this WISC-V report, highlighting cognitive strengths, weaknesses, and their impact on learning."

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ChatGPT and REEDS

Identifying Patterns in Data

- **Test Score Trends:** ChatGPT can analyze multiple assessments over time to identify progress, regression, or areas that require additional support.
- **Academic Performance:** Combine report card data, state assessments, and benchmark scores to recognize achievement trends.

✅ *Example Prompt:* "Compare these reading fluency scores from 2021 to 2024 and identify patterns."

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Bosco K12™

Revolutionizing the Referral and REED Process

https://home.boscok12.com

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REED Forms Publically Available

New Mexico

Produced by the New Mexico Public Education Department.

Review of Existing Evaluation Data (REED) form (2021).

See Handout:
New_Mexico_REED_Form.docx

Michigan

Produced by the Michigan Department of Education.

Adaptation of the *Procedures for Review of Existing Evaluation Data (REED) and Development of an Evaluation Plan (2009).*

See Handout: **Michigan_REED_Form.docx**

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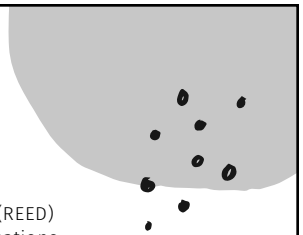
REED Resources



01 **New Mexico. (2021).** Review of Existing Evaluation Data (REED) Process and Form During Initial Evaluations and Reevaluations.

02 **Texas Education Agency. (2024a).** Questions and Answers Documents. Review of Existing Evaluation Data and Reevaluation.

03 **Texas Education Agency. (2024b).** Reviewing of Existing Evaluation Data. Available at URL: https://fw.escapps.net/node/287258

04 **Texas Education Agency. (2024c).** Technical Assistance: Child Find and Evaluation. Updated January.

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Complete the Survey

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