

TASB Student Solutions

EVALUATION

REVIEW OF EXISTING EVALUATION DATA

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Model operating procedure created by



and



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REVIEW OF EXISTING EVALUATION DATA

What is Required

A review of existing evaluation data (“REED”) is required as part of an initial evaluation, if appropriate, and as part of any reevaluation.

The REED for an initial evaluation must be conducted by the multidisciplinary evaluation team while the REED for a reevaluation must be conducted by the ARD Committee members, including the parent or adult student, and other qualified professionals, as appropriate. For a student eligible as a student with a visual impairment (VI) or if VI is suspected, a Certified Orientation and Mobility Specialist (COMS) must be included on the team or ARD Committee for the REED. For a student eligible or suspected of being eligible as VI, deaf or hard of hearing (DHH) or deafblind (DB), then a teacher of students with VI and/or a teacher of students who are DHH must be included in the REED team or ARD Committee. For a student with dyslexia or if dyslexia or a related disorder is suspected, a person with specific knowledge of the reading process, dyslexia and related disorders, and dyslexia instruction must be including on the team or ARD Committee for the REED.

The ARD Committee members may conduct the REED without a meeting.

In conducting the REED, the multidisciplinary evaluation team or ARD Committee must review:

- (1) evaluations and information provided by the parents of the student;
- (2) current classroom-based, local, or state assessments, and classroom-based observations; and
- (3) observations by teachers and related services providers.

On the basis of the REED, and input from the student's parents, the team or ARD Committee must identify what additional data, if any, are needed to determine:

- Whether the student is a student with a disability, and the educational needs of the student, or, in the case of a reevaluation of the student, whether the student continues to have such a disability and the educational needs of the student;
- The present levels of academic achievement and related developmental needs of the student; and

- Whether the student needs special education and related services, or, in the case of a reevaluation of the student, whether the student continues to need special education and related services;
- For a student already receiving special education and related services, 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 IEP and to participate, as appropriate, in the general education curriculum.

If the ARD Committee/team determines additional data is needed, the appropriate District Assessment Personnel must follow notice and consent procedures and administer such assessments and other evaluation measures that are needed to produce the necessary data. See [EVALUATION PROCEDURES] and [CONSENT].

For a reevaluation, if the ARD Committee determines no additional data is needed, the Campus Special Education Personnel must notify the student's parents of that determination, the reasons for such determination, and notify the parents of their right to request an evaluation. The district is not required to conduct additional formal evaluations unless the student's parent requests one. If the parent requests a formal reevaluation after receiving the notice, the district shall obtain consent and conduct a formal reevaluation to determine whether the child continues to be a child with a disability and to determine the child's educational needs. See [EVALUATION PROCEDURES] and [CONSENT]. If the ARD Committee determines after conducting the REED that no additional data is needed and the parent does not request a formal evaluation, then the REED becomes the student's three-year reevaluation for the student on the date the REED was conducted.

Additional Procedures

Although the law indicates that a REED is only required for an initial evaluation, *if appropriate*, TEA has indicated that there will always be existing data that the multidisciplinary assessment team will need to review as it begins the evaluation process. Therefore, best practices dictate, and TEA would expect that a REED would be conducted for an initial evaluation. In addition, it would be a very unusual case for an initial evaluation to consist only of a REED. In most situations, formal assessments will be conducted for an initial evaluation. Therefore, the multidisciplinary evaluation District Assessment Personnel, with input from the student's teacher(s) and parents, will review existing data to determine what formal testing is indicated to ensure that a student is assessed in all areas of suspected disability. This will be done through a REED.

When a reevaluation of a student is needed, the ARD Committee, including qualified District Assessment Personnel, will conduct a REED prior to the due date of the three

year evaluation in a timeframe that provides sufficient opportunity to conduct additional formal testing, if needed, and for the ARD Committee to review the evaluation prior to the due date of the three-year reevaluation. To meet this deadline, the REED should be conducted at least 12 school weeks prior to the three-year reevaluation due date. The REED should not occur more than once a year unless the parent and the district agree otherwise, or unless circumstances change. A REED must be conducted at least once every three years prior to the 3-year reevaluation date and in enough time to conduct additional formal evaluations, if needed or if the parent requests it. Nothing in statute, rule, or regulations allows the district and parent to agree to extend the three-year deadline for a REED and possible reevaluation.

The district is not required to obtain parental consent before conducting a REED. However, consent will be obtained if the REED indicates that formal testing is needed for the reevaluation. See [CONSENT FOR REEVALUATION].

The District or Campus Assessment Personnel will schedule the REED meeting for a reevaluation. This may be an ARD Committee meeting, an informal staffing, a phone or video conference, or other method. However, a REED for a reevaluation must be conducted by the student's ARD Committee and may include other members with knowledge of the student, as appropriate. Specifically, the following individuals must be involved in the REED for a reevaluation: the parent or the adult student, a Campus Administrator, a general education teacher of the student, a special education teacher of the student, a related service provider, if any, and appropriate District or Campus Assessment Personnel who can interpret instructions implications of evaluation results. For a REED for an initial evaluation, the REED is conducted by the multi-disciplinary assessment team.

For both a REED for an initial evaluation and a REED for a reevaluation, in the case of a student with a visual impairment, the REED team/Committee must include an appropriately certified orientation and mobility specialist. For a student eligible or suspected of being eligible as VI, deaf or hard of hearing (DHH) or deafblind (DB), then a teacher of students with VI and/or a teacher of students who are DHH must be included in the REED team or ARD Committee. For a student with dyslexia or if dyslexia or a related disorder is suspected, a person with specific knowledge of the reading process, dyslexia and related disorders, and dyslexia instruction must be included on the team or ARD Committee for the REED.

While a REED for a reevaluation does not have to take place during an ARD Committee meeting, it must be conducted by the appropriate ARD Committee members. In addition, the REED must include input from the parent. As such, the Campus Assessment Personnel must document the school's efforts to ensure the parent's participation in the REED, including a summary of the parent's input, any documents or information provided by the parent, and the way the input was gathered from the parent.

The REED must contain specific data in all areas required by the FIE (health, vision, hearing, social, emotional/behavior, cognitive functioning, academic performance, communications status, motor abilities, adaptive behavior, and assistive technology), as appropriate. A REED will include a review of some or all of the following information:

- The Student's Evaluations, Including Independent Evaluation Conducted by Outside Agencies, or any Evaluations Provided by the Parent;
- Other Information Provided by the Student's Parents or the Adult Student;
- The Student's Current Classroom-based, Local, or State Assessments;
- Teacher Input;
- Classroom-based Observations;
- Related Service Providers Input and Observations
- Curriculum-based Measurements (CBMs);
- Criterion-referenced Assessments;
- STAAR results;
- Report Cards;
- Discipline Reports;
- Attendance Records;
- Medical and Health Records; and
- Any Other Pertinent Student Information.

The ARD Committee may rely on the determination that no additional assessment is needed after conducting a REED for a reevaluation. However, the District Personnel involved in the decision should carefully consider when the last formal assessment was conducted and whether formal assessment should be completed because of the passage of time, changes in the student's performance, or other relevant factors. Some or all of the following should be considered:

- What is the history of the assessment?
- Has there been a thorough evaluation conducted previously?
- How long ago was the last complete evaluation?
- What special education services is the student receiving and for how long?
- Are significant changes in placement/services being considered?
- What is the nature of the disability?
- What is the age of the student?

If the ARD Committee determines that no additional assessments are needed, the REED should then be presented at an ARD Committee meeting (if the REED meeting was not completed at an ARD Committee meeting) and specific eligibility and need for services

should be reviewed. A copy of the REED should be included in the student's file along with any documentation needed for eligibility.

In addition, District or Campus Assessment Personnel must send a Prior Written Notice to the parent indicating the reasons for the REED decision and providing the parent the opportunity to request an evaluation. See [PRIOR WRITTEN NOTICE] and [EVALUATION PROCEDURES]. This notice will occur even if the parent participated in the REED and agreed that no additional formal data was needed for the evaluation. The parent then has the option of requesting a formal reevaluation to determine whether the student continues to have a disability and to determine the student's educational needs. It is important for the District in the REED process to carefully consider the reevaluation due date because if a parent requests additional evaluations, any additional evaluations must be completed in a timely manner, as there is no extension of the reevaluation deadline. If the parent does not request a formal reevaluation, the date that the REED is reviewed and accepted by the ARD Committee will be entered as the new FIE date.

All Campus and District Personnel participating in drafting a REED for a student will be trained annually regarding how to complete a REED, including tracking IEP progress over time to include in the REED. This training will include training on the components of the REED, the information reviewed for the REED, and how to determine whether additional data is needed.

The district will maintain documentation requirements of compliance associated with Texas Student Data System (TSDS), Public Education Information Management System (PEIMS), and State Performance Plan (SPP). District staff will provide training, with follow up, to ensure the documentation required is in place and compliant.

Evidence of Implementation

- REED Document
- Minutes from REED Meeting
- List of Attendees for REED Meeting
- Determination of REED
- Prior Written Notice
- FIE
- ARD/IEP
- Documentation for the state in TSDS, PEIMS, and SPP

Resources

[The Texas Legal Framework for the Child-Centered Special Education Process: Review of Existing Evaluation Data Framework - Region 18](#)

[Review of Existing Evaluation Data and Reevaluation: Question and Answer Document – Texas Education Agency](#)

[Letter to Anonymous, 48 IDELR 136 \(OSEP 2007\) – U.S. Department of Education](#)

[OSEP Letter to Copenhaver \(October 19, 2007\) - U.S. Department of Education](#)

Citations

34 CFR 300.305;; Texas Educ. Code 30.0021