

**EXISTING DATA REVIEW  
TO DETERMINE IF ADDITIONAL ASSESSMENTS  
OR EVALUATION DATA ARE NEEDED**  
Form ED-1 (Rev. 05/2019)

\_\_\_\_\_ **SCHOOL DISTRICT**

Name of Student \_\_\_\_\_ WISEid \_\_\_\_\_ LEA's Student ID \_\_\_\_\_

The purpose of the review of existing evaluation data is to determine whether there is sufficient information needed to conduct a comprehensive evaluation to determine eligibility and to identify all of the student's special education and related services needs.

The review of existing data is conducted:

- **After** the parent(s) receives the *Notice of Receipt of Referral and Start of Initial Evaluation* or the *Notice of Reevaluation*, and
- **Before** sending the *Notice and Consent Regarding Need to Conduct Additional Assessments* or *Notice that No Additional Assessments Needed*.

If a meeting is held to consider existing data, this form is used as documentation of that meeting, along with a Cover Sheet. If no meeting is held, this form is used to document the input and decisions of required participants. On the basis of the review of existing data, and input from the student's parent(s), identify what additional information, if any, is needed to determine:

- whether the student has or continues to have a disability;
- the educational needs of the student;
- the present levels of academic achievement and related developmental needs of the student;
- and whether the student needs or continues to need special education and related services, and
- if any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual IEP goals and to access, engage and make progress, as appropriate, in the general education curriculum.

Notice of receipt of referral and start of initial evaluation/notice of reevaluation was provided to parent(s)  
(Date \_\_\_\_\_ )

Information from referral for special education/notice of reevaluation was reviewed  Yes  No

**I. Review of existing evaluation data to identify what additional data, if any, are needed.**

<b>Existing Data</b> <i>Check all reviewed:</i>	<b>Sources of Information</b> <i>Check all that apply:</i>	<b>Additional Data Needed</b>
<p>Information about the student's academic achievement:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading achievement</li> <li><input type="checkbox"/> Mathematics achievement</li> <li><input type="checkbox"/> Written language achievement</li> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Academic achievement in other areas (e.g., science, social studies, etc.)</li> </ul> <p>For preschool children:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acquisition and use of knowledge and skills (including early language/communication and early</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information or evaluations provided by the parent(s)/family</li> <li><input type="checkbox"/> Previous evaluations</li> <li><input type="checkbox"/> Current classroom-based, district-wide, or state assessment results</li> <li><input type="checkbox"/> Observations by teachers, related service providers and others (including current classroom-based observations and observations by reading teacher/specialist, if applicable).</li> <li><input type="checkbox"/> Information from other sources (e.g., postsecondary transition, medical, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Yes <i>(specify under Section II below)</i></li> <li><input type="checkbox"/> No</li> </ul>

literacy) <input type="checkbox"/> Other early academic skills		
<b>Existing Data</b> <i>Check all reviewed:</i>	<b>Sources of Information</b> <i>Check all that apply:</i>	<b>Additional Data Needed</b>
Information about the student's <input type="checkbox"/> Functional performance*  For preschool children: <input type="checkbox"/> Social and emotional skills (including social relationships) and use of appropriate behaviors to meet their needs <input type="checkbox"/> Other early functional skills  *Functional performance includes activities and nonacademic skills needed for independence and performance at school, in the home, in the community, for leisure time, and for postsecondary and lifelong learning. Some examples include: activities of everyday living, school/work/play habits, communication, fine/gross motor, mobility, and social-emotional behavior.	<input type="checkbox"/> Information or evaluations provided by the parent(s)/family <input type="checkbox"/> Previous evaluations  <input type="checkbox"/> Current classroom-based, district-wide, or state assessment results  <input type="checkbox"/> Observations by teachers, related service providers and others (including current classroom-based observations and observations by reading teacher/specialist, if applicable).  <input type="checkbox"/> Information from other sources (e.g., postsecondary transition, medical, etc.)	<input type="checkbox"/> Yes <i>(specify under Section II below)</i>  <input type="checkbox"/> No
<input type="checkbox"/> Previous interventions and effects		

**II. If applicable, a description of additional assessments and other evaluation materials needed to complete a sufficiently comprehensive evaluation to assist the IEP team in determining the student's eligibility and educational needs.** If there is insufficient information about reading achievement, or other areas, use the space below to describe additional assessments needed.

**III. List of IEP team participants involved in the review of existing data to determine if additional information is needed.**

Role	Name	Date	Method of involvement
Parent(s)			
Student, as appropriate			
Special Education Teacher of the student (as applicable)			
Regular Education Teacher of the student (as applicable)			
LEA Representative			
Others:			

If the parent did not attend or participate in the review of existing data, document three efforts to involve the parent:

Date	Method	Result

Form Completed by \_\_\_\_\_

Date \_\_\_\_\_