**Review of Existing Data (RED) Compliance Rubric**

\*\* The purpose of this chart is to assist in clarifying what elements MUST be present for the RED to meet compliance standards. This chart is not intended to provide examples for all of the best practice RED elements that could be included, but rather it provides a few basic examples that do and do not meet compliance standards.

\*\***For discussion purposes, this chart is broken down by indicator for the RED. The focus should be on relevant information being summarized in the RED in order to make educational decisions.**

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| **Requirement and Descriptors** | **Out of Compliance** | **In Compliance** |
| **200.30 and 200.330:**  A group of individuals meeting the requirements of an IEP Team and other qualified professionals, as appropriate, reviewed all relevant existing evaluation data on the child. The information reviewed must include:   * Evaluations and information provided by the parents of the child. * Performance on current classroom-based assessments. * Performance on State and agency-wide assessments. * Classroom-based observations. * Observations by teachers and related services providers, if available and applicable. | 1) Team conducting RED does not meet the requirements of an IEP team  2) No parent input on RED form  3) Documentation on RED form does not include reference to student’s performance on the following:   * previous evaluation information * state assessments (if applicable) * district assessments (if applicable) * classroom based assessments * observations by teachers and related services providers (if applicable) | 1) The team conducting the RED does meet the requirements of the IEP team.  2) Parent input is clearly documented on the RED form. Parent input can be noted in various ways:  Examples:   * “Parent stated…” * “Parent reports…” * “Parent indicated on interview form…” * “Parent input form indicates...” * “Parent noted…during phone conversation.” * “Teacher reports that parent indicated the following concerns during parent teacher conferences last week…”   3) If parent failed to provide input regarding concerns, a statement of attempts made by school to obtain parent input is noted:   * “Parents were contacted by email and by phone; however, they did not provide any input.” * “Parents were mailed a parent input form; however, they did not return the form or respond to any phone call attempts made by school to obtain parent input.”   4) It is evident that a variety of relevant sources of data were reviewed to support the adverse educational impact in the area(s) of concern. Data reviewed must include:   * Evaluations and information provided by the parents of the child * Current classroom assessment data * District assessments (if applicable)   --Grade/building/district benchmark assessment data  --District dyslexia screening data (if applicable)   * State assessments (if applicable) * Classroom based observations * Observations from related services providers (if applicable).   5) Other sources of information that could also be reviewed include:   * Previous assessment/evaluation data * Medical information and/or clinical diagnoses * Evaluations from outside providers * Social history * Discipline records * School nurse records * Attendance records * Intervention progress monitoring data * Unit/chapter/informal classroom assessment data * Observations in educational environments other than the classroom * Grades * Previous Title or At-Risk Services * Previous IEP goal progress monitoring data, etc. * Transfer related information * Transition assessment data |
| **Does your RED contain the following element?** | **YES** | **NO** |
| Detailed description of parental input and method of input. |  |  |
| Evidence that a variety of relevant sources of data were reviewed to support the adverse educational impact in the area(s) of concern. |  |  |
| **Requirement and Descriptors** | **Out of Compliance** | **In Compliance** |
| **200.30.a and 200.330.a**  A description of all data reviewed and a summary of the information gained from the review of the data. | 1) The data reviewed by the team is not documented on the RED form with enough detail to determine the educational relevance of the data being reported   * For example, simply stating the following does not provide enough detail to determine the educational relevance of the data being reported:   + “ADHD” under Health   + “78” under Cognitive   + behavior problems” under Social/Emotional | 1) The data reviewed by the team is documented on the RED form in enough detail that the team can determine the educational relevance of the data being reported.   * Dates should be noted for assessments, significant events such as health events or medical diagnosis, school district transfers, intervention sessions and discipline infractions * Names of assessments (in non-abbreviated format) should be provided along with a brief explanation of any scores reported. * Examples:   + “Wechsler Intelligence Scale for Children, 5th edition, given on 9/30/21 indicated full scale IQ score of 100, which falls in the average range of intelligence.”   + “Student received a 10-day suspension for insubordination on 9/1/21, and another 10-day suspension for fighting on 9/30/21”   + “Vineland Adaptive Behavior Scale was filled out by special education teacher on 9/1/19 and student received a global adaptive score of 69, which indicates a low level of adaptive skill functioning.”   + “Student transferred to XY school district on 9/1/21; previously student had attended ABC school district for K, 1, 2 grades” |
| **Does your RED contain the following element?** | **YES** | **NO** |
| Detailed description of the educational relevance of the data reviewed by the IEP team. |  |  |
| **Requirement and Descriptors** | **Out of Compliance** | **In Compliance** |
| **200.30.b and 200.330.b**  The date conclusions and decisions are finalized. | 1) No date is listed on the RED form  2) Team’s conclusion is not documented on the RED form  3) The finalization date is on the RED, but the date given is prior to the date(s) of data included in the body of the RED | 1) Date conclusions are finalized is listed on the RED form  2) Team’s conclusion is documented on the RED form  3) Dates of data collection are prior to the date that the RED is finalized |
| **Does your RED contain the following element?** | **YES** | **NO** |
| Documentation of the IEP team’s conclusion. |  |  |
| Date the RED conclusion was reached. |  |  |
| **Requirement and Descriptors** | **Out of Compliance** | **In Compliance** |
| **200.30.c and 200.330.c**  The name(s) and role(s) of each individual conducting the review. If an individual is serving in more than one role, all parties must be aware of each role in which the individual is serving and each role must be documented. | 1) The team conducting the RED does not meet the requirement of an IEP team  2) No names or roles are listed on the RED form | 1) A group of individuals meeting the requirements of an IEP Team and other qualified professionals participated in the RED  2) Names AND roles are listed on the RED form   * Individuals serving more than one role, must document each role they are serving on the RED form |
| **Does your RED contain the following element?** | **YES** | **NO** |
| List of individuals meeting the requirements of an IEP Team. |  |  |
| List includes names and roles of individuals. |  |  |
| **Requirement and Descriptors** | **Out of Compliance** | **In Compliance** |
| **200.40 and 200.340** Documentation is present that on the basis of the review of existing evaluation data, and input from the child’s parent(s), the team made a determination of what additional data, if any, is needed to determine: | 1) Documentation on RED form does not indicate the team made the determination of what additional data, if any, was needed to make an eligibility determination, determine the current functioning of the child, and make FAPE related decisions. | 1) Documentation on RED form does indicate the team made the determination of what additional data, if any, was needed to make an eligibility determination, determine the current functioning of the child, and make FAPE related decisions. |
| **Does your RED contain the following element?** | **YES** | **NO** |
| Clear indication of the additional data/areas that the team determined to be needed (if any). |  |  |
| **Requirement and Descriptors** | **Out of Compliance** | **In Compliance** |
| **200.40.a and 200.340.a.**  (1) Whether the child is a child with a disability and the educational needs of the child.  (2) The present level of academic achievement, functional performance, and related developmental needs.  (3) Whether the child needs special education and related services, supplementary aids and services, and/or modifications to enable the child to participate, as appropriate, in the general curriculum.  (4) Whether the child needs supplementary aids and services and/or modifications to enable the child to participate, as appropriate, in the general curriculum. | 1) If additional data was determined necessary, the areas requiring further assessment noted on the RED document do not align with areas noted on the Description of Areas to be Assessed and Known Tests to be Used Documentation Form.   * For example: Team noted on RED form further assessment was necessary in the areas of Cognitive and Adaptive Behavior. Description of Areas to be Assessed and Known Tests to be Used Documentation Form only indicated that an assessment in the area of Cognitive was to be given | 1) If additional data was determined necessary, the areas requiring further assessment noted on the RED document do align with areas noted on the Description of Areas to be Assessed and Known Tests to be Used Documentation Form.   * For example: Team noted on RED form further assessment was necessary in the areas of Cognitive and Adaptive Behavior. Description of Areas to be Assessed and Known Tests to be Used Documentation Form indicated both Cognitive and Adaptive behavior assessments were to be given |
| **Does your RED contain the following element?** | **YES** | **NO** |
| Clear alignment between RED form and Description of Areas to be Assessed and Known Tests to be Used Documentation form. |  |  |
| **Requirement and Descriptors** | **Out of Compliance** | **In Compliance** |
| **200.40.b and 200.340.b.**  The conclusions and decisions resulting from the review must be documented. | Conclusions are not noted on the RED form | Conclusions are noted on the RED form |
| **Does your RED contain the following element?** | **YES** | **NO** |
| Clear indication of what the team concluded resulting from the review. |  |  |

**Academic Section of the Review of Existing Data (RED) Best Practice example:**

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| **Academic Achievement: a student’s educational skills and achievement levels including pre-academic skills, if age appropriate.** | | |
| **Classroom/teacher assessments** | Chapter and unit tests  1st quarter 4th grade fall 2021 | Cindy requires accommodations to take all grade level assessments. Tests are read to her and she dictates answers to a scribe when a question requires more than a one-word response. She is not penalized for spelling errors or capitalization or punctuation. In the area of spelling, Cindy is given a modified word list of 5 high frequency words from the first grade word list. She is able to spell CVC words successfully-such as bat, cat, set, bet, etc. |
| **Curriculum-based assessments** |  |  |
| **Agency/district-wide assessments** | iReady-administered three times a year (BOY, MOY, and EOY)  3rd grade district assessment data from 2020-21 (9/20, 1/21, 5/21) | Cindy was administered iReady three times during 3rd grade.  In the area of Math – Overall, Cindy’s scores from Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) ranged from 388-410 which was in the range expected for a first grader during the BOY and MOY assessments. 3rd graders would be expected to score in the range of 449-516 from BOY to EOY to be on grade level.  In the area of Reading – Overall, Cindy’s scores from BOY, MOY, and EOY ranged from 425-458 which was in the range expected for a first grader. 3rd graders would be expected to score in the range of 511-602 from BOY to EOY to be on grade level. |
| **State-wide MAP assessments** | Results not back |  |
| **Previous assessments** |  |  |
| **School records** | Record Review  Fall 2021 | Cindy’s previous grades on her grade cards reflect the need for accommodations in all subjects due to her limited reading ability. Teachers have expressed concerns with her performance on all previous marking periods. |
| **Teacher** | Observations  4th grade classroom teacher report Fall 2021 | Cindy works diligently at all tasks she is provided. However, her struggle in the areas of reading, math, spelling, and writing are limiting her ability to function successfully with her peers. Cindy relies on peer helpers or the teacher in order to complete assignments. |
| **Parent** | Parent report  Fall 2021 | Parents are concerned with all areas of academics. They have had Cindy participation in tutoring both at school through Title I as well as privately. The report she has made limited progress and are concerned about how far behind she is falling. Cindy has had good auditory comprehension in the past but her parents fear her struggles are now impacting her ability to focus on auditory content. |
| **Student** |  |  |
| **Intervention Strategies** | Parent and teacher report  Fall 2021 | Cindy participated in Title I services and tutoring after school, she participated in private tutoring last school year, accommodations have been made for Cindy at each grade level, Cindy’s case was brought before the teacher support team in second grade where the Title I teacher did additional intervention time with Cindy focusing on phonics and phonemic awareness. This intervention has translated into Cindy being able to spell CVC words independently. |
| **Current IEP progress report** | This is an initial referral |  |
| **Other** | There are no other areas to consider |  |
| **Further Assessment Information Needed?**  **Yes  No**  **200.30.a or 200.330.a** | **Assessment instruments, if known:**  Woodcock-Johnson Battery, Fiefer Assessment of Reading, Fiefer Assessment of Math | |