



Wyoming School Psychology Association

Position Statement on Reevaluations

In December 2009, the [Wyoming Department of Education \(WDE\) published a reevaluation for special education reference guide](#) that laid out the purpose and procedure for completing a three-year reevaluation. The Wyoming School Psychology Association (WSPA) supports WDE's position as explained in the reference guide. Many school psychologists and evaluation teams in Wyoming continue to complete a comprehensive evaluation with pre-determined assessment tools every three years regardless of available data and clear guidance.

The first step in every evaluation is to complete a review of existing records. After the review of records, the evaluator needs to establish what additional information is needed to determine if the student is being provided FAPE. The state recommends using their [assessment wheel](#) to facilitate the development of a comprehensive evaluation plan to determine if all the student's needs are being met. The WDE's recommended approach encourages an individual review of current data and assessment of needs. The Wyoming Department of Education's technical assistance re-evaluation reference guide concluded with the following summary:

“Each reevaluation will be unique based on the needs of the child. IEP teams must document in the Evaluation Report a process that address the determinations required by 34 C.F.R. §300.305(a). If the child has received special education and related services, but has not yet attained the skill level to be successful at State or grade level expectations, then this would be strong evidence that the child's eligibility needs to be maintained. It is no longer necessary to re-meet eligibility criteria.”

The key information for making a continued eligibility decision is based on whether the student can perform adequately without support. This information cannot be determined by using assessment test scores. This information can only be found by asking the right questions, building independence into the student's IEP, and reviewing the existing information. A good place to start is by asking the teachers, student, and parents if they continue to have concerns. Based on the stated concerns, determine if the concerns are being addressed through the IEP or other school interventions. Next, the evaluation team would decide if and how additional information in the form of a formal assessment would change how the IEP services would address the concerns. In most cases the IEP team has the knowledge and flexibility to add or change services based on the student's needs.

WSPA believes that continued eligibility should, as WDE advocates, be based on student need. A student who can clearly not grow without substantial support should not be exited based on a set of standardized assessments just as a student who is being independently successful should not continue to receive services based on a set of standardized assessment scores. A reevaluation that considers all available data first and only gathers new data if warranted is more responsive to student needs, takes into account the student's unique individual differences, and is more respectful of everyone's time, students and staff members. The collection of educational data—which includes historical grades, state and district assessment scores, previous evaluations, and available progress monitoring data, along with an effective IEP team's annual plan, in addition to parent and teacher input—outlines the student's educational needs and areas of growth and becomes a useful tool for making a continued eligibility determination every 3 years as required by law.

References

Wyoming Department of Education (2009). Reference guide: Reevaluations in special education. Special Programs Unit.
https://edu.wyoming.gov/downloads/special-ed/TAPD_Reevaluation_Reference_Guide_2009DEC.pdf

Wyoming Department of Education. Assessment Wheel. https://edu.wyoming.gov/downloads/special-ed/rti_assessment_wheel.pdf.