



Using RTI Data to Inform Eligibility Question and Answer

Question: What are the cut scores required on academic achievement assessments for eligibility?

Answer: Our state (Idaho) deliberately refrained from setting cut scores because there isn't a lot of consensus about what those cut points should be. There is a growing research base that suggests that students with LD are typically performing below the 25th percentile, whereas others have set cut points at the 16th percentile. Finally, there are students who are twice exceptional, who may experience a relative deficit that may not be as pronounced. The state decision to refrain from cut scores was a way to acknowledge the heterogeneity with which LD manifests in children.

Question: Does your state require a specific CBM to monitor growth?

Answer: Idaho, like many states, is a local control state and also one that has an increasingly diverse population in some districts, and not much diversity in others. The requirement for the CBM is that it has documented reliability and validity, measures growth on a construct relevant for the documented area of concern, and that the student who is being considered for referral has demonstrated either a lack of growth, or extremely low growth. The National Center on Response to Intervention has both Screening and Progress Monitoring tools charts, which provide evidence of these requirements for several tools. You can find the tools charts here: <http://rti4success.org/node/699>.

Question: How are districts supported to implement this new policy?

Answer: One of the best things that the state (Idaho) has done around this policy is to recognize that it will take a lot of intensive support and training to ensure that the new policy guidelines are implemented with fidelity. To this end, the state has undertaken a training and data collection effort to inform the training needs statewide. During years 1 and 2 of implementation, we collected data from around the state to determine the extent to which eligibility forms reflected the new policy. That data was compiled and analyzed and a training plan based on the areas of need was developed. This year, the focus is on supporting districts with efforts to implement Tier 2 intervention and progress monitoring.

Question: At the state level, what are the roles of the people on the SLD executive committee?

Answer: Our executive committee included our state RTI coordinator, our state special education director, school psychology representatives, specific learning disability teachers, university faculty, special education regional coordinators, ELL coordinators, a parent representative from a parent support group and our state technical assistance



coordinator. The idea was to have people in various capacities provide input on the construction of the policy as well as on the feasibility of implementing it.