



# Utilizing RTI Data as Part of the SLD Eligibility Report

## Chapter 4

### Problem Solving Team

The role of the problem solving team lies within general education and the RTI process. This team matches interventions to the needs of students to ensure adequate progress is being made. Members may include general education teachers, administrators, counselors, instructional specialists and others as determined by the local education agency (LEA) or school.

### Evaluation Team

The role of this team is to make decisions regarding evaluation, assessment, and eligibility. Membership includes special education teacher(s), administrators, school psychologists, general education teacher(s), parent(s), and others as determined by the local school or LEA.

*Members of the problem solving team may overlap in smaller schools and LEAs. It is important to remember the role of each team and proceed accordingly.*

### Data Utilization

The information below represents information an evaluation team might be provided or request from a problem solving team to support the eligibility report.

- Class assignments, grades, and work samples that demonstrate a weakness in the identified area(s) of concern.
- Documentation of parent input during a meeting, phone call, or evidence of communication with the parent about a student's progress.
- Any additional information needed to provide a thorough background summary and not already provided by the problem solving team should be requested.
- Attendance records for the student.
- Information regarding the effectiveness of the curriculum being used to teach grade level standards.
- Documentation of interventions used, start and end dates, frequency, and intensity along with any decisions that were made.
- Progress monitoring data collected during interventions to include any graph or visual representation of progress. In the case that visual data displays are not provided, the evaluation team must chart the progress in the area of concern.