

School-wide Assessment Tool for an RtI Model

| Core Principle of RtI | School Improvement Framework | Indicators of Core Principle | Evidence | Level of Implementation | | | | | | | | | | | |
|--|---|---|----------|---|--|------------------|---|--|---|---|---|---|---|---|---|
| | | | | 5 – Established | 3 – Emerging | 1 – Not in Place | | | | | | | | | |
| III. A multi-tier model of service delivery provides a systematic approach to support student learning It is possible to effectively teach all children by selecting appropriate systems and processes based upon the identification of curricular, instructional and environmental conditions that impact learning. | Strand I: Standard 2: Benchmark B: Key Characteristic 2: Best Practice | A. The building has articulated and implemented a continuum of interventions that increase in intensity across levels of student need and include at least three tiers: • Core instructional interventions within general education classroom for students in need • Targeted short-term interventions for students identified at risk • Intensive instruction for students identified as high-risk | | 5 | 3 | 1 | | | | | | | | | |
| | | | | Strand I: Standard 3: Benchmark B: Key Characteristic 3: Meets Student Needs | B. Criteria exist at each level to move students between tiers (up or down). Movement decisions are based upon student performance and rate of learning | | 5 | 3 | 1 | | | | | | |
| | | | | | | | Strand I: Standard 2: Benchmark B: Key Characteristic 2: Best Practice | C. Research-based, scientifically validated interventions are identified at each tier and are aligned with the district core curriculum | | 5 | 3 | 1 | | | |
| | | | | | | | | | | Strand I: Standard 2: Benchmark B: Key Characteristic 2: Best Practice | D. Instructional materials and strategies are select to meet the specific identified need of the student | | 5 | 3 | 1 |
| | | | | | | | | | | | | | Strand II: Standard 1: Benchmark B: Key Characteristic 1: Monitoring | E. Fidelity measures are in place to ensure that instruction and interventions are delivered as intended | |