

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
<p>VII. Use data to make decisions</p> <p>Decisions in RtI practice are based on professional judgment informed directly by student performance data. This principle requires both that ongoing data collection systems are in place and that resulting data are used to make informed instructional decisions.</p>	<p>Strand V: Data & Information Management Data Management Data Accessibility</p> <p>Standard 1: Data Management Data Accessibility</p> <p>Benchmark B: Key Characteristic 1: Retrievable</p>	<p>A. An effective and efficient data management system exists to manage district-wide information</p>		5	3	1
	<p>Strand I: Teaching for Learning Assessment Aligned to Curriculum & Instruction</p> <p>Standard 3: Assessment Aligned to Curriculum & Instruction</p> <p>Benchmark A: Multiple Measures</p> <p>Key Characteristic 3: Multiple Measures</p>	<p>B. Integrated data systems are in place that are reliable and valid and based on best practice (e.g., CBA, CBE, CBM)</p>		5	3	1
	<p>Strand V: Data & Information Management Information Management Applications Data-Driven Decision Making</p> <p>Standard 2: Data & Information Management Information Management Applications</p> <p>Benchmark B: Data-Driven Decision Making</p> <p>Key Characteristic 2: Data-Driven Decision Making</p>	<p>C. Multidisciplinary groups of professionals are involved in data collection and decision making for students who have not responded to intense interventions</p>		5	3	1
	<p>Strand V: Data & Information Management Data Management Analysis & Interpretation Dialogue about Meaning</p> <p>Standard 2: Data Management Data Management Analysis & Interpretation Dialogue about Meaning</p> <p>Benchmark A: Analysis & Interpretation Dialogue about Meaning</p> <p>Key Characteristic 2: Dialogue about Meaning</p>	<p>D. Educational staff is trained in the analysis of convergent data including discrepancy from peers, learning rate differences, adverse impact, and exclusion factors in order to participate in special education eligibility decisions</p>		5	3	1
	<p>Strand V: Data & Information Management Data Management Data Generation, Identification, and Collection Systematic</p> <p>Standard 1: Data Management Data Generation, Identification, and Collection</p> <p>Benchmark A: Data Management Data Generation, Identification, and Collection</p> <p>Key Characteristic 2: Systematic</p>	<p>E. Data is collected from a variety of sources systematically and compared to objective criteria when determining the presence of a disability and need for special education services</p>		5	3	1