Working Together to… Raise the Bar and Close the Gap

Scientific Research-Based Interventions Handbook

SRBI/ RTI/ MTSS

May 2019

www.norwalkps.org
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Norwalk Public Schools is . . .

The most successful city school system in Connecticut.

Norwalk students as a whole exceed state average achievement while high need students have the smallest achievement gap. Students’ needs and interests are met through a wide range of school and program choices that promote diversity and broaden achievement. All students are taught by exemplary educators in nurturing, safe, and attractive schools. Students read on grade level by end of grade 3, leave 8th grade equipped to do rigorous high school work and graduate from high school college and career ready.

Mission of SRBI

Scientific Research-Based Intervention or SRBI, is a systematic process that provides a continuum of assessments and research-based interventions to improve educational outcomes for all students. SRBI is designed to ensure that all students receive appropriate instruction by providing critical information about students’ instructional strengths and needs and using this information to create effective, research-based, instructional interventions. The ultimate goal is to increase student success through general education programs and to reduce the number of students who require special education.
SRBI Committee Members

Co-chaired by: Stacey Heiligenthaler, Director of Pupil Personnel Services
Janine Goss, K-12 Director of Humanities

Members:
Antonietta Andriopoulos, Social Worker, Silvermine Elementary School
James Martinez, Principal, Fox Run Elementary School
Joseph Russo, Assistant Director of Specialized Learning & Student Services
Leah Zilich, Teacher, Fox Run Elementary School, Assistive Technology Specialist
Amanda Martinez, Special Education Teacher, Fox Run Elementary School,
Teacher-in-Residence, Specialized Learning & Student Services
Adam Reynolds, Assistant Principal, Norwalk High School
Deborah Bell-Johnson, Assistant Principal, Nathan Hale Middle School
Sandra Ehlers, Site Director, Cranbury Elementary School
Colleen Rumsey, Teacher, Naramake Elementary School
Alexander Meli, Teacher, Brien McMahon High School
Christie Robinson, Teacher, Roton Middle School, Teacher-in-Residence, STEM
Abigail Maxwell, Teacher, Rowayton Elementary School
Helene Becker, K-12 ELL Instructional Specialist
Jamie Zyla, School Readiness Coordinator
Rose Jefferson, Teacher, Roton Middle School, Teacher-in-Residence, Humanities
Overview of State of Connecticut’s Scientific Research-Based Interventions

Scientific Research-Based Interventions (SRBI) emphasize successful instruction for all students through high-quality core general education practices, as well as targeted interventions for students experiencing learning, social-emotional or behavioral difficulties. Norwalk school professionals are expected to use interventions and the SRBI process to improve student academic and behavioral development as concerns arise.

Key elements of SRBI include the following:

• Core general education curricula that are comprehensive in addressing a range of essential competencies in each academic domain, culturally relevant and research-based to the extent that research exists to inform their selection or development

• A school-wide or district-wide comprehensive system of social-emotional learning and behavioral supports

• Strategies for ensuring that educators are modeling respectful and ethical behaviors, fostering student engagement and connectedness to school, and assessing the quality of the overall school climate so that students experience physical, social-emotional and intellectual safety

• The use of research-based, effective instructional strategies both within and across a variety of academic domains

• Differentiation of instruction for all learners, including students performing above and below grade-level expectations and English language learners (ELLs)

• Universal common assessments of all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early

• Early intervention for students experiencing academic, social-emotional and/or behavioral difficulties to prevent the development of more serious educational issues later on

• Educational decision making (academic and social/behavioral) driven by data involving students’ growth and performance relative to peers; data are carefully and collaboratively analyzed by teams of educators (e.g., data teams, early intervention teams), with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of interventions

• A continuum of support that is part of the general education system, with increasing intensity and/or individualization across multiple tiers

• A systemic school-wide or district-wide approach to core educational practices in which teachers within a grade use the same common formative assessments for all students (academic and social/behavioral); address the same curricular and social-emotional competencies, and share the same behavioral expectations, assessments, curricular and social-emotional competencies and behavioral expectations also are well-coordinated across all grades. (From Connecticut’s Framework for RTI, August 2008)

Criteria for Student Placement

When a student fails to respond to Tier I differentiated instruction, and data indicate that the student is behind in grade level expectations and benchmarks for his or her academics or behavior, then a teacher, staff member, or parent will request assistance from the school-based SRBI team and the appropriate form will be completed by the teacher or staff member. Tier II and Tier III interventions may be necessary, in addition to the Tier I differentiated instruction that is provided in the classroom, to assist the student in making progress back to grade level expectations.
# Assessment Tools for Literacy & Math

*District assessment plan indicates which of the following universal screens/benchmarks are required

<table>
<thead>
<tr>
<th>Grades</th>
<th>Universal Screens/Benchmarks To be given at least 2-3 times/year</th>
<th>Progress Monitoring/ Diagnostic Tools</th>
<th>Choices should include one or more of these Daily, weekly, bi-weekly, as appropriate/needed</th>
</tr>
</thead>
</table>
| Pre-Kindergarten | ● PELI (Preschool Early Literacy Indicators)  
                   ● DOTS (Documentation and Observation for Teaching System)  
                   ● PAF (Preschool Assessment Framework)                      | ● PELI (Preschool Early Literacy Indicators-Quick Checks)  
                   ● DOTS (Documentation and Observation for Teaching System) |                                                                                           |
| Grades K - 2 | Literacy  
                   ● mCLASS DIBELS  
                   ● Kindergarten Survey (State of CT)  
                   ● Writing Prompts/rubrics  
                   ● Representing Phonemes With Letters (RPL)  
                   ● CORE Phonics Survey  
                   ● Spelling Inventory: Words Their Way  
                   ● TCRWP Sight Word Assessment  
                   ● Informal Reading Inventories (Ekwall/Shanker, BRI)  
                   ● San Diego Quick Assessment  
                   ● Text Reading Comprehension (TRC)  
                   Math  
                   ● GoMath Benchmark Assessment  
                   ● GoMath Prerequisite Skills Inventory | Literacy  
                   ● mCLASS DIBELS Progress Monitoring Measures  
                   ● CORE Phonics Survey  
                   ● Writing prompts/rubrics  
                   ● Common Formative Assessments/Short Cycle Assessments (CFA’s/SCA’s)  
                   ● Curriculum-Based Unit Tests  
                   ● Spelling: Words Their Way  
                   ● Phonological Awareness Skills Test (PAST)  
                   ● TCRWP Sight Word Assessment  
                   ● Running Records  
                   ● *Computer-based Learning Tools  
                   ● Text Reading Comprehension (TRC) | Math  
                   ● Common Formative Assessments/Short Cycle Assessments (CFA’s/SCA’s)  
                   ● Curriculum-Based Unit Tests  
                   ● easyCBM (www.easycbm.com)  
                   ● *Computer-based Learning Tools |
| Grade 3       | Literacy  
                   ● mCLASS DIBELS  
                   ● NWEA MAP Growth  
                   ● SBAC  
                   ● Writing Prompts/rubrics  
                   ● Representing Phonemes With Letters (RPL)  
                   ● CORE Phonics Survey  
                   ● Spelling Inventory: Words Their Way  
                   ● TCRWP Sight Word Assessment  
                   ● Informal Reading Inventories (Ekwall/Shanker, BRI)  
                   ● San Diego Quick Assessment  
                   ● Text Reading Comprehension (TRC)  
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                   ● easyCBM (www.easycbm.com)  
                   ● *Computer-based Learning Tools |
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<thead>
<tr>
<th>Grades 4-5</th>
<th><strong>Literacy</strong></th>
<th><strong>Math</strong></th>
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</thead>
<tbody>
<tr>
<td>• NWEA MAP Growth</td>
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<tr>
<td>• SBAC</td>
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<td></td>
</tr>
<tr>
<td>• Writing Prompts/rubrics</td>
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<td></td>
</tr>
<tr>
<td>• CORE Phonics Survey</td>
<td></td>
<td></td>
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<tr>
<td>• Spelling Inventory: Words Their Way</td>
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<tr>
<td>• Informal Reading Inventories (Ekwall/Shanker, BRI)</td>
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<tr>
<td>• San Diego Quick Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Running Records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• NWEA MAP Growth</td>
<td></td>
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<tr>
<td>• SBAC</td>
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<tr>
<td>• GoMath Benchmark Assessment</td>
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<tr>
<td>• GoMath Prerequisite Skills Inventory</td>
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<thead>
<tr>
<th>Grades 6-8</th>
<th><strong>Literacy</strong></th>
<th><strong>Math</strong></th>
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<tbody>
<tr>
<td>• NWEA MAP Growth</td>
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<tr>
<td>• SBAC</td>
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<tr>
<td>• PSAT 8/9</td>
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<tr>
<td>• Reading Inventory (RI)</td>
<td></td>
<td></td>
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<tr>
<td>• Phonics Inventory (PI)</td>
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<tr>
<td>• Writing Prompts/rubrics</td>
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<tr>
<td>• CORE Phonics Survey</td>
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<td>• Spelling Inventory: Words Their Way</td>
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<td>• Informal Reading Inventories (Ekwall/Shanker, BRI)</td>
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<tr>
<td>• San Diego Quick Assessment</td>
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<tr>
<td>• Running Records</td>
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<tr>
<td>• NWEA MAP Growth</td>
<td></td>
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<tr>
<td>• SBAC</td>
<td></td>
<td></td>
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<tr>
<td>• Math Inventory (MI)</td>
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<tr>
<th>Grades 9-10</th>
<th><strong>Literacy</strong></th>
<th><strong>Math</strong></th>
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</thead>
<tbody>
<tr>
<td>• NWEA MAP Growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• PSAT 8/9</td>
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<td></td>
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<tr>
<td>• Writing Prompts/rubrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Inventory (RI)</td>
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<tr>
<td>• Phonics Inventory (PI)</td>
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</tr>
</tbody>
</table>

- GoMath Prerequisite Skills Inventory
- Cycle Assessments (CFA’s/SCA’s)
- Curriculum-Based Unit Tests
- easyCBM (www.easycbm.com)
- *Computer-based Learning Tools
- NWEA MAP Growth
- SBAC
- Writing Prompts/rubrics
- CORE Phonics Survey
- Spelling Inventory: Words Their Way
- Informal Reading Inventories (Ekwall/Shanker, BRI)
- San Diego Quick Assessment
- Running Records
- NWEA MAP Growth
- SBAC
- Math Inventory (MI)
- NWEA MAP Growth
- PSAT 8/9
- Writing Prompts/rubrics
- Reading Inventory (RI)
- Phonics Inventory (PI)
- aimswebPLUS Progress Monitoring Measures
- DIBELS Progress Monitoring Measures ([https://acadiencelearning.org/](https://acadiencelearning.org/))
- CORE Phonics Survey
- Writing prompts/rubrics
- Common Formative Assessments/Short Cycle Assessments (CFA’s/SCA’s)
- Curriculum-Based Unit Tests
- Running Records
- *Computer-based Learning Tools
- aimswebPLUS Progress Monitoring Measures
- Khan Academy
- Common Formative Assessments/Short Cycle Assessments (CFA’s/SCA’s)
- Curriculum-Based Unit Tests
- *Computer-based Learning Tools
- aimswebPLUS Progress Monitoring Measures
- Khan Academy
- CORE Phonics Survey
- Writing prompts/rubrics
<table>
<thead>
<tr>
<th>Grades 11-12</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td>DIBELS Progress Monitoring off-level measures (<a href="https://acadiencelearning.org/">https://acadiencelearning.org/</a>)</td>
</tr>
<tr>
<td>PSAT/NMSQT</td>
<td>Common Formative Assessments/Short Cycle Assessments (CFA’s/SCA’s)</td>
</tr>
<tr>
<td>Informal Reading Inventories (Ekwall/Shanker, BRI)</td>
<td>Curriculum-Based Unit Tests</td>
</tr>
<tr>
<td>Writing prompts/rubrics</td>
<td>Running Records</td>
</tr>
<tr>
<td>San Diego Quick Assessment</td>
<td>*Computer-based Learning Tools</td>
</tr>
<tr>
<td>Running Records</td>
<td></td>
</tr>
</tbody>
</table>

*Math*  
- NWEA MAP Growth  
- SBAC  
- PSAT  
- Math Inventory (MI)

Grades 11-12  
- SAT  
- PSAT/NMSQT  
- Informal Reading Inventories (Ekwall/Shanker, BRI)  
- Writing prompts/rubrics  
- San Diego Quick Assessment  
- Running Records

* Software Learning Tools are including, but not limited to: Lexia Core 5, READ180, MATH180, Xtramath, Prodigy, Read Theory, myON, Achieve 3000
What Are Designated Supports?

Designated supports are those features available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). Scores achieved by students using designated supports will be included for federal accountability purposes. It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained in the process and should be made aware of the range of designated supports available.
### Assessment Strategies for Behavior & Social/Emotional

<table>
<thead>
<tr>
<th>Grade</th>
<th>Universal Screening Options</th>
<th>Progressing Monitoring Options</th>
</tr>
</thead>
</table>
| Pre-K | ● Attendance Data (PowerSchool)  
● ASQ-SE (Ages & Stages Questionnaire Social/Emotional Screening)  
● ASQ-3 (Ages & Stages Questionnaire)  
● DOTS (Documentation and Observation for Teaching System) | ● PowerSchool Data  
● Incident Tracking Reports  
● Student Observation through Behavior Tracking Form(s) +  
● Behavior Support Plan  
● Home/ School Communication Log +  
● DOTS (Documentation and Observation for Teaching System)  
● SWIS (School-wide Information System) |
| K-5 | ● Attendance Data (PowerSchool)  
● Suspension Data (PowerSchool)  
● Office Disciplinary Referrals  
● Teacher Rating Scale  
● Effort Rating within Personal/Social Development on Progress Report | ● PowerSchool data  
● Time on task sheets +  
● Check-In/ Check- out point sheets  
● Student Observation through Behavior Tracking Form(s) +  
● Behavior Support Plan  
● Home/School Communication Log +  
● Student Work Samples/ Grades  
● SWIS (School-wide Information System) |
| 6-8 | ● Attendance Data (PowerSchool)  
● Suspension Data (PowerSchool)  
● Office Disciplinary Referrals  
● Teacher Rating Scale | ● PowerSchool data  
● Time on task sheets +  
● Check-In/ Check- out point sheets  
● Student Observation through Behavior Tracking Form(s) +  
● Behavior Support Plan  
● Home/School Communication Log +  
● Student Work Samples/ Grades  
● SWIS (School-wide Information System) |
| 9-12 | ● Attendance Data (PowerSchool)  
● Suspension Data (PowerSchool)  
● Office Disciplinary Referrals (PowerSchool)  
● Teacher Rating Scale | ● PowerSchool data  
● Time on task sheets +  
● Check-In/ Check- out point sheets  
● Student Observation through Behavior Tracking Form(s) +  
● Behavior Support Plan  
● Home/School Communication Log +  
● Student Work Samples/ Grades  
● SWIS (School-wide Information System) |

+ See appendix for samples of forms
### Environment/Scheduling
- Provide clear work area
- Quieter work space
- Remove distracting materials
- Provide written or visual schedule
- Multi-sensory presentation of information
- Post assignments/homework
- Get class/student attention prior to speaking
- Slow down speech rate
- Make clear transitions during class activities
- Minimize or structure transitions
- Provide motor breaks
- Use labels and visual representations
- Use angled working surface (use of binder)

### Assignments
- Monitor/check student work
- Shorten tasks
- Provide assignment choices
- Hands-on-learning activities
- Do critical parts of assignment in school
- Prioritize task activities
- Use combination oral/written assignments
- Give additional practice
- Provide word bank / personal dictionaries
- Have student paraphrase
- Break long-term projects into smaller chunks
- Provide alternative materials
- Teach prioritization skills
- Use uncluttered assignment formats
- Use spatially cued formatting
- Highlight important words and concepts

### Instructional Strategies
- Teach test-taking strategies
- Provide notes/outlines to student
- Provide concrete examples
- Use graphic/visual organizers
- Color code Chunk information
- Compact curriculum
- Analyze task
- Provide multi-sensory instruction
- Use tracking strategies for reading
- Provide templates for written work
- Use word retrieval prompts
- Provide word banks
- Anchor new concepts
- Use think-alouds
- Cue/Prompt
- Extra practice/extra time
- Use shorter independent work periods
- Highlight/underline
- Use graph paper/lined paper
- Personalize examples
- Pre-teach/re-teach content and vocabulary
- Provide review/lesson closure
- Use manipulatives and models
- Use memory strategies
- Practice with computer supported instruction
- Restate information/directions
- Teach note-taking

### Behavior
- Teach class rules
- Allow breaks between tasks
- Cue expected behavior
- Provide de-escalation strategies
- Post PBIS rules
- Use of anxiety/stress reducer
- Model desired behavior
- Provide role play activities
- Use nonverbal signals
- Provide verbal reminder
- Provide positive social reinforcement
- Establish in class/in school reward system
- Offer responsibilities
- Have parent/guardian sign homework/planner
- Refer to support staff

### Tests/Quizzes/Assessments
- Provide extra time
- Give prior notice of test
- Preview/Review test procedures
- Rephrase test questions/directions
- Provide test study guides
- Allow open book/notebook test
- Provide alternative tests
- Complete test sections at various times
- Complete part of test in writing/part orally
- Simplify test vocabulary
- Reduce multiple choice distractors
- Provide word bank
- Spatially cued format

### Grading
- Provide extra credit options
- Grade improvement (retakes)
- No handwriting penalty; use technology options
- No spelling penalty except on final copy
- Pass/fail option

### Organization
- Use assignment book/pad
- Provide extra space for work
- Use binder/organization system
- Use folders to hold work
- Keep extra materials, like pencils, in class
- Post assignments
- List sequential steps
- Conduct binder/locker/cubby clean out
- Provide study outlines
SRBI/ RTI/ MTSS

Tier 1: All children receive high-quality, differentiated instruction delivered by school staff. Universal/benchmark assessments are in place to monitor progress and drive instruction. 100% of students are covered by Tier 1 instruction.

Tier 2: Students are placed in Tier 2 based on their scores from a universal/benchmark assessment and their teacher’s recommendation. These students should receive instructional interventions in addition to regular classroom instruction. The goal is for these students to “close the gap” so they can move back into Tier 1.

What does this look like?

- Elementary: Before/after school help, academic intervention lessons during unscheduled time, specialized reading and/or math program (Read 180, Math 180), school-based support groups, home visits, collaboration with outside agencies, individual conferences, observations.
- Middle School: Flexible scheduling/ change in schedule, audio books, leveled texts, specialized reading and/or math program (Read 180, Math 180), school-based support groups, home visits, collaboration with outside agencies, individual conferences, observations.
- High School: Academic support during study hall or before/after school schedule, specialized reading and/or math program (Read 180, Math 180), school-based support groups, home visits, collaboration with outside agencies, individual conferences, observations.

Tier 3: Students should have similar teacher to student ratio with highly explicit interventions and instruction from teachers with expertise in the area(s) of need with more frequent progress monitoring.

What does this look like?

- Supplemental reading/math instruction, more intensive schedule/class change, specialized reading and/or math program (System 44, Math 180), possible referral for a FBA (Functional Behavioral Assessment), possible referral for intensive in-home supports, possible referral for after-school programming.
## SRBI Process Defined TIER I

<table>
<thead>
<tr>
<th>TIER I</th>
<th>From CT Framework for RTI, August 2008</th>
<th>Additional Considerations for English Language Learners (adapted from Brown &amp; Doolittle, 2008, unless otherwise noted)</th>
</tr>
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<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>General education core practices</td>
<td>Achievement is defined as an increase in English language acquisition and improvement in classroom academic performance.</td>
</tr>
</tbody>
</table>
| **Setting** | • General education classrooms  
• Positive and safe school climate | May include:  
• general education classrooms  
• bilingual education classrooms  
• dual language classrooms  
• ESL pull-out or push-in models  
• sheltered content classrooms |
| **Curriculum and Instruction** | Curriculum and instruction is:  
• research-based  
• aligned with the Common Core State Standards and student outcomes  
• differentiated  
• culturally responsive  
• inclusive of a comprehensive system of social/emotional learning and behavioral supports | Curriculum and instruction includes best ESL instructional practices (Klingner, 2005):  
• alignment with ELL standards  
• culturally responsive curriculum and instruction (not an add-on)  
• explicit and linguistically appropriate instruction; attention to language forms and functions  
• instruction in the native language, as appropriate |
| **Interventions** | Differentiation of instruction within the general education classroom includes:  
• flexible small groups  
• appropriate instructional materials matched to students’ needs and abilities | Interventions should:  
• build background knowledge  
• use strategies appropriate for instructing ELLs; e.g.:  
  o Total Physical Response (TPR)  
  o visuals  
  o realia (real objects)  
  o modeling  
  o repetitive language  
  o gestures  
• include language activities and explicit instruction in:
### Interventionists
- General education teachers with collaboration from school specialists

### Staff may also include:
- Certified ESL teachers
- Staff specifically trained to provide developmentally, culturally, linguistically and experientially appropriate instruction and assessment to all students

### Assessments and Progress Monitoring
- Universal common assessments of all students at least three times per year (benchmark data) to monitor progress and identify students in need of intervention early
- Common assessments to guide and differentiate instruction
- Data to evaluate and monitor the effectiveness of the behavioral system (e.g., attendance rates, discipline referrals), overall quality of school climate, and social-emotional learning (e.g., school attachment, 40 Developmental Assets, graduation rates)
- Additional assessments of certain individual students (e.g., checklists, observations, diagnostic assessments) as warranted

### Progress monitoring tools or curriculum-based measurements (CBM) for ELLs should be normed on populations that include ELLs (Echevarria & Vogt 2011).
- Compare universal screening and progress monitoring information of ELLs to other “true peer” ELLs since their rate of progress cannot be compared to that of the English-only group (Echevarria & Vogt 2011).
- Consider student accents and pronunciations when scoring assessments given in English and appropriate interpretations should be provided when words are mispronounced. Do not penalize students for dialect features (Vaughn & Ortiz, 2010).
- Consider that students may be acquiring word meaning while acquiring word reading and, thus, early oral reading fluency may proceed at an expected rate (while students are focusing on word reading) and then later proceed at a lower than expected rate when students are focusing more on word meaning (Vaughn & Ortiz, 2010).
- Consider assessments that are available in multiple languages to determine L1 (native language) literacy (Vaughn & Ortiz, 2010).
| Data Analysis and Decision Making | District, school and grade/content area data teams:  
|▪ district data team analyzes data across schools within a district  
▪ school data team analyzes benchmark data within a school to establish the overall efficacy of curriculums, instruction, school climate and system of social-emotional learning and behavioral supports for all students, and monitors fidelity of implementation  
▪ grade-level/content area data teams analyze common assessments to improve and differentiate instruction within a grade or course, and identify individual students in need of Tier II academic or behavioral intervention | District, school and grade/content area data teams:  
▪ district data team analyzes data across schools within a district  
▪ include qualified ESL staff  
▪ consider ELL needs by answering the following when analyzing student data:  
  - Is scientifically-based instruction in place for the target student and consideration given to his/her cultural, linguistic, socioeconomic and experiential background?  
  - Is instruction targeted to the student’s level of English proficiency?  
  - Is the concern examined within the context (i.e., language of instruction, acculturation)?  
  - Is language proficiency monitored regularly? If a student is in a dual language program, L1 proficiency should also be monitored.  
  - Has the *ecology* of the classroom and school been assessed (i.e., immigration patterns, culture, socioeconomic status, educational history)?  
  - Have specific Tier I SRBI interventions that are culturally, linguistically and experientially appropriate been developed?  
  - Are assessments technically sound, valid, and used appropriately for ELLs? |
## SRBI Process Defined TIER II

<table>
<thead>
<tr>
<th>TIER II</th>
<th>From CT Framework for RTI, August 2008</th>
<th>Additional Considerations for English Language Learners (adapted from Brown &amp; Doolittle, 2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Students failing to meet important academic benchmarks or social/behavioral expectations, who have not responded to Tier I core practices</td>
<td>Achievement is at a lower level and substantially lower rate when compared to “true peers” (same levels of language proficiency, acculturation, and educational background)</td>
</tr>
</tbody>
</table>
| **Setting** | General education classrooms or other general education locations within a school (e.g., library, reading lab, math lab, writing center) | Small group setting to improve student progress. May include:  
- general education classrooms or other general education locations within a school  
- bilingual education classrooms  
- dual language classrooms  
- ESL pull-out or push-in programs  
- sheltered content classrooms |
| **Interventions** | Interventions should be:  
- short-term (e.g., eight to 20 weeks)  
- well matched to students’ specific academic, social-emotional, and/or behavioral needs  
- delivered to homogeneous groups (i.e., students with similar needs)  
- with a teacher: student ratio up to 1:4 or 1:6  
- implemented with fidelity  
- supplemental to core program, and based on the Common Core State Standards | Interventions for ELLs may include (Echevarria & Vogt, 2011):  
- the option of different curriculum from Tier I (time and intensity): “Materials that did not meet a student’s needs in regular classroom instruction or in a Tier I intervention will not magically meet his or her needs in Tier II”  
- systematic and explicit instruction with modeling, multiple examples and feedback  
- academic language and vocabulary instruction with multiple opportunities to practice  
- frequent structured opportunities to develop oral language  
- specific reading and math skills as determined by assessment data  
- reading, writing, listening, and speaking in authentic contexts (e.g., reading books, writing for authentic purposes, and role-play to develop oral language)  
- reinforcement, repetition, practice and |
<table>
<thead>
<tr>
<th>Interventionist</th>
<th>Redundancy of vocabulary, skills, and strategies taught in core reading and math lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>- General education teachers</td>
<td>- Teachers who have been trained and who understand the relationship between assessment and intervention</td>
</tr>
<tr>
<td>- Specialists or other interventionists trained for Tier II intervention</td>
<td>- Staff who can ensure that culturally and linguistically appropriate classroom instruction is provided</td>
</tr>
<tr>
<td>Assessment and Progress Monitoring</td>
<td>Districts should make a concerted effort to (Brown, et.al., 2010):</td>
</tr>
<tr>
<td></td>
<td>- assess students’ language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance</td>
</tr>
<tr>
<td></td>
<td>- use reliable and valid tools to identify and monitor students’ needs for instructional support in reading in both L1 and L2</td>
</tr>
<tr>
<td></td>
<td>- plan instructions based on what you know about the student’s performance and literacy experiences in L1 and L2 and teach for transfer if needed</td>
</tr>
<tr>
<td>Data Analysis and Decision Making</td>
<td>Key questions to consider for ELLs (Echevarria &amp; Vogt, 2010):</td>
</tr>
<tr>
<td></td>
<td>- Does the child’s learning rate appear to be lower than that of an average learning “true peer”? (see page 5 for more on true peers)</td>
</tr>
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<td></td>
<td>- If the student is enrolled in a dual language program, which language(s) will be used to provide Tier II intervention?</td>
</tr>
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<td></td>
<td>- Who will be the Tier II interventionist?</td>
</tr>
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<td>- How will the classroom teacher or interventionist &amp; ESL teacher collaborate?</td>
</tr>
<tr>
<td></td>
<td>- What assessments can we use to measure both language and academic progress?</td>
</tr>
<tr>
<td></td>
<td>- Despite possible language barriers, how can we best communicate to parents about their children’s progress in Tier II?</td>
</tr>
<tr>
<td></td>
<td>- If additional assessments are used, are the instruments technically sound, valid, and used appropriately for the ELL?</td>
</tr>
<tr>
<td></td>
<td>- Is scientifically-based instruction in place for the target student and consideration given to his/her cultural, linguistic, socioeconomic and experiential background? (Brown &amp; Doolittle, 2008)</td>
</tr>
</tbody>
</table>
### SRBI Process Defined Tier III

<table>
<thead>
<tr>
<th>TIER III</th>
<th>From CT Framework for RTI, August 2008</th>
<th>Additional Considerations for English Language Learners (adapted from Brown &amp; Doolittle, 2008, unless otherwise noted)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Students failing to meet important academic benchmarks or social/behavioral expectations who have not responded to Tier I or Tier II efforts.</td>
<td>Student achievement continues both at a lower level than true-peers and occurs at a substantially slower rate. The student requires more individualized instruction in order to learn.</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>General education classrooms or other general education locations within a school (e.g., library, reading lab, math lab, writing center)</td>
<td>(Same as for all students)</td>
</tr>
</tbody>
</table>
| **Interventions** | Appropriate short-term (8 to 20 weeks) interventions:  
  • well-matched to students’ specific academic, social/behavioral needs  
  • more intensive or individualized than Tier II interventions  
  • delivered to homogeneous groups (i.e., students with similar needs)  
  • teacher: student ratio up to 1:3  
  • implemented with fidelity  
  • supplemental to core program and based on the Common Core State Standards | Interventions can include the option of receiving modified curriculum from Tiers I and II:  
  • curriculum and instruction address the specific learning needs  
  • progress is carefully and frequently monitored  
  • may include new and different reso |
| **Interventionist** | Specialists or other interventionists trained for Tier III intervention (including general educators with appropriate training) | Staff should have adequate training working with ELLs and may include:  
  • special education teacher or related service provider  
  • general education teacher responsible for integrating all tiers of instruction into the classroom  
  All service providers must collaborate with the ELL staff |
### Assessments and Progress Monitoring

- Very frequent progress monitoring (e.g., minimum weekly) using assessment tools that accurately target students’ focus areas for improvement
  - Progress monitoring tools must be feasible and technically adequate to administer multiple times to assess student growth
  - Additional assessments of certain individual students as warranted (e.g., diagnostic assessments, comprehensive evaluation)
- Standardized cognitive and academic assessment should be conducted to identify processing profile
- Should include a native language assessment
- Interpret standardized test data within the context of student’s language proficiency and acculturation

### Data Analysis and Decision Making

**Teacher support/intervention teams (as in Tier II):**
- decide how to choose, individualize and intensify interventions for students receiving Tier III interventions
- select appropriate progress monitoring tools
- analyze progress monitoring data; modify or substitute new interventions as needed
- identify students not responding to Tier III efforts
- conduct extensive analysis and application of data from Tier III interventions to document effectiveness of interventions; and
- help monitor fidelity of implementation of Tier III interventions

**Guiding Questions:**
- Does the student differ from “true peers” in the following ways: – Level of performance? – Learning slope?
- What are the child’s functional, developmental, academic, linguistic, and cultural needs?
- If additional assessments are used, are the instruments technically sound, valid, and used appropriately for the ELL?
- Are test results interpreted in a manner that considers a student’s language proficiency in L1 and L2 and his/her level of acculturation?
- Do assessments include information in the student’s home language and English?
- Has the student received continuous instruction (i.e., absences do not make up a good portion of the student’s profile)?
SRBI Meeting Protocols

SRBI/RTI teams use a standard protocol approach to interventions both at Tier 2 and Tier 3 (Fuchs, 2003), selecting from among strategies that are research based, highly scripted, and targeted to particular types of instructional problems. Methods for implementing the strategy are planned by identifying instructional groups and the frequency and duration of the interventions.

Before the Meeting

- SRBI/RTI teams are often organized into grade-level: that include a building administrator, teachers from that grade level/department, the individuals who provide the tiered interventions, the school psychologist, social worker, ELL teacher, and the individual who manages benchmark and progress-monitoring data (data manager/SRBI coordinator).

- After 6-8 weeks of data collection (a minimum of 3 measures of the same skill or behavior), teacher requests assistance by completing a forms on Frontline RTI or by submitting the completed form(s) to the building designee: SRBI Request for Assistance - Elementary Level or SRBI Request for Assistance - Secondary Level (found under Student tab, Data Collection Forms), Parent Questionnaire (if needed), and SRBI Parent/Student Meeting Invitation Letter (if needed) +. Upload or attach student data related to the area(s) of concern (universal screenings, progress monitoring data, writing samples, behavior charts, etc.) to the form. (Spanish versions for parents are included in the appendix.)

- Building designee arranges for meeting logistics, such as scheduling, and often acts as facilitator of the meeting or appoints another team member for that role.

- Teacher informs the parent/guardian of the concern and provides data that supports the issue that will be discussed at the SRBI meeting.

- Options 1: SRBI meetings can be held one day, every six weeks. Teachers sign up for 15 minute slots to discuss students when they request assistance.

- Option 2: SRBI meetings can be held during a grade level/department meeting/faculty meeting on a 6 week rotating basis.
During the Meeting

- Use the guiding questions below during the program review (tier 1, 2, or 3) to define the concern, analyze the data, determine the implementation of intervention, and evaluate which tools to use to determine student progress.

- Record the minutes of the meeting on Frontline RTI Meeting Results (found under Student tab-Schedule Tasks-Meeting Results) or Meeting Summary Report +.

- Complete Frontline RTI To Do Tasks and Intervention Services (New Intervention) (found under Student tab-Interventions) or To Do Tasks and Intervention Services (New Intervention) +.

- Define:
  - What are the student’s strengths and interests? (e.g., learning style, curriculum areas, outside hobbies)
  - What concerns do you have about the student?
  - Are there any health or attendance concerns that may impact student’s progress?
  - Are there documented concerns of behavior that interfere with the student’s ability to access the curriculum?
  - Have you discussed your concerns with the student and student’s parent(s)?
  - What input has the student and/or family provided?
  - Is the student enrolled in interventions such as READ 180, MATH 180, or System 44?
  - Is the student’s NWEA MAP RIT score below the grade level norm?

- Analyze:
  - How has student growth been monitored?
  - Does the data show inconsistent student performance?
  - Are there any patterns observed in the data?
  - What strategies have been employed?
  - How has the teacher intervened?
  - What support specialists have been consulted?
  - How does the student perform in other content areas?

- Implement:
  - What is the goal (SMART goal form)?
  - What intervention(s) and/or strategies will be used to support the goal?
  - Who will be implementing the intervention(s)?
  - Where will the intervention(s) take a place?
  - How often will the intervention(s) take place?

- Evaluate:
  - What tool will be used to assess the intervention(s)?
  - How often will the intervention(s) be assessed?
  - When will the intervention plan be reviewed?
Option: Schools may define and analyze the concern at the SRBI meeting and then assign a case manager to complete the implementation and evaluate steps.

Interim Steps

- Between meetings, members of the team should all take responsibility for monitoring the fidelity of the selected instructional strategies and interventions, monitoring student progress, and fine-tuning the strategies based on classroom performance.

After the Meeting

- Teacher/Designee provides parent/guardian with the appropriate letter (from Frontline RTI or in the appendix +).

- Classroom teacher implements interventions discussed during the SRBI meeting. These interventions are tracked and documented in Frontline RTI or collected and graphed in preparation for the follow-up SRBI meeting. A minimum of 3 measures of the same skill or behavior is required (e.g., if the student’s primary area of concern is encoding, data must show at least 3 measures of encoding performance).

- After 6 - 8 weeks, the team conducts a review of progress monitoring data to determine if adequate progress has been made toward the goals. The team decides to continue with the existing strategies or to select new ones. The team may also decide to implement Tier III interventions if the rate of learning is inadequate to reach the goals.

Bridging from Elementary to Middle and Middle to High School

- Option 1: An electronic version of a student’s SRBI history should be available on Frontline RTI for district rollover including SRBI plans, parent letters/consents, and the student’s response to intervention data. The sending school notifies the receiving school that a student is in the SRBI process.

- Option 2: A hardcopy of a student’s SRBI folder should be sent to the receiving school’s SRBI designee containing all SRBI plans, parent letters/consents, and student’s response to intervention data.
Monitoring Progress and Student’s Response to Intervention

Setting the Goal or Target

- Establish the expected performance level (mid year; end of year).
- Establish the baseline.
- Connect the line from the baseline to the expected performance.
- Determine the interval goals/rate of improvement for the student to meet end of year grade level expectations.
Guide to Norwalk Public School Assessments

**DIBELS**

DIBELS (The Dynamic Indicators of Basic Early Literacy Skills) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

https://acadiencelearning.org/

### DIBELS Next®: Summary of Benchmark Goals and Cut Points for Risk

<table>
<thead>
<tr>
<th>First Sound Fluency (FSF)</th>
<th>Phoneme Segmentation Fluency (PSF)</th>
<th>Nonsense Word Fluency (NWF)</th>
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</tbody>
</table>

**DIBELS Composite Score:** A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the DIBELS Next Benchmark Goals and Composite Score document available from [http://dibels.org/](http://dibels.org/).

**ABOVE Benchmark** (small blue number in each box): Students scoring above the benchmark are highly likely to achieve important reading outcomes (approximately 90% to 96% overall). These scores are identified as Above Benchmark. While students scoring Above Benchmark are likely to need Core Support, some may benefit from instruction on more advanced skills.

**BENCHMARK GOAL** (large bold number in the middle of the box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80% to 90% overall) of achieving later important reading outcomes. These scores are identified as At or Above Benchmark and the students are likely to need Core Support.

**CUT POINT FOR RISK** (small red number in each box): Students scoring below the cut point for risk are unlikely (approximately 10% to 20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as Below Benchmark and the students are likely to need Intensive Support.

Scores below the benchmark goal and at or above the cut point for risk are identified as Below Benchmark. In this range, a student's future performance is harder to predict, and these students are likely to need Strategic Support.

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*Note: This is a summary of the DIBELS Next benchmark goals. For a full description, see the DIBELS Next Benchmark Goals and Composite Score document available from [http://dibels.org/](http://dibels.org/). DIBELS is a registered trademark of Dynamic Measurement Group, Inc. This page is adapted from a chart developed by Cache County School District.*
The norms, performance levels, and tier levels are all built into the aimsweb Plus platform. As students are assessed, the system will automatically show you the comparative data for each student. This is based on how you prefer to look at the data and what you select in the filter options. To locate the norms for all measures or grades, go to the Groups tab and select Norms Tables from the top-left drop-down menu.
By using carefully constructed measurement scales that span grades, MAP interim assessments from Northwest Evaluation Association™ (NWEA™) offer educators efficient and very accurate estimates of student achievement status within a subject. Before achievement test scores can be useful to educators, however, they need to be evaluated within a context. To that end, 2015 RIT Scale Norms allow educators to compare achievement status—and changes in achievement status (growth) between test occasions—to students’ performance in the same grade at a comparable stage of the school year. This contextualizing of student performance: • helps teachers as they plan instruction for individual students or confer with parents • supports school and district administrators as they focus on allocating resources • empowers school staff as

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**https://www.nwea.org/content/uploads/2015/06/2015-MAP-Normative-Data-AUG15.pdf**

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<table>
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<th>Grade</th>
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<th>SD</th>
<th>Mean</th>
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<th>Mean</th>
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</table>
they work to improve all educational outcomes.

### NWEA MATH MAP RIT Scores

<table>
<thead>
<tr>
<th>Grade</th>
<th>Begin-Year Mean</th>
<th>Begin-Year SD</th>
<th>Mid-Year Mean</th>
<th>Mid-Year SD</th>
<th>End-Year Mean</th>
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## MATH INVENTORY QUANTILE LEVELS

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<th>Quantile Measure</th>
<th>Grade 5</th>
<th>Grade 6</th>
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<th>Grade 8</th>
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<th>Grade 10 &amp; Up</th>
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### Notes:
- Students below 200Q need Tier 3 math intervention (RED ZONE).
- Students within 100Q of prior grade proficiency may be able to find success in on-grade level curriculum (GOLD ZONE).
- Students in 200Q to 600Q+ range in the fall are ready to handle MATH 180 Course I content (BLUE & PURPLE ZONES).
- Students above 450Q may benefit from promotion out of Blocks 1, 2 or 3 up to Block 4 (PURPLE ZONE).
- Students above 600Q may need math intervention in Pre-Algebra content, within the scope of MATH 180 Course II (GREEN ZONE).
- Always use multiple measures when making student placement decisions.

In High School grades, place students according to need.
## College and Career Ready Proficiency Levels

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SRBI Glossary of Terms

Aimline: graphically, this is the line connecting the student’s baseline performance level, the date to the student’s year-end performance level goal and the date of that year-end goal. This line represents the expected rate of student progress over time. Also referred to as a goal-line.

Alignment: the degree to which assessments, curriculum, instruction, instructional materials, professional development and accountability systems reflect and reinforce the educational program's objectives and standards.

Assessment: the measurement of knowledge, skills and beliefs to determine the level of student achievement in a particular content area (e.g., performance-based assessments, written exams, quizzes).

Baseline: the student’s current level of performance in his or her focus area for improvement prior to implementation of an intervention.

Benchmark: a description of a specific level of student achievement expected of students at particular ages, grades, developmental levels, or during a specific point in the school year.

Benchmark Assessment: interim assessments administered periodically to measure students’ mastery of standards-based curriculum objectives.

Best Practice: a technique or methodology that has been proven to reliably lead to a desired result through research and experience.

Common Assessments: a broad term for assessments that are given routinely to all students in a grade and/or content area and that are the same for all students in a grade or course. Common assessments may be summative or formative.

CK3LI: Connecticut K-3 Literacy Initiative.

Common Formative Assessments(CFA): assessments that are the same across a grade level and/or content area, are used to inform and adjust instruction, and are not used to evaluate student progress for a grade.

Comprehensive Evaluation: an evaluation of a student that involves formal testing by specialists, with substantial input from general educators and families, to determine student eligibility for special education.

Core Practices: general education curriculums, instruction and social/behavioral supports for all students; this is Tier 1.

Curriculum Framework: Connecticut framework for a content area or developmental level (i.e., early childhood) that provides the guidelines for PK–12 student learning.
Curriculum: guaranteed course of study and learning objectives that integrates standards, instructional strategies, materials and assessments to ensure that all students are able to achieve standards.

Curriculum-Based Measurement (CBM): an approach to measurement that is used to screen students or to monitor student progress in math, reading, writing and spelling. CBM is used to assess a student’s responsiveness to instruction,
using standardized measures demonstrated reliability and validity and using alternate forms of equivalent difficulty at different measurement points.

**Cut Points:** cutoff scores on common benchmark assessments; cut points specify the score at or below which students would be considered for interventions.

**Data Teams:** teams of educators that participate in collaborative, structured, scheduled meetings, which focus on the effectiveness of teaching as determined by student achievement. Data Teams adhere to continuous improvement cycles, analyze trends and determine strategies to facilitate analysis that results in action. Data Teams can occur at the state, district, school and instructional level.

**Data-Driven Decision Making (DDDM):** a process by which district leaders, school leaders, teachers and parents review cause and effect data to determine strengths and prioritize areas in need of improvement to inform instruction, curriculum and policy decisions to positively impact student achievement.

**Diagnostic Assessments:** additional assessments used by both general and specialists to clarify and target the needs of individual students when the information provided by other types of assessments, such as common assessments, is not sufficient or too broad.

**DIBELS:** are individually administered measures of student skills in each of the key basic early literacy skills. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade.

**Disaggregated Data:** Disaggregated data is a term used on the Center’s Tools Charts to indicate that a tool reports information separately for specific subpopulations (e.g., race, economic status, special education status, etc.).

**Differentiated Instruction (DI):** an approach to teaching that emphasizes ways to meet the differing needs and learning styles of students within the general education setting; for example, through the use of flexible small groups, different instructional materials or different ways of presenting the same content.

**District Data Team (DDT):** team of central office educators, with teacher, administrator and support staff representation, who meet monthly to monitor the implementation and efficacy of district improvement plans, and analyze disaggregated benchmark data from all schools in the district to make curriculum and policy decisions.

**District Reference Group (DRG):** classification system in which districts that have public school students with similar socioeconomic status and need are grouped together. Grouping like districts together is useful in order to make legitimate comparisons among districts.

**Dual Discrepancy:** the comparison between rate of growth and level of performance compared to grade level standards.

**ECRI:** Enhanced Core Reading Intervention. A multi-tiered program featuring a series of teaching routines designed to increase the effectiveness of reading instruction in grades K-2.

**Evidence-Based Practice:** Evidence-based practices are educational practices and instructional strategies that are supported by scientific research.

**Fidelity of Implementation:** use and delivery of curricula, instructional strategies, behavioral systems and interventions
in the manner they were designed and intended to be used (e.g., adhering to the treatment time and key features required for a particular intervention).

**Flexible Grouping:** grouping of students that is changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

**Formative Assessment:** form of evaluation used by teachers to determine how to adjust instruction in response to student needs. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and challenges. Formative assessments are used to inform and adjust instruction and are not used to evaluate student progress for a grade.

**Grade Level Expectations (GLE):** a description of what students should know and be able to do at the end of a grade level.

**Growth:** growth refers to the slope of improvement or the average weekly increase in scores by grade level.

**Horizontal Data Team:** team of educators that are responsible for data analysis and instructional/curricular decision making for a particular grade level.

**Indicators:** statement that tells us how intended results will be measured, and whether (or how far) these results have been achieved. Indicators are objectively verifiable and repeatable measures of a particular condition. An indicator can be expressed as a quantitative variable that allows the verification of changes produced by adult actions relative to what was planned.

**Instructional Data Team:** team of educators that are responsible for data analysis and instructional/curricular decision making for a particular grade level (horizontal team) or content area across grade levels (vertical team); they include school leaders, specialists and behavioral/mental health personnel. Common formative assessment data and samples of student work are analyzed to identify strengths and weaknesses in student learning and determine what adult actions and instructional strategies will best address students and learning objectives. The team reconvenes to analyze the effectiveness of the selected strategies as determined by common summative assessments.

**Interscorer Agreement:** Interscorer agreement is the extent to which raters judge items in the same way.

**L1: Native/First/Home language:** The language a person acquires first in life; it is sometimes called a “mother tongue.”

**L2: Second Language:** The language a person acquires or learns in addition to the native language.

**Local Norms:** average patterns of performance defined in relation to a local population, such as that of a school or district.

**Long-Range Goal:** an academic benchmark, academic outcome or behavioral goal for a student receiving an intervention; if the intervention is effective, it will bring the student to his or her long-range goal.

Measure: tool (assessment or data) that will be used to assess the extent to which persons, organizations or things are demonstrating the characteristics described in the indicator statement.

**Metric:** the threshold of desired performance on student-level indicator, e.g., percent proficient, percent reading on
grade level, number of students reporting three or higher on satisfaction survey.

**Norms:** norms are standards of test performance derived by administering the test to a large representative sample of students. Individual student results are compared to the established norms.

**National Norms:** average patterns of performance defined in relation to a national population.

**NWEA (Northwest Evaluation Association™) Assessments:** Measures of Academic Progress® (MAP®) – These computerized tests are adaptive and offered in Reading, Language Usage, and Mathematics. When taking a MAP® test, the difficulty of each question is based on how well a student answers all the previous questions.

**Positive Behavior Interventions and Supports (PBIS):** is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.

**Performance-based Assessment (PBA):** an assessment of student learning that calls for a demonstration and/or application of learned content that is integrated into lessons.

**Priority Standard:** learning standard that a school district has determined to be of particular importance for the students, based on what has been collaboratively determined, based on data and professional judgment to be important in life, school and on the state assessment. Priority standards are standards that endure over time, give students leverage in other content areas and prepare them for the next grade. Priority standards are revisited on an annual basis so that revisions can be made as new data are available (also known as a Power Standard).

**Problem-Solving Approach:** within the framework of Scientific Research-Based Interventions (SRBI), a problem-solving approach is used to individually tailor an intervention. It typically has four stages: problem identification, problem analysis, plan implementation and plan evaluation.

**Progress Monitoring:** regularly using data to track students’ progress toward a goal, or a school or district’s progress toward a goal for increased student achievement. Progress monitoring can be used to assess students’ academic performance, to quantify a student rate of improvement and to evaluate the effectiveness of instruction.

**Rate of Improvement:** rates of improvement specify the slopes of improvement or average weekly increases, based on a line of best fit through the student’s scores.

**Reliability:** reliability is the extent to which scores are accurate and consistent.

**Response to Intervention (RTI):** RTI integrates assessment and intervention within a multilevel prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities.

**Results Indicators:** describe the specific behaviors (both student and adult) that the Data Team expects to see as a result of implementing agreed-upon strategies. Results indicators help Data Teams to determine whether or not the strategies, if implemented with fidelity, are working prior to a summative assessment so that mid-course corrections can be made.

**RIT Score:** is an abbreviation for “Rausch Unit.” The difficulty and complexity of each MAP assessment question is
measured using the RIT scale. A student's RIT score indicates the level at which the student was answering questions correctly 50% of the time.

**Rubric:** scoring guide composed of set criteria and related levels of proficiency that is used to evaluate a student's performance, product or project.

**School Climate:** the nature of the interrelationships among people in the school community physically, emotionally and intellectually; how the people within the school community treat one another (adult to adult interactions, adult to student interactions and student to student interactions) through their actions, verbal and non-verbal exchanges, tone of voice and the use/abuse of inherent power advantages.

**School Data Team:** team of school educators, including the principal, teacher representatives and behavioral/mental support staff, who meet monthly to monitor the implementation and efficacy of the school improvement plan and monitor the progress of Instructional Data Teams to make curriculum and policy decisions.

**Scientific Research-Based Interventions (SRBI):** the use of educational practices, which have been validated through research as effective, for improved student outcomes. Educational practices that are implemented in a school or district which, through data analysis, demonstrate effectiveness (also known as Response to Intervention, RtI).

**Skill Sequence:** The skills sequence is the series of objectives that correspond to the instructional hierarchy through which mastery is assessed.

**Slope:** a student’s rate of improvement. Slope is determined by how the student is responding to the intervention.

**SMART Goal:** a goal that is specific, measurable, achievable, relevant/realistic, time-bound

Students at Risk: In the Scientific Research-Based Interventions framework, students whose initial performance level and date of that initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerate knowledge, skill or ability development.

**Summative Assessment:** assessment that is employed mainly to assess cumulative student learning at a particular point in time (e.g., SBAC, NWEA).

**Teacher Support/Intervention Teams:** teams of educators that are responsible for data analysis and decision making in Tier II and Tier III, and that may overlap with Data Teams. They include certain core members (e.g., the school principal, the school psychologist), as well as other members that may rotate on and off the team, depending on the needs of the student under consideration (e.g., special educators, reading/language arts consultants or coaches).

**Tier I in Scientific Research-Based Interventions:** the on-going general education core curriculum, instruction and social/behavioral supports for all students, with adequate differentiation of instruction.

**Tier II in Scientific Research-Based Interventions:** short-term (e.g., 8 – 20 weeks) interventions for struggling students who have not responded adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system. Tier II instructional interventions should occur in 30-45 minute sessions 3-4 times a week with a maximum teacher- student ratio of 1:6. Student progress should be assessed weekly or biweekly.

**Tier III in Scientific Research-Based Interventions:** more intensive or individualized short term (e.g., 8 – 20 weeks) interventions for students who fail to respond adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system. Tier III instructional interventions should occur for an hour each day with
more frequent assessments than in Tier II and a maximum teacher-student ratio of 1:3.

**Tier III Indicator:** narrative analysis of relationship between Tiers I and II; this can include conclusions, questions raised, next steps, etc.

**Trend:** the response of a student undergoing intervention; if the intervention is effective, the trend will show improvement toward the student’s long-range goal, whereas if the intervention is ineffective, the trend will show no improvement toward the goal or even of worsening of performance (further from the goal-line).

**Trendline:** the single line of best fit when the student’s successive scores during intervention are plotted on a graph; the slope of the trendline shows the student’s rate of improvement.

**True Peers:** Students who have similar proficiency levels, as well as similar amounts of time in the U.S. and similar educational and cultural backgrounds.

**Universal Screening:** usually as a first stage of a screening process, universal screening is conducted to identify or predict students who may be at risk for poor learning outcomes.

**Validity:** validity is the extent to which scores represent the underlying construct.

**Vertical Data Team:** team of teachers who teach the same content in different grade levels, who are responsible for data analysis and instructional/curricular decision-making, with regards to a specific content area.
Guide For Writing Measurable Objectives

- **Who is involved in the objective?**
  Name of student, staff members involved.

- **What is the problem being addressed?**
  Specifically state the nature of the problem including the data that led to its identification; identify and write the student’s current level of performance.

- **What are the desired outcomes?**
  Specifically identify and write what the student should be able to do when the intervention period is completed.

- **How will the desired outcome be achieved?**
  Identify and list specific remediation strategies.

- **How will progress be measured?**
  What and how will data be collected to demonstrate growth and achievement of the objective? (test, observation, performance data, etc.)

- **Proficiency level**
  Identify and write the criteria for success.

- **What is the timeline?**
  Identify the timeframe for intervention including the frequency of intervention sessions and frequency of data collection. Plan backwards from the end date.
SRBI Fact Sheet and Frequently Asked Questions:

**General Questions**

**Q: What is the role of the SRBI Coordinator?**

The Connecticut State Department of Education provides guidelines when selecting individuals to serve as SRBI Coordinators. Schoolwide Coordinators of SRBI may be a classroom teacher, school psychologist, school counselor, school social worker, speech and language pathologist, special education teacher, or administrator. As Norwalk Public Schools reorganizes instruction and programmatic delivery of instruction based on the SRBI Framework, the coordinator may:

- schedule meetings
- collect/analyze data
- facilitate meetings
- record meeting minutes
- identify members for SRBI team
- communicate with parents

**Q: What is Scientific Research-Based Interventions (SRBI) and why are we doing it?**

SRBI is an approach to education designed to ensure that all students receive high quality instruction in the general education curriculum as well as targeted interventions for those students experiencing learning, social-emotional or behavioral difficulties.

SRBI has 3 key components:

High quality, research based instruction in the general education curriculum that is differentiated and designed

1. To meet the diverse learning needs of students.
2. Research-based interventions designed to meet each individual learners’ needs at the onset of concern about student performance. The focus of SRBI is prevention and early intervention.
3. Data-based decision making and regular progress monitoring to ensure effective student progress and fidelity of the intervention. Monitoring is used to make decisions about further needs for intervention.

The State of Connecticut mandates that all school districts in Connecticut use this process. Three tiers of support (or intervention) are developed at the district and school level.

**Q: What does the SRBI continuum support look like?**

Tier 1: All children receive high-quality curriculum and instruction in the general education classroom or program. Eighty percent of students are expected to achieve within the range of grade-level expectations without additional tiers of support.
Tier 2: Students who need extra help in addition to the high quality instruction they receive in Tier I receive additional teaching strategies or methods that are proven to be effective in helping children learn. These teaching methods can occur in large or small groups, as well as in or outside the classroom. Ten to fifteen percent of students in a school may need this level of support.

Tier 3: Students are given individualized or small group instruction with more frequency when a high level of support is needed. Up to five percent of students in a school may need this level of support.

Q. What are the scientific research-based strategies or interventions that will be used?

Scientific research-based strategies are strategies or interventions that are evidence-based, specific, and proven to be successful in addressing targeted learning or behavioral needs. The exact strategies selected are based on the specific needs of the student. There are specific strategies and interventions to address a variety of academic needs such as reading fluency, decoding, comprehension, math fact automaticity, number sense, etc. as well as interventions to meet social and behavioral needs such as attention in the classroom, appropriate behavior, and social skills. You can get more information from your child’s school about the different interventions available in the academic and behavioral realms.

**District Questions**

Q. Is SRBI a specific program that Norwalk schools must use?

No. SRBI is not a specific program. However, there are district and school expectations set by the State Department of Education. Schools must use instruction and programs that are “evidence based” (based in scientific research).

Q. Does SRBI look the same in every school in Norwalk?

Core curriculum and universal assessments are the same across schools and grade levels. Schools determine how to best use their internal resources to provide tiered instruction based on student needs at that school.

**Service Logistic Questions**

Q. If a child needs support, what will he/she miss during the school day?

Teachers try to schedule intervention time so students do not miss content area (Tier I) instruction. Sometimes the intervention is provided in the classroom setting, while at other times, it is offered in small group or individual sessions outside the classroom. The amount of time out of the classroom varies based on the student needs.

Q. How many students will be involved in the intervention lessons?

That depends on several factors. If a child is receiving Tier 2 instruction, the support may be presented through small group instruction. If a child requires more intensive intervention, instruction may be individual or in very small groups.

Q. Who provides instruction at each tier?

Classroom teachers provide Tier 1 core curriculum instruction for all students. In addition to classroom teacher support,
instruction may be given by a reading teacher, special education teacher, tutor, psychologist/social worker or other staff member based on the student need at Tier 2 or Tier 3.

**Q. How much time is needed for an intervention? When will a child be exited?**

That depends on the type of support the student needs. An estimate of time is determined when the student intervention plan is developed. The team monitors the student’s progress regularly to determine if the support methods are working in a timely way. Some interventions may last for only a few weeks while others can last for a longer period of time.

**Assessment Question**

**Q. What assessments are used to determine that a child needs additional instruction?**

Multiple types of assessment data is used to determine specific instructional needs. District level assessments (including universal assessments, Developmental Reading Assessment, SBAC, etc.) as well as “grade level expectations” are used to identify students who need additional instruction. In addition, classroom teachers continuously assess students and use this data to identify students who may need additional instruction. In some cases, teachers may also administer additional assessments to gain more specific information about an area of concern.

**Progress Monitoring Question**

**Q. How do you know a child is making progress through the intervention provided?**

A process called progress monitoring allows teachers to better understand a child’s needs and demonstrate the growth a child is making in a specific area. Progress is monitored regularly to determine if the intervention is working.

**Special Education Questions**

**Q. If a child receives support, does this mean that he/she won’t need special education later?**

Not necessarily. SRBI is designed to address learning difficulties. SRBI tiers of intervention work for many students. However, some children have specific disabilities or other special needs that require different support services. The SRBI process may be helpful in providing information that leads to special education identification for those children who require it. If a child has identified special needs, he/she will get special education instruction.

**Q. If a child needs Tier 3 interventions, does that mean that he/she has special education needs?**

Not necessarily. If more individualized or small group instruction results in positive gains, the team may determine that there is no need for a special education referral or services.

**Q. How do you know when a struggling student needs to be considered for special education?**

Sometimes a student does not make enough progress through the intervention used in SRBI. The teacher knows this from monitoring the student’s progress. When progress does not occur, or occurs too slowly, the teacher tries a different strategy. The student’s progress is checked again. If the student is still not meeting goals, the teacher may collaborate with other teachers through grade level team and/or SRBI team meetings to develop a revised intervention plan which
may include use of other building specialists or support staff. If a student continues to struggle, the child’s team may request a Planning and Placement Team meeting (PPT).

**Parent Role Questions**

**Q. What can I expect if my child receives tiered services?**

You will be informed about the interventions developed. You will see levels of support that increase or decrease in intensity depending on your child’s needs. You will receive frequent progress updates.

**Q. What do I do if I think my child is struggling in school?**

Talk with your child’s teacher. Learn more about the curriculum, assessments, and interventions being used in your child’s school. Participate in conferences and other meetings about your child.
Scientific Research-Based Interventions Handbook Appendix
Parent-Teacher Communication Log

Child’s Name___________________________________________________________
Primary Guardian: ________________________________________________________
Adult #1 Name ____________________ Relation to child ________________________
    Home: ____________________________ Work: _______________________________
    Cell: ______________________________
Adult #2 Name ________________________ Relation to child _____________________
    Home: ____________________________ Work: _______________________________
    Cell: ______________________________
Notes: _________________________________________________________________
_______________________________________________________________________

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TIME ON TASK

Student:___________________ Date:________ Time:_______ Person recording data:__________________________

Record at ten second intervals, for one minute, every________ minutes. Task/activity:___________________________________________________________

Observable behavior of student when on-task:______________________________________________________________________________________________

Recording is for: ☐ whole period ☐ moment of time. ☐ part of the period

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On -TASK TOTAL
Directions:

• Determine observable behavior. Examples:
  ❖ Student is looking at the book, on the correct page or turning the page.
  ❖ Student is copying or calculating math problems or using a number line for assistance. Student may be raising his hand waiting for help or talking with the teacher, about math.
  ❖ Student is either getting out a work bin, interacting with materials in a work bin, or putting a work bin away.
    Talking or humming OK while working.

• For a one minute recording period, circle on t (on-task) or off t (off-task) at the end of 10 sec., 20 sec., 30 sec., 40 sec., 50 sec., and 60 sec.

• Before you begin, determine how often to record. Examples: record every five minutes, for a 30-minute activity (part); or record for an entire 5 minute activity (whole); or record during the 10 minute of a 20 minute activity (momentary).

• After recording, total the number of intervals the student was on-task for each row, then add the rows to get on-task total.

**ABC OBSERVATION FORM**

Source:  
https://www.iu1.org/files/about/.../forms/functionalAssessmentObservationTools.doc

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<tr>
<th>Student Name: ___________________________</th>
<th>Observation Date: _____</th>
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<tbody>
<tr>
<td>Observer: ______________________________</td>
<td>Time: _________________</td>
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<tr>
<td>Activity: _______________________________</td>
<td>Class Period: _________</td>
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<td>Teacher begins - tells students to look at board.</td>
<td>Ben looks around the room and at other kids.</td>
<td>Teacher continues lesson; ignores Ben.</td>
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<td>Teacher puts examples on board and asks class to work problems.</td>
<td>Ben looks around and calls to Fran.</td>
<td>Teacher asks for quiet.</td>
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<tr>
<td>Teacher tells class to do 5 more problems.</td>
<td>Ben turns around and pokes Fran with pencil.</td>
<td>Teacher tells Ben, &quot;get to work, NOW!&quot;</td>
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<td>Ben calls out, &quot;this is too hard.&quot; He throws worksheet and book on floor.</td>
<td>Teacher demands that Ben come forward, get a hall pass, and go to the office.</td>
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</tbody>
</table>
Forms and Notices of Services Letters

Before the Meeting:
Teacher completes form - SRBI Request for Assistance - Elementary Level
(Open with DocHub for fillable format)
Teacher completes form - SRBI Request for Assistance - Secondary Level
(Open with DocHub for fillable format)
Parent completes form - Parent Questionnaire (if needed) - English
Parent completes form - Parent Questionnaire (if needed) - Spanish
Send meeting invite letter - SRBI Parent/Student Invitation Letter (if needed) - English
Send meeting invite letter - SRBI Parent/Student Invitation Letter (if needed) - Spanish

During the Meeting:
Record minutes in Frontline RTI Meeting Results or Meeting Summary Report
Complete Frontline RTI To Do Tasks and Intervention Services
(Open all with DocHub for fillable format)

After the Meeting:
Provide parent(s) with appropriate letter(s) below:

SRBI Parent Notification of Tier II Interventions: English
SRBI Parent Notification of Tier II Interventions: Spanish

SRBI Parent Notification Discontinue Interventions: English
SRBI Parent Notification Discontinue Interventions: Spanish

SRBI Parent Notification of Tier III Interventions: English
SRBI Parent Notification of Tier III Interventions: Spanish

SRBI Parent Notification and Consent for FBA (Tier III): English
SRBI Parent Notification and Consent for FBA (Tier III): Spanish
References


Family Guide to SRBI: