Andover Elementary School

SRBI Manual

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Meet the Staff

All the certified staff members listed below have a role in providing the three tiers of general education instruction. Through collaboration and identification of staff expertise, the responsibilities of each certified staff member will depend on the particular needs of the student.

Staff Member	Role in SRBI at Andover Elementary
John Briody	School Principal, Curriculum Director
Holly Maiorano	Director of Special Education
Kathy Hartnett	Special Education Teacher, Reading and Math Interventionist
Jenn LaRosee	Special Education Teacher, Math Interventionist
Krysta Cariboni	Reading Specialist
Kirstina Frazier	Math Interventionist
Anne Keedy	Speech and Language Pathologist
Dawn Orzolek	Occupational Therapist
Aleta Naujunas	Physical Therapist
Cheri Rivard-Lentz	Social Worker
Susan Parvenski	School Psychologist
Classroom Teachers	Primary Interventionists
All Staff Members	Collaborators to Tier I Instruction as well as Social-Emotional Learning and Climate

SRBI Overview

SRBI Scientific Research-Based Interventions (SRBI) is a systematic approach that emphasizes instruction for all students. It is comprised of research-based instruction and interventions for students who are experiencing academic, social/emotional, and/or behavioral challenges. SRBI emphasizes the implementation of standards-based, core curriculum, with comprehensive research-based teaching and learning practices, maintenance of a positive and a safe school climate, and an all-inclusive system of behavioral supports. SRBI promotes quality instruction and intervention opportunities for all students, including those with disabilities, at all tiers.

With these practices, there is the belief in collective responsibility, accountability, and the power of achievement. Although there are important individual differences among students, all students are capable of continued learning and progress.

The SRBI framework emphasizes multiple assessment tools to identify students that may be performing below grade level expectations. SRBI also allows educators to identify high priority learning objectives, differentiate instruction, design responsive interventions, and to monitor student progress toward proficiency. While Language Arts and Mathematics are the primary content areas for this initiative, SRBI serves as a cross curricular tool, which also incorporates behavioral interventions in all tiers.
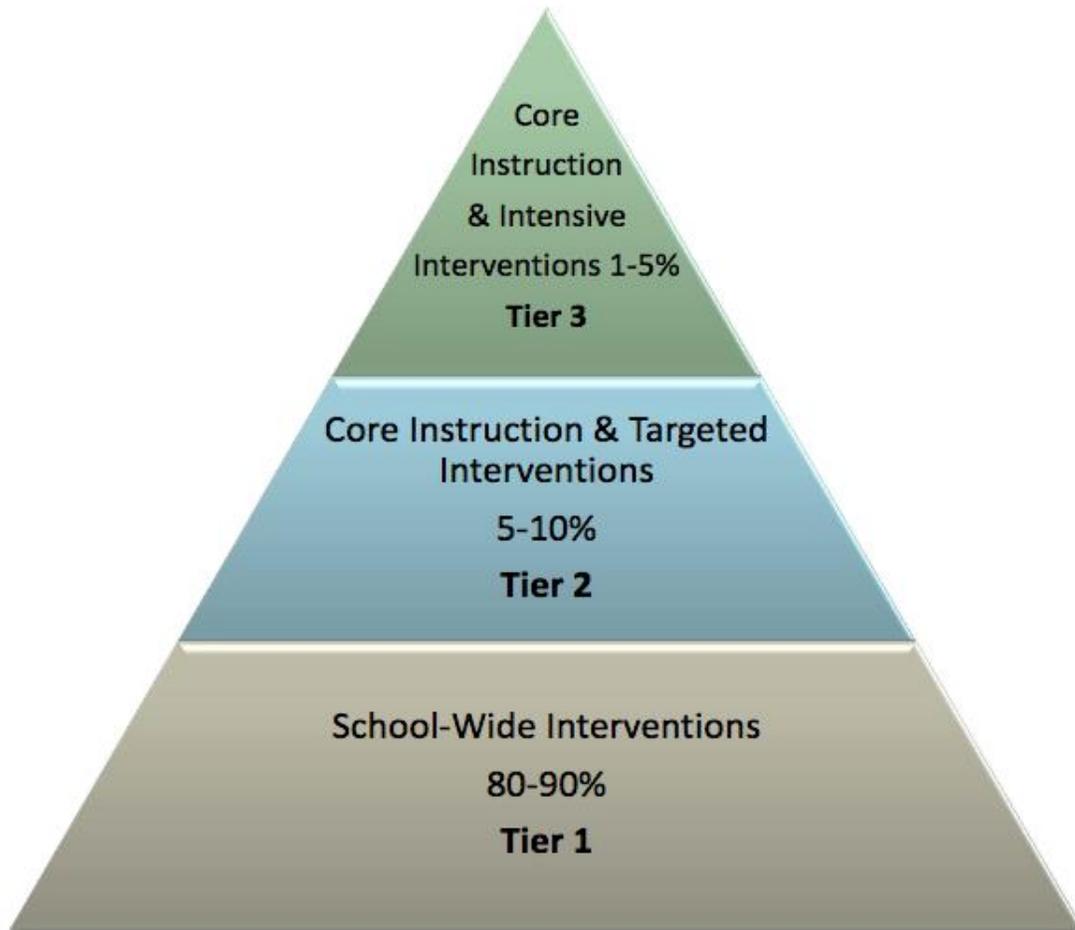
SRBI at AES is a three-tiered instructional framework that is designed to support all students from preschool through grade six. The tiers reflect delivery of quality classroom instruction using research-based, differentiated strategies from assessment data. Scientifically-based Tiered II and III instruction is delivered to individuals or small, flexible, homogeneous groupings using specific, intensive interventions both in and/or out of the classroom.

Although the focus of the three-tiered model involves general education, other specialists- including, among other professionals, school psychologists, speech-language pathologists, ESL teachers, special

educators, reading/language arts consultants, math consultants, counselors and social workers- have crucial supportive roles to play in the implementation of SRBI. Among other functions, these specialists can serve as resources for general educators in the implementation of specific curriculums, instructional strategies, assessments, climate and social/behavioral supports; suggest ways to differentiate instruction; and provide guidance about appropriate interventions for individual students. In some cases, specialists will also be directly involved in helping to administer assessments or implement interventions.

SRBI benefit not only students with learning disabilities, but students with other disabilities as well; for example, by making general education practices more responsive to students' needs, more students with disabilities will be included and successful in the general education classroom. SRBI will also help teams in determining eligibility for special education by ensuring that the student's disability is not due primarily to ineffective general education practices.

Intervention Tiers

Core
Instruction
& Intensive
Interventions 1-5%
Tier 3

Core Instruction & Targeted
Interventions
5-10%
Tier 2

School-Wide Interventions
80-90%
Tier 1

Manchester Public Schools

SRBI should be operationalized as a systemic approach with successive tiers that involve increasingly intensive levels of intervention. Each tier is represented above but is described in greater detail in the following pages. All three tiers are part of a comprehensive educational system involving scientific research- based core general education practices and interventions, with supports from a wide range of special services personnel. The tiers should not be viewed as a path to special education. If interventions are appropriately selected and implemented with fidelity, then most students should not require special education services.

Original source: http://www.sde.ct.gov/sde/lib/sde/pdf/cali/srbi_full_document.pdf

SRBI Framework

	Setting/ Person Responsible	Students	Instruction	Assessment and Data	Timeline
Tier 1 Instruction	*Regular Classroom *All teachers; grade level teams;	All	Research-based / Differentiated • Core classroom curriculum for all students • Flexible grouping formats based on individual needs	Ongoing classroom/ CBA *school benchmarks •Observations, rubrics, work samples	*Benchmarks 3x/year *Grade-level assessments on specific schedules
Tier 2 Instruction	*Regular classroom and/or support service room *General education teacher; support personnel	Students not responding to Tier I instruction; not making expected progress	Homogeneous small groups (up to 1:3 or 1:4) • Supplemental instruction to Tier I • Differentiation	*Weekly to monthly progress monitoring (depending on student needs) *individually created CBA	Additional support: recommended 30 additional minutes, 2-3 times per week for 8-20 weeks
Tier 3 Instruction	*Regular classroom and/or support service room *General education teacher; support personnel	Students not responding to Tier I or II; not making expected progress	1:1 or homogeneous small groups (up to 1:3) • Supplemental to Tier I Instruction • Differentiation	*Weekly to monthly progress monitoring (depending on student needs) *individually created CBA	Additional support: recommended 30 additional minutes, 4-5 times per week for 8-20 weeks

__Note:__ When determined necessary, SRBI support services provided by OT, SLP, PT, Psych/SW, the SRBI framework elements, above, may be adjusted by the therapist and SRBI team (such as: frequency/timeline) as determined beneficial to student need, progress, and the nature of therapy services; related to supporting instruction in the educational setting.

Tier I Instruction Features

Focus	General education core practices
Setting	General education classrooms
Curriculum and Instruction	Research- based, comprehensive and aligned with Common Core State Standards; positive and safe school climate; must include a comprehensive system of social- emotional learning and behavioral supports.
Interventions	Differentiation of instruction within the general education classroom to meet the students' needs. Examples include, but are not limited to: small groups, varied instructional materials and resources, and/or adjusted work products and/or quantities.
Interventionists	General education teachers with collaboration from school specialists
Assessments	- Universal assessments of all students at least three times per year in Language Arts and Mathematics to monitor progress and possibly identify students in need of intervention - Classroom formative assessments to guide and differentiate instruction - Data to monitor the effectiveness of a behavioral system (e.g., attendance rates, discipline referrals) - Additional assessments of individual students (e.g., checklists, observations), as warranted.
Data Analysis and Decision Making	Grade-level data teams to discuss and evaluate curricula and student performance

Tier II Instruction Features

Focus	Students who do not consistently meet grade-level academic benchmarks and/or social or behavioral expectations, and have not responded to Tier I core practices
Setting	General education classrooms and/or other classrooms (i.e. learning center, reading room, etc.)
Interventions	Appropriate, short- term (i.e., 8 to about 20 weeks) research-based interventions, well- matched to students' specific academic, social- emotional, and/or behavioral needs. Instruction is delivered to homogeneous groups of up to 6 students, and students are seen 2-3 days a week. This instruction is supplemental to the differentiation in the core program in Tier I.
Interventionists	General education teachers, specialists or other interventionists trained for Tier II intervention
Assessments	● Frequent progress monitoring (e.g. weekly to monthly, based on students' needs) using assessment tools that accurately target students' goals ● Additional assessments of certain individual students (i.e., observations, diagnostic assessments, behavior plans, etc.)
Data Analysis and Decision Making	● SRBI Plan Review Meetings every 8 weeks with members of the team including the special education director, the classroom teacher, and any pertinent support teachers such as the school's Reading and/or Math specialists, Speech and Language Pathologist, Occupational Therapist, Social Worker, etc. ● Team will analyze benchmark and progress monitoring data, interventions, and classroom data and then make and revise student goals based on the current needs

Tier III Instruction Features

Focus	Students who do not to meet important academic benchmarks or social/behavioral expectations and have not responded to Tier I or Tier II instruction
Setting	General education classrooms and other classrooms (i.e. learning center, reading room, etc.)
Interventions	Appropriate, short- term (i.e., 8 to about 20 weeks) research-based interventions, well- matched to students' specific academic, social- emotional, and/or behavioral needs. Instruction is delivered to homogeneous groups of up to 3 students, and students are seen 4-5 days a week. This instruction is supplemental to the differentiation in the core program in Tier I.
Interventionists	General education teachers, specialists or other interventionists trained for Tier III intervention
Assessments	- Frequent progress monitoring (e.g. weekly to monthly, based on students' needs) using assessment tools that accurately target students' goals - Additional assessments of certain individual students (i.e., observations, diagnostic assessments, behavior plans, etc.)
Data Analysis and Decision Making	- SRBI Plan Review Meetings every 8 weeks with members of the team including the special education director, the classroom teacher, and any pertinent support teachers such as the school's Reading and/or Math specialists, Speech and Language Pathologist, Occupational Therapist, Social Worker, etc. - Team will analyze benchmark and progress monitoring data, interventions, and classroom data and then make and revise student goals based on his/her current needs - Team will identify students not responding to Tier III efforts and determine if a referral to special education is necessary

Universal Screenings and Progress Monitoring

The following table lists the assessments used to monitor student progress. Universal assessments are administered three times a year to the entire school population. Progress monitoring assessments are administered to Tier I students if needed. Tier II and III students take these assessments weekly to monthly in an effort to monitor their rate of learning and ensure they are on the trajectory toward meeting grade-level expectations.

	ELA	**Math**
Universal Screenings	STAR Early Literacy Assessment STAR Reading Assessment DIBELS	STAR Math Assessment AIMSweb
Progress Monitoring	STAR Early Literacy Progress Monitoring STAR Reading Progress Monitoring DIBELS ESGI Reading A-Z probes Teacher-made assessments	STAR Math Progress Monitoring ESGI AIMSweb Teacher-made assessments

Classroom Interventions/Strategies
List of Possible Interventions for SST Students

Language Arts
Fewer problems/items on page
Check-in during independent assignments
Break assignments & tests into smaller parts (or page by page)
Increase font size
Less information on page/decrease visual confusing information
Rephrase directions and/or ask student to restate directions given
Individualized morning work
Modified tests and quizzes
Picture walk/text feature walk
Word banks
White boards
Graphic Organizers
Book to be listened or watched on CD/DVD/ e-book version
Choral or echo reading
Bookmark to keep place on page
Reading with partner/role model
Alternative writing tools
Pre-reading of text
Bookmark with annotation marks, comprehension strategies, question stems while reading
Retell/summarize at designated spots in text
Partial notes/outlines provided by teacher
Picture charts
Anchor charts
Use keyboard/computer to take notes, complete written assignments
Extended time to complete work
Modified expectations for spelling, grammar, quality of writing, etc.

Math
Fewer problems/items on page

Check-in during independent assignments
Break assignments & tests into smaller parts (or page by page)
Increase font size
Less information on page/decrease visual confusing information
Manipulatives
100s Chart
Multiplication Chart
Addition/Subtraction Chart
Number Lines
Rephrase directions and/or ask student to restate directions given
Individualized morning work
Modified tests and quizzes
Use of graph paper
Use of calculator
Reference sheets, charts & tables
White boards
Anchor charts
Extended time to complete work
Graphic organizer for problem solving steps
Use separate pages for each operation
Use of chart – words associated with operations
Test Taking
Rephrase directions and/or ask student to restate directions
Preferential seating/proximity to teacher
Break into smaller parts (or page by page administration)
Use of highlighter
Questions read to the student
Student dictates responses
Fewer items or problems
Provide Word Bank for student

Behavioral & Social Emotional
Free break cards
Alternative classroom seating

Alternative classroom setting
Check-in during the day
Timed breaks during the day
Motor/sensory breaks
Study carrel
Privacy shields
Behavioral plan
Proximity to teacher
Preferential seating
Extended wait time
OT/PT
Pencil grips
Slant boards
Alternative writing tools
Motor/sensory breaks
Therapy ball/wiggle mat
Organizational Skills
Check list
Picture cards
Assigned Partner
Break assignments into smaller parts
Complete Assignments/Tests one sheet at a time
Extra space for work
List sequential steps
Graphic Organizers
Folders to hold work (or similar idea)
Speech/Language
model correct sound in word
provide verbal feedback/description of the lips, tongue, etc to produce the sound (..."make the /m/ sound with both lips"), and exaggerate the sound
teach rhyming, and present maximum and minimal contrast words (real words and non-sense words) to facilitate auditory word discrimination

use auditory bombardment (read word lists containing target sounds, tell stories embedded with specific target sounds)
remind student to use a slow rate of speech and model a slower rate
remind student to use inside/outside voice, big kid voice/words
have student repeat the word misarticulated or not clearly understood
provide sentence starters to elicit responses
decrease auditory distractions(use headphones, close door, sit away from distractions, use preferential sitting near the teacher)
maintain eye contact with the student, while he/she is speaking, even if the child stutters
do not finish the student's sentences if he/she stutters
provide wait time, at least 10-15 seconds for a response; if needed, to determine if the student benefits from slightly more time
pair verbal words with gestures/sign language, or visuals to facilitate speech and language; especially with very young children
use pictures & pic. schedules with very young children
use transition words to facilitate understanding of directions and compliance, with very young children: First----, then----
provide peer models, and/or role-play common interactions and language used (such as interrupting, apologizing, taking turns)

Sample Forms

- ❏ *Initial Parent Notification*
- ❏ *Referral Forms/SST Plans, Pre-K -6*
- ❏ *Parent Notification (follow-up SST's)*
- ❏ *Progress Report (included with report cards)*

This form is to be completed prior to the initial SRBI Plan Meeting.

Andover School District

35 SCHOOL ROAD
ANDOVER, CT 06232
TEL. (860) 742-7339
FAX (860) 742-8288
www.andoverelementaryct.org

Dr. Sally Doyen
Superintendant

Mr. John Briody
Principal/Director of Curriculum

Mrs. Holly Maiorano
Director of Special Education

Student Support Team
Parent Notification of Support Services Referral

Student:
Date:

Dear   ,

Your child,   has been referred to the Student Support Team (SST) for an assessment of his/her needs. The referral is based on the same concerns that I discussed with you on   .

In order to monitor your child's progress, teachers have been collecting and analyzing data through the Scientific Research-Based Intervention (SRBI) process. This analysis will help your child's team plan an appropriate intervention plan.

These concerns include the following:

☐ Reading   ☐ Math   ☐ Writing
☐ Speech   ☐ Motor   ☐ Social/Emotional

The support team will meet to discuss your child's needs and develop an appropriate intervention plan, if necessary. I will contact you with the results of our meeting.

Sincerely,

Include SDE SRBI pamphlet and student support staff description

March 20, 2018

This form is to be completed by the classroom teacher when he/she makes the referral.

Referral Form/SST Plan, p. 1
(referral form is page 1 of SST Plan)
(sample only - each grade has a separate one)

ANDOVER ELEMENTARY SCHOOL
SRBI STUDENT PLAN: GRADE 4

☐ New Referral ☐ Continued SRBI Student Date:
 - I have consulted with: _____

Student Name:	Classroom Teacher:
Team Members:	Case Manager:
Dates of Meetings:	

PERFORMANCE LEVEL

English Language Arts

STAR Reading PR: Fall: /50 Winter: /50 Spring: /50	STAR Reading Progress Monitoring Scores (with date):	
ORF:	Other:	DRA: Fall: /40 Spring: /50

Writing Assessments: Narrative: /33 Information: /33 Opinion: /33	Current academic ELA grades: Reading: Writing: Grammar: Spelling:	ELA Performance Assessments: Unit 1: Unit 2: Unit 3: Unit 4: Unit 5: Unit 6: Unit 7: Unit 8:

Math

Star Math		CCS Units					
		Unit	Pre	Post	Unit	Pre	Post
PR – Fall: /50		1			5		
PR – Winter: /50		2			6		
PR – Spring: /50		3			7		
Math Facts – Level:		4			8		
Other:							
STAR Math Progress Monitor Scores (with date):					Current Math grade:		

Other information (i.e. behavior, changes, pertinent information):

TEACHER INTERVENTIONS (TIER I)

INTERVENTION	DATE(S) IMPLEMENTED	OUTCOME

AREA(S) OF INTERVENTION: ☐ READING ☐ MATH ☐ WRITING   **LEVEL:** ☐ I ☐ II ☐ III
☐ SOCIAL/EMOTIONAL/BEHAVIOR ☐ SPEECH/LANGUAGE ☐ MOTOR

STUDENT PLAN REVIEW

Initial Date:	☐ continue ☐ revise ☐ discontinue	Notes:	Next Review Date:
Date:	☐ continue ☐ revise ☐ discontinue	Notes:	Next Review Date:
Date:	☐ continue ☐ revise ☐ discontinue	Notes:	Next Review Date:
Date:	☐ continue ☐ revise ☐ discontinue	Notes:	Next Review Date:

Goal 1:	Service Implementer: Frequency: Duration:	Description of Service:	Evaluation:
Goal 2:	Service Implementer: Frequency: Duration:	Description of Service:	Evaluation:
Goal 3:	Service Implementer: Frequency: Duration:	Description of Service:	Evaluation:
Goal 4:	Service Implementer: Frequency: Duration:	Description of Service:	Evaluation:
Goal 5:	Service Implementer: Frequency: Duration:	Description of Service:	Evaluation:

This form is to be completed by the classroom teacher following each SRBI Plan Review Meeting.

Andover School District

*Student Support Team
Parent Notification*

Student:
Date:

Dear   ,

The Student Support Team recently met to review your child's progress and has made the following recommendations:

Area of Service	Support Teacher	Frequency of Service	Tier Status*

*Tier I – the majority of instruction in this area is done in the classroom by the child's teacher
Tier II – the child receives some additional services in this area to support the classroom instruction
Tier III – the child receives more individualized instruction in this area

This plan will be reviewed in   weeks (approximately) and an update will be sent to you at that time.

Additional comments:

Sincerely,

March 20, 2018

This is to be completed by support staff at the end of each marking period.

Andover School District

SRBI Progress Report

Student: Classroom Teacher:
Interventionist: Date:
Service Provided:

Dear Parents and Guardians,
     The following is a summary of your child's progress under our Student Support Team program:

Goal	Limited Progress	Satisfactory Progress	Mastered

Comments:

If you have any questions, please contact me at (860)742-7339.

Sincerely,

March 20, 2018

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Frequently Asked Questions

Q: How should classroom teachers differentiate instruction?

A: Classroom teachers will differentiate instruction according to students' specific instructional needs. All students still should receive a comprehensive curriculum, not just an exclusive focus on their focus areas for improvement. For example, students requiring work on mechanics of writing still must receive instruction in the use of revision and editing processes, as well as content. In addition, general educators sometimes will differentiate instruction in ways other than students' instructional needs, such as those based on students' learning styles or interests, to increase student engagement.

Q: How can classroom teachers determine whether students are making adequate progress?

A: Students who are meeting important standards and benchmarks for a grade generally are making adequate progress, although if there is some reason to be concerned about any student's progress, including concerns raised by a parent, educators should consider administering diagnostic assessments to pinpoint the student's area of need.

Students receiving Tier II and/or Tier III interventions should demonstrate both a level and a rate of learning on progress monitoring assessments that indicate they are on a trajectory toward meet grade- level standards and expectations.

Q: What should happen when a student fails to respond adequately to intervention?

A: Students who fail to respond adequately to Tier II interventions, even after attempts to modify and improve those interventions, should receive Tier III interventions (i.e., more intensive and/or individualized interventions).   Students failing to respond to Tier III interventions, again including attempts to modify and improve those interventions, should receive particularly close scrutiny to determine why the student is making little to no progress. Among the issues that should be considered are whether the interventions implemented as designed are yielding the results for improvement over time.

Q: How will parents be notified if their child requires additional support through SRBI?

A: The child's classroom teacher will notify the parent prior to a referral to the SRBI process. Once the initial meeting has taken place, a form will go home detailing the plan and services needed.

Q: What should happen when a student fails to respond adequately to intervention?

A: Students who fail to respond adequately to Tier II interventions, even after attempts to modify and improve those interventions, should receive Tier III interventions (i.e., more intensive and/or individualized interventions). Students failing to respond to Tier III interventions, again including attempts to modify and improve those interventions, should receive particularly close scrutiny to determine why the student is making little to no progress. Based on these considerations, the team will then determine if a referral to special education is necessary.

For further information on the Special Education Referral Process click here.

Q: What if parents do not agree with the team's intervention recommendations?

A: A meeting will be held to discuss the concerns.

Q: Is parent permission needed?

A: There is no legal requirement for parent permission in order to implement regular education interventions. However, any intervention plan has a higher likelihood of success when it has the full support of the parent.

Q: What if parents want to skip Tiers 2 and 3 and move directly to an evaluation for eligibility for special education services?

A: Federal regulations allow a parent to request an evaluation at any time.

Q: Where can I get more information on SRBI?

A: Additional information on SRBI is available on the following website: http://www.sde.ct.gov/sde/lib/sde/pdf/cali/srbi_full_document.pdf

Q: Is there information on SRBI to share with parents?

A: Additional information is available on the following website: http://www.sde.ct.gov/sde/lib/sde/pdf/cali/family_guide_to_srbi.pdf

Referral Process to Special Education

In the event that a student has received consistent implementation of scientific, research-based intervention (SRBI) over time and continues to demonstrate learning difficulties, a referral to special education may be made. A referral is the first step in the process of determining if a child should receive special education services. The referral is a written request for an evaluation of a child who is suspected of having a disability and who may be in need of special education and/or related services.

Referrals can be made by parents, teachers, or other school personnel. The individual completing the referral form must elaborate on the specific area(s) of concern, alternate strategies that have been attempted, and services provided for the student in the past.

Once a referral to Special Education has been made, the school convenes a meeting called the Planning and Placement Team (PPT). The purpose of the meeting is to review as a complete team the concerns regarding the student's progress and to consider whether to recommend evaluations. The team is made up of the parents, school administrator, general education teacher, special education teacher, school psychologist, and speech/language pathologist. Occupational Therapist and Physical Therapist may participate in the team if student concerns warrant their involvement.

The PPT will recommend specific assessments based on the nature of the student's learning difficulties. Curriculum-based measures are used to determine the student's performance in relation to grade level expectancies. Other standardized assessments are used to assess cognitive abilities, academic achievement, communication, and social/emotional/behavior functioning.

Written parent permission is required for this type of testing to occur and signed permission is requested at this initial PPT meeting. The evaluation process must be completed within 45 school days and a second PPT held to review results and determine if the student is eligible for special education services.

Parent involvement in this process is critical. Parents are very valued members of the team and bring essential information and knowledge about their child to the team. If you have any questions about this process and/or need help in making a referral, please contact Holly Maiorano, Special Education Director, at 860-742-7339. Additional information can be found on the CT. State Department of Education's website under Special Education (A Parent's Guide to Special Education in Connecticut).

Click here for the link to Connecticut's Parent Guide to Special Education

Glossary

AIMSweb: a universal screening, progress monitoring, and data management system that supports Response to Intervention (RTI) and tiered instruction. Aimsweb uses brief, valid, and reliable measures of reading and math performance for grades K-12, which can be generalized to any curriculum.

baseline: the student's current level of performance in his or her focus area for improvement prior to the implementation of an intervention. benchmark: important student outcomes or goals for a grade within a particular domain (e.g. reading), that students should be achieving during the course of a school year (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year

benchmark assessments: Benchmark assessments are also common curriculum-based measurements which are administered to all students within a grade level. Their purpose is to determine how much each student is progressing within a given academic year and also to inform instruction. In some cases, the same assessment instrument could be used for both universal screening and to benchmark individual student progress over time. common formative assessments

CBA: Curriculum based assessments.

core curriculum/instruction: general education curriculums, instruction, and social/behavioral supports for all students; this is Tier I.

data teams: teams of educators that are responsible for data analysis and decision making of the district, school, and grade (or content area) level as well as across grade levels in the same content area (i.e., vertical teams); members include school level administrators, school psychologists, grade/content area general educators, various specialists, and other behavioral/mental health personnel.

DIBELS: an assessment tool that measures the development of early literacy and reading skills.

differentiated instruction: a fundamental approach to teaching that emphasizes ways to meet the differing needs of students within the general education setting,

including flexible small groups, varied instructional materials, or different ways of presenting the same content.

ESGI: an online assessment tool for early learners.

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 assessments: assessments conducted during the process of student learning that are used primarily to inform instruction.

homogeneous grouping: grouping of students with similar instructional needs who are at similar levels, such as students who all require instruction in basic spelling skills.

progress monitoring: using data to track students' progress toward a goal. Progress monitoring assessments must be administered to students receiving Tier II or Tier III intervention to determine the extent to which the chosen intervention, focus objective, lesson plans, and teaching strategies helps a student make progress toward proficiency objectives. Most progress monitoring assessments are aligned with the curriculum and/or end of year grade level expectations and have been subjected to validation and research from one or more universities or RtI centers. Educators often administer progress monitoring assessments weekly or bimonthly and record data, displaying results in table or graphic form.

school SRBI team: team of educators that are responsible for data analysis, decision making, and progress monitoring in Tier II and Tier III, whose members may overlap with Tier I; they include certain core members as well as other members that may rotate on and off the team, depending on the needs of the student under consideration.

SRBI: instructional practices and interventions in a school or district that have been researched and determined to be effective for improved student outcomes or proven to excel student learning as evidenced by data.

STAR: an online adaptive assessment program from Renaissance Learning for early literacy, math, and reading in grades K-12.

Tier I: the general education core curriculums, instruction, and social/behavioral supports for all students, with differentiation of instruction as a norm.

Tier II: short-term interventions for students who have not responded to the general education core curriculums and differentiation of instruction; it is part of the general education system and supplements Tier I core instruction.

Tier III: more intensive or individualized interventions for students which are also part of the general education system and supplements Tier I core instruction.

universal screening: a universal screening instrument is a "common" assessment tool that is administered to all students in order to identify those who are achieving below grade level expectations. This screening process may occur at the end of the previous school year or at the beginning of a new school year. The instrument and its administration directions, timeframe, and scoring procedures are consistent across all teachers and students.