What We Will Talk About Today

- RtI Overview
- Essential elements
  - High quality instruction and intervention
  - Progress monitoring
  - Use of data in a problem solving decision making process

What is RtI?

Intervene
- The act or fact of INTERFERING with a condition to MODIFY it or with a process to CHANGE its COURSE
  *Merriam-Webster Medical Dictionary*

Measure Response
- Is what we are doing working?
- Are we modifying a condition or changing its course?

Response to Intervention is the practice of providing:
- "high quality instruction and interventions matched to student need,
- monitoring progress frequently to make decisions about changes in instruction or goals and
- applying child response data to important educational decisions."

The Big “BIG” Ideas of RtI
1. Decide what is important for students to know
2. Teach what is important for students to know
3. Keep track of how students are doing
4. Make changes according to the results you collect
An integrated system of service delivery

Effective for ALL students at risk of school failure

An opportunity to effectively align the principles of NCLB and IDEA

RtI

It's All About The Nudge (Compton, 2005)

Some students need a little nudge to be successful

Some students need a bigger nudge for a bit longer

While others will need a sustained nudge for a long time

RtI helps figure this out

RtI² Is:

• “...an effective strategy to support every student.”

• “...a school-wide process that provides assistance to every student, both high achieving and struggling learners.”

• “It is a process that utilizes resources within a school and district in a collaborative manner to create a single, well-integrated system of instruction and interventions informed by student outcome data.”

• “...systematic data-driven approach to instruction that benefits every student.”

  • Jack O’Connell 11/14/2008

RtI² Is:

• “… reduces disproportionate representation of certain groups of students identified as needing special education students.”

• “… integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and interventions to benefit every student.”

  • Jack O’Connell 11/14/2008

Core Components

• High quality classroom instruction
• Research based instruction
• Universal screening
• Continuous classroom monitoring
• Research based interventions
• Progress monitoring during instruction and intervention
• Fidelity of program implementation
• Staff development and collaboration
• Parent involvement
• Specific Learning Disability determination

  • CDE (2008)

WHY RtI? WHY NOW?
The Push and Pull Toward RtI

Old Model of Providing Services
- “Wait to fail”
- Rigid use of resources
- Arbitrary rules as to who receives extra support
- Use of one data point
- Assessment doesn’t necessarily inform intervention
- No formal pre-referral intervention information

Problems in Basic Literacy (NIH, 1999)
- If students are not reading at grade level by the third grade, the odds that they will ever read at grade level are only 1 in 17
- By the 4th grade, 2 hours of specialized daily instruction is required to make the same gain that would have resulted from only 30 minutes of daily instruction if begun when the child was in kindergarten

Video: National Learning Disability

Impacts of Reading Deficits
- Longitudinal studies indicate that approximately 75% of students with reading problems in the third grade are still reading disabled in the 9th grade (Shaywitz et al., 1993)
- Research indicates that more time in intervention after third grade is largely ineffective

Teaching Reading is Essential
- Literacy is more critical now than ever before
- NIH views illiteracy as a health problem
- Not being able to read limits access to information
- Most reading difficulties are preventable
- Reading is a gateway skill
- The school’s first mission is to teach a child to read
Why the focus on Reading?

- What about Math?….Writing?…Behavior?
- Most of the research has been conducted with reading because that’s where most of our children are struggling.
- SLD makes up most of the children referred for special education services.
- Most of those SLD referrals are due to reading based difficulties (about 94%).

Great Quotes on Reading

“Reading – an extraordinary ability, peculiarly human and yet distinctly unnatural, acquired in childhood, forms an intrinsic part of our existence as human beings, and is taken for granted by most of us.”


“The most fundamental responsibility of schools is teaching students to read.”

Moats, 1999

“Children are wired for sound but print is an optional accessory that must be painstakingly bolted on.”

Pinker (from Wolf, 2007)

Critical Skills for Reading Development

- The National Reading Panel (NRP) and the National Research Council (NRC) reports identified five essential skills or “Big Ideas”:
  - Phonological Awareness: The ability to hear and manipulate sounds in the words.
  - Phonics: The ability to associate sounds with letters and use these sounds to read words.
  - Accuracy and Fluency with Connected Text: The effortless, automatic ability to read words in connected text to develop understanding.
  - Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
  - Comprehension: The complex cognitive process involving the intentional interaction between reader and text to extract meaning.

Effectiveness of Early Intervention

- National Reading Panel conclusions that there is clear and convincing evidence of the value of early intervention
  - If intervene in grades K-2, 82% will be brought to class level
  - If intervene at grade 3, 46% will be brought to class level
  - If intervene at grades 4-7, 10-15% will be brought to grade level

Early Intervention Changes Reading Outcomes

What can it look like?
Common Features

- Focus on high quality research based instruction and intervention
  - Focus on assuring integrity/fidelity of implementation of instruction/intervention
  - Focus on monitoring progress routinely in order to adjust instruction
  - Intervention and progress in intervention is essential part of assessment
  - Way to provide service based on level of need
  - Tiered approach similar to prevention models in medicine and mental health
  - Parent involvement

Assumptions

- Most successfully applied (thus far) with
  - Reading
  - Primary and elementary level
  - Less research on higher levels of reading, other subjects
- RtI is a process not a specific procedure
- Provides a continuum of services
- The unit of change is at the SCHOOL SITE level - RtI will look different at different schools

Tiered System of Supports

RtI Continuum of Service

RtI Can Help You Know if The Problem is Instruction or Disability

- You monitor progress of ALL students
- All Subgroups should be responding
- SOME students will not respond
  - Was the CORE implemented with FIDELITY? Or are these students “ABT’s”?
  - Tier 2 Supplemental Interventions for those in need
  - If Tier 1 is working for MOST and Tier 2 is effective for the rest:
    - Then those who are still struggling might have a “problem” that is not due to instruction
  - If Tier 2 does not help, then go to Tier 3 where FEW students can receive intensive support and targeted interventions

How Does it Fit Together?

Group-Level Diagnostic Std. Treatment Protocol

From: Riverside County Office of Education

From: W. David Tilly, Heartland AEA 11, Iowa (Used with Permission)
**Tiered System of Service Delivery: 3 Tier Model**

**Assessment Model**

- **RtI Madera High**
  - **Lab Screening**
  - **High Point Assessment Reading Screening**
  - **Tier 3**
  - **CST’s CAHSEE Holt Placement Benchmarks Tier 4**

**Essential Component**

**INTERVENTIONS WITHIN A FRAMEWORK FOR PROVIDING THEM**
How the Tiers Work

- **Goal**: Student is successful with Tier 1 level of support—academic or behavioral

- Greater the tier, greater support and "severity"

- Increase level of support (Tier level) until you identify an intervention that results in a positive response to intervention

- Continue until student strengthens response significantly

- Systematically reduce support (Lower Tier Level)

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Integrating Problem-Solving into the Tiered Delivery System

- High probability hypotheses that address poor performance must be built into the tiers.

- Generate these from data

- From identified "most common reasons"

- Standard interventions that address these hypothesis must be available in all general education settings

- Progress monitoring methods must be incorporated into general education

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RtI Continuum of Service

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Resources Inventory

- \RTI\Worksheets and Samples\Resources Inventory.docx

- Complete worksheet independently

- Share with one or two table mates and add to your lists as possible

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Tier 1: Instruction for All

- CDE Approved Core Curriculum

- Open Court

- Houghton Mifflin
Tier I Interventions
- Within classroom
- May target groups of students
- Measurable goals for all
- Instituted early for identified and at-risk students
- Differentiated instruction
- Will be extensions of curriculum when appropriate
- Foundation for all other interventions in model
  - If it breaks down here… then all of the other levels will be overwhelmed!

Worksheet: Classroom Interventions
- Complete worksheet independently
- Share with one or two neighbors
- Discuss strategies
- What similarities and differences do you have?

Can’t Do/Won’t Do
- How to assess motivation
- Have student complete a timed worksheet that is similar to what student struggles with
- Give student another worksheet but offer a reward for faster or more accurate completion
- A difference in performance favoring the reinforced worksheet suggests possibility of won’t do not can’t or both limited skill and lack of motivation for task

Kid Problem?...or Instruction?...or?

Characteristics of Tier 2 Interventions
- Available in general education settings
- Opportunity to increase exposure (academic engaged time) to curriculum
- Opportunity to narrow focus of the curriculum
- Sufficient time for interventions to have an effect (10-30 weeks)
- Often are "standardized" supplemental curriculum protocols (K-3 Academic Support Plan)

Tier II: Supplemental Instruction
- May go beyond classroom instruction
- Provided in small group or one to one
- Systematic, integrated program
- Provided by trained persons
- Frequent, intense
- Measuring progress related to curriculum
- Criteria to determine who needs
- Problem solving or standard protocol
Worksheet: Tier II Interventions/Supports

- Complete worksheet independently using Resources Inventory
- Share with one or two neighbors
- Discuss interventions/supports
- What similarities and differences do you have?

Effectiveness of Instructional Approaches (Deno, 2005)

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Ed Placement</td>
<td>-.14 to .29</td>
</tr>
<tr>
<td>Modality matched instruction (Auditory)</td>
<td>+.03</td>
</tr>
<tr>
<td>Modality matched instruction (Visual)</td>
<td>+.04</td>
</tr>
<tr>
<td>Curriculum Based Assessment, Graphing and Formative Evaluation</td>
<td>+.70</td>
</tr>
<tr>
<td>CBA, Graphing, Formative Eval, Systematic use of reinforcement</td>
<td>+1.00</td>
</tr>
</tbody>
</table>

Tier II: Supplemental/Strategic Intervention for Some

- Early (Soar to) Success
- LIPS
- Reading Mastery
- Great Leaps
- REWARDS
- Earobics
- Read Naturally
- Peer Assisted Learning Strategies (PALS)

Controversial Therapies

- Fast ForWord
- Gift of Dyslexia
- Tinted Lenses
- Optometric Visual Training
- Ingestive Treatments
- Neuro-physiological Approaches

Evaluating Interventions

- \Reading\Worksheets for interventions\AT_tool_03_selfassess.doc
- \Reading\Worksheets for interventions\3 tiered.doc
- \Reading\Worksheets for interventions\Arkansas pa.doc

Resources for Reviewing Interventions

- Florida Center for Reading Research www.fcrr.org
- http://literacymatrix.com/
- http://www.haan4kids.org/home.html
- http://idea.uoregon.edu/projects/projects.html
Tiers or Levels

- **Tier Three**: Examining "Intensive" Interventions
- Hypotheses: Focus on child-specific issues
- Assessment:
  - DIBELS, CBE, Diagnostic Assessments
- Interventions:
  - Address verified hypotheses

Characteristics of Tier 3 Interventions

- Developed from individualized student problem-solving
- Assumption is that more of the "problem" lies within the student
- Goal is to find successful interventions first
- Based on "intensity" of the interventions required for student success, determination is made about eligibility for special education.
- Should comprise 4-5% of student population

Tier III Interventions

- Intensive
- Targeted with comprehensive assessment
- Generally given later than first and second tier
- Special education or "special-education" like
- May require different instructional program

Tier III: Intensive Intervention for a Few

- Language! A Literacy Intervention Curriculum
- High Point
- Read 180
- SRA/Reach Program
- Fast Track Reading Program
- Wilson Reading Program
How Does it Fit Together?
Group-Level Diagnostic Std. Treatment Protocol

Step 1
All Students at a grade level

Step 2
Instruction

Step 3
Diagnostic

Step 4
Intensive

Example of Tier Level Interventions

<table>
<thead>
<tr>
<th>Reading</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>90</td>
<td>120</td>
<td>180</td>
</tr>
<tr>
<td>Curricular Focus</td>
<td>5 areas</td>
<td>Less than 5</td>
<td>2 or less</td>
</tr>
<tr>
<td>Curricular Breadth</td>
<td>Core</td>
<td>Core + Supplemental</td>
<td>Core + Supplemental + Intensive</td>
</tr>
<tr>
<td>Frequency of Progress Monitoring</td>
<td>Yearly or greater</td>
<td>Monthly or greater</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

How Do We Increase Resources?

- TIME in and FOCUS of the curriculum
- Focused Reading Interventions
  - K-3 Academic Support Plan
  - Middle School Rigorous Reading Requirements
  - Intensive Accelerated Classroom
- Reading First
- Early Intervention
- DIBELS Screening
- Positive Behavior Support
- After School Programs
- Parent Involvement
- Professional Development for Teachers

Impact on Schools:
A Change in Focus

- Student progress, not labels are most important
- All students compared to general education expectations
- All students affect AYP
- A student’s response to intervention is the most important data
- Academic Engaged Time (AET) is the currency of problem-solving
- Training and coaching must be focused on PSM
- Increase the use of technology
- Interventions must be evidence-based

Essential Component

PROBLEM SOLVING MODEL AND COLLABORATIVE TEAMS

Essential Element: Problem Solving

- An approach that focuses primarily on finding the solution
- A process that uses data and team decision making to improve educational outcomes
Problem Solving Method

Define the Problem
How severe is the problem?
What skills are missing?
What level of improvement would be adequate?

Explore Solutions
Analyze problem for developing interventions
Develop hypotheses
Identify measurable goals

Implement the Intervention
Develop interventions based on data
Implementation support
Intervention Fidelity/Integrity

Evaluate the Result
Collect formative data linked to goal
Determine level of progress toward goal

Problem Solving/Solution Focused Approach
- Assessment becomes an ongoing process not a point in time event
- Focus on difference between what student is doing and expectations of environment
- Direct, behavioral methods of assessment
- Seek information to help find solution
- Assessments focus on gathering information that will inform instruction

Types of Assessment in RtI

<table>
<thead>
<tr>
<th></th>
<th>Screening</th>
<th>Progress Monitoring</th>
<th>Diagnostic Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses</td>
<td>Broad Index</td>
<td>Measure growth on targeted skills/general outcomes</td>
<td>Analyze student patterns of skills</td>
</tr>
<tr>
<td>Frequency</td>
<td>1-3 times/year</td>
<td>2 times/month to 3 times/week</td>
<td>Depends on purpose of assessment/level of intervention</td>
</tr>
<tr>
<td>Purpose</td>
<td>Measure group progress</td>
<td>Identify students at risk</td>
<td>Assess level of progress of individual and groups of students</td>
</tr>
<tr>
<td></td>
<td>Whole school/grade</td>
<td></td>
<td>Student/group</td>
</tr>
<tr>
<td>Focus</td>
<td></td>
<td></td>
<td>Individual student</td>
</tr>
</tbody>
</table>

How Do You Monitor Progress?
- On regular classroom material
- On interventions
- For all students
- For at-risk students

Essential Component

PROGRESS MONITORING AND DATA BASED DECISION MAKING
**Progress Monitor All/Some/Few**

- **FEW**: Progress Monitoring 1+ times per week
- **SOME**: Progress Monitoring 1 to 4 times per month
- **All**: Universal Screening 1 to 3 times per year
  
  Overall program checkup
  Identify at risk

**Methods for Monitoring Progress**

- Embedded assessments
- Benchmark assessments
- Permanent work products
  - amount
  - Accuracy
  - Quality (grade)
- Homework assignments
- Curriculum Based Measurement (CBM)
- Dynamic Indicators of Basic Skills (DIBELS)
- Early Literacy Skills

**NASDSE Recommendations for Progress Monitoring/Screening Tools**

- Assess the specific skills embodied in state and local academic standards
- Assess marker variables that have been demonstrated to lead to the ultimate instructional target
- Be sensitive to small increments of growth over time
- Be administered efficiently over short periods
- Be administered repeatedly (using multiple forms)

**NASDSE Recommendations (Continued)**

- Result in data that can be summarized in teacher-friendly data displays
- Be comparable across students
- Be applicable for monitoring an individual student’s progress over time
- Be relevant to development of instructional strategies and use of appropriate curriculum that addresses the area of need

**We Need DIBS**

**Dynamic**

- sensitive to short term effects in assessing growth

**Indicators**

- correlates of key behaviors indicative of overall academic performance

**Basic Skills**

- assess basic skills not content areas

*From Shinn, 1998*

**DIBS of Early Literacy Skills**

- Measures that will link to those big five components of literacy identified by the NRP, particularly the word level skills
  - Phonemic awareness
  - Phonics
  - Fluency
- Measures that will tell us if our students are making progress in these critical areas
A New Type of Measurement: Curriculum Based Measurement

- Directly related to critical academic skills
- Fluency-based measures
- Technically sound instruments
- Can be used to measure progress and plot visual representations of growth
- Easy to administer; quick and inexpensive
- Provide instructionally relevant information

CBM: Assessment of Proficiency

- PROFICIENCY
- FLUENCY
- SPEED
- MASTERY
- ACCURACY
- TEACHING
- ACQUISITION

Linked to Critical Early Literacy Skills

- Are kindergarteners developing their phonemic awareness?

Linked to Critical Early Literacy Skills

- Are kindergarteners developing their phonemic awareness?
- Are phonics skills developing?

Phonemic Segmentation Fluency

Letter Sound Fluency

Nonsense Word Fluency
Linked to Developing Literacy Skills

- Early skills:
  - Are kindergarteners developing their phonemic awareness?
  - Are phonics skills developing?
- Text reading:
  - Are students becoming fluent readers?
  - Are fluency and comprehension developing together?

Word Identification Fluency

<table>
<thead>
<tr>
<th>he</th>
<th>am</th>
<th>see</th>
<th>play</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>two</td>
<td>make</td>
<td>get</td>
<td>who</td>
<td>three</td>
</tr>
<tr>
<td>good</td>
<td>five</td>
<td>here</td>
<td>round</td>
<td>his</td>
</tr>
<tr>
<td>me</td>
<td>then</td>
<td>not</td>
<td>so</td>
<td>ask</td>
</tr>
<tr>
<td>in</td>
<td>be</td>
<td>our</td>
<td>them</td>
<td>it</td>
</tr>
<tr>
<td>but</td>
<td>is</td>
<td>be</td>
<td>who</td>
<td>yes</td>
</tr>
<tr>
<td>when</td>
<td>some</td>
<td>by</td>
<td>ate</td>
<td>this</td>
</tr>
</tbody>
</table>

Oral Reading Fluency

It has been an evil winter. The wind blew and blew. It rained and rained. The days have been gray and dark. I had to wear my coat and hat to school every day. It even snowed twice.

At first winter was fun. Now I’m tired of the cold. It has been too cold and wet to play outside. At school, we sit in the library and read during recess. After school I just stay in the house and play. I don’t want to play outside anymore.

But today was nice. The sun was shining brightly even though it was still cold. The wind didn’t blow. My friends and I played kick ball at recess. We had to take off our jackets because we were warm. We even got hot and thirsty.

On the way home from school I saw a purple flower on our street. It was blooming in the grass. I told my mother about it.

She wanted me to show it to her. She bent down and touched it. “Come smell this,” she said. It smelled like perfume and and all mixed together. “Spring must be right around the corner,” she said. “This is in a corus. It’s one of the first flowers of spring.” I can’t wait for spring.

Linked to Developing Literacy Skills

- Early skills:
  - Are kindergarteners developing their phonemic awareness?
  - Are phonics skills developing?
- Text reading:
  - Are students becoming fluent readers?
  - Are fluency and comprehension developing together?

Maze Reading Fluency

Suggested Measures

(Fuchs, Fuchs, Hintze, Lemke, 2007)

<table>
<thead>
<tr>
<th>Grade</th>
<th>CBM Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Letter Sound Fluency, Phoneme Segmentation Fluency</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Word Identification Fluency, Nonword Reading Fluency, Passage Reading Fluency</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Passage Reading Fluency</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Passage Reading Fluency</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Maze Fluency, Maze Reading Fluency</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Maze Fluency, Maze Reading Fluency</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Maze Fluency, Maze Reading Fluency</td>
</tr>
</tbody>
</table>
Measures Also Available

- Spanish versions of literacy measures
- Early Numeracy
- Spelling
- Written Expression

CBM At Secondary

- Depends on level of student skill
- Up to 6th grade very useful for reading
- Have probes up to 8th grade for reading
- Math
  - Useful for students needing basic skills improvement
- Spelling
  - Useful for students with basic spelling needs

Assessment Model

<table>
<thead>
<tr>
<th>RTI Madera High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Screening</td>
</tr>
<tr>
<td>High Point Assessment</td>
</tr>
<tr>
<td>Reading Screening</td>
</tr>
<tr>
<td>Tier 3</td>
</tr>
<tr>
<td>CST's CAHSEE</td>
</tr>
<tr>
<td>Holt Placement</td>
</tr>
<tr>
<td>Benchmarks</td>
</tr>
<tr>
<td>Tier 1</td>
</tr>
</tbody>
</table>

Criteria: Special Ed., FBSI Reading Levels
Less than 4th grade, or other interventions not making progress

Below Basic/ELI/2 hours of instruction
Universal Access High Point

General Education with 1 hour of curriculum

Progress Monitor All/Some/Few

<table>
<thead>
<tr>
<th>All: Universal Screening</th>
<th>1 to 3 times per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify at risk</td>
<td></td>
</tr>
</tbody>
</table>

Disaggregated Groups on Benchmark Assessments

<table>
<thead>
<tr>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F: Free/Reduced
W: Free/Reduced
S: Free Reduced

% Reaching Benchmark
Benchmark Testing to Identify At Risk Students

Elgin is within acceptable range at 48 CWPM in fall 2nd grade

Evie is below 10th percentile at 48 CWPM in fall 3rd grade

Progress Monitor All/Some/Few

**FEW:** Progress Monitoring 1+ times per week

**SOME:** Progress Monitoring 1 to 4 times per month

Is the intervention working? Which intervention is working best?

Frequency depends on:
- Severity of need
- Intensity of support

Is Tier 1 Working?

Determining Who Needs More Intensive Services:

- Determine whether student has been given scientific, research based intervention
- Determine where student is in relation to his peers
- Determine if student has “responded” or made adequate progress
Determining Who Needs More Intensive Services continued

- Performing below level of peers
  - Who are peers?
  - National norms vs. local norms
  - Regulations state "for age"
- Not making adequate progress
  - To meet SEA standards (age or grade)
  - Level is not specified
  - Not responding to intervention OR

Decision Points in RtI

**Good response and in instructional range**
- Return to Tier 1
- Monitor

**Good response and below instructional range**
- Continue intervention
- Monitor progress

**Poor response and below instructional range**
- Consider program change/more intense intervention
- Monitor Progress

Decision Points

Monitor Progress of students receiving interventions

- In instructional range?
  - Yes
    - Less intense intervention
    - Making adequate progress?
      - Yes
        - Continue intervention
      - No
        - Increase intervention
  - No

Did Program Change Improve Performance?

<table>
<thead>
<tr>
<th>Program Change</th>
<th>Before Change Rate of Growth</th>
<th>After Change Rate of Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 3 CWPM/week</td>
<td>3 CWPM/week</td>
<td>6 CWPM/week</td>
</tr>
<tr>
<td>3 months</td>
<td>6 months</td>
<td>21 months</td>
</tr>
</tbody>
</table>

Why Monitor Progress?
- Status Compared to Others

**Bob's Scores**

<table>
<thead>
<tr>
<th>GORT Rate</th>
<th>Baseline</th>
<th>3 months</th>
<th>6 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Score</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Percentile</td>
<td>&lt;1st</td>
<td>&lt;1st</td>
<td>&lt;1st</td>
</tr>
</tbody>
</table>

Why Monitor Progress:
- Growth Compared to Self

**Bob's Scores**

Catherine Christo, CSUS, christo@csus.edu.
Resources: RtI

- www.rtinetwork.org
- www.nrcld.org
- www.nasue.org
- www.wested.org/nercc/rti.htm
- http://iris.peabody.vanderbilt.edu/resources.html
- www.sonoma.k12.ca.us/content.php?SubsiteId=10
- http://idea.ed.gov/explore/home

Resources: Instruction/Interventions

- Florida Center for Reading Research www.fcrr.org
- Institute for Education Sciences. www.ed.gov/about/offices/list/ies/index.html
- University of Oregon reading tests reviews www.idea.uoregon.edu
- www.aimsweb.com
- University of Oregon – Dibels http://dibels.uoregon.edu and www.idea.uoregon.edu
- Florida Project http://www.fsu.edu/cehs/cbm/cbm.htm
- University of Oregon – Dibels http://www.fsu.edu/cehs/cbm/cbm.htm
- Excellent general site. www.studentprogress.org

Resources: Progress Monitoring

- Training materials/probes www.interventioncentral.org
- Read Naturally www.readnaturally.com
- CBM Website List - http://www.hac.edu/schools/education/c487/rap/verdi.htm
- www.aimsweb.com
- University of Oregon – Dibels http://dibels.uoregon.edu and www.idea.uoregon.edu
- Florida Project http://www.fsu.edu/cehs/cbm/cbm.htm
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