Fairview Independent Schools
2201 Main Street (Westwood)
Ashland, KY 41102
606.324.3877

Procedural Manual for
System of Interventions
Response to Intervention (RTI)

REV. 2016 - 2017

BACKGROUND AND OVERVIEW

Under the guidance of Kentucky Department of Education (KDE), districts across Kentucky have developed a system of interventions to meet the needs of all students. Federal legislation, including the No Child Left Behind Act (NCLB 2001) and the Individuals with Disabilities Education Improvement Act (IDEA 2004), resulted in a Response to Intervention (RTI) process that outlines the use of professionally sound instruction and multi-tiered models of intervention based on defensible research to bring high-quality instruction to all students.

Kentucky passed legislation that addresses the need for intervention strategies, models, and programs to assist student's not meeting or exceeding state benchmarks. The system of interventions was established to address reading, writing, math and behavior for all students.

The following regulations and statutes address the RTI process in Kentucky:
- ✓ 704 KAR 3:095. The Use of Response to Intervention in Kindergarten through Grade 3.
- ✓ 704 KAR 3:305 Minimum requirements for high school graduation
- ✓ KRS 158.305 Response to intervention system to identify and assist students having difficulty in reading, math, writing, or behavior
- ✓ KRS 158.649 Achievement gaps- Data on student performance- Policy for reviewing academic performance- Biennial targets- review and revision of consolidated plan
- ✓ KRS 158.6453 Definitions-Assessment of achievement goals- Revision of academic content standards- Components- Criterion referenced and norm-referenced tests- Program assessments- High school and college readiness assessments- ACT and WorkKeys- Accommodations for students with disabilities- Assessment design- Reporting timelines- Biennial plan for validation studies- Local assessment- School report card- Individual student report- Inappropriate test preparation prohibited.
- ✓ KRS 158.6459 Intervention strategies for accelerated learning
- ✓ KRS 158.792 Reading diagnostic and intervention fund- Grants for reading intervention programs- Administrative regulations- Annual reports on use of grant funds and costs of intervention programs.
- ✓ KRS 164.0207 Collaborative Center for Literacy Development: Early Childhood through Adulthood- Duties- Report
- ✓ KRS 158.844 Mathematics achievement fund- Creation- Use of disposition of moneys- Administrative regulations- Requirement for grant applicants- Department to provide information to schools and to make annual report to Interim Joint Committee on Education.
- ✓ KRS 158.070 School term- Professional development- Holidays and days closed- Continuing education for certain students- Breakfast program- Missed school days due to emergencies and service credit

"Response to Intervention (RTI) integrates assessment and intervention within a multi-level 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" (National Center on Response to Intervention).

In June 2012, the Kentucky Department of Education (KDE) established A Guide to the Kentucky System of Interventions. Based on the information within this guide, Fairview Independent Schools developed their procedure manual for RTI.

CORE COMPONENTS OF SYSTEM OF INTERVENTION/ (RTI) PROCESS

- **Universal Screening**
  All students district wide, are assessed with reading and math universal screener to identify those who are "at-risk" for learning or those who exceed the standard of learning. Students scoring at and below the tenth percentile on the universal screener are targeted for intervention. This designation may also be referred to on the student report as Urgent Intervention. Students who exceed the standards based on universal screenings, referral to the Gifted and Talented teacher will be made based on their criteria. Students are also targeted in the upper grades based on their ACT scores when they do not meet benchmark. Students targeted for accelerated learning are targeted for intervention based on "exceeds", "above" or distinguished on state testing or universal screening benchmarks.

- **Diagnostic Assessment**
  Diagnostic assessments for instruction are administered to students who are not meeting or who are exceeding the established standard as determined from the universal screener. The results of this assessment are used to guide planning for the interventions to be implemented with the student.

- **Student Plan**
  A written plan is established for each student detailing interventions and progress monitoring.

- **Tiered Service Delivery**
  A multi-tiered service-delivery model is used: Tier I, Tier II, and Tier III.

- **Research-Based Intervention**
  School staff implements specific, research-based interventions and data driven programs to address the student's needs.

- ***Data Collection/ Progress Monitoring***
  Student progress is assessed according to established guidelines set forth in each tier. The data collected is analyzed for effectiveness of the intervention in order to make any modifications or change in tier.

- ***Data-Based Decision Making***
  A student's performance is assessed with the data obtained during the interventions. During established team meetings, decisions are made based on that data. Comparison is also made with initial intervention baseline data.

- ***Parent Involvement***
  Parents are provided updates on child's level based on universal screenings and when appropriate diagnostic assessments. In each tier, parents will be given a list of interventions based on established criteria for their child and progress or lack of progress.

TIERS OF INTERVENTIONS

Tiers of Intervention will be tracked in Infinite Campus under the INTERVENTIONS tab. This information is collected each year by the department of education on June 30th. Tracking of the interventions is specifically required for third year focus schools, high school seniors who do not meet ACT Benchmark(s), all students served by extended school service funds and all students served with Mathematics Achievement Fund or Read to Achieve Grants.

Tier I Universal/Core Instruction-- 80% - 90% of student population
Tier I is the regular education program and is designed to meet the needs of a majority of the school population. Tier I consist of an evidence based core academic program, periodic universal screening given no less than twice throughout the school year in the areas of reading and math, and the development of interventions by the classroom teacher to address any academic or behavior difficulties. Students exceeding the established criteria will also be targeted for interventions to accelerate their learning.

If monitoring of student progress indicates that classroom interventions are not successful, after a minimum of four weeks, those students identified as not meeting academic or behavior standards are recommended for Tier II interventions.

At Tier I, the classroom teacher will:
- Meet with the school RTI facilitator

- Design/plan/implement interventions for those students who are not making adequate progress or exceed expectations
- Consult with colleagues regarding student concerns
- Consult with colleagues to plan instructional strategies
- Keep current, on-going documentation of student progress/failure to make progress

Tier II Targeted Instruction--- 10% - 15% of student population
Tier 2 provides Tier 1 core/ universal instruction in addition to academic and behavioral interventions for students not making progress or who are exceeding the established standards.

Students are referred to the school RTI facilitator for increased instruction if they are not making progress with core instruction. For students with learning and/or behavioral difficulties or other instructional needs, Tier 2 is intended to address those needs in order to provide support for them to be successful in Tier 1. These students will receive mandatory intervention services based on an universal screening level of 10th percentile or below or a designation of "Urgent Intervention". At this time, they will be administered a diagnostic assessment to determine if targeted interventions are needed or if they will be on watch until the next administration.

Tier II consists of small group interventions. Students in this tier will receive at least 30 minutes of additional instruction 3-4 times a week in the targeted area in addition to the core academic instruction. Group membership should consist of no more than 5 students with a single adult. The classroom teacher may elect to employ computer-aided instruction, use of administrative aide and/or peer-to-peer instruction at this level of intervention. Duration of a research-based intervention is for at least 6-8 weeks and requires that students be tested once weekly to monitor the improvement of skills.

For students who exceed expectations, Tier 2 is designed to further their curriculum by changing it in pace, content ad complexity. They may or may not receive the same amount of individual time for targeted intervention based on school level and curriculum needs.

Tier III Intensive Instruction-- 1% - 5% of student population
Tier III interventions incorporate more intensive Tier II strategies in addition to the Tier 1 core instruction.

Group size must be decreased, while frequency and intensity of interventions increase. This tier is designed for students who still have considerable difficulty in mastering necessary academic skills, even after receiving Tier I and Tier II interventions. Students in Tier III receive explicit instruction 60 minutes per day, which can be provided in two separate 30-minute sessions, of additional instruction 4-5 times a week in the area of identified need in addition to the core

academic instruction. Duration of a research-based intervention is for at least 6-8 weeks and requires that students be tested twice weekly to monitor skills.

For students who continue to exceed expectations, Tier 3 is designed to provide high-individualized challenges. Strategies are customized for the student depending on targeted skills.

CONSIDERATION FOR SPECIAL EDUCATION

Response to intervention is determined by the student's level of performance and rate of growth as evidenced by progress monitoring. The goal is to bring the student beyond the 10th percentile when compared to other students at the 25th percentile (rate of growth). If a student remains at or below the 10th percentile when using universal screening tools and/or benchmarks for state testing indicate below average, novice, or not meeting benchmark but shows growth, the intervention is continued and/or changed before progressing to a referral for special education. Students who fail to respond to interventions at the Tier III level may be referred to an Admission and Release Committee. Evidence of the interventions must be documented in the INTERVETNIONS tab within Infinite Campus before a referral is submitted for review. Referrals shall be submitted to the Director of Special Education with documentation.

Students already identified for a disability under IDEA who also fall below benchmark in an additional area may be targeted for intervention. For example, a student who is identified with a specific learning disability in reading comprehension, who also has difficulty with math computation, may receive intervention in math through the tiered process.

ROLES AND RESPONSIBILITIES OF RTI STAFF

DISTRICT RTI TEAM
The role of the district RTI team is to review data including initial and on-going progress monitoring, assist in planning additional interventions, monitor curriculum needs, adjust student schedules, facilitate parent referrals and oversee the overall district level programs and assessments to be used as well as establishing data collection points.

The District RTI team consist of:
District RTI Coordinator
District Assessment Coordinator
Director of Special Education
School RTI Facilitator(s)
Gifted and Talented Teacher, when appropriate
Other personnel, as assigned

The district RTI team will meet on a regular basis with best practice being monthly to review all students in Tier 2 and 3 to evaluate the effectiveness of the intervention and the results of each strategy implemented. At this time, they will review building level practices and plan for any needed professional development for teachers.

During the review of students in Tier 2 and 3, one of the following decisions will be made:
   A. Discontinue intervention
   B. Review implementation/ redesign or modify intervention
   C. Refer student for special education consideration and continue intervention

DISTRICT RTI COORDINATOR
The role of the district RTI coordinator is to facilitate meetings of the district RTI team, review policies and procedures as they relate to RTI for the district, provide guidance to the school RTI facilitators, stay abreast of new assessments, programs and interventions in order for the team to make decisions. The district RTI coordinator will oversee all aspects of the district program.

SCHOOL RTI FACILITATOR
Each school within the Fairview Independent School District will maintain a lead teacher who will facilitate the referrals and meet with the district RTI team. That person will assist with progress monitoring and maintaining of records for their respective building. They will serve as a problem-solving unit within their building and a liaison between the district team and teachers within their building. They will work with the district assessment coordinator to review trends in data and analyze universal screenings for their building in order to plan instructional practices. The school RTI facilitator will also bring training and or instructional needs of their building to the district team in order to plan professional development.

PARENT REFERRAL TO RTI PROGRAM
Parents may refer their child to the District RTI team for consideration to the intervention process by following established guidelines. This involves filling out a form detaining concerns and previous evaluations or services provided to the child either inside or outside of the school setting. The district team will then review the referral to determine next steps.

PROGRESS MONITORING TO PARENTS
Parents will receive progress reports at the end of each monitoring cycle, as indicated by the tier of intervention. Letters will be mailed home reporting progress and strategies to try at home.

INDEX OF FORMS

1. Parent Informational Letter
   (Sent to parents of all students at the beginning of each school year.)

2. Parent Letter: Universal Screening Results
   (Sent immediately after each universal screening has been conducted to report individual student scores and expectations to parents.)

3. Parent Referral Form
   (Completed when parents wish to refer their child for prior to a Special Education Referral.)

4. Student Data Form
   (Completed by classroom teacher and submitted to school RTI facilitator for each student targeted for interventions based on data.)

5. Student Intervention Plan
   (Completed for each student receiving tiered intervention.)

6. Student Interventions/Strategies Documentation Log
   (Completed during the intervention phase and presented to the District RTI Team by the school RTI facilitator for review.)

7. Intervention Log
   (Completed by the interventionist to evidence delivery of instruction/intervention according to the individualized intervention plan.)

8. Progress Monitoring Form
   (Completed during the intervention phase to document probes used and for analysis of data for decision-making; data must be presented to the school RTI facilitator for presentation to the District RTI Team for review.)

9. Parent Letter: Monitoring of Progress
   (Letter sent as determined by tier to parents indicating strategies or activities to use at home as well as progress about where child is performing.)

Date: _____

Fairview Independent Schools
System of Interventions/ Response to Intervention (RTI)
Parent Informational Letter

Dear Parent(s)/Legal Guardian(s):

This is a general informational letter being sent to parents regarding the state mandated system of interventions/response to intervention (RTI) process that is being practiced within your child's school. In order to provide the most effective education for ALL students, it is our belief within the Fairview Independent School System that we begin by providing an effective education tailored to the needs of each child. Our school system is implementing a district-wide RTI process. This system is aimed at early identification of students to prevent them from falling behind and/or identify areas in which they can excel in their learning.

As our staff works with your child, they will utilize a three-tier approach with varying levels of student support. The first phase of this process is referred to as Tier I where 80-90% of students will be successful. In this phase, the classroom teacher will use different strategies and materials to assist your child in achieving success within the classroom setting during whole group instruction. Within this phase, a universal screening will be given to all students in the district no less than twice per year. You will receive a letter indicating how your child scored. The purpose of these screenings are to identify students who will be targeted for tailored instructional practices. For students who are not meeting expectations or accelerate beyond expectations, they will be moved to Tier 2. Upon entering Tier 2, a diagnostic assessment will be given outlining specific areas of target. The second phase or Tier 2 utilizes an intervention team approach where students receive customized supplemental instructional opportunities tailored to their learning.

Many children respond very well to these first two phases and are successful in meeting standards with the usage of supplemental assistance. In the event that your child needs additional assistance or needs further acceleration, we will incorporate a third level of support, which will provide additional support more frequently. This level is known as Tier III. It is at this level that it may be necessary to make adjustments to your child's educational program.

We encourage you, as the person who best knows your child, to join us as an integral member of this team. We will inform you of your child's progress with the interventions.

We believe that we have the responsibility to make ALL children successful, one child at a time. If you should have any questions or concerns, please do not hesitate to call at _____.

Sincerely,

_____

Principal

_____

School RTI Facilitator

Fairview Independent Schools
Universal Screening Results

Date: _____

Dear Parent(s)/Legal Guardian(s) of _____,

Recently, your child completed a universal screening in the content areas of Reading and Mathematics. Based on state and/or national averages below is how your child scored.

Reading   Math

☐   ☐   Your child scored above the expected score.

☐   ☐   Your child is performing as anticipated.

☐   ☐   Your child's performance is an area of concern.

We will be conducting another universal screening on _____.
Results of this screening will be shared with you at that time. Please continue to work with your child at home to further assist him/her with skills in this/these area(s). As always, please do not hesitate to call if you have any questions. We may be reached at _____.

Sincerely,

_____
Principal

_____
School RTI Facilitator

Fairview Independent Schools
Parent Referral to District RTI Team

Student Name:	Date of Birth:
School:	Teacher:
Parent(s):	Home/Cell Phone #:
Address:	

I am requesting that my child, _____, be referred to the District RTI team for review. The review is requested due to:
[Please include behaviors observed at home, academic strengths/weaknesses noted during homework completion, strategies attempted to correct the problem at home and in conjunction with the classroom teacher(s).]

_____

_____

_____

_____

_____

Has the classroom teacher indicated concerns about your child's academic performance?
☐ No
☐ Yes – Please list:

_____

_____

_____

What classroom instructional strategies do you think would best help your child?

_____

_____

_____

_____

Has your child had any previous evaluations through any school system or private provider?

☐ No
☐ Yes – Who/When completed evaluation?

_____

Please describe any significant factors (developmental, medical- including medication- or situational) you feel may impact this student's ability to benefit from their current educational program:

_____

_____

_____

_____

Signature of Parent/Legal Guardian

_____

Date Received by School

Fairview Independent Schools
System of Interventions/ Response to Intervention (RTI)
Student Data Form

NOTE: This form is to be completed for students being referred for Tier 2.

Date: _____

Student:_____

Date of Birth:_____

Parent(s):_____

Address:_____

Phone:_____

School:_____

Teacher:_____

Grade:_____

A. STUDENT RECORD REVIEW (Each area must be addressed)

Attendance:

Schools attended: _____

Has the student been retained?_____

If so, which grade and what year? _____

Days absent this year_____

Days absent last year_____

Does the student have excessive tardiness? (over 10 per year) _____

Testing Information: *indicate composite/benchmark score or meets, exceeds, above as indicated by test*

1. Current KCCT Scores by area

Reading _____   On-Demand Writing_____

Math _____   Language Arts _____

Science _____   Social Studies _____

Other: *(list)* _____

2. Universal Screening:

Test: _____   Results: _____

Grades:

Reading/ Language Arts : _____   Spelling: _____

Math: _____   Science _____

Social Studies _____   Other :_____

Screening Information: *indicate date of screening and pass/fail*

Hearing _____

Vision _____

Behavior:
office referrals _____
suspensions _____
If any referrals or suspensions, please indicate reasons:

_____

_____

Did the student have previous suspensions prior to this school year? If so, indicate number and offenses.

_____

_____

Services Received:
Does the student currently receive any of the following services?
ESS_____
Speech _____
Counseling _____
Other (please list) _____

Medical:
Does the student:
Wear glasses _____
Wear hearing aides _____
Have limited English proficiency _____
Have any medical concerns (list) _____
Take medication (list) _____

B. TEACHER OBSERVATIONS – *For each area, rate the student in comparison to same-aged peers using "+" to indicate an area of concern*

____ Basic Reading Skills ____ Reading Comprehension ____ Basic Math Facts ____ Math Computation ____ Written Expression ____ Receptive Language ____ Handwriting Skills ____ Spelling	____ Follows Directions ____ Works Independently ____ Attends to Class work ____ Completes Assignments ____ Retention of Information ____ Manages time ____ Organizes materials ____ Turns in class work on time	____ Gets along with peers ____ Relates well with adults ____ Punctuality
Other: _____		

C. MEETING STUDENT NEEDS WITHIN THE REGULAR PROGRAM
Indicate below the strategies/interventions used in response to this student

_____ Alternative Reading Materials _____ Provide Study Sheet for Review _____ Flexible Small Groups (Teacher Directed) _____ Cooperative Learning Groups _____ Individualized Reading Instruction _____ One-on-One with Teacher _____ Increase Use of Manipulatives _____ Help from Parent/Volunteer Tutor/Paraeducator _____ Alternative Math Materials _____ Increase Repetition and Drill	_____ Skill-based Learning Groups _____ Additional Use of Graphic Organizers _____ Increase Positive Reinforcement _____ Break Assignments into Small Steps (Task Analysis) _____ Frequent Feedback by Teacher _____ Provide Rewards for Task Completion _____ Enlist Parent Support to Review Skills at Home Other:_____ _____

Date Received by School RTI Facilitator: _____

Fairview Independent Schools
System of Interventions/ Response to Intervention (RTI)
Student Intervention Plan

Date: _____
Student: _____
Grade: _____

Universal Screening and Diagnostic Assessment Results:
Date:
Results:

Skill Deficit/ Area of Acceleration/Behavior Identified:

Development of the Plan
Intervention Level: _____ Tier II
                      _____ Tier III

Strategies and Programs to be used:

Frequency: _____ days/week   Once daily   Twice daily

Duration: _____ weeks

Days of the Week for Intervention: M T W TH F

Time:

Interventionist:

Setting:

Evaluating the Plan

Person responsible for progress monitoring:

Method of Evaluation:

Progress Monitoring Day of the week:

Frequency of Progress Monitoring: ___Once Weekly (Tier II) ___Twice Weekly (Tier III) _____Other: Specify _____

Review Data after ___4 ___6 ___8 data points

Data Based Decision

Initial Intervention Plan designed_____

Intervention Plan Revised: _____

Student progressing continue with current plan: _____

Intervention Successful. Student returned to core curriculum: _____

Student not progressing in Tier II. Refer to Tier III _____

Student not progressing in Tier III. Refer for special education: _____

Student did not qualify for special education. Interventions plan designed/ redesigned: _____

Fairview Independent Schools
System of Interventions/ Response to Intervention (RTI)
Documentation Form: Student Interventions/Strategies

Date: _____

Student: _____

Grade: _____

Signature of Teacher: _____

DIRECTIONS: Document research-based interventions that have been implemented in the classroom in attempt to build student skills in areas of skill deficit or accelerate student learning. **Student work MUST be attached to support documentation.**

Tier Level: _____

Skill	Research-based Interventions	Dates: From/To	Results

Date Received by School RTI Facilitator: _____

Fairview Independent Schools
System of Interventions/ Response to Intervention (RTI)
Intervention Log

NOTE: This form is to be completed for each session and turned into school RTI facilitator as specified.

Student:_____

Grade:_____

Interventionist: _____

Tier Level:_____

Date:	Time:	Notes:

Fairview Independent Schools
System of Interventions
Progress Monitoring Form

NOTE: This form is to be completed during the intervention phase if a standardized report is not available. Data must be presented to the Fairview Independent Schools System of Interventions District Team, as requested by School RTI Facilitator or District RTI Coordinator.

Date: _____

Student Name:_____

Targeted Subject Area:_____

Grade:_____

Baseline Data: _____

Tier: _____

Date	Probe Used	Outcome (% correct, error analysis, etc..)	Notes:

Fairview Independent Schools
System of Interventions/ Response to Intervention (RTI)
Monitoring of Progress

Dear Parent(s) / Legal Guardian(s),

Your child _____was recently tested in the
identified area of _____ to determine the effectiveness
of the interventional strategies that have been implemented with him/her to assist
with skill acquisition and/or further accelerated learning.

The results of the findings are as follows:

Here are a few things you can do at home to assist your child with attaining/
furthering their skills:

Please feel free to contact the school if you have any questions or concerns.

Thank you,

_____
Principal

References:

- "A Guide to the Kentucky System of Interventions: (2012). Kentucky Department of Education, Frankfort, KY.

- McCook, John E. Ed.D. (2006). The RTI Guide: Developing and implementing a model in your schools; LRP Publications, Horsham, PA.

- National Center on Response to Intervention. (2015). www.rti4success.org/

APPENDIX

APPENDIX A: Hasbrouck & Tindal Oral Reading Fluency Data: Read Naturally

APPENDIX B: Screening Tools Chart: Center on Response to Intervention at American Institutes for Research

APPENDIX C: Academic Progress Monitoring Tools Chart: National Center on Intensive Intervention at American Institutes for Research

APPENDIX D: Academic Intervention Tools Chart

APPENDIX A

Hasbrouck & Tindal Oral Reading Fluency Data

ReadNaturally®

This table shows the oral reading fluency rates of students in grades 1 through 8, based on an extensive study conducted by Jan Hasbrouck and Gerald Tindal. The results of their study are published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on these websites:

- **ERIC website:** eric.ed.gov/?id=ED531458
- **BRT website:** www.brtprojects.org/publications/technical-reports
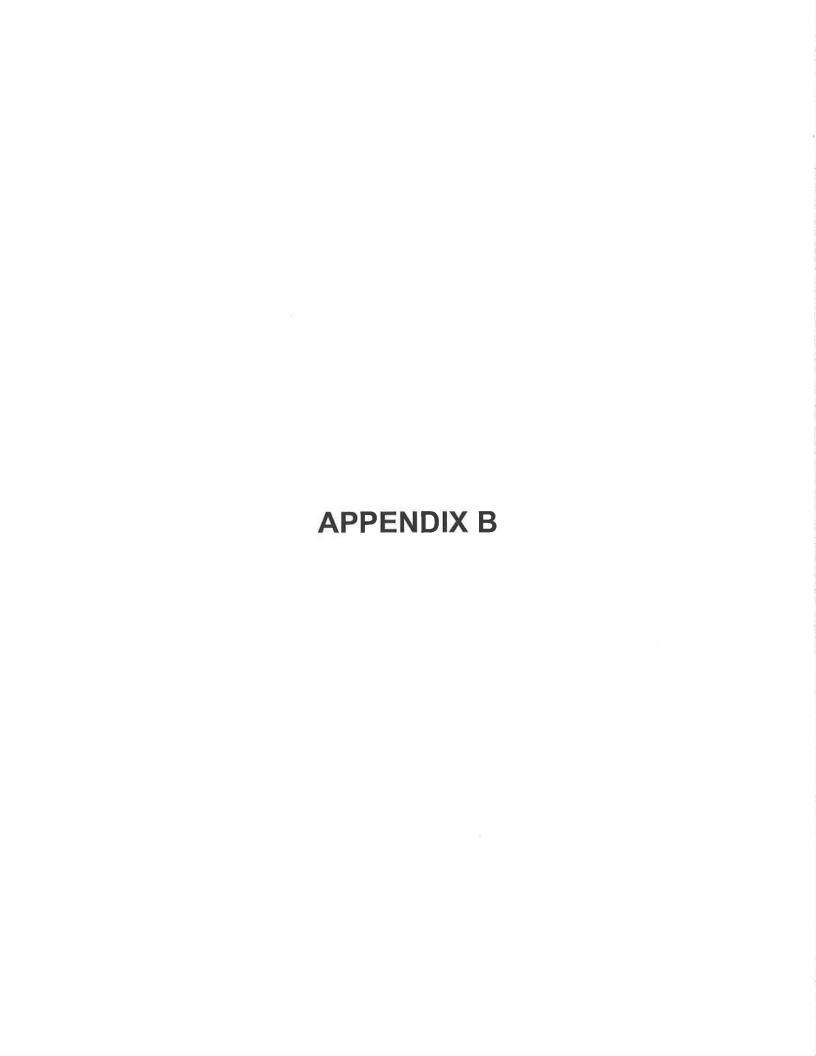
This table can help you assess the oral reading fluency of your students relative to their peers. Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program. Teachers can also use the table to set long-term fluency goals for struggling readers.

For more information:

- **Essential Components of Reading:** readnaturally.com/components
- **Correlation Between Oral Reading Fluency and Overall Reading Achievement:** readnaturally.com/correlation
- **Read Naturally Tools for Assessing Fluency:** readnaturally.com/assessment-tools
- **Read Naturally Intervention Programs That Develop Fluency:** readnaturally.com/fluency-interventions

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

*WCPM = Words Correct Per Minute

**Average words per week growth

www.readnaturally.com

APPENDIX B

Screening Tools Chart

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency — Administration Format	Efficiency — Administration and Scoring Time	Efficiency — Scoring Key	Benchmarks / Norms
A+® LearningLink™—Progress in Math	Mathematics	◐	Moderate Low	◐	◐	—	Group	35–40 minutes	Computer Scored	Yes
Acuity	English Language Arts	◐	Moderate High	◐	●	—	Group	50 minutes	Yes	Yes
Acuity	Mathematics	◐	Moderate High	◐	●	—	Group	50 minutes	Yes	Yes
AIMSweb	Mathematics—Curriculum-Based Measurement	◐	Moderate High	◐	○	—	Group	2 minutes	Yes	Yes
	Mathematics Concepts and Applications	◐	Moderate Low	●	○	○	Individual Group	11–13 minutes	Yes	Yes
	Reading—Curriculum-Based Measurement	◐	Moderate High	●	◐	◐	Individual	1–5 minutes	Yes	Yes
	Test of Early Literacy—Letter Naming Fluency	●	Moderate Low	◐	◐	—	Individual	2 minutes	Yes	Yes
	Test of Early Numeracy—Missing Number	○	Broad	●	●	—	Individual	2 minutes	Yes	Yes
	Test of Early Numeracy—Number Identification	○	Broad	●	○	—	Individual	2 minutes	Yes	Yes
	Test of Early Numeracy—Oral Counting	○	Moderate Low	○	○	—	Individual	2 minutes	Yes	Yes
	Test of Early Numeracy—Quantity Discrimination	○	Broad	●	●	—	Individual	2 minutes	Yes	Yes
Classworks Universal Screener	Mathematics	◐	Moderate High	●	○	—	Group	30 minutes	Computer Scored	Yes
Classworks Universal Screener	Reading	◐	Moderate High	●	○	—	Group	30 minutes	Computer Scored	Yes

Legend:
● Convincing evidence
◐ Partially convincing evidence
○ Unconvincing evidence
— Data unavailable or inadequate
* Added in the 2014 review
∷ Information updated during the 2014 review

Center on
RESPONSE to **INTERVENTION**

at American Institutes for Research ▓

AIR
AMERICAN INSTITUTES FOR RESEARCH®

Screening Tools Chart
As of May 2014

This tools chart reflects the results of the fourth annual review of screening tools by the Center's Technical Review Committee (TRC).

The Center defines screening as follows: Screening involves brief assessments that are valid, reliable, and evidence-based. They are conducted with all students or with targeted groups of students to identify those who are at risk of academic failure and, therefore, are likely to need additional or alternative forms of instruction to supplement the conventional general education approach.

Chart Features

- Across the top of the chart are the standards by which the TRC reviews each tool. When viewing the online version of the chart, click on each standard for a detailed description of how the rating was defined.

- The vendors/developers of the tools have provided implementation information that includes the cost of the tool, what is needed to implement it, the support provided, how the tool is intended to be used, and with whom it should be used. To access this information when viewing the online version of the chart, click on the name of the tool in the "Area" column.

- To view the specific data submitted for Classification Accuracy, Generalizability, Reliability, Validity, and Disaggregated Data for Diverse Populations when viewing the online version of the chart, click the ratings in the chart.

- When viewing the online version of the chart:

  ▪ Every column of the chart can be sorted by clicking the arrows at the tops of the columns.

  ▪ The tools in the chart can be filtered by subject and by grade using the filter tool at the top of the chart. To see all tools again, click "Reset."

  ▪ Tools can be compared by clicking the boxes on the far right of the chart. Select as many tools as you wish to compare and click the "Compare" button. To see all tools again, click "Reset."

The Center on Response to Intervention at American Institutes for Research publishes this chart to assist educators and families in becoming informed consumers who can select screening tools that best meet their individual needs. The Center's Technical Review Committee (TRC) on Screening independently established criteria for evaluating the scientific rigor of screening tools. The TRC rated each submitted tool against these criteria but did not compare it to other tools on the chart. The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation from either the TRC on Screening or the Center on Response to Intervention. Please note that all submissions to the TRC review process were voluntary.

Screening Tools Chart Continued

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Administration Format	Administration and Scoring Time	Scoring Key	Benchmarks / Norms
DIBELS 6th Edition	*Letter Naming Fluency	◐	Moderate Low	●	○	—	Individual	2 Minutes	No	Yes
	*Nonsense Word Fluency	●	Moderate Low	●	◐	◐	Individual	2 Minutes	No	Yes
	*Oral Reading Fluency	●	Moderate Low	●	◐	—	Individual	2 Minutes	No	Yes
	*Phoneme Segmentation Fluency	◐	Moderate Low	◐	○	—	Individual	2 Minutes	No	Yes
DIBELS Next	*Daze (DIBELS Maze)	◐	Moderate High	●	○	○	Individual Group	3–6 Minutes	Yes	Yes
	*DORF (DIBELS Oral Reading Fluency)	◐	Moderate High	●	○	◐	Individual	1–2 Minutes	Yes	Yes
	*First Sound Fluency	○	Moderate Low	◐	○	—	Individual	1–3 Minutes	Yes	Yes
	*Nonsense Word Fluency	◐	Moderate High	○	○	○	Individual	1 Minute	Yes	Yes
	*Phoneme Segmentation Fluency	○	Moderate Low	○	○	—	Individual	1–2 Minutes	Yes	Yes
Discovery Education Predictive Assessment	Mathematics	●	Moderate High	●	◐	◐	Group	40 minutes	Yes	Yes
	Reading	●	Moderate High	●	◐	◐	Group	40 minutes	Yes	Yes

Legend   ● Convincing evidence   ◐ Partially convincing evidence   ○ Unconvincing evidence   — Data unavailable or inadequate
* Added in the 2014 review   ** Information updated during the 2014 review

Screening Tools Chart Continued

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Administration Format	Administration and Scoring Time	Scoring Key	Benchmarks / Norms
easyCBM	Mathematics	●	Moderate High	◐	●	●	Individual Group	30 minutes	Computer Scored	Yes
	Multiple Choice Reading Comprehension	●	Moderate High	○	○	◐	Individual Group	25–40 minutes	Computer Scored	Yes
	Passage Reading Fluency	●	Moderate High	—	○	◐	Individual	3–4 minute	Yes	Yes
	Vocabulary	●	Moderate High	—	◐	◐	Group	15 minutes	Computer Scored	Yes
EdcheckupStandard Reading Passages	Maze	◐	Moderate High	●	○	●	Group	20 minutes	Yes	Yes
	Oral Reading Fluency	●	Moderate High	●	●	●	Individual	15 minutes	Yes	Yes
Formative Assessment System for Teachers (FAST): Adaptive Math	*aMath	●	Moderate Low	●	◐	—	Individual	10–45 Minutes	Yes	Yes
Formative Assessment System for Teachers (FAST): Adaptive Reading	Reading	●	Moderate Low	●	●	—	Individual Group	6–20 Minutes	Computer Scored	Yes
FAST CBMReading	*English	●	Moderate Low	●	●	●	Individual	1–5 Minutes	Yes	Yes
FAST CBMReading Spanish	*Spanish	◐	Moderate Low	●	○	—	Individual	1–5 Minutes	Yes	Yes

Legend
● Convincing evidence   ◐ Partially convincing evidence   ○ Unconvincing evidence   — Data unavailable or inadequate
* Added in the 2014 review   ** Information updated during the 2014 review

Screening Tools Chart Continued

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency			Benchmarks / Norms
							Administration Format	Administration and Scoring Time	Scoring Key	
FAST earlyReading English	*Composite	●	Moderate Low	◐	●	—	Individual	5 Minutes	Yes	Yes
	*Concepts of Print	◐	Moderate Low	○	○	—	Individual	1.5–2.5 Minutes	Yes	Yes
	*Decodable Words	●	Moderate Low	●	○	◐	Individual	1–2 Minutes	Yes	Yes
	*Letter Names	◐	Moderate Low	●	○	◐	Individual	1–1.5 Minutes	Yes	Yes
	*Letter Sounds	●	Moderate Low	●	○	◐	Individual	1–2 Minutes	Yes	Yes
	*Nonsense Words	●	Moderate Low	●	○	◐	Individual	1–2 Minutes	Yes	Yes
	*Onset Sounds	●	Moderate Low	●	○	○	Individual	2–3 Minutes	Yes	Yes
	*Rhyming	●	Moderate Low	●	○	—	Individual	2–3 Minutes	Yes	Yes
	*Sentence Reading	●	Moderate Low	●	●	◐	Individual	1–2 Minutes	Yes	Yes
	*Sight Words (50)	◐	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Sight Words (150)	●	Moderate Low	●	○	◐	Individual	1–2 Minutes	Yes	Yes
	*Word Blending	●	Moderate Low	●	○	○	Individual	1–3 Minutes	Yes	Yes
	*Word Segmenting	●	Moderate Low	●	○	○	Individual	1–3 Minutes	Yes	Yes

Legend
● Convincing evidence
◐ Partially convincing evidence
○ Unconvincing evidence
— Data unavailable or inadequate
* Added in the 2014 review
** Information updated during the 2014 review

Screening Tools Chart Continued

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency Administration Format	Efficiency Administration and Scoring Time	Efficiency Scoring Key	Benchmarks / Norms
FAST earlyReading Spanish	*Concepts of Print	○	Moderate Low	●	—	—	Individual	1.5–2.5 Minutes	Yes	Yes
	*Decodable Words	◐	Moderate Low	●	○	—	Individual	1–2+ Minutes	Yes	Yes
	*Letter Names	◐	Moderate Low	●	○	—	Individual	1–1.5 Minutes	Yes	Yes
	*Letter Sounds	◐	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Onset Sounds	●	Moderate Low	●	○	—	Individual	2–3 Minutes	Yes	Yes
	*Rhyming	◐	Moderate Low	●	○	—	Individual	2–3 Minutes	Yes	Yes
	*Sentence Reading	◐	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Sight Words (50)	◐	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Sight Words (150)	◐	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Word Blending	◐	Moderate Low	●	○	—	Individual	1–3 Minutes	Yes	Yes
	*Syllables	◐	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Word Segmenting	○	Moderate Low	●	○	—	Individual	1–3 Minutes	Yes	Yes
Gates-MacGinitie Reading Tests (GMRT)	Reading	●	Moderate Low	●	○	—	Group	55 minutes	Yes	Yes

Legend:
● Convincing evidence   ◐ Partially convincing evidence   ○ Unconvincing evidence   — Data unavailable or inadequate
* Added in the 2014 review   ** Information updated during the 2014 review

Screening Tools Chart Continued

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency		Scoring Key	Benchmarks / Norms
							Administration Format	Administration and Scoring Time		
Group Assessment and Diagnostic Evaluation	Group Mathematics Assessment and Diagnostic Evaluation (G-MADE)	◐	Moderate Low	●	◐	—	Individual Group	46–95 minutes	Yes	Yes
	Group Reading Assessment and Diagnostic Evaluation (GRADE)	◐	Moderate Low	●	◐	—	Individual Group	46–95 minutes	Yes	Yes
Iowa Tests of Basic Skills (ITBS)	Mathematics	●	Moderate High	◐	●	—	Group	60 minutes	Yes	Yes
	Reading	●	Moderate High	◐	●	—	Group	55 minutes	Yes	Yes
istation Indicators of Progress	Reading	◐	Moderate Low	●	●	◐	Individual Group	13–21 minutes	Yes	Yes
mCLASS	Mathematics	○	Moderate High	●	○	○	Individual Group	1–12 minutes	Yes	Yes
	Vocabulary Assessment	○	Moderate Low	◐	●	○	Individual	1–2 minutes	Yes	Yes
	**3D—Text Reading and Comprehension	◐	Moderate High	◐	○	●	Individual	5–8 Minutes	Yes	Yes
Measures of Academic Progress (MAP)	Mathematics	●	Moderate High	◐	◐	◐	Individual Group	40 minutes	Computer Scored	Yes
	Reading	●	Moderate High	◐	◐	◐	Individual Group	40 minutes	Computer Scored	Yes
Measures of Academic Progress (MAP) for Primary Grades	Mathematics	●	Moderate High	◐	◐	◐	Individual Group	40 minutes	Computer Scored	Yes
	Reading	●	Moderate High	◐	◐	◐	Individual Group	40 minutes	Computer Scored	Yes

Legend
● Convincing evidence   ◐ Partially convincing evidence   ○ Unconvincing evidence   — Data unavailable or inadequate
* Added in the 2014 review   ** Information updated during the 2014 review

Screening Tools Chart Continued

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Administration Format	Efficiency — Administration and Scoring Time	Scoring Key	Benchmarks / Norms
Observation Survey of Early Literacy Achievement	Reading	●	Broad	●	●	●	Individual	15–45 minutes	Yes	Yes
PALS	Early Literacy (Kindergarten)	●	Moderate High	●	◐	●	Individual Group	23–43 minutes	Yes *	Yes
	Reading (Grades 1-3)	●	Moderate High	●	●	◐	Individual Group	23–43 minutes	Yes	Yes
Predictive Assessment of Reading	Reading	●	Broad	●	●	●	Individual	16 minutes	No	Yes
Scholastic Phonics Inventory	Reading–Screener Version	◐	Moderate High	●	◐	—	Individual Group	10 minutes	Computer Scored	No
STAR	Early Literacy	◐	Broad	●	◐	●	Individual Group	10 minutes	Computer Scored	Yes
	Mathematics	●	Broad	●	●	●	Individual Group	10 minutes	Computer Scored	Yes
	Reading	●	Broad	●	●	●	Individual Group	10 minutes	Computer Scored	Yes
STEEP	Oral Reading Fluency	●	Moderate High	●	◐	—	Individual	1 minute	Yes	Yes
TPRI Early Reading Assessment	Reading	●	Moderate Low	◐	○	◐	Individual	2–6 minutes	Yes	Yes

Legend
● Convincing evidence   ◐ Partially convincing evidence   ○ Unconvincing evidence   — Data unavailable or inadequate
* Added in the 2014 review   ** Information updated during the 2014 review

APPENDIX C

Academic Progress Monitoring Tools Chart

Updated: February 2015

This tools chart reflects the results of the review of progress monitoring tools by the Center's Technical Review Committee (TRC).

The National Center on Intensive Intervention defines progress monitoring as repeated measurement of academic performance for the purpose of helping schools individualize instructional programs for students in grades K–12 who have intensive instructional needs. For this purpose, progress monitoring is collected weekly to assess whether student progress is adequate to meet the student's instructional goal. If not, the teacher adjusts the instructional program to better meet the student's needs and continues to monitor progress. This process recurs throughout intervention to formatively develop an effective, individually tailored instructional program. In the Center and in the document, we refer to this use of progress monitoring as data-based individualization.

Chart Features

- The tools in this chart have been rated against one or both sets of technical adequacy standards related to progress monitoring: General Outcome Measures (GOMs) and Mastery Measures (MMs).

- This document presents the GOM tools first and then the MM tools. The tools have been rated against three sets of standards: (1) Psychometric Standards, (2) Progress Monitoring Standards, and (3) Data-based Individualization Standards.

- Across the top of the chart are the standards by which the TRC reviews each program study. Click here for a detailed description of how the ratings were defined.

- On the web, click on the name of the tool in the "Title" column to access the following information:

  - Implementation information including the cost of the tool, what is needed to implement it, the support you will receive from the vendor, how the tool is intended to be used, and with whom it should be used

  - The specific data submitted for each standard.

- On the web, every column of the chart can be sorted by clicking the text at the top of the column.

- On the web, the tools in the chart can be filtered by subject and by grade using the filter tool at the top of the chart.

The National Center on Intensive Intervention publishes this chart to assist educators and families in becoming informed consumers who can select progress monitoring tools that best meet their individual needs.

The Center's Technical Review Committee (TRC) on Academic Progress Monitoring independently established a set of criteria for evaluating the technical adequacy of progress monitoring tools. The TRC rated each submitted tool against these criteria but did not compare it to other tools on the chart. The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation from either the TRC on Progress Monitoring or the National Center on Intensive Intervention. Please note that all submissions to the TRC review process were voluntary.

Academic Progress Monitoring General Outcome Measures Chart

Tools	Area	Psychometric Standards: Reliability of the Performance Level Score	Psychometric Standards: Reliability of the Slope	Psychometric Standards: Validity of the Performance Level Score	Psychometric Standards: Predictive Validity of the Slope of Improvement	Psychometric Standards: Disaggregated Reliability and Validity Data	Progress Monitoring Standards: Alternate Forms	Progress Monitoring Standards: Sensitive to Student Improvement	Progress Monitoring Standards: End-of-Year Benchmarks	Progress Monitoring Standards: Rates of Improvement Specified	DBI Standards: Decision Rules for Changing Instruction	DBI Standards: Decision Rules for Increasing Goals	DBI Standards: Improved Student Achievement	DBI Standards: Improved Teacher Planning
AIMSweb	M-CBM	○	○	○	○	●	◐	○	●	●	—	●	—	—
AIMSweb	Math Computation	●	●	●	○	—	⊕	●	●	●	●	●	—	—
AIMSweb	Math Concepts and Applications	●	●	●	—	—	●	●	●	●	●	●	—	—
AIMSweb	Oral Reading Fluency (R-CBM)	●	●	○	○	●	◐	●	●	●	●	●	—	—
AIMSweb	Test of Early Literacy - Letter Naming Fluency	⊕	●	●	⊕	●	●	●	●	●	●	●	—	—
AIMSweb	Test of Early Literacy - Letter Sound Fluency	●	⊕	●	⊕	●	●	●	●	●	●	●	—	—
AIMSweb	Test of Early Literacy - Nonsense Word Fluency	●	⊕	●	⊕	●	●	●	●	●	●	●	—	—
AIMSweb	Test of Early Literacy - Phonemic Segmentation Fluency	●	⊕	⊕	⊕	●	●	●	●	●	●	●	—	—
AIMSweb	Test of Early Numeracy - Missing Number	●	◐	●	◐	●	●	●	●	●	●	●	—	—
AIMSweb	Test of Early Numeracy - Number ID	●	⊕	●	⊕	●	●	○	●	●	●	●	—	—
AIMSweb	Test of Early Numeracy - Oral Counting	⊕	⊕	⊕	⊕	●	●	○	●	●	●	●	—	—
AIMSweb	Test of Early Numeracy - Quantity Discrimination	●	⊕	●	⊕	●	●	○	●	●	●	●	—	—
Curriculum-Based Measurement in Reading (CBM-R)	Letter Sound Fluency	●	●	●	●	—	●	●	●	●	—	—	—	—
Curriculum-Based Measurement in Reading (CBM-R)	Maze Fluency	●	●	●	●	—	●	●	●	●	—	—	—	—
Curriculum-Based Measurement in Reading (CBM-R)	Word Identification Fluency	●	●	●	●	—	●	●	●	●	—	—	—	—

Tools	Area	Psychometric Standards: Reliability of the Performance Level Score	Psychometric Standards: Reliability of the Slope	Psychometric Standards: Validity of the Performance Level Score	Psychometric Standards: Predictive Validity of the Slope of Improvement	Psychometric Standards: Disaggregated Reliability and Validity Data	Progress Monitoring Standards: Alternate Forms	Progress Monitoring Standards: Sensitive to Student Improvement	Progress Monitoring Standards: End-of-Year Benchmarks	Progress Monitoring Standards: Rates of Improvement Specified	DBI Standards: Decision Rules for Changing Instruction	DBI Standards: Decision Rules for Increasing Goals	DBI Standards: Improved Student Achievement	DBI Standards: Improved Teacher Planning
Curriculum-Based Measurement in Reading (CBM-R)	Passage Reading Fluency	●	●	●	●	–	●	●	●	●	●	●	●	●
DIBELS 6th Edition	Nonsense Word Fluency	●	–	●	●	–	◐	○	●	●	○	○	●	○
DIBELS 6th Edition	Oral Reading Fluency	●	○	●	●	–	◐	◐	●	●	○	○	–	–
DIBELS 6th Edition	Phoneme Segmentation Fluency	●	●	●	●	–	◐	●	●	●	○	○	–	–
DIBELS Next	DAZE (Dibels Maze)	●	○	●	○	○	◐	●	●	●	○	○	○	○
DIBELS Next	DORF (Dibels Oral Reading Fluency)	●	●	●	○	○	◐	●	●	●	○	○	○	–
DIBELS Next	First Sound Fluency	●	◐	●	–	○	◐	●	●	●	○	–	–	–
DIBELS Next	Nonsense Word Fluency	●	●	●	–	○	◐	●	●	●	○	–	–	–
DIBELS Next	Phoneme Segmentation Fluency	●	●	◐	–	○	◐	●	●	●	○	–	–	–
easyCBM	Reading - Comprehension	○	○	○	○	○	○	–	○	○	–	–	–	–
easyCBM	Reading - Letter Sounds	○	●	○	●	–	◐	–	●	○	–	–	–	–
easyCBM	Reading - Passage Reading Fluency	◐	●	●	●	●	●	–	●	●	–	–	–	–
easyCBM	Reading - Phoneme Segmentation	○	○	○	○	●	◐	–	●	○	–	–	–	–
easyCBM	Reading - Word Reading Fluency	○	–	○	○	○	○	–	●	○	–	–	–	–
Edcheckup Standard Reading Passages	Maze Fluency	●	○	●	●	○	●	●	●	○	–	–	–	–
Edcheckup Standard Reading Passages	Oral Reading Fluency	●	○	●	◐	○	●	●	●	○	–	–	–	–

Tools	Area	Psychometric Standards: Reliability of the Performance Level Score	Psychometric Standards: Reliability of the Slope	Psychometric Standards: Validity of the Performance Level Score	Psychometric Standards: Predictive Validity of the Slope of Improvement	Psychometric Standards: Disaggregated Reliability and Validity Data	Progress Monitoring Standards: Alternate Forms	Progress Monitoring Standards: Sensitive to Student Improvement	Progress Monitoring Standards: End-of-Year Benchmarks	Progress Monitoring Standards: Rates of Improvement Specified	DBI Standards: Decision Rules for Changing Instruction	DBI Standards: Decision Rules for Increasing Goals	DBI Standards: Improved Student Achievement	DBI Standards: Improved Teacher Planning
FAST CBMReading English	Reading	●	●	●	●	○	●	●	●	●	—	—	—	○
FAST CBMReading Spanish	Reading	●	◐	●	○	●	●	—	●	●	—	—	—	○
FAST earlyMath	Decomposing	●	—	●	—	—	○	—	●	●	—	—	—	—
FAST earlyMath	Grouping and Place Value	●	—	●	—	—	○	○	—	○	—	—	—	—
FAST earlyMath	Match Quantity	●	—	●	—	—	○	○	—	○	—	—	—	—
FAST earlyMath	Numeral ID	●	—	●	—	—	○	○	—	○	—	—	—	—
FAST earlyMath	Number Sequence	●	⊕	●	—	—	○	○	●	○	—	—	—	—
FAST earlyReading	Decodable Words	●	⊕	●	○	○	○	○	●	○	—	—	—	○
FAST earlyReading	Letter Names	●	●	●	○	○	●	●	●	○	—	—	—	○
FAST earlyReading	Letter Sounds	●	●	●	○	○	●	●	●	○	—	—	—	○
FAST earlyReading	Nonsense Words	●	⊕	●	○	○	○	○	●	○	—	—	—	○
FAST earlyReading	Onset Sound Fluency	●	○	●	○	○	○	●	●	○	—	—	—	○
FAST earlyReading	Sight Word Fluency	●	⊕	●	○	○	○	○	●	○	—	—	—	○
FAST earlyReading	Word Blending	●	○	●	○	○	○	○	●	○	—	—	—	○
FAST earlyReading	Word Segmenting	●	⊕	⊕	○	○	○	○	●	○	—	—	—	○
FAST earlyReading Spanish	Decodable Words Spanish	⊕	○	●	○	○	—	○	●	○	—	—	○	○

Tools	Area	Psychometric Standards: Reliability of the Performance Level Score	Psychometric Standards: Reliability of the Slope	Psychometric Standards: Validity of the Performance Level Score	Psychometric Standards: Predictive Validity of the Slope of Improvement	Psychometric Standards: Disaggregated Reliability and Validity Data	Progress Monitoring Standards: Alternate Forms	Progress Monitoring Standards: Sensitive to Student Improvement	Progress Monitoring Standards: End-of-Year Benchmarks	Progress Monitoring Standards: Rates of Improvement Specified	DBI Standards: Decision Rules for Changing Instruction	DBI Standards: Decision Rules for Increasing Goals	DBI Standards: Improved Student Achievement	DBI Standards: Improved Teacher Planning
FAST earlyReading Spanish	Letter Names Spanish	●	○	●	○	○	|	|	●	○	|	|	○	○
FAST earlyReading Spanish	Letter Sounds Spanish	●	○	●	○	○	○	○	●	○	|	|	○	○
FAST earlyReading Spanish	Onset Sounds Spanish	●	○	●	○	○	|	|	○	○	|	|	○	○
FAST earlyReading Spanish	Sentence Reading Spanish	●	|	●	|	○	|	|	|	○	|	|	○	○
FAST earlyReading Spanish	Sight Words Spanish	●	○	●	○	○	|	|	●	○	|	|	○	○
FAST earlyReading Spanish	Syllable Words Spanish	◐	○	●	○	○	|	○	●	○	|	|	○	○
FAST earlyReading Spanish	Word Blending Spanish	⊘	○	⊘	○	|	|	|	○	○	|	|	|	○
FAST earlyReading Spanish	Word Segmenting Spanish	○	○	⊘	○	|	○	|	○	○	|	|	○	○
istation Indicators of Progress (ISIP)	Advanced Reading	●	●	●	|	|	●	○	●	●	|	|	|	|
istation Indicators of Progress (ISIP)	Early Reading	●	●	●	|	|	●	○	●	●	|	|	|	|
mCLASS: Math	Computation	●	●	●	●	|	○	●	●	|	○	○	○	|
mCLASS: Math	Concepts	●	●	●	●	○	●	●	●	|	○	○	○	|
mCLASS: Math	Oral Counting	●	●	●	|	○	●	●	●	|	○	○	○	|
mCLASS: Math	Missing Number	●	●	●	⊘	○	○	●	●	|	○	○	○	|
mCLASS: Math	Next Number	●	●	●	|	○	○	●	●	|	○	○	|	|
mCLASS: Math	Number Facts	●	●	●	⊘	○	●	●	●	|	○	○	○	|

Tools	Area	Psychometric Standards: Reliability of the Performance Level Score	Psychometric Standards: Reliability of the Slope	Psychometric Standards: Validity of the Performance Level Score	Psychometric Standards: Predictive Validity of the Slope of Improvement	Psychometric Standards: Disaggregated Reliability and Validity Data	Progress Monitoring Standards: Alternate Forms	Progress Monitoring Standards: Sensitive to Student Improvement	Progress Monitoring Standards: End-of-Year Benchmarks	Progress Monitoring Standards: Rates of Improvement Specified	DBI Standards: Decision Rules for Changing Instruction	DBI Standards: Decision Rules for Increasing Goals	DBI Standards: Improved Student Achievement	DBI Standards: Improved Teacher Planning
mCLASS: Math	Number Identification	●	●	●	●	—	●	●	●	—	○	○	—	—
mCLASS: Math	Quantity Discrimination	●	●	●	○	—	●	●	●	—	○	○	○	—
mCLASS: Reading	mCLASS: 3D: Text and Reading Comprehension	◑	○	●	—	○	○	●	●	—	○	○	○	—
Monitoring Basic Skills Progress (MBSP)	Basic Math Computation	●	●	●	—	●	●	●	●	●	●	●	●	●
Monitoring Basic Skills Progress (MBSP)	Basic Math Concepts/Applications	●	●	●	●	●	●	●	●	●	●	●	●	●
Scholastic Math Inventory	Math	●	—	●	—	—	●	●	●	—	—	—	—	—
Scholastic Reading Inventory	Reading	◑	—	◑	—	—	●	●	●	—	—	—	—	—
STAR	Early Literacy	●	●	●	●	●	●	●	●	●	●	●	○	—
STAR	Math	●	◑	◑	◑	●	●	●	●	●	●	●	◑	—
STAR	Reading	●	◑	●	●	●	●	●	●	●	●	●	◑	—
STEEP	Oral Reading Fluency	●	◑	◑	◑	●	●	●	●	●	●	●	○	—
Yearly ProgressPro	Math	●	●	●	●	—	●	●	●	●	○	○	○	○
Yearly ProgressPro	Reading Language Arts	●	●	●	●	—	●	●	●	●	○	○	○	○
Yearly ProgressPro	Reading Maze Fluency	●	●	●	●	—	●	●	●	●	○	○	○	○

Legend

- ● Convincing evidence
- ◑ Partially convincing evidence
- ○ Unconvincing evidence
- — Data unavailable

Academic Progress Monitoring Mastery Measures Chart

Tools	Area	Psychometric Standards: Reliability	Psychometric Standards: Validity	Psychometric Standards: Disaggregated Reliability and Validity Data	Progress Monitoring Standards: Skill Sequence	Progress Monitoring Standards: Sensitive to Student Improvement	Progress Monitoring Standards: Pass/Fail Decision	DBI Standards: Decision Rules for Changing Instruction	DBI Standards: Decision Rules for Increasing Goals	DBI Standards: Improved Student Achievement	DBI Standards: Improved Teacher Planning
*Accelerated Math	Math	●	○	●	●	●	●	●	●	●	—
*Accelerated Math Fluency (previously MathFacts in a Flash)	Math	●	●	●	●	●	●	●	●	●	—

Legend   ● Convincing evidence   ◑ Partially convincing evidence   ○ Unconvincing evidence   — Data unavailable

* These progress monitoring tools are embedded within a curriculum. In other words, they are designed to measure progress towards mastery of a specific instructional curriculum and sequence, and the tools cannot be used independently of the curricula in which they are embedded. It is important to note that the TRC has evaluated the rigor of the assessment instrument but not the rigor of the curriculum in which the tool is embedded.

APPENDIX D

Academic Intervention Tools Chart

Updated: June 2015

This tools chart reflects the results of the review of academic intervention research studies by the Center's Technical Review Committee (TRC).

The National Center on Intensive Intervention (NCII) defines **intensive instructional intervention** as additional or alternative intervention programs to the core curriculum conducted in small groups or individually with evidence of efficacy for improving academic outcomes for students whose performance is unsatisfactory in the core program.

This tools chart presents information about studies that have been conducted about academic intervention programs. The chart reports information on four aspects of the studies/interventions: (1) *Study Quality*, ratings from our TRC members on the technical rigor of the study; (2) *Study Results*, information about the results of the studies; (3) *Intensity*, information related to the implementation of the program as an intensive intervention; and (4) *Additional Research*, information about other studies and reviews that have been conducted on the intervention.

Chart Features

■ Across the top of the chart are the standards by which the TRC reviews each study. Click here for a detailed description of how the ratings were defined.

■ On the website, click on the name of the study in the "Title" column to access the following information:

- Implementation information including the cost of the program, what is needed to implement it, the support you will receive from the vendor, how the program is intended to be used, and with whom it should be used.

  • The specific data submitted for each standard.

  ■ On the website, every column of the chart can be sorted by clicking the text at the top of the column.

  ■ On the website, the programs in the chart can be filtered by subject and by grade using the filter tool at the top of the chart.

The NCII publishes the following chart to assist educators and families in becoming informed consumers who can select intervention programs that best meet their individual needs.

The Center's Technical Review Committee (TRC) on Academic Intervention independently established a set of criteria for evaluating the scientific rigor of studies demonstrating the efficacy of instructional intervention programs. The TRC rated each submitted study against these criteria but did not compare it to other studies on the chart. The presence of a particular program on the chart does not constitute endorsement and should not be viewed as a recommendation from either the TRC on Academic Intervention or the National Center on Intensive Intervention.

Please note that all submissions to the TRC review process were voluntary. An individual, firm, or other vendor whose program appears on the chart chose to submit its program for TRC review.

Title	Study	Study Quality: Participants	Study Quality: Design	Study Quality: Fidelity of Implementation	Study Quality: Measures Targeted	Study Quality: Measures Broader	Study Results: Number of Outcome Measures	Study Results: Mean ES - Targeted	Study Results: Mean ES - Broader	Study Results: Disaggregated Data for Demographic Subgroups	Study Results: Disaggregated Data for <20th Percentile	Intensity: Administration Group Size	Intensity: Duration of Intervention	Intensity: Minimum Interventionist Requirements	Additional Research: Reviewed by What Works Clearinghouse	Additional Research: Other Research: Potentially Eligible for NCII Review	Additional Research: Other Research: Ineligible for NCII Review
Academy of MATH	Torlaković (2011)	●	●	○	◐	◐	4 Math	0.58*	0.29	No	No	Individual; Small groups (n=3-5)	30 minutes; 3 times a week; 20 weeks	Paraprofessional; 6 hours of hands-on training; 3 days of on-site training (teachers not pulled out)	No	0 studies	0 studies
Academy of READING	Torlaković (2011)	●	●	○	◐	●	2 Prereading; 22 Reading	0.19*u	0.36u	No	No	Individual	30 minutes; 3-5 times a week; 8-12 weeks	Paraprofessional; 6 hours of training	No	2 studies	2 studies
Academy of READING	Fiedorowicz & Trites (1987)	●	◐	○	●	●	8 Reading	0.36*	0.50*	No	No	Individual	30 minutes; 3-5 times a week; multiple weeks	Paraprofessional; Time training varies and can be more than 8 hours	No	0 studies	0 studies
Academy of READING	Torlaković (2011)	○	◐	○	●	◐	7 Reading	0.21*u	—	No	No	Individual	40 minutes; 2 times a week; 35 weeks	Professional; 1-2 days of training	No	0 studies	1 study
Achieve Intervention	Tracey & Young (2004)	○	○	○	○	○	1 Prereading; 6 Reading	0.11*	—	Yes	No	Small groups (n=20-25)	25-30 minutes; 3-4 times a week; 19 weeks	Paraprofessional; Less than 1 hour of training	No	0 studies	0 studies
Burst: Reading	Dubal; Hamly, Pavlov, Richards, Yambo, & Gusha (2012)	○	○	○	●	—	3 Reading	0.67*u	0.23u	No	No	Small groups (n=3-5)	30 minutes; 5 times a week; 20 weeks	Paraprofessional; Training not required	No	1 study	0 studies
Early Numeracy Intervention Level 1	Bryant, et. al. (2011)	●	●	◐	●	●	11 Math	0.46*	0.21*	No	No	Small groups (n=4-5)	20 minutes; 5 times a week; 19 weeks	Paraprofessional; 2-3 days of training	No	0 studies	0 studies
Early Vocabulary Connections	Nelson, Vadasy, & Sanders (2011)	●	●	●	●	●	10 Reading	0.43*	0.44*	No	Yes	Small groups (n=2-5)	30 minutes; 5 times a week; 30 weeks	Teachers	No	0 studies	0 studies
Enhanced Core Reading Instruction	Smith et al (2013); Fien, et al. (2013)	●	●	●	●	●	14 Reading	0.08	-0.03	No	No	Small groups (n=3-5)	30 minutes; 5 times a week; 30 weeks	Paraprofessional; 4-8 hours of training	Yes - Intervention Reviewed	0 studies	2 studies
Failure Free Reading	Torgesen, Myers, Schrim, Stuart, Vartivarian, et al. (2005)	●	◐	●	●	●	1 Prereading; 1 Reading	1.44*u	0.03*u	No	No	Small groups (n=3)	60 minutes; 5 times a week; 18 weeks	Paraprofessional; 4-8 hours of training	Yes - Intervention Reviewed	4 studies	0 studies
Fast ForWord Language Series	Slattery (2003)	○	◐	●	●	●	1 Prereading; 1 Reading	0.59*	—	No	No	Small groups	100 minutes; 5 times a week; 6 weeks	Paraprofessional; 4-8 hours of training	Yes - Intervention Reviewed	4 studies	12 studies
Fast ForWord Language Series	Miller, Merzenich, Tallal, DeVivo, Linn, et al. (1999)	●	●	○	●	◐	2 Prereading; 1 Reading	0.44	0.51	Yes	Yes	Small groups	100 minutes; 5 times a week; 8 weeks	Paraprofessional; 4-8 hours of training	Yes - Intervention Reviewed	4 studies	12 studies
Fast ForWord Language Series	Scientific Learning Corporation (2004)	●	○	●	●	●	2 Reading	—	—	No	Yes	Small groups	90 minutes; 5 times a week; 7 weeks	Paraprofessional; 4-8 hours of training	Yes - Intervention Reviewed	4 studies	12 studies

Title	Study	Study Quality: Participants	Study Quality: Design	Study Quality: Fidelity of Implementation	Study Quality: Measures Targeted	Study Quality: Measures Broader	Study Results: Number of Outcome Measures	Study Results: Mean ES: Targeted	Study Results: Mean ES - Broader	Study Results: Disaggregated Data for Demographic Subgroups	Study Results: Disaggregated Data for <20th Percentile	Intensity: Administration Group Size	Intensity: Duration of Intervention	Intensity: Minimum Interventionist Requirements	Additional Research: Reviewed by What Works Clearinghouse	Additional Research: Other Research: Potentially Eligible for NCII Review	Additional Research: Other Research: Ineligible for NCII Review
focusMATH Intensive Intervention	Styers & Baird-Wilkerson (2011)	●	●	●	●	—	15 Math	0.23*	—	No	No	Small groups (n=3-8)	30-40 minutes 2 times a week 21-29 weeks	Paraprofessional Training not required	No	0 studies	0 studies
Fraction Face-Off! (previously Fraction Challenge)	Fuchs, Schumacher, Long, Namkung, Hamlett, Cirino, et al. (2012)	●	●	●	◐	●	4 Math	1.81*	0.92*	No	Yes	Small groups (n=2-3)	30 minutes 3 times a week 12 weeks	Paraprofessional 2 one-day trainings with follow-up	Yes - Study Reviewed	0 studies	0 studies
Fusion	Clarke, et al. (2013)	●	●	●	●	●	3 Math	0.84*	0.13	No	No	Small groups (n=3-5)	30 minutes 3 times a week 20 weeks	Paraprofessional 1-4 hours of training	No	0 studies	0 studies
Hot Math Tutoring	Fuchs, Fuchs, Craddock, Hollenbeck, Hamlett, et al. (2008)	●	●	◐	●	●	3 Math	1.15*	0.60*	No	No	Small groups (n=2-4)	20-30 minutes 3 times a week 13 weeks	Professional Training is not required; 8 days of PD recommended	No	0 studies	0 studies
Leveled Literacy Intervention System	Ransford-Kaldon, Flynt, Ross, Franceschini, Zoblotsky, et al (2010)	○	●	●	●	●	4 Prereading 8 Reading	0.65*u	0.21*u	No	No	Small groups (n=3)	30 minutes 5 times a week 14-18 weeks	Professional Training 8 hours of training plus weekly follow-up	No	0 studies	0 studies
Lexia Reading	Macaruso & Rodman (2011)	●	●	●	●	●	6 Prereading 5 Reading	0.49*	-0.28	No	No	Individual	15-20 minutes 2-3 times a week 12 weeks	Paraprofessional 1-8 hours of training	Yes - Intervention Reviewed	3 studies	0 studies
Lexia Reading	Macaruso, Hook, & McCabe (2006)	●	◐	○		●	1 Prereading 2 Reading	—	0.58	Yes	No	Individual	30-60 minutes 2-3 times a week 24 weeks	Paraprofessional 1-8 hours of training	Yes - Intervention Reviewed	3 studies	0 studies
Lexia Reading	Macaruso & Rodman (2009)	●	◐	○	●	●	1 Prereading 5 Reading 1 Writing	0.10*	-0.08	No	No	Individual	20-30 minutes 2-3 times a week 20 weeks	Paraprofessional 1-8 hours of training	Yes - Intervention Reviewed	3 studies	0 studies
Lexia Reading	Macaruso & Walker (2008)	○	◐	○	●	●	4 Prereading 2 Reading	-0.11	0.31*	Yes	No	Individual	30 minutes 4-5 times a week 11 weeks	Paraprofessional 1-8 hours of training	Yes - Intervention Reviewed	3 studies	0 studies
Math Recovery	Smith, Cobb, Earan, Cordray, Munter, et al. (2007)	○	◐	●	○	●	6 Math	—	—	No	No	Individual	30 minutes 4-5 times a week 23-24 weeks	Professional/Teaching experience preferred, but not required, 12 month PD course with onsite mentoring 4-8 hours of training	No	0 studies	0 studies

Title	Study	Study Quality: Participants	Study Quality: Design	Study Quality: Fidelity of Implementation	Study Quality: Measures Targeted	Study Quality: Measures Broader	Study Results: Number of Outcome Measures	Study Results: Mean ES: Targeted	Study Results: Mean ES: Broader	Study Results: Disaggregated Data for Demographic Subgroups	Study Results: Disaggregated Data for <20th Percentile	Intensity: Administration Group Size	Intensity: Duration of Intervention	Intensity: Minimum Interventionist Requirements	Additional Research: Reviewed by What Works Clearinghouse	Additional Research: Other Research: Potentially Eligible for NCII Review	Additional Research: Other Research: Ineligible for NCII Review
MindPlay Virtual Reading Coach	Crews (2004)	○	○	○	—	●	3 Reading	—	—	No	No	Small groups	50 minutes 3 times a week 36 weeks	Paraprofessional 4-8 hours of training	No	0 studies	0 studies
MindPlay Virtual Reading Coach	Serido & Wilhelm (2006)	○	◐	○	—	●	3 Reading	—	0.26*	Yes	No	Individual Small groups (n=2-4)	30-60 minutes 3-4 times a week 14-24 weeks	Paraprofessional 4-8 hours of training	No	0 studies	0 studies
MindPlay Virtual Reading Coach: MindPlay Fluency	Serido & Wilhelm (2008)	○	◐	○	○	●	6 Reading	—	0.04	No	No	Individual Small groups (n=2-4)	25-30 minutes 3 times a week 14-24 weeks	Paraprofessional 4-8 hours of training	No	2 studies	0 studies
Number Rockets	Fuchs, Compton, Fuchs, Paulsen, Bryant, et al. (2005)	●	●	●	●	●	7 Math	0.45*	0.10	No	No	Small groups (n=2-3)	40 minutes 3 times a week 16 weeks	Paraprofessional 8 hours of training plus weekly follow-up	No	3 studies	0 studies
Pirate Math Individual Tutoring	Fuchs, Powell, Seethaler, Cirino, Fletcher, et al. (2009)	●	●	●	●	●	6 Math	0.65*	0.56*	No	No	Individual	20-30 minutes 3 times a week 16 weeks	Paraprofessional 8 hours of training plus weekly follow-up	No	2 studies	1 study
QuickReading	Vadasy & Sanders (2008)	●	●	●	●	●	6 Reading	0.22	0.21*	No	No	Small groups (n=1-2)	30 minutes 4 times a week 18 weeks	Paraprofessional Training not required	No	2 studies	0 studies
READ 180	Kim, Capotosto, Hartry, & Fitzgerald (2011)	○	●	◐	○	●	2 Reading 1 Writing	—	0.25*^u	No	No	Individual Small groups (n=10)	60 minutes 4 times a week 23 weeks	Professional 2 days of in-person training in order to implement the program	Yes - Intervention Reviewed	0 studies	0 studies
READ 180	Lang, Torgesen, Vogel, Chanter, Lefsky, et al (2009)	○	●	○	—	●	1 Reading	—	—	Yes	No	Individual Small groups (n=21)	90 minutes 5 times a week 36 weeks	Professional 2 days of in-person training in order to implement the program	Yes - Intervention Reviewed	0 studies	0 studies
READ 180	Sprague, Zaller, Kite, & Hussar (2011)	○	●	○	—	●	2 Reading	—	0.20*	No	No	Individual Small groups	90 minutes 5 times a week 36 weeks	Professional 2 days of in-person training in order to implement the program	Yes - Intervention Reviewed	0 studies	0 studies
READ 180	Scholastic Research (2008); White & Haslam (2005a); White & Haslam (2005b)	●	◐	○	—	●	3 Reading	—	0.16*^u	Yes	No	Individual Small groups	90 minutes 5 times a week 1 year	Professional 2 days of in-person training in order to implement the program	Yes - Intervention Reviewed	0 studies	0 studies

Title	Study	Study Quality: Participants	Study Quality: Design	Study Quality: Fidelity of Implementation	Study Quality: Measures Targeted	Study Quality: Measures Broader	Study Results: Number of Outcome Measures	Study Results: Mean ES - Targeted	Study Results: Mean ES - Broader	Study Results: Disaggregated Data for Demographic Subgroups	Study Results: Disaggregated Data for <20th Percentile	Intensity: Administration Group Size	Intensity: Duration of Intervention	Intensity: Minimum Interventionist Requirements	Additional Research: Intervention Reviewed by What Works Clearinghouse	Additional Research: Other Research: Potentially Eligible for NCII Review	Additional Research: Other Research: Ineligible for NCII Review
READ 180	Hamilton, Meisch, Chen, Quintanilla, Fong, et al. (2011)	●	●	●	—	●	9 Reading	—	0.07*	Yes	No	Individual Small groups	90 minutes 5 times a week up to 3 years	Professional 2 days of in-person training in order to implement the program	Yes - Intervention Reviewed	0 studies	0 studies
Read Aloud Small-Group Curriculum	Fien, Baker, Park, Chard, Williams, & Haria (2011)	●	●	●	●	●	3 Reading	0.61*ᵘ	-0.05ᵘ	No	No	Small groups (n=2-5)	20 minutes 4 times a week 9 weeks	Paraprofessional 4-8 hours of training	No	0 studies	0 studies
Read Naturally	Heistad (2005)	○	●	○	—	—	3 Reading	—	—	No	No	Small groups (n=5-10)	30 minutes 3-5 times a week 30weeks	Paraprofessional/ volunteer 6 hours of training	Yes - Intervention Reviewed	0 studies	0 studies
Read Naturally	Christ & Davie (2009)	○	●	○	●	—	7 Reading	0.38*	-0.07	No	No	Individual Small groups (n=3-5)	30 minutes 3 times a week 8 weeks	Professional 6 hours of training	Yes - Intervention Reviewed	0 studies	0 studies
Read Naturally	Tucker & Jones (2010)	●	○	○	●	—	3 Reading	0.71	—	No	No	Individual Small groups (n=2-6)	30 minutes 3 times a week 10 weeks	Paraprofessional 4-8 hours of training	Yes - Intervention Reviewed	0 studies	0 studies
Read Right	Scott, Nelsestuen, Autio, Deussen, & Hanitya (2010)	●	●	●	—	●	5 Reading	—	0.25*	Yes	No	Small groups (n=4-5)	40 minutes 5 times a week 12 weeks	Paraprofessional 7 weeks of hands-on training spread over 18 weeks	No	0 studies	2 studies
Reading Plus	Reutzel, Petscher, & Spichtig (in press)	●	○	○	●	●	2 Reading	—ᵃ	—ᵇ	No	No	Individual	30 minutes 3 times a week 20 weeks	Paraprofessional 4-8 hours of training	Yes - Intervention Reviewed	0 studies	1 study
Reading Recovery	Center, Wheldall, Freeman, Outhred, & McNaught (1995)	●	◐	○	●	●	1 Prereading 7 Reading	1.48*ᵘ	—ᵃ	No	No	Individual	40 minutes 5 times a week 15 weeks	Professional An academic year of training with university credit	Yes - Intervention Reviewed	0 studies	1 study
Reading Recovery	Iversen & Tunmer (1993)	●	◐	○	●	●	6 Prereading 4 Reading	—ᵇ	—ᵇ	No	No	Individual	30 minutes 5 times a week 12-20 weeks	Professional An academic year of training with university credit	Yes - Intervention Reviewed	0 studies	1 study
Reading Recovery	Schwartz (2005)	●	◐	○	●	●	3 Prereading 7 Reading	1.15*ᵘ	0.47*ᵘ	No	No	Individual	30 minutes 5 times a week 12-20 weeks	Professional An academic year of training with university credit	Yes - Intervention Reviewed	0 studies	1 study
Responsive Reading Instruction	Denton, Nimon, Mathes, Swanson, Kethley, et al. (2010)	●	◐	●	●	●	2 Prereading 13 Reading	—	—	No	No	Small groups (n=3-4)	40 minutes 5 times a week 25 weeks	Paraprofessional 18 hours of training	No	0 studies	0 studies

Title	Study	Study Quality: Participants	Study Quality: Design	Study Quality: Fidelity of Implementation	Study Quality: Measures Targeted	Study Quality: Measures Broader	Study Results: Number of Outcome Measures	Study Results: Mean ES - Targeted	Study Results: Mean ES - Broader	Study Results: Disaggregated Data for Demographic Subgroups	Study Results: Disaggregated Data for <20th Percentile	Intensity: Administration/Group Size	Intensity: Duration of Intervention	Intensity: Minimum Intervention/Intervention Requirements	Additional Research: Reviewed by What Works Clearinghouse	Additional Research: Other Research: Potentially Eligible for NCII Review	Additional Research: Other Research: Ineligible for NCII Review
Responsive Reading Instruction	Mathes, Denton, Fletcher, Anthony, Francis, et al. (2005)	○	◐	●	●	●	3 Reading 1 Writing 1 Math	0.86*ᵘ	0.17*ᵘ	No	No	Small groups (n=3)	40 minutes 5 times a week 32 weeks	Professional 42 hours of training	No	0 studies	0 studies
ROOTS	Clarke, Doabler, Smolkowski, Baker, Fien, et al. (2011)	○	◐	○	—	●	4 Math	—	0.21	No	Yes	Small groups (n=4-5)	20 minutes 3 times a week 17-18 weeks	Paraprofessional 1-4 hours of training	No	0 studies	0 studies
Seeing Stars	Bell, Hungerford, Flowers, Worthington, & Fitler (Tech. Rep)	●	○	◐	●	●	10 Reading 1 Writing	0.49*	0.19*	No	No	Individual Small groups (n=2-6)	90 minutes 5 times a week 12-15 weeks	Paraprofessional 1 week initially, then mentoring	No	0 studies	21 studies
Seeing Stars	Bell, Worthington, Hungerford, Fitler, & Flowers (Tech, Rep)	●	○	◐	●	●	10 Reading 1 Writing	0.54*	0.03*	No	No	Small groups (n=2-5)	90 minutes 5 times a week 26-30 weeks	Paraprofessional 1 week initially, then mentoring	No	0 studies	21 studies
Seeing Stars plus Visualizing and Verbalizing and Phoneme Sequencing	Burke, Howard, & Evangelou (2005)	●	◐	○	●	●	10 Reading 1 Writing	0.47*ᵘ	0.41*ᵘ	No	No	Small groups (n=1-3)	50 minutes 15 times a week 8-10 weeks	Paraprofessional 1 week initially, then mentoring	No	0 studies	21 studies
Sound Partners (1-3)	Vadasy, Sangers, and Peyton (2006)	●	◐	●	●	●	1 Prereading 7 Reading 1 Writing	0.80*	0.76*	No	No	Individual	50 minutes 15 times a week 28 weeks	Paraprofessional / Tutor 2-4 hours of initial training with weekly on-site coaching and modeling for one year	Yes - Intervention Reviewed	0 studies	1 study
Sound Partners Kindergarten	Vadasy & Sanders (2008)	●	◐	●	●	●	2 Prereading 4 Reading 1 Writing	0.22*	0.39	No	No	Individual Small groups (n=2)	30 minutes 4 times a week 18 weeks	Paraprofessional 4 hours of training	Yes - Intervention Reviewed	0 studies	1 study
Sound Partners Kindergarten	Vadasy & Sanders (2010)	○	●	●	●	●	2 Prereading 3 Reading 1 Writing	0.76*	0.40*	No	Yes	Individual	30 minutes 4 times a week 18 weeks	Paraprofessional 4 hours of training	Yes - Intervention Reviewed	0 studies	1 study
Sound Partners Kindergarten	Vadasy, Sanders, & Peyton (2006)	●	●	●	●	●	2 Prereading 4 Reading 1 Writing	0.56*	0.40*	No	No	Individual	30 minutes 4 times a week 18 weeks	Paraprofessional 4 hours of training	Yes - Intervention Reviewed	0 studies	1 study
SRSD for Writing Strategies	Graham, Harris, & Mason (2005)	●	◐	●	●	—	15 Writing	1.31*ᵘ	—	No	No	Small groups (n=2)	20 minutes 3 times a week 10.7 weeks	Paraprofessional 2 weeks of training	No	53 studies	26 studies

Title	Study	Study Quality: Participants	Study Quality: Design	Study Quality: Fidelity of Implementation	Study Quality: Measures Targeted	Study Quality: Measures Broader	Study Results: Number of Outcome Measures	Study Results: Mean ES - Targeted	Study Results: Mean ES - Broader	Study Results: Disaggregated Data for Demographic Subgroups	Study Results: Disaggregated Data for <20th Percentile	Intensity: Administration Group Size	Intensity: Duration of Intervention	Intensity: Minimum Interventionist Requirements	Additional Research: Intervention Reviewed by What Works Clearinghouse	Additional Research: Other Research: Potentially Eligible for NCII Review	Additional Research: Other Research: Ineligible for NCII Review
SRSD for Writing Strategies	Harris, Graham, & Mason (2006)	●	●	●	●	●	15 Writing	1.33*ᵘ	—	No	No	Small groups (n=1-2)	20 minutes 3 times a week 15-19 weeks	Paraprofessional 2 weeks of training	No	53 studies	26 studies
SRSD for Writing Strategies	Lane, Harris, Graham, Driscol, Sandel, et al. (2011)	●	◐	●	●	—	14 Writing	0.57*ᵘ	0.42*ᵘ	No	No	Individual	30 minutes 3-4 times a week 8 weeks	Paraprofessional 12 hours of training	No	53 studies	26 studies
Stepping Stones to Literacy	Nelson, Benner, & Gonzalez (2005)	●	●	●	●	●	4 Prereading 2 Reading	0.76*ᵘ	0.58*ᵘ	No	No	Individual	20 minutes 3 times a week 8 weeks	Professional Training is not required	Yes - Intervention Reviewed	0 studies	0 studies
Stepping Stones to Literacy	Nelson, Sanders, & Gonzalez (2010)	●	●	◐	●	●	3 Prereading 1 Reading	0.16ᵘ	0.35ᵘ	No	No	Small groups (n=2-6)	20 minutes 5 times a week 10 weeks	Professional Training is not required	Yes - Intervention Reviewed	0 studies	0 studies
Stepping Stones to Literacy	Nelson, Stage, Epstein, & Pierce (2005)	●	●	●	●	●	3 Prereading 2 Reading	0.83*ᵘ	0.47*ᵘ	No	No	Individual	20 minutes 3 times a week 8 weeks	Professional Training is not required	Yes - Intervention Reviewed	0 studies	0 studies
Structured Supplemental Spelling Instruction	Graham, Harris, & Chorzampa (2002)	●	●	●	●	●	1 Prereading 2 Reading 6 Writing	0.75*ᵘ	0.26*ᵘ	No	No	Small groups (n=2)	20 minutes 3 times a week 16 weeks	Paraprofessional	No	0 studies	0 studies
System 44 Next Generation	Beam, Paddis, & Hahn (2012)	●	●	○	●	●	4 Prereading 4 Reading	0.02ᵘ	0.06ᵘ	No	No	Small groups (n=5-7)	20 minutes 5 times a week 18 weeks	Paraprofessional 4-8 hours of training	No	2 studies	10 studies
Words Their Way: Word Study in Action Developmental Model	Eddy, Ruitman, Hankel, Matelski, & Schmalstig (2011)	●	●	●	●	●	1 Prereading 1 Reading 1 Writing	0.11*	0.00	No	No	Small groups (n=2-8)	20 minutes 4 times a week 18 weeks	Paraprofessional Training not required	No	0 studies	0 studies

Legend ● Convincing evidence ◐ Partially convincing evidence ○ Unconvincing evidence — Data unavailable

* Effect Size is statistically significant for at least one measure

u Effect Size is based on unadjusted means

a Effect sizes are available for measures that were equivalent on the pretest. Click for details.