



Reading Tiered Fidelity Inventory Reading Screening Items for Secondary Schools

Version 1.2
September 2020

Kim St. Martin, Ph.D.
Melissa Nantais, Ph.D.
Anna Harms, Ph.D.
Ed Huth, Ed.S.

Copyright © 2015 Michigan Department of Education (Michigan's Integrated Behavior and Learning Support Initiative). All rights reserved. This material may not be reproduced, displayed, modified or distributed without the express prior written permission of the copyright holder. For permission, contact [kstmartin@mimtss.org].

Suggested Citation:

St. Martin, K., Nantais, M., Harms, A., & Huth, E. (2015). *Reading Tiered Fidelity Inventory (Elementary-Level Edition)*. Michigan Department of Education, Michigan's Integrated Behavior and Learning Support Initiative.

Reading Tiered Fidelity Inventory Elementary-Level Edition Contributors:

Bob Algozzine, Sarah Brown, Jose Castillo, Amanda March, Alecia Rahn-Blakeslee, Beth Harn, Kathy Keehn, Claire MacArthur, Julie Nixon, Christine Russell, Patrick Sorrelle, Stephanie Stollar, Kelly Tuomikoski, John Vail, Sara Witmer

R-TFI Reading Screening Items for Secondary Schools Scoring Form

Purpose of the R-TFI Reading Screening Items

Six items from the R-TFI Elementary-Level Edition have been pulled out in this document for use by secondary schools. The Secondary-Level Edition of the R-TFI focuses on using Early Warning Indicators for universal screening due to the importance of being able to identify and support students who are at risk of dropping out of school. Some secondary schools, especially middle schools, may benefit from universal screening using a reading measure in addition to early warning indicators. These six items are designed to assist secondary schools with their continuous improvement process. Scores are not entered into a data system. Use of these six items is designed to supplement, not supplant the existing screening items in the R-TFI Secondary-Level Edition scores.

School:

District:

Date:

School Leadership Team Members:

Facilitator:

Notetaker:

Directions: The **School Leadership Team** completes the Reading Tiered Fidelity Inventory (R-TFI) Reading Screening Items for Secondary Schools together by using the *R-TFI Scoring Guide* to discuss each item and come to **consensus** on the final score for each item. Scores are recorded on the *Scoring Form* below.

Item	Item Description	Score
1.13	The school has identified an individual(s) to assist in data coordination for school-wide reading assessments .	2 1 0
1.14	A school-wide reading universal screening assessment schedule is available for the current school year.	2 1 0
1.18	Universal screening assessments have been purposely selected.	2 1 0
1.19	The school uses a data system(s) that allows access to universal screening assessment reports.	2 1 0
1.20	Staff collect reading universal screening data with fidelity .	2 0
1.22	The School Leadership Team uses data to monitor the health of the School-wide Reading Model .	2 1 0

Total Score: _____/12

R-TFI Scoring Guide

Table 1. Description for the R-TFI scoring guide

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<i>Brief description of the item.</i>	<i>Description of the criteria that need to be in place to score 2 points on the item. Data sources should be available to substantiate a 2-point score.</i>	<i>Description of the criteria that need to be in place to score 1 point on the item. Data sources should be available to substantiate a 1-point score.</i>	<i>Description of the criteria to score 0 points on the item.</i>	<i>Examples of documentation that can be used to substantiate scoring decisions.</i>

R-TFI Secondary Schools Reading Screening Items

Tier 1: Resources

Table 2. Tier 1 Resources screening items for secondary schools.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.13</p> <p>The school has identified an individual(s) to assist in data coordination for school-wide reading assessments.</p>	<p>The school has an individual(s) who does <u>all</u> of the following for school-wide reading assessments:</p> <ul style="list-style-type: none"> • Train appropriate staff in test administration and scoring procedures. • Provide administration and scoring refresher trainings. • Schedule assessments. • Ensure teachers have access to usable data reports. • Ensure accuracy of test administration, scoring, and entry. • Assist with data interpretation and analysis. 	<p>The school has an individual(s) who meets <u>at least four</u> of the criteria outlined in the 2-point response.</p>	<p>The school does not have an individual(s) responsible for coordinating school-wide reading assessments.</p> <p>-OR-</p> <p>The school has an individual(s) who fulfills <u>three or fewer</u> of the criteria outlined in the 2-point response.</p>	<p>Names of individuals</p> <p>Responsibilities/ expectations of data coordination</p> <p>Schedule of initial and refresher trainings</p>

R-TFI Item	2 Point	1 Point	0 Points	Data Source
<p>1.14</p> <p>A school-wide reading universal screening assessment schedule is available for the current school year.</p>	<p>The following features are included on the school-wide reading universal screening assessment schedule:</p> <ul style="list-style-type: none"> • Three universal screening assessments during the year. • Assessment windows are two weeks or less. • A list of the measures (aligned with the critical reading skills) administered at each grade level for each test period. • Deadline for data entry within one week after assessment administration (if needed). 	<p>The following features are included on the school-wide reading universal screening assessment schedule:</p> <ul style="list-style-type: none"> • Three universal screening assessments during the year. • Assessment windows are two weeks or less. • A list of the measures (aligned with the critical reading skills) administered at each grade level for each test period. 	<p>The school does not have a schedule indicating when universal screening will be administered.</p> <p style="text-align: center;">-OR-</p> <p>The school has a schedule only indicating three universal screening periods for the year with two or fewer of the additional criteria from the 2-point response.</p>	<p>Assessment schedule</p>

Tier 1: Evaluation

Table 3. Tier 1 Evaluation screening items for secondary schools.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.18</p> <p>Universal screening assessments have been purposely selected.</p>	<p>There is documentation that the school or district procedure looked for the presence of <u>all</u> of the following criteria when selecting universal screening assessments for reading:</p> <ul style="list-style-type: none"> Assessments align with the Big Ideas of Reading. High levels of technical adequacy as demonstrated by a scientifically vetted/peer reviewed process. Resources necessary to use the assessment as intended (i.e., materials, training, loss of instructional time per student). How assessment results are used to plan reading instruction such as current risk level and progress since previous test. 	<p>There is documentation that the school or district procedure looked for the presence of only the following criteria when selecting universal screening assessments for reading:</p> <ul style="list-style-type: none"> Assessments align with the Big Ideas of Reading. High levels of technical adequacy as demonstrated by a scientifically vetted/peer reviewed process. 	<p>The school does not use a universal screening measure for reading.</p> <p>-OR-</p> <p>There is no documentation of a review.</p> <p>-OR-</p> <p>The documentation shows that the reviewers did not think the measure had sufficient technical adequacy.</p>	<p>Assessment review documentation</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.19</p> <p>The school uses a data system(s) that allows access to universal screening assessment reports.</p>	<p>Data system(s) includes <u>all</u> of the following features:</p> <ul style="list-style-type: none"> • Visual displays of school-wide, sub-group, grade-level, classroom, and individual student data. • Reports showing the percent of students at or above, below, and well below benchmark for critical skills at each grade-level, sub-group, and benchmark period. • Progress of groups of students and individual students between benchmark periods. • Progress of groups of students across school years. <p>-AND-</p> <p>Data are easily accessible to teaching staff.</p>	<p>Data system(s) includes at least <u>two</u> of the criteria listed in the 2-point response.</p> <p>-OR-</p> <p>Data are not easily accessible to teaching staff.</p>	<p>The school does not use a data system.</p> <p>-OR-</p> <p>Data system(s) does not include any of the criteria listed in the 2-point response (e.g., Excel spreadsheet).</p>	<p>Data system name</p> <p>Sample reports</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.20</p> <p>Staff collect reading universal screening data with fidelity.</p>	<p>The school administers universal screening measures in reading to <u>all students</u> using grade level materials.</p> <p>-AND-</p> <p>Staff adhere to standard administration and scoring protocols for the universal screening measure(s).</p> <p>-AND-</p> <p>Staff participate in annual refresher training.</p>		<p>The school does not include all students as part of universal screening.</p> <p>-OR –</p> <p>The school uses <u>only</u> below grade-level screening materials for some students.</p> <p>-OR-</p> <p>Staff <u>do not</u> adhere to standard administration and scoring protocols for the universal screening measure(s).</p> <p>-OR-</p> <p>Staff <u>do not</u> participate in annual refresher training.</p>	<p>Records that staff completed certification requirements to administer and score universal screening measures</p> <p>Shadow scoring protocol</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.22</p> <p>The School Leadership Team uses data to monitor the health of the School-wide Reading Model.</p>	<p>The School Leadership Team gathers and analyzes <u>all</u> of the following data to monitor the health of the school-wide reading system:</p> <ul style="list-style-type: none"> • Percent of students who are low risk, some risk, and at risk for future reading difficulties. • Percent of students who are responding to reading intervention. • Percent of students who remain at low risk from one screening to the next. • Percent of students with reduced levels of risk from one screening period to the next. <p style="text-align: center;">-AND-</p> <p>The above data are analyzed and used to determine when problem solving is needed for <u>all</u> grades and intervention groups.</p>	<p>The School Leadership Team gathers and analyzes <u>only</u> the following data to monitor the health of the school-wide reading system:</p> <ul style="list-style-type: none"> • Percent of students who are low risk, some risk, and at risk for future reading difficulties. • Percent of students who are responding to reading intervention. 	<p>The school does not meet the conditions of the 1-point response.</p>	<p>Data report examples:</p> <p>Status report</p> <p>Summary report</p> <p>Summary of Effectiveness or Effectiveness of Instructional Support Levels</p> <p>Tier Transition</p>

Glossary of Terms

Big Ideas of Reading. Research validated skills of phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension that are necessary for students to be successful readers (commonly referred to as the “Five Big Ideas” and the “Five Essential Components of Reading”).

Consensus. A decision in which everyone participates and with which everyone can live with and support.

Fidelity. Information that describes how well a practice, program or strategy is implemented.

School Leadership Team. The function of the School Leadership Team is to ensure sustainable systems and structures are in place to facilitate effective and efficient reading instruction for all levels of learners. This includes achievement and fidelity assessments, allocated time for instruction, materials and resources, targeted professional development, coaching, feedback and support systems, and data-based problem-solving processes at all levels. Additionally, the leadership team coordinates these efforts with other priorities.

School-wide Reading Assessments. Reading assessments that include universal screening, diagnostic, and progress monitoring measures.

School-wide Reading Model. Multi-tiered structures encompassing: (1) systems to address the continuum of reading needs across the student body, (2) evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and (3) data use and analysis.

School-wide Reading Universal Screening Assessment Schedule. A document that outlines a schedule for collecting universal screening data, entering data, and generating reports for each measure included in the School-wide Assessment Audit.

Scientifically-Vetted/Peer Reviewed. A term related to quality control that refers to having research that is closely examined by a panel of reviewers who are experts in the topic. The review includes an examination of the quality of the research methods and the contribution to the existing literature base.

Technical Adequacy. Examines the reliability and validity of a measure.

Universal Screening. Systematic assessment of *all* students within a school or district, on academic and/or social-emotional indicators for the purpose of identifying students who may require additional support.