MIBLSI

Michigan's Integrated Behavior and Learning Support Initiative

Reading Tiered Fidelity Inventory
Elementary-Level Edition

Version 1.3
March 2018

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

Table of Contents

Reading Tiered Fidelity Inventory (R-TFI)
Elementary-Level Edition

Introduction and Purpose

The purpose of the Reading Tiered Fidelity Inventory (R-TFI) Elementary-Level Edition is to provide School Leadership Teams with a tool to assess the implementation of a **School-Wide Reading Model.**

> **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.

The R-TFI is designed for use within a data-based decision-making process in coordination with student outcome data. The R-TFI currently measures three domains and 12 subscales.

The Three Domains of the R-TFI

Table 1. *Tier 1 School-Wide Reading Model* domain with corresponding subscales and items.

Subscale	Items
Teams	1.1, 1.2, 1.3, 1.4, 1.5
Implementation	1.6, 1.7, 1.8, 1.9, 1.10, 1.11
Resources	1.12, 1.13, 1.14, 1.15, 1.16, 1.17
Evaluation	1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27

Table 2. *Tier 2 School-Wide Reading Model* domain with corresponding subscales and items.

Subscale	Items
Teams	2.1, 2.2
Intervention Implementation	2.3, 2.4, 2.5, 2.6
Resources	2.7, 2.8
Evaluation	2.9, 2.10, 2.11, 2.12, 2.13, 2.14

Table 3. *Tier 3 School-Wide Reading Model* domain with corresponding subscales and items.

Subscale	Items
Teams	3.1, 3.2, 3.3, 3.4
Intervention Implementation	3.5, 3.6, 3.7
Resources	3.8
Evaluation	3.9, 3.10, 3.11

Note: Definitions of the three Tiers and all bolded words in text throughout the tool are provided in the Glossary of Terms at the end of this document.

Administration of the R-TFI

Participants for R-TFI Administration

It is recommended that all members of the School Leadership Team actively participate in the completion of the R-TFI. Involvement of the entire team will result in: (1) a more accurate assessment, (2) a greater understanding of the school's strengths and weaknesses regarding implementation of effective reading instruction, and (3) greater ownership of the improvement process.

Schedule of R-TFI Administration

For the first R-TFI administration, a **School Leadership Team** can choose to complete only the **Tier 1** section, or all three tiers. It is not recommended that the **Tier 2** and **Tier 3** sections be completed until the Tier 1 section has also been completed.

- If a school is participating in a professional learning series that provides separate sessions for Tier 1 than Tiers 2 & 3, the School Leadership Team might consider completing the Tier 1 section of the R-TFI with the Tier 1 professional learning and waiting to complete the Tiers 2 & 3 sections until the related professional learning is provided.
- Alternatively, a school could complete the entire R-TFI at once in order to establish baseline levels of implementation for Tiers 1, 2, & 3. The resulting data could be used to target and prioritize areas for professional development.

After the first assessment, it is recommended that the R-TFI be completed at least once per school year, typically in the spring. It is ideal to coordinate the timing of the completion of the R-TFI with the school improvement planning process so that results can inform the School Improvement Plan.

Process for Completion

Completion of the R-TFI includes critical activities before, during, and after the administration.

Before:

- Schedule 1-2 hours with the School Leadership Team for the completion of the R-TFI. A typical administration takes about 1-2.5 hours, depending on whether it is the first administration and whether the team is completing the entire R-TFI or only Tier 1.
- Select individuals to perform the key roles and responsibilities.
- Print complete copies of the R-TFI for all participants.
- Gather all available resources identified in the Data Source column.

During:

- Introduce the purpose of the R-TFI to all participants.
- Provide an overview of the administration process and scoring procedures.
- Read each item aloud and provide any clarification, including definitions of key terms.
- Facilitate the discussion and **consensus** on scoring.
- Record the score and notes for each item in the MIBLSI Database or R-TFI Reporting System.

After:

- Generate the R-TFI item report and analyze scores in the Analysis of School-Wide Data Report (MIBLSI database).
- Plan improvements to the **School-Wide Reading Model** based on the results.

Key Roles and Responsibilities

Table 4. Key roles and responsibilities for administration of the R-TFI.

Role	Responsibility
R-TFI Facilitator	Individual who is knowledgeable about the implementation of a School-Wide Reading Model The facilitator is responsible for leading the discussion and adhering to the R-TFI administration protocol. When possible, it is helpful for the facilitator to be external to the school. The R-TFI Facilitator is a non-voting role.
Note Taker	Records scores, ideas shared for planning, and any questions/issues that are raised during administration, and enters scores into the MIBLSI database or R-TFI Reporting system. The Note Taker votes.
Respondents	Team members and other staff intentionally selected for their knowledge and experience with implementing the School-Wide Reading Model. Respondents vote.

Scoring

The team completes the R-TFI together by using the *R-TFI Scoring Guide* to discuss and come to **consensus** on the final score for each item on a 2-1-0 scale using a simultaneous and public voting process. When using this process, respondents are asked to vote (e.g., "Ready, set, vote.") by simultaneously displaying their score: "2 = fully in place," "1 = partially in place," or "0 = not in place." Individual scores can be displayed using fingers or paper/electronic response cards. This approach facilitates participation of all respondents and neutralizes any potential power influences in the assessment.

When there are discrepancies in scores during a vote, members discuss the available evidence to justify a score. After this brief discussion, respondents vote on the item again to help achieve consensus. Consensus means that voters in the minority can live with and support the majority decision on an item. If consensus cannot be reached, the facilitator encourages further discussion at a later time and the majority vote is recorded so that the results can be calculated and graphed.

Data Entry and Analysis

Michigan schools enter scores for each R-TFI item into the [MIBLSI Database](http://webapps.miblsimtss.org/midata) (http://webapps.miblsimtss.org/midata). Results can then be viewed in an R-TFI item report, School Dashboard, District Dashboard, ISD Dashboard, and score exports.

Schools in other states can enter scores for each R-TFI item into the [R-TFI Reporting System](https://webapps.miblsimtss.org/RTFIReporting) (https://webapps.miblsimtss.org/RTFIReporting). Results can then be viewed in an R-TFI item report, District dashboard, and score exports.

Teams may choose to meet for a longer period of time to prioritize areas for improvement and plan related activities. Alternatively, a School Leadership Team may wish to schedule another meeting focused primarily on action planning. Teams should interpret their R-TFI data starting with the total score, then look for more specific areas of strength and need based on tier and subscale scores (i.e., Tier 1, Tier 2, and Tier 3, Teams, Implementation, Resources, Evaluation). Finally, the team can use individual item scores from low-scoring subscales to identify actions that will lead to improved implementation of a School-Wide Reading Model.

R-TFI Items and Descriptions by Tier

Tier 1 School-Wide Reading Model Features	
Item	**Item Description**
1.1	A **School Leadership Team** is established to support the implementation of a **Tier 1** reading system.
1.2	The **School Leadership Team** uses an effective team meeting process.
1.3	The **School Leadership Team's** work is coordinated with other school teams.
1.4	**Grade-Level Teams** are established to support the implementation of **Tier 1** reading instruction.

Item	Item Description
1.5	**Grade-Level Teams** use an effective team meeting process.
1.6	The district uses a formal procedure for selecting **curriculum, programs and materials** to provide **Tier 1** reading instruction.
1.7	The school allocates **adequate time** for core reading instruction.
1.8	The school has a **School-Wide Reading Plan**.
1.9	Grade-level **instructional plans** include an emphasis on **Tier 1** instruction.
1.10	**Class-wide expectations** for student behavior are established and taught.
1.11	**Procedures** are implemented for common classroom activities.
1.12	Written guidelines are available for teaching the **core reading program**.
1.13	The school has identified an individual(s) to assist in data coordination for **school-wide reading assessments**.
1.14	A **school-wide reading universal screening assessment schedule** is available for the current school year.
1.15	**Professional learning** is purposely selected for supporting the implementation of a **School-Wide Reading Model**.
1.16	The **School Leadership Team** uses **system-level coaching**.
1.17	All staff have access to **instructional coaching**.
1.18	**Universal screening** assessments have been purposely selected.
1.19	The school uses a data system(s) that allows access to **universal screening** assessment reports.
1.20	Staff collect reading **universal screening** data with **fidelity**.
1.21	The **School Leadership Team** collects Tier 1 **system fidelity data**.
1.22	The **School Leadership Team** uses data to monitor the health of the **School-Wide Reading Model**.
1.23	The **School Leadership Team** uses a process for **data-based decision-making**.
1.24	**Grade-Level Teams** use a process for **data-based decision-making**.
1.25	The **School Leadership Team** monitors implementation of the **School-Wide Reading Plan**.
1.26	**Grade-Level Teams** monitor implementation of the grade-level **instructional plans**.
1.27	The **School Leadership Team** provides a status report or presentation on student reading performance to stakeholders.

Tier 2 School-Wide Reading Model Features	
Item	**Item Description**
2.1	The **School Leadership Team** defines a process to be used by **Grade-Level Teams** for supporting students with reading skill deficits.
2.2	**Grade-Level Teams** work to support students who are not making adequate progress in the **Tier 1** core reading curriculum.
2.3	The school uses a formal process for selecting **evidence-based** reading interventions.
2.4	The school uses a data-based process for matching student needs to specific reading interventions.
2.5	Intervention groups are appropriate for students receiving reading intervention.
2.6	The school notifies parents/guardians of intervention plans for their child.
2.7	The scheduling of reading interventions is coordinated with **Tier 1** reading instruction.
2.8	All staff providing reading interventions receive implementation supports.
2.9	The school monitors data on student access to reading intervention supports.
2.10	Staff collect progress-monitoring data with **fidelity**.
2.11	The school uses a data system to display student reading progress.
2.12	The school monitors the **fidelity** of interventions.
2.13	**Grade-Level Teams** monitor the percent of students who are responding to **Tier 2** supports.
2.14	**Grade-Level Teams** adjust reading intervention supports based on individual student progress.

Tier 3 School-Wide Reading Model Features	
Item	**Item Description**
3.1	**Grade-Level Teams** support students with intensive reading needs.
3.2	**Student Support Teams** are established to improve students' reading performance.
3.3	Teachers access the assistance of the **Student Support Teams**.
3.4	**Student Support Teams** use an effective team meeting process.
3.5	The school uses a variety of data sources to design **intensive reading intervention plans**.

Item	Item Description
3.6	The school alters **intervention variables** to intensify reading intervention supports.
3.7	The school invites parents/guardians to collaborate on intervention plans for their child.
3.8	All staff supporting students with an **intensive reading intervention plan** receive implementation supports.
3.9	Staff collect **diagnostic** data with **fidelity**.
3.10	The school monitors the percent of students who are responding to **Tier 3** supports.
3.11	**Intensive reading intervention plans** are adjusted based on **decision rules**.

R-TFI Items and Scoring Guide

Table 5. Description for the R-TFI scoring guide.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
Brief description of the item.	*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.*	*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.*	*Description of the criteria to score 0 points on the item.*	*Examples of documentation that can be used to substantiate scoring decisions.*

Tier 1 School-Wide Reading Model Features

Tier 1: Teams

Table 6. Tier 1 Teams subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.1 A **School Leadership Team** is established to support the implementation of a **Tier 1** reading system.	Team includes the school principal and <u>both</u> of the following: • School representation (e.g., lower elementary and upper elementary, general and special education, reading specialist, coach). • Of functional size (e.g., 5-7 members) to effectively accomplish work.	Team includes the school principal and <u>only one</u> of the following: • School representation (e.g., lower elementary and upper elementary, general and special education, reading specialist, coach). • Of functional size (e.g., 5-7 members) to effectively accomplish work.	There is no team. -OR- The team does not include the school principal. -OR- The established team does not meet any of the criteria outlined in the 2-point response.	List of team members, roles, and job titles

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.2 The **School Leadership Team** uses an effective team meeting process.	All of the following team meeting procedures are in place: • Team meets in person monthly. • Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper). • Absent team members receive updates promptly following the meeting (within 48 hours). • Team completes assignments and documents progress outlined on an action plan within designated timelines.	<u>Two or three</u> of the criteria from the 2-point response are in place. -OR- <u>All criteria</u> from the 2-point response are present but are <u>used inconsistently</u>.	There is no team. -OR- <u>Only one</u> of the criteria from the 2-point response is in place.	Meeting schedule Meeting agendas, minutes/records, and attendance Written process for how absent team members are updated

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.3 The **School Leadership Team's** work is coordinated with other school teams.	School Leadership Team coordinates with <u>all</u> other teams within the school (e.g., school improvement team, PLCs, Grade-Level Teams) in the following ways: • Schedules opportunities to meet with representatives from other teams to discuss alignment of school-wide priorities. • Identify successes and challenges that will impact the **School-Wide Reading Plan**. -AND- Discussions/meetings result in coordinated work across <u>all</u> teams within the school that is aligned with school-wide priorities.	All conditions of the 2-point response are met, but coordination is <u>focused primarily on one specific team</u> within the school.	There is no team. -OR- School Leadership Team operates in isolation of other school teams (e.g., the School Leadership Team is aware of implications and work of other teams, but no effort is made to coordinate and align priorities).	School team/committee matrix Team meeting minutes Action plans Communication plan

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.4 **Grade-Level Teams** are established to support the implementation of **Tier 1** reading instruction.	Grade-Level Teams are established for <u>all</u> grade levels in the school. -AND- The following individuals are <u>consistently</u> present at Grade-Level Team meetings: • Principal. • Staff who provide core reading instruction. • Staff who provide supplementary reading instruction.	Grade-Level Teams are established for <u>all</u> grade levels in the school. -AND- Any of the following individuals are <u>inconsistently</u> present at Grade-Level Team meetings: • Principal. • Staff who provide core reading instruction. • Staff who provide supplementary reading instruction.	Grade-Level Teams are established for <u>none or only some</u> grade levels in the school. -OR- Any of the following individuals <u>have never attended</u> a Grade-Level Team meeting: • Principal. • Staff who provide core reading instruction. • Staff who provide supplementary reading instruction.	List of Grade-Level Team members, roles, and job titles Communication procedure to principal following grade level meeting; evidence the procedure has been used

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.5 **Grade-Level Teams** use an effective team meeting process.	All of the following team meeting procedures are in place: • Grade-Level Teams meet every 4-6 weeks. • Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper). • Absent team members receive updates shortly following the meeting (within 48 hours). • The team completes assignments and documents progress outlined on an action plan within designated timelines.	<u>Two or three</u> of the criteria from the 2-point response are in place. -OR- <u>All criteria</u> from the 2-point response are present but are <u>used inconsistently</u>.	There are no Grade-Level Teams. -OR- <u>Only one</u> of the criteria from the 2-point response is in place.	Meeting schedule Meeting agendas, minutes/records, and attendance Written process for how absent team members are updated

Tier 1: Implementation

Table 7. Tier 1 Implementation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.6 The district uses a formal procedure for selecting **curriculum, programs and materials** to provide **Tier 1** reading instruction.	The procedure looks for the presence of <u>all</u> of the following: • Content alignment with the **Big Ideas of Reading** and **state standards**. • Inclusion of explicit instructional routines. • Inclusion of extension and remediation supports. • Inclusion of supports for English Language Learners (if school demographics include ELLs). • Available resources needed to fully implement. • Availability of **professional learning** and ongoing technical assistance.	The procedure looks for the presence of <u>at least four</u> of the criteria outlined in the 2-point response.	There is no procedure. -OR- The procedure looks for the presence of <u>three or fewer</u> of the criteria outlined in the 2-point response.	Documentation showing how the selection procedure was used for the current core reading curriculum program and materials
1.7 The school allocates **adequate time** for core reading instruction.	The school has a schedule that shows at least 90 minutes of daily core reading instruction at every grade level for all students.	The school has a schedule that shows one of the following: • At least 60 minutes for daily reading instruction in any grade level. • A combination of 90 minutes on some days of the week and at least 60 minutes on other days.	The school does not have a daily reading schedule. -OR- Less than 60 minutes are scheduled any day of the week for core reading instruction.	School reading schedule

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.8 The school has a **School-Wide Reading Plan**.	The plan supports students' mastery of the **Big Ideas of Reading** and **state standards**. -AND- The plan is developed using all the following reading data sources: • High stakes summative results (e.g., state assessment). • **Universal screening** results. • **Fidelity data**. -AND- The plan includes specific activities to achieve the goals (e.g., scheduling, assessment, **professional learning**) that are embedded when possible into the school improvement plan. -AND- The plan's goals are **S.M.A.R.T.**	The plan supports students' mastery of the Big Ideas of Reading and state standards. -AND- The plan is developed using all the following reading data sources: • High stakes summative results (e.g., state assessment). • Universal screening results. • Fidelity data. -AND- The plan includes specific activities to achieve the goals (e.g., scheduling, assessment, professional learning) that are embedded when possible into the school improvement plan.	A School-Wide Reading Plan has not been developed. -OR- The plan does not support students' mastery of the Big Ideas of Reading and state standards. -OR- The plan is developed without using the three reading data sources outlined in the 2-point response.	School-Wide Reading Plan (or reading components of School Improvement Plan)

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.9 Grade-level **instructional plans** include an emphasis on **Tier 1** instruction.	An instructional plan is developed at each grade level and includes the following: • **S.M.A.R.T.** grade-level instructional goals that are aligned with the **Big Ideas of Reading** and **state standards**. • Whole and small-group differentiation of core reading curriculum materials to address students with a continuum of reading skills.	An instructional plan is developed at each grade level and includes the following: • S.M.A.R.T. grade-level instructional goals that are aligned with the Big Ideas of Reading and state standards.	Instructional plans are not developed or only developed for some grade levels. -OR- The plan does not address the Big Ideas of Reading and state standards.	Sampling of grade-level instructional plans
1.10 **Class-wide expectations** for student behavior are established and taught.	Class-wide expectations are: • Clearly defined, using student appropriate language (e.g., Be safe, Be responsible, Be respectful). • Stated positively. • Aligned with the school-wide expectations. • Visibly posted in all classroom settings. • Taught at least annually and as needed (e.g., after breaks) as identified by behavioral data. • Embedded within feedback to students. -AND- All classrooms establish and teach class-wide expectations.	Class-wide expectations are: • Clearly defined, using student appropriate language (e.g., Be safe, Be responsible, Be respectful). • Stated positively. • Aligned with the school-wide expectations. • Visibly posted in all classroom settings. -OR- Only some classrooms establish and teach class-wide expectations.	Class-wide expectations do not include all four of the criteria outlined in the 1-point response. -OR- Class-wide expectations are not defined or taught in any classrooms.	Document that outlines the class-wide expectations Observations Teaching plans and schedule Sampling of students to define the class-wide expectations

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.11 **Procedures** are implemented for common classroom activities.	<u>All</u> teachers (including para-educators or aides) define and teach procedures for common classroom activities (e.g., transitions, signaling for student responses, small group instruction, learning centers). -AND- The procedures are posted using student-friendly language and/or pictures.	<u>Some</u> teachers define and teach procedures for common classroom activities (e.g., transitions, signaling for student responses, small group instruction, learning centers). -AND- Classrooms that have taught procedures have them posted using student-friendly language and/or pictures.	Procedures are not defined or taught in any classrooms.	Document listing the procedures Classroom walk-throughs to view posting of the routines

Tier 1: Resources

Table 8. Tier 1 Resources subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.12 Written guidelines are available for teaching the **core reading program**.	Written guidelines include <u>all</u> of the following for all grade levels: • Identification of components to teach in each lesson that align with the **Big Ideas of Reading**. • Pacing suggestions. • Guidelines for when to use whole-group and small-group instruction. • Agreed upon guidelines across each grade level for when and how to: o Administer program-embedded assessments to identified students and how to use the information from those assessments. o Embed or enhance instructional routines. o Add additional practice examples. o Reteach un-mastered skills. o Review previously taught skills. o Omit skills already mastered.	Written guidelines include <u>all</u> of the following for all grade levels: • Identification of components to teach in each lesson that align with the Big Ideas of Reading. • Pacing suggestions. • Guidelines for when to use whole-group and small-group instruction. • Agreed upon guidelines across each grade level for when and how to: o Administer program-embedded assessments to identified students and how to use the information from those assessments.	Written guidelines that align with the Big Ideas of Reading are not provided for teaching the core reading program. -OR- Written guidelines are not available for every grade level. -OR- Written guidelines include two or fewer of the criteria outlined in the 1-point response.	Guidelines document

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.13 The school has identified an individual(s) to assist in data coordination for **school-wide reading assessments**.	The school has an individual(s) who does <u>all</u> of the following for school-wide reading assessments: • 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.	The school has an individual(s) who meets <u>at least four</u> of the criteria outlined in the 2-point response.	The school does not have an individual(s) responsible for coordinating school-wide reading assessments. -OR- The school has an individual(s) who fulfills <u>three or fewer</u> of the criteria outlined in the 2-point response.	Names of individuals Responsibilities/ expectations of data coordination Schedule of initial and refresher trainings

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.14 A **school-wide reading universal screening assessment schedule** is available for the current school year.	The following features are included on the school-wide reading universal screening assessment schedule: • 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).	The following features are included on the school-wide reading universal screening assessment schedule: • 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.	The school does not have a schedule indicating when universal screening will be administered. -OR- The school has a schedule indicating three universal screening periods for the year with two or fewer of the additional criteria from the 2-point response.	Assessment schedule
1.15 **Professional learning** is purposely selected for supporting the implementation of a **School-Wide Reading Model**.	The selected professional learning aligns with: • **School-Wide Reading Plan**. • Grade-level **instructional plans**. -AND- Professional learning is secured for <u>all identified staff that are impacted</u> by the activities outlined in the School-Wide Reading Plan and grade-level instructional plans.	The selected professional learning aligns with: • School-Wide Reading Plan. • Grade-level instructional plans. -AND- <u>Only some staff</u> have access to professional learning (e.g., one teacher has been given permission to attend the professional learning and then are quickly expected to teach colleagues).	The professional learning does not align with the activities included in the School-Wide Reading Plan and/or the grade-level instructional plans.	Listing of professional learning topics accessible to staff

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.16 The **School Leadership Team** uses **system-level coaching**.	System-level coaching includes support for: • Developing capacity of School Leadership Team members to analyze data and prioritize needs. • Developing a **School-Wide Reading Plan**. • Assisting school teams with using an effective team meeting process. • Suggesting **professional learning** opportunities and/or people with expertise to support the school based on school reading data and plans. • Assisting with communication between the principal, school teams, and district team.	System-level coaching includes support for: • Developing capacity of School Leadership Team members to analyze data and prioritize needs. • Developing a School-Wide Reading Plan. • Assisting school teams with using an effective team meeting process.	System-level coaching support is not available. -OR- Written guidelines include two or fewer of the criteria outlined in the 2-point response.	Name(s) of system-level coaches, job title, job description Coaching schedule and activity log

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.17 All staff have access to **instructional coaching**.	Instructional coaching support is available for all staff and includes: • Prompting/reminding. • Direct observation. • Feedback. When data indicate a need, or a request is made, additional instructional coaching supports include the following: • Modeling. • Assistance in adaptation of the reading program to grade level context. • Consultation without direct observation (e.g., prioritizing material to teach, identifying resources available within the program, enhancement to instructional routines and materials, behavior management strategies).	Instructional coaching support is available for all staff and includes: • Prompting/reminding. • Direct observation. • Feedback.	Instructional coaching support is not available for all staff.	Name(s) of instructional coaches, job description Coaching schedule and activity log

Tier 1: Evaluation

Table 9. Tier 1 Evalaution subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.18 **Universal screening** assessments have been purposely selected.	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: • 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.	There is documentation that the school or district procedure looked for the presence of <u>only</u> the following criteria when selecting universal screening assessments for reading: • Assessments align with the Big Ideas of Reading. • High levels of technical adequacy as demonstrated by a scientifically vetted/peer reviewed process.	The school does not use a universal screening measure for reading. -OR- There is no documentation of a review. -OR- The documentation shows that the reviewers did not think the measure had sufficient technical adequacy.	Assessment review documentation

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.19 The school uses a data system(s) that allows access to **universal screening** assessment reports.	Data system(s) includes <u>all</u> of the following features: • 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. -AND- Data are easily accessible to teaching staff.	Data system(s) includes <u>at least two</u> of the criteria listed in the 2-point response. -OR- Data are not easily accessible to teaching staff.	The school does not use a data system. -OR- Data system(s) does not include any of the criteria listed in the 2-point response (e.g., Excel spreadsheet).	Data system name Sample reports

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.20 Staff collect reading **universal screening** data with **fidelity**.	The school administers universal screening measures in reading to <u>all students</u> using grade level materials. -AND- Staff adhere to standard administration and scoring protocols for the universal screening measure(s). -AND- Staff participate in annual refresher training.		The school does not include all students as part of universal screening. -OR – The school uses <u>only</u> below grade-level screening materials for some students. -OR- Staff <u>do not</u> adhere to standard administration and scoring protocols for the universal screening measure(s). -OR- Staff <u>do not</u> participate in annual refresher training.	Records that staff completed certification requirements to administer and score universal screening measures Shadow scoring protocol
1.21 The **School Leadership Team** collects Tier 1 **system fidelity data**.	The School Leadership Team assesses fidelity of the Tier 1 reading system at least annually (e.g., R-TFI).	<u>Less than half</u> of the School Leadership Team is present to assess fidelity of the Tier 1 reading system.	The School Leadership Team does not collect Tier 1 system fidelity data. -OR- It has been longer than one year since the School Leadership Team collected Tier 1 system fidelity data.	Scores from the R-TFI

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.22 The **School Leadership Team** uses data to monitor the health of the **School-Wide Reading Model**.	The School Leadership Team gathers and analyzes <u>all</u> of the following data to monitor the health of the school-wide reading system: • 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. -AND- The above data are analyzed and used to determine when problem solving is needed for <u>all</u> grades and intervention groups.	The School Leadership Team gathers and analyzes <u>only</u> the following data to monitor the health of the school-wide reading system: • 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.	The school does not meet the conditions of the 1-point response.	Data report examples: Status report Summary report Summary of Effectiveness or Effectiveness of Instructional Support Levels Tier Transition

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.23 The **School Leadership Team** uses a process for **data-based decision-making**.	The team uses a process to engage in data-based decision-making <u>at least</u> three times per year. -AND- The process for using data includes: • Analysis of all new reading data (e.g., school-wide universal screening reports, patterns across grade levels, school-wide progress over time, fidelity), resulting in a summary of celebrations and **precise problem statements**. • Generation of **hypotheses** as to the factors contributing to the problem. • Analysis of data to validate hypotheses or generate new hypotheses. • Refinement of the implementation plan (goals, activities) that will address the problem.	The team uses a process to engage in data-based decision making <u>less than</u> three times per year. -AND- The process for using data includes: • Analysis of all new reading data (e.g., school-wide universal screening reports, patterns across grade levels, school-wide progress over time, fidelity), resulting in a summary of celebrations and precise problem statements.	The team uses a process to engage in improvement cycles that do not meet the conditions of the 2- or 1-point response.	Evidence that data-based decision making resulted in refinement of the **School-Wide Reading Plan** Visual display of problem-solving cycle

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.24 **Grade-Level Teams** use a process for **data-based decision-making.**	Each Grade-Level Team uses a process to engage in data-based decision-making <u>at least</u> three times a year. <center>-AND-</center> The process for using data includes: • Analysis of all new reading data (e.g., grade-level universal screening reports, grade-level progress over time, instructional grouping) resulting in a summary of celebrations and **precise problem statements**. • Generation of **hypotheses** as to the factors contributing to the problem. • Analysis of data to validate hypotheses or generate new hypotheses. • Refinement of the grade-level **instructional plan** (goals, activities, groupings) that will address the problem.	Each Grade-Level Team uses a process to engage in data-based decision-making <u>less than</u> three times a year. <center>-OR-</center> The process for using data includes: • Analysis of all new reading data (e.g., grade-level universal screening reports, grade-level progress over time, instructional grouping) resulting in a summary of celebrations and precise problem statements.	Grade-Level Teams use a process to engage in data-based decision making that does not meet the conditions of the 2- or 1-point response.	Evidence that data-based decision-making resulted in refinement of the grade-level instructional plans Visual display of problem-solving cycle

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.25 The **School Leadership Team** monitors implementation of the **School-Wide Reading Plan**.	Team monitors the plan at least three times per year. -AND- Monitoring includes updating and reviewing documentation of: • Completion status of activities. • Reasons why activities were not completed (e.g., insufficient funding, training). • How barriers are being addressed. • Plan is modified when data suggest the need (plateaued or trending downward).	Team monitors the plan at least three times per year. -AND- Monitoring primarily focuses on updating and reviewing: • Completion status of activities. • Reasons why activities have not been completed (barriers, insufficient resources).	A School-Wide Reading Plan has not been developed. -OR- Team only monitors the plan once or twice per year.	Documentation of monitoring and modifications to School-Wide Reading Plan
1.26 **Grade-Level Teams** monitor implementation of the grade-level **instructional plans**.	Teams monitor instructional plans every 4-6 weeks. -AND- Monitoring includes updating and reviewing documentation of: • Completion status of activities. • Reasons activities were not completed (e.g., insufficient funding, training). • Team decisions (e.g., schedule adjustments, groupings).	Teams monitor instructional plans every 4-6 weeks. -AND- Monitoring includes updating and reviewing documentation of: • Completion status of activities. • Reasons activities were not completed (e.g., insufficient funding, training).	Grade-Level instructional plans have not been developed. -OR- Teams infrequently monitor instructional plans (e.g., every other month, three times per year).	Documentation of monitoring on instructional plans

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.27 The **School Leadership Team** provides a status report or presentation on student reading performance to stakeholders.	The team can provide at least two examples from the past 12 months of a written report or presentation that summarizes for stakeholders (e.g., Parent Teacher Association, School Board, school staff) both: • Student outcome data (e.g., percent of students at each benchmark level, progress toward goals, intervention access and effectiveness) • School-level **fidelity data**	The written report or presentation summarizes only one type of data from the 2-point response for stakeholders.	The school does not have a written report or presentation that summarizes student outcome or school-level fidelity data for stakeholders.	Copy of most recent stakeholder report or presentation

Tier 2 School-Wide Reading Model Features

Tier 2: Teams

Table 10. Tier 2 Teams subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.1 The **School Leadership Team** defines a process to be used by **Grade-Level Teams** for supporting students with reading skill deficits.	The process outlines: • How students will be identified and matched to interventions based on needs. • How student progress will be monitored. • **Decision rules** for determining students' response to intervention supports and next steps. • How school-wide resources will be identified and allocated to support reading intervention needs. -AND- The School Leadership Team helps all staff to learn and consistently use the process for supporting students with reading skill deficits.	The process outlines: • How students will be identified and matched to interventions based on needs. • How student progress will be monitored. • Decision rules for determining students' response to intervention supports and next steps. • How school-wide resources will be identified and allocated to support reading intervention needs.	The process for supporting students with reading skill deficits does not meet the conditions of the 2- or 1-point response.	Decision Rules School Leadership Team meeting minutes

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.2 **Grade-Level Teams** work to support students who are not making adequate progress in the **Tier 1** core reading curriculum.	An **instructional** p**lan** is developed at each grade level and includes the following related to **Tier 2** interventions: • **S.M.A.R.T.** goals are aligned with the **Big Ideas of Reading**. • **Differentiated supports**: student groupings and instructional focus for the groupings. • **Progress monitoring** (measures and frequency). • Program, materials, and instructor. • Frequency for using the program/materials.	An instructional plan is developed at each grade level and includes the following related to Tier 2 interventions: • S.M.A.R.T. goals are aligned with the Big Ideas of Reading. • Differentiated supports: student groupings and instructional focus for the groupings. • Progress monitoring (measures and frequency).	Instructional plans are not developed or only developed for some grade levels. -OR- The plan does not address the Big Ideas of Reading. -OR- The plan does not identify student groupings that need differentiated supports.	Sampling of grade-level instructional plans

Tier 2: Intervention Implementation

Table 11. Tier 2 Intervention Implementation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.3 The school uses a formal process for selecting **evidence-based** reading interventions.	The documented process looks for the presence of <u>all</u> of the following: • Content alignment with the **Big Ideas of Reading.** • Fit and alignment with core reading instruction (e.g., scope and sequence, instructional routines). • **Quality evidence** to demonstrate effectiveness of the intervention. • Inclusion of explicit instructional routines. • Available resources needed to fully implement. • Availability of **professional learning** and ongoing technical assistance.	The documented process looks for the presence of <u>at least</u> four of the six criteria outlined in the 2-point response.	There is no documented process. -OR- The procedure looks for the presence of <u>three or fewer</u> of the six criteria outlined in the 2-point response.	Documentation showing how the selection process has been used within the past two years

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.4 The school uses a data-based process for matching student needs to specific reading interventions.	All grades use a data-based process of matching student needs to reading interventions that includes all of the following: • Analysis of data to identify students across all grade levels that are in need of reading interventions. • Identification of specific **Big Ideas of Reading** in need of remediation. • Intervention placement tests are used to appropriately place students into intervention programs.	Only some grade levels use a data-based process of matching student needs to reading interventions that includes all three of the criteria outlined in the 2-point response. -OR- All grades use a data-based process of matching student needs to reading interventions that includes only one or two of the criteria outlined in the 2-point response.	No grades use a data-based process of matching student needs to reading interventions.	Grade-level instructional plans Intervention groups and student data
2.5 Intervention groups are appropriate for students receiving reading intervention.	Students with similar reading needs are grouped together. -AND- Reading intervention groups include no more than eight students. -AND- The school maximizes resources, when appropriate, by considering cross-classroom and grade-level groupings.	Students with similar reading needs are grouped together.	Intervention groups consist of students with dissimilar reading needs.	Intervention groups, instructional plans, and student data

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.6 The school notifies parents/guardians of intervention plans for their child.	The school provides all of the following to parents/guardians: • Written notification of the student intervention plan. • Updates on the student's progress at least monthly. • Opportunities to request additional information or a meeting related to the intervention plan. -AND- The above criteria are <u>consistently</u> applied for <u>all students</u> receiving intervention	The school only provides written notification to parents/guardians of the student intervention plan. -OR- The conditions of the 2-point response are provided <u>inconsistently</u>.	The school's communication with parents/guardians does not meet the conditions of the 2- or 1-point response.	Parent letters Sample progress reports

Tier 2: Resources

Table 12. Tier 2 Resources subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.7 The scheduling of reading interventions is coordinated with **Tier 1** reading instruction.	Reading intervention offered through general and special education is scheduled in addition to the 90-minute reading block.	Reading intervention offered through general and special education is scheduled to overlap with <u>no more than</u> 30 minutes of the 90-minute reading block (or 20 minutes of the 60-minute reading block).	Reading intervention offered through general and special education is scheduled to overlap with <u>more than</u> 30 minutes of the 90-minute reading block.	Schedule for supplemental reading instruction /services

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.8 All staff providing reading interventions receive implementation supports.	Personnel implementing interventions receive the following: • Training in the use of the reading intervention program by individual(s) who have expertise and demonstrated implementation success. • Access to a written protocol for implementation. • Coaching support for implementation through observation, modeling, co-teaching and feedback over time to ensure the reading intervention is implemented accurately and independently before implementation supports are faded.	Personnel implementing interventions receive the following: • Training in the use of the reading intervention program by individual(s) who have expertise and demonstrated implementation success. • Access to a written protocol for implementation.	Personnel implementing interventions <u>have not been formally trained</u> by individuals who have expertise and demonstrated success with the intervention program(s).	Training outlines or agenda Trainer qualifications Intervention protocols Coaching schedule and/or written feedback Coaching log

Tier 2: Evaluation

Table 13. Tier 2 Evaluation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.9 The school monitors data on student access to reading intervention supports.	**Grade-Level Teams** gather data on the percent of students with reading skill deficits who are accessing reading interventions compared to those who need support after the fall and winter **universal screening** windows. -AND- The **School Leadership Team** uses the aggregated data to identify system strengths and determine when problem solving is needed to ensure all students with reading skill deficits are receiving reading intervention supports.	Grade-Level Teams gather data on the percent of students with reading skill deficits who are accessing reading interventions compared to those who need support after the fall and winter universal screening windows.	Grade-Level Teams do not monitor the percent of students with reading skill deficits who are accessing reading interventions compared to those who need support after the fall and winter universal screening windows.	Grade-Level instructional plans School Leadership Team meeting minutes Universal screening reports

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.10 Staff collect **progress monitoring** data with **fidelity**.	The school administers progress monitoring assessments in reading to <u>all students</u> receiving reading intervention. -AND- Measures selected for progress monitoring match the critical skills and grade level of the identified need(s) for intervention. -AND- Staff adhere to standard administration and scoring protocols. -AND- The frequency of progress monitoring is <u>at least</u>: • Once per week for students receiving **Tier 3** reading interventions. • Every other week for students receiving **Tier 2** interventions.	The school administers progress monitoring assessments in reading to <u>all students</u> receiving reading intervention. -AND- Measures selected for progress monitoring match the critical skills and grade level of the identified need(s) for intervention. -AND- Staff adhere to standard administration and scoring protocols. -AND- The frequency of progress monitoring does not meet minimum conditions outlined in the 2-point response.	The school <u>does not</u> administer progress monitoring assessments to all students receiving intervention. -OR- Measures selected for progress monitoring <u>do not</u> match the critical skills and grade level of the identified need(s) for intervention. -OR- Staff <u>do not</u> adhere to standard administration and scoring protocols.	Progress monitoring schedule Progress monitoring graphs Shadow scoring protocol

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.11 The school uses a data system to display student reading progress.	Data system includes <u>all</u> of the following features: • Visual displays of small group and individual student's progress. • Visual displays of student growth compared to a goal (e.g., aimline, growth norms). • Ability to denote intervention changes. -AND- Data are easily accessible to teaching staff.	Data system includes <u>at least one</u> of the criteria listed in the 2-point response. -AND- Data are easily accessible to teaching staff.	The school does not utilize a data system to display student reading progress. -OR- Data system does not include any of the criteria listed in the 2-point response (e.g., Excel spreadsheet). -OR- Data are <u>not</u> easily accessible to teaching staff.	Data system reports
2.12 The school monitors the **fidelity** of interventions.	For each reading intervention group, the school gathers data on <u>all</u> of the following: • Student attendance. • Intervention duration. • Intervention frequency. • Implementation quality (e.g., direct observation, self-report).	For each Tier 2 reading intervention group, the school gathers data on <u>all</u> of the following: • Student attendance. • Intervention duration. • Intervention frequency.	The school does not collect fidelity data for any Tier 2 intervention. -OR- For each Tier 2 reading intervention group, the school gathers <u>only one or two</u> of the data sources outlined in the 2-point response.	Intervention Log

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.13 **Grade-Level Teams** monitor the percent of students who are responding to **Tier 2** supports.	Grade-Level Teams monitor the percent of students who are responding to Tier 2 reading intervention supports using <u>all</u> of the following: • Pre-identified **decision rules** to evaluate response to reading intervention supports (e.g., meeting progress monitoring goals). • **Progress monitoring** or in-program assessment data.		Grade-Level Teams do not monitor the percent of students responding to Tier 2 supports. -OR- Grade-Level Teams analyze progress monitoring data without the use of pre-identified decision rules.	Grade-Level Team meeting minutes Decision rules
2.14 **Grade-Level Teams** adjust reading intervention supports based on individual student progress.	Grade-Level Teams use established **decision rules** to maintain, adapt, modify, and improve support for students receiving Tier 2 reading intervention. -AND- Decisions are made at least monthly (e.g., maintain intervention plan, change student incentives, provide more **instructional coaching**, change student program placement).	Grade-Level Teams use established decision rules to maintain, adapt, modify, and improve support for students receiving Tier 2 reading intervention. -AND- Decisions are made less than monthly (e.g., maintain intervention plan, change student incentives, provide more instructional coaching, change student program placement).	Grade-Level Teams <u>do not</u> use established decision rules to maintain, adapt, modify, and improve support for students receiving Tier 2 reading intervention.	Progress monitoring of Grade-Level **instructional plan** Decision rules

Tier 3 School-Wide Reading Model Features

Tier 3: Teams

Table 14. Tier 3 Teams subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
3.1 **Grade-Level Teams** support students with intensive reading needs.	Grade-Level Teams continue to use a problem-solving process to support <u>all</u> students with intensive reading needs.	Grade-Level Teams continue to use a problem-solving process to support <u>only some</u> students with intensive reading needs.	All students with intensive reading needs are immediately referred to another team (e.g., Student Support Team, Child Study Team).	Grade-level Team meeting minutes Grade-Level instructional plans
3.2 **Student Support Teams** are established to improve students' reading performance.	A team is established for each student who has not responded to previous intensive intervention and includes: • Consistent team members with reading and behavioral expertise. • Classroom teacher. • Parent. • Staff providing intensive intervention support. -AND- There is a feedback loop established with the school principal to communicate decisions from Student Support Team meetings.	A team is established for each student who has not responded to previous intensive intervention and includes: • Consistent team members with reading and behavioral expertise. • Classroom teacher. • Parent.	A Student Support Team exists but team composition does not fluctuate based on unique needs of each student.	List of team members, roles, and job titles

R-TFI Item	2 Points	1 Point	0 Points	Data Source
3.3 Teachers access the assistance of **Student Support Teams**.	The school has a <u>formal process</u>, initiated by a student's lack of response to previous intervention, for requesting assistance from the Student Support Team. -AND- Teachers use the process for <u>all students</u> who have not responded to previous intensive interventions.	The school has an <u>informal process,</u> initiated by a student's lack of response to previous intervention, for requesting assistance from the Student Support Team. -OR- Teachers use the process for <u>only some students</u> who have not responded to previous intensive interventions.	There is <u>no process</u> for requesting assistance from the Student Support Team.	Request for assistance form **Grade-Level Team** meeting agendas
3.4 **Student Support Teams** use an effective team meeting process.	All of the following team meeting procedures are in place and used consistently: • Team meets in person weekly. • Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper). • Absent team members receive updates promptly following the meeting (within 48 hours). • Team completes assignments and documents progress outlined on an action plan within designated timelines.	<u>Two or three</u> of the criteria from the 2-point response are in place. -OR- <u>All criteria</u> from the 2-point response are present but are <u>used inconsistently</u>.	There is no team. -OR- <u>Only one</u> of the criteria from the 2-point response is in place.	Meeting schedule Meeting agendas, minutes/records, and attendance Written process for how absent team members are updated

Tier 3: Intervention Implementation

Table 15. Tier 3 Intervention Implementation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
3.5 The school uses a variety of data sources to design **intensive reading intervention plans.**	The following types of data are reviewed to inform intervention plans: • Student progress with previous intervention(s). • Data on previous intervention fidelity. • Reading **diagnostic assessment(s)**. • Behavior assessment data (e.g., attendance, discipline referrals, Student Risk Screening Scale).	The following types of data are reviewed to inform intervention plans: • Student progress with previous intervention(s). • Data on previous intervention fidelity.	The school does not use a data-based process to match student needs to reading interventions.	Meeting minutes Intervention plans
3.6 The school alters **intervention variables** to intensify reading intervention supports.	The potential impact of <u>each</u> of the following variables is addressed when intensifying reading intervention supports: • Increased instructional time. • Smaller group size. • Increased explicitness of instruction. • Increased opportunities to respond with feedback. • Changing intervention program. • Changing intervention skill focus.	The potential impact of <u>at least two</u> of the variables outlined in the 2-point response are addressed when intensifying reading intervention supports.	Intervention plans do not reflect an increase in the intensity of supports provided.	Meeting minutes Intervention plans

R-TFI Item	2 Points	1 Point	0 Points	Data Source
3.7 The school invites parents/guardians to collaborate on intervention plans for their child.	The school provides <u>all</u> of the following to parents/guardians: • Opportunities for active input/approval of the intervention plan at least two to three times per year. • Written notification of the student intervention plan. • Updates on the student's progress and changes to the intervention at least monthly. -AND- The above is provided <u>consistently for all students</u> with intensive reading needs.	The school only provides written notification to parents/guardians of the student intervention plan. -OR- The conditions of the 2-point response are provided <u>inconsistently</u>.	The school's collaboration with parents/guardians does not meet the conditions of the 2- or 1-point response.	Parent letters Sample progress reports

Tier 3: Resources

Table 16. Tier 3 Resources subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
3.8 All staff supporting students with an **intensive reading intervention plan** receive implementation supports.	Personnel implementing intensive reading intervention plans receive the following: • Training in the use of the intensive reading intervention plan by an individual(s) who has expertise and demonstrated implementation success. • Access to a written protocol for implementation. • Coaching support for implementation through observation, modeling, co-teaching and feedback over time to ensure the reading intervention is implemented accurately and independently before implementation supports are faded.	Personnel implementing intensive reading intervention plans receive the following: • Training in the use of the intensive reading intervention plan by an individual(s) who has expertise and demonstrated implementation success. • Access to a written protocol for implementation.	Personnel implementing intensive reading intervention plans <u>have not been trained</u> by individuals who have expertise and demonstrated success with the intervention components.	Training outlines or agenda Trainer qualifications Intervention plans Coaching schedule and/or written feedback Coaching log

Tier 3: Evaluation

Table 17. Tier 3 Evaluation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
3.9 Staff collect diagnostic data with **fidelity**.	Diagnostic data (e.g., **RIOT**-record reviews, interviews, observations, tests) are gathered when more in-depth information is needed to inform intensive intervention plans. -AND- Staff adhere to standard test administration and data collection protocols (e.g., RIOT).	A standard battery of **diagnostic assessments** is used regardless of specific needs for more information. -AND- Staff adhere to standard test administration and data collection protocols (e.g., RIOT).	The school does not gather a variety of diagnostic data (e.g., RIOT) to inform intensive intervention plans.	Samples of diagnostic data collection plans and reports

R-TFI Item	2 Points	1 Point	0 Points	Data Source
3.10 The school monitors the percent of students who are responding to **Tier 3** supports.	The appropriate school team (e.g., **Grade-Level Team, Student Support Team,** Interventionists) monitors the percent of students who are responding to Tier 3 reading intervention supports using <u>all</u> of the following: • Pre-identified **decision rules**, including fidelity to the **intensive reading intervention plan** to evaluate response to reading intervention supports (e.g., meeting progress monitoring goals). • **Progress monitoring** data or in-program assessment data.		The appropriate school team (e.g., Grade-Level Team, Student Support Team, Interventionists) does not monitor the percent of students responding to Tier 3 reading intervention supports. -OR- The appropriate school team (e.g., Grade-Level Team, Student Support Team, Interventionists) analyzes progress monitoring data without the use of pre-identified decision rules.	Team meeting minutes Decision rules Fidelity data collected for the intensive reading intervention plan

R-TFI Item	2 Points	1 Point	0 Points	Data Source
3.11 **Intensive reading intervention plans** are adjusted based on **decision rules**.	The appropriate school team (e.g., **Grade-Level Team**, **Student Support Team**) uses established decision rules to maintain, adapt, modify, and improve support for students receiving intensive reading intervention. -AND- Decisions are made as soon as data indicate an adjustment is needed (e.g., change intervention plan, change student incentives, provide more **instructional coaching**, change student program placement).	The appropriate school team (e.g., Grade-Level Team, Student Support Team) uses established decision rules to maintain, adapt, modify, and improve support for students receiving intensive reading intervention.	The appropriate school team (e.g., Grade-Level Team, Student Support Team) does not use established decision rules to maintain, adapt, modify, and improve support for students receiving intensive reading intervention.	Progress monitoring of intensive intervention plans Decision rules

Glossary of Terms

A - E

Adequate Time. Suggested time allocation to effectively teach the critical reading skills using a combination of whole-group and small-group differentiated reading instruction. Although other content areas (e.g., writing) may be integrated with reading, if done so during the 90-minute block, it should be for the purpose of supporting reading instruction. An example would be writing a summary in response to reading a story for the purpose of supporting the comprehension of the text read. A non-example would be teaching the process of writing a summary, which should occur during the designated time for writing instruction. Integration of the other content areas should not take away from the instructional minutes devoted specifically to developing successful readers.

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").

Class-wide Expectations. A list of positively stated behaviors that are desired of all students in classroom settings.

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

Core Reading Program. Program(s) and materials *all* students have access to during Tier 1 reading instruction.

Curriculum Programs and Materials. Lessons and additional academic content used to teach reading instruction at each grade level.

Data-Based Decision-Making. An on-going process of analyzing and evaluating information to inform important instructional decisions.

Decision Rules. Pre-determined set of guidelines for how to link data to action. A team specifies what they will do next when they see specific patterns in their data (e.g., when data show that an intervention is being implemented with fidelity and student performance is on track to meet the goal, continue intervention without changes).

Diagnostic Assessment. Assessment and other data collected, as needed, for additional information on student reading performance on specific reading skills to assist in problem solving when student performance is less than desired.

Differentiated Supports. Varying instructional delivery and scaffolds based on student needs in order to support accuracy of student responding in the acquisition of new skills and review of existing skills.

Evidence-based. A program, strategy or activity-set that has been documented in peer-reviewed journals as effective for a specific population through research methodology.

F - P

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

Fidelity Data. Information about the extent to which adults are implementing a program or practice as intended.

Grade-Level Teams. Teams comprised of all teachers from the same grade level along with any additional instructional staff responsible for delivering grade-level core reading and supplemental reading instruction. The team may include an individual(s) with specific reading expertise not assigned to the grade level (e.g., reading specialist).

Hypotheses. An idea that has been suggested as an explanation for something but has not been proven to be true.

Instructional Coaching. Includes a combination of consultation, direct observation, feedback, and modeling to teachers and para-educators to improve technical skills as they work to effectively implement a particular practice, program or strategy in the classroom setting.

Instructional Plan. A document developed during a grade-level meeting that matches students within the grade level to the right intensity and type of instruction using universal screening data as a starting point. The plan addresses the students' present level of performance and outlines the critical reading skill that will be the initial focus for each group of students with similar needs, program(s) and materials that will be used for each group, frequency of the use of the program(s) and materials, progress monitoring expectations, and the person responsible for monitoring the implementation of the plan.

Intensive Reading Intervention Plan. A document developed during Student Support Team meetings that identifies the specific components of an intervention plan developed for an individual student based on the specific needs identified for the student. The plan addresses the student's present level of performance, outlines S.M.A.R.T. goal(s) that the intervention will target, the program(s) and materials that will be used to support the student, the frequency of the intervention, progress monitoring expectations, how fidelity will be assessed and the person responsible for the implementation of the plan. The plan also includes specific decision rules for determining the effectiveness of the intervention as well as a timeline for reviewing progress.

Intervention Variables. Specific components of an intervention plan that can be modified in order to increase the intensity of the intervention plan. Variables include time for intervention, group size, frequency of intervention, opportunities to learn, materials, and coordination of instruction.

Precise Problem Statements. Include specific information to outline what the problem is (skill area, problem behavior), where it is occurring (grade, classroom, location), when it occurred (time of year, day of week, time of day), who was involved (some grades, some students, specific students), and why it is happening (instruction, curriculum, environment, motivation).

Procedures. A set of expected behaviors taught to students for common classroom tasks and activities. For example, students may be taught the procedure for gaining the teacher's attention during independent work time (e.g., place a book upright on your desk and keep working on your task) or what they should do when the bell rings at the end of a class period (e.g., quietly place materials away and stay seated until you are dismissed). Examples of common tasks and activities include: transitions, collecting homework, passing out/collecting materials, signaling for choral or partner responses, asking for assistance and submitting assignments.

Professional Learning. Deliberate approach to increasing teachers', school staffs' and administrators' effectiveness in improving outcomes for students.

Progress Monitoring. Frequent assessment to examine a student's rate of progress on specific skills in order to guide decisions regarding the effectiveness of reading intervention programs, as well as assisting in moving students within reading instructional groups.

Q - S

Quality Evidence. Independent randomized controlled studies that demonstrate improvements in targeted skills the intervention claims to improve and studies that were conducted using a similar student demographic as the district who is seeking to adopt the intervention.

RIOT. (Review, Interview, Observe, and Test). Procedures for gathering information necessary to explain student academic or behavioral problems.

S.M.A.R.T. Goal. A general statement of an intended outcome that aligns with the critical reading skills that are a high priority for the school, a specific grade level and/or students who are functioning below grade level. The goal is SMART: specific, measureable, attainable, realistic and timely.

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 Plan. A document created annually that details the administrative and teaching staff activities needed to provide adequate instructional supports to all of the students in the school. Activities may involve actions such as aligning reading objectives to state standards, professional learning, purchasing new evidence-based materials, creating grade level teams, establishing/changing reading schedules, etc. The plan should be based on the results of student assessment results, fidelity results, discussions of the school's implementation capacity and, if available, system-level coaching feedback. It should also be monitored at least three times a year by the School Leadership Team and be aligned with the School Improvement Plan.

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.

State Standards. Concise, written descriptions of what students are expected to know and be able to do within a specific grade level and content area. State Standards are also approved by the State Board of Education for districts to adopt to implement with their student body.

Student Support Teams. Group of individuals whose role is to ensure students are able to be successful in the school environment. The team works collaboratively to implement a particular intensive plan of support that depending on the student's needs may include both academic and behavioral components. Team members can be a combination of school/district staff, parents, and/or individuals from outside agencies (e.g., Community Mental Health).

System Fidelity Data. Assessment information regarding how well components of a system are implemented. The Reading Tiered Fidelity Inventory is an example of system fidelity data.

System-Level Coaching. Coaching a team to improve the quality and effectiveness of the team in developing systems to support the implementation of practices and data analysis to determine the effectiveness of the systems implemented. Staff at the school, district or Intermediate School District (ISD) level can provide the system-level coaching.

T - V

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

Tier 1. System that ensures all students have access to and benefit from the core reading curriculum which includes: (1) high quality, evidence-based instruction that is differentiated to address the continuum of reading needs across all students, (2) universal screening on a periodic basis to measure the impact of the core reading curriculum and instruction, and (3) to assess student reading performance.

Tier 2. System that ensures students who are not making adequate progress in the core reading curriculum are provided with evidence-based, supplemental instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3. System that ensures students who have the most intensive needs in reading have access to and benefit from individualized, intensive interventions that targets students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

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.

Validity. The extent to which a measurement tool measures what it is intended to measure.