Reading Tiered Fidelity Inventory
Elementary-Level Edition

Version 2.2

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MiMTSS
Michigan's Multi-Tiered System of Supports

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Introduction

The components of an MTSS framework include the following:

- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instructional Methods, Interventions, and Supports
- Comprehensive Screening and Assessment System
- Continuous Data-Based Decision-Making

The components listed above are applied to critical word-reading and comprehension processes that are predictive of reading outcomes.

The R-TFI will operationalize the MTSS framework for improving reading outcomes, while intentionally integrating social, emotional, and behavioral supports to create a safe, predictable, and engaging school environment.

Purpose

The purpose of the Reading Tiered Fidelity Inventory (R-TFI) is to provide schools with a school-level fidelity tool to assess the reading components of a Multi-Tiered System of Supports (MTSS) framework. The R-TFI is divided into two sections: Universal Tier 1 and Advanced Tiers (Tiers 2 and 3). The sections can be completed separately or in combination. While the R-TFI does operationalize the reading components of an MTSS framework, the tool does not provide a comprehensive assessment of a school's reading curriculum. The results should be used for planning supports and allocating resources, and never used for punitive purposes.

The R-TFI is completed by the school leadership team and, for the Advanced Tiers, members of the multidisciplinary team. The R-TFI provides a guide for teams to strengthen reading supports for all learners, including students with disabilities. Teams use the results to understand their current levels of implementation, prioritize areas for professional learning, and examine progress over time.

Glossary

A glossary of terms is provided at the end of this document. All terms that are defined in the glossary appear in **bold text** throughout the R-TFI.

New Features of Version 2.0

Since 2015, at least 743 schools across nine states have administered the R-TFI Elementary-Level or Secondary-Level Editions (versions 1.0-1.4) over 1,544 times. Recent factor analyses combined with feedback from the field resulted in an identified need to improve the R-TFI and release a new version (2.0). Changes made do not alter the overall purpose of the R-TFI, which remains to provide a tool for teams to self-assess the implementation of the reading components of a Multi-Tiered System of Supports. The changes in 2.0:

- Apply a 2-factor structure (Tier 1 and Advanced Tiers)
- Remove subscales within Tiers
- Provide distinctions between a reading intervention platform (Tier 2) and practices to intensify reading intervention (Tier 3)
- Reduce redundancy across items
- Remove items for which a district is responsible, outside of the control of individual schools
- Provide a more precise roadmap for the specific reading practices and instructional focus to be applied within an MTSS framework
- Added two writing items for the Elementary-Level Edition and one item for the Secondary-Level Edition
- Better center family engagement and equity
- Create clearer and more consistent distinctions between 2, 1, and 0-point scoring criteria

Universal Tier 1

Universal Tier 1 reading instruction should benefit all learners, including students with disabilities. It integrates listening, speaking, reading, and writing and emphasizes the structure of language. Class-wide reading instruction includes lessons in phonology (speech-sound system), sound/symbol associations, orthography (writing structure), syntax (structure of sentences), morphology (meaningful parts in words), and semantics (meaning of words, phrases, sentences in text). Mechanisms are in place to support teachers as they prioritize curriculum resources to teach the structure of language using a combination of whole-group and small-group instruction. Sufficient time is also dedicated to teaching learners to be skillful readers across disciplines. Tier 1 instruction includes ongoing use of assessment data to inform instruction and to help identify learners who may need additional reading intervention supports. In order for Tier 1 instruction to serve all students, it must also align to Tier 2 and 3 reading intervention. Students must have the opportunity to continue practicing and generalizing the strategies and skills they are learning during intervention instruction in their Tier 1 classroom instruction.

Advanced Tiers (Tiers 2 and 3)

The Advanced Tiers represent increasingly intensive instructional supports for learners who have not yet met grade-level expectations, with distinctions between Tiers 2 and 3. Tier 2 intervention intensity is defined as interventionists delivering intervention instruction using an evidence-based curriculum resource that includes specialized instructional procedures and parameters for the number of lessons, length of lessons, and number of days per week the intervention should be used for maximum impact. Intervention strategies may be used in conjunction with an evidence-based curriculum resource, when warranted, to enhance its effectiveness with learners. Student progress is monitored in two ways. First, progress is monitored using the assessments built into intervention curriculum resources (commonly referred to as content mastery assessments). If intervention curriculum resources do not have built-in assessments, interventionists should identify some of the skills taught during the week and check to see if students mastered those skills. Progress is also monitored using general outcome progress-monitoring assessments. The progress-monitoring data are analyzed to determine if learners are responding to the intervention instruction as expected. If learners are not responding to the intervention instruction as expected, and such factors as student attendance and intervention fidelity have been ruled out as a possible cause, then the multidisciplinary team plans for Tier 3 intervention supports.

Tier 3 is the most intensive level of intervention for general and special education students. It is more individualized, meaning progress-monitoring data are further analyzed in an effort to identify possible reason(s) why the Tier 2 intervention instruction was not effective. Interventionists may need to gather additional diagnostic data to help determine the right next step(s) to intensify the intervention instruction. Tier 3 intervention supports continue to utilize evidence-based curriculum resources. In many cases, these are the same curriculum resources used during Tier 2 instruction, but with key distinctions. The main distinction is the individualization of the instruction. The multidisciplinary team works with the learner, their family/caregivers, and other adults in their life to create an individualized intensive intervention plan. This plan outlines how the intervention instruction will be adapted to increase dimensions such as behavioral supports, comprehensiveness (explicitness) of the intervention instruction, and helping learners transfer (generalize) what they are learning during the intervention lessons to other contexts or settings. An individualized progress-monitoring plan ensures there is alignment between the intervention instruction and the progress-monitoring measures. Fidelity in Tier 3 is focused on adhering to the components outlined in the individualized intensive intervention plan. Data are analyzed to determine how the learner is responding to the intervention instruction, and when needed, the plan is adjusted to further intensify the supports.

Administering the R-TFI

R-TFI Editions

There are two editions of the R-TFI 2.0: Elementary and Secondary. The Universal Tier 1 items vary slightly across each edition to match the unique data, systems, and practices of schools supporting students at different grade levels. The Advanced Tiers items are the same across both editions. Schools should follow these guidelines when selecting which edition to administer:

Edition Selection Guidelines

Table 1. Edition Selection Guidelines.

Grade Levels Included in the School	Suggested Edition
Includes any grades K-6, but no grades higher than 6	Elementary-Level Edition
Includes no grades lower than 4 and no grades higher than 8	Secondary-Level Edition
Includes only grades 4 through 12	Secondary-Level Edition
Includes grades K-8	If middle school grades have department team structures in place, then 1 team uses the Elementary-Level Edition and another team (with possible overlapping members) uses the Secondary-Level Edition If only grade-level team structures are in place K-8, then use only the Elementary-Level Edition
Includes grades K-12	1 team uses the Elementary-Level Edition and another team (with possible overlapping members) uses the Secondary-Level Edition

If your school has a distinct need to use a version of the R-TFI that combines the grade-level and department teams' items into a single assessment of Tier 1, please contact the primary author, Dr. Kim St. Martin (kstmartin@mimtss.org). A greater understanding of the unique needs of K-8 will help to determine the possibility of a K-8 Edition of the R-TFI.

Participants

It is recommended that all school leadership team members actively participate in completing the Tier 1 items in the R-TFI 2.0. It is also recommended the core members of the multidisciplinary team actively participate in completing the Advanced Tier items. Involvement of the entire team will result in (1) a more accurate assessment, (2) a greater understanding of the school's strengths and challenges regarding the implementation of effective reading instruction, and (3) greater ownership of the improvement process. Team members can abstain from voting on the score for an item if they do not feel knowledgeable enough about work that has happened. Do not administer the R-TFI unless the majority of the team is present, including the school principal.

R-TFI Administration Schedule

Teams can choose to complete either the Tier 1 or Advanced Tiers sections, or they may choose to complete all items.

- When schools have secured professional learning aligned to the R-TFI, they might consider administering Tier 1 to align with the timing of their Tier 1 professional learning and administering Advanced Tiers items to align with the timing of their Advanced Tiers professional learning.

- A school could also choose to complete the entire R-TFI to establish baseline levels of implementation for Tier 1 and Advanced Tiers. The resulting data could be used to target and prioritize areas for future professional learning.

Frequency

After the first assessment, it is recommended that the R-TFI be completed at least once per school year, typically in the spring. Coordinating the timing of the R-TFI data collection with the continuous improvement planning process will increase the likelihood that results can inform the school and district planning.

The R-TFI can also be administered more frequently for progress-monitoring purposes. During progress monitoring, less formal administration processes can be used. Using informal processes will typically result in a shorter administration time. Informally administering the R-TFI for progress monitoring purposes can be done in a few ways. One option is for the team (either the school leadership team or the multidisciplinary team) to only focus on the items that were the focus of action planning after the last R-TFI administration. The principal and R-TFI Facilitator can choose to use the Simultaneous and Public Voting Process only for those items. Another option for progress monitoring could be a data source review for the items that need to be monitored. The R-TFI Facilitator could guide the team to review the 2-point criteria of the scoring guide and note where the scoring guide elements appear in the data source to determine the score for the item. In this instance, the Simultaneous and Public Voting Process does not need to be used. The data system would still be used to enter the data. Items that were not progress monitored will be scored the same as they were scored in the previous administration. If there are changes in the score for the items monitored, those changes will be made in the data system.

Time Allocation

Time is needed prior to each R-TFI administration to gather data sources and make them available to team members to support their item scores.

A typical administration takes about 1-2 hours per Tier. The first administration typically takes longer than subsequent administrations.

Teams may choose to meet for a longer period of time to prioritize areas for improvement and plan related activities based on their R-TFI results. Alternatively, teams may choose to schedule a follow-up meeting focused primarily on action planning.

Key Roles and Responsibilities

Table 2. Key Roles and Responsibilities for Administration of the R-TFI.

Role	Responsibility
R-TFI Facilitator	Individual who is knowledgeable about the implementation of the reading components of an MTSS framework and has completed the R-TFI Facilitator training certification requirements. The facilitator is responsible for leading the discussion, adhering to the R-TFI administration and scoring protocol. The R-TFI Facilitator is a non-voting role. Research on other fidelity measures has found having a facilitator external to the school yields more accurate scores.
Note Taker	Records scores and notes (i.e., ideas shared for planning, score rationales, and any questions/issues that are raised during administration) directly in the MiMTSS Data System or R-TFI Reporting System. The note taker is a voting role.
Respondents	Team members and other staff intentionally selected for their knowledge and experience with implementing the reading components of an MTSS framework. In addition, schools may invite individuals to participate to get an understanding of the degree to which implementation efforts are recognizable to a broader stakeholder group (parents and caregivers, other community members with an investment in student reading success) beyond the school leadership team and multidisciplinary team. Respondents vote.

Scoring

The team completes the R-TFI 2.0 together by using the R-TFI Scoring Guide to discuss and come to consensus on each item's final score 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 scores: "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 the 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. The facilitator can call on specific team members to share their score rationale. When doing so, it is important to vary which team members are asked to share. Facilitators should avoid choosing the same individuals repeatedly and should also avoid choosing individuals based on their initial vote (e.g., consistently asking people who scored a 2 to share their rationale). These strategies will allow all voices to be heard and minimize power dynamics.

After this brief discussion, respondents vote on the item again to help achieve consensus. Consensus means that team members in the minority can live with the score a majority of respondents chose and publicly support it. If consensus cannot be reached, the facilitator encourages further discussion later, and the score the most respondents voted for is recorded so that the results can be calculated and graphed. It is acceptable for team members to choose to abstain from voting if they do not have sufficient understanding of historical work that has happened related to specific MTSS reading efforts.

Data Entry and Analysis

Details about how to enter data online, access reports, and analyze results are provided in the R-TFI Facilitator certification training materials.

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 (i.e., Tier 1, Advanced Tiers). Finally, teams use individual item scores within a Tier to identify specific actions that will lead to improved implementation of the reading components of an MTSS Framework.

Michigan Schools

Michigan schools enter scores for each R-TFI item into the MiMTSS Data System (https://mimtssdata. org/MIData/Account/Login). Results can then be viewed in an R-TFI item report, School Dashboard, District Dashboard, Intermediate School District (ISD) Dashboard, and score exports.

Other States

Districts in other states can use the R-TFI Reporting System (https://mimtssdata.org/rtfireporting/Account/Login). Interested districts can have their superintendent sign the Acceptable Use and Data Sharing Agreement and follow directions in the form to establish their district account. Schools can then enter scores and notes for each R-TFI item, and subsequently view results in an R-TFI item report, School Dashboard, District Dashboard, and score exports.

R-TFI Administration Fidelity Checklist

Table 3. Administration Fidelity Checklist.

Protocol Steps	Step Completed? Y= Yes, N= No, N/A= Not Applicable
1. Respondents Invited: Adequate time is scheduled to complete the R-TFI (1-2 hours per Tier, plus additional time for planning based on results), and all team members received an invitation.	Y N N/A
2. Materials Prepared in Advance: The facilitator gathers data sources prior to the administration and ensures all team members have access. Print or electronic copies of the R-TFI are available for all participants.	Y N N/A
3. Note Taker: Identify the note taker and provide access to the MiMTSS Data System (Michigan schools) or R-TFI Reporting System (all other schools) to enter scores and notes and display results.	Y N N/A
4. Overview: Facilitator provides an overview of the purpose, roles, administration process, and scoring procedures (simultaneous and public voting). For first administration, pre-correct that today is a baseline and scores will likely be low.	Y N N/A
5. Use of Data Sources: Pre-correct for the use of data sources to ensure accurate self-assessment. For any item that scores a 2, a data source is needed to substantiate it.	Y N N/A
6. Item Explanation: Each item is read aloud, providing any necessary clarification, including definitions of key terms. (e.g., pairs language using terminology the team may better understand, answering clarifying questions from team members).	Y N N/A

Protocol Steps	Step Completed? Y= Yes, N= No, N/A= Not Applicable
7. Voting: After facilitator reads the item and highlights differences in scoring, the facilitator says, "ready, set, vote," and all respondents vote simultaneously using fingers or cards.	Y N N/A
8. Vote Tallying: Facilitator tallies the votes and notes agreement or discrepancies for each question.	Y N N/A
9. Consensus: If complete agreement is reached, move on to next question. If not, facilitator invites brief discussion, as well as prompts review of data sources. The group is asked to vote again to reach consensus, defined as the minority can live with the majority decision.	Y N N/A
10. Scores and Notes: The note taker documents the final consensus score decision and enters any notes directly in the MiMTSS Data System or R-TFI Reporting System, displayed for all participants to see when possible.	Y N N/A
11. Data Summary: After the last question has been answered, the recorder will display the results on the School Dashboard.	Y N N/A
12. Review: Facilitator will highlight scores that moved in a positive direction and celebrate progress toward 80%.	Y N N/A
13. Action Planning: Either at the conclusion of scoring, or at another scheduled meeting, the facilitator works with the team to analyze results, develop or modify the Implementation Plan, and communicate with stakeholders about the results and next steps.	Y N N/A
14. Conclusion: Facilitator thanks the team for their openness and sharing in the discussion.	Y N N/A
15. Monitor: The team reviews and provides status updates on the implementation and impact of the plan.	Y N N/A

R-TFI Items and Descriptions

Universal Tier 1 Reading Components of an MTSS Framework Items

Item	Item Description
1.1	A **school leadership team** supports the implementation of the Tier 1 reading components of an MTSS framework.
1.2	The school has access to **system-level coaching**.
1.3	The school has an **Implementation Plan** for the reading components of an MTSS framework.
1.4	The school has a comprehensive Tier 1 reading assessment system and personnel to support the system.
1.5	The school leadership team uses data to monitor the effectiveness of the Tier 1 reading components of an MTSS framework.
1.6	The school leadership team uses a process for data-based decision-making.
1.7	The school leadership team has a documented process for communicating with individuals and other teaming structures.
1.8	The school provides a status report on student reading performance to stakeholders.
1.9	Teachers provide daily instruction in the foundational word-reading skills to address the needs of all learners.
1.10	Teachers provide daily instruction in comprehension processes across subjects to address the needs of all learners.
1.11	Teachers select and support students in reading **high-quality texts.**
1.12	Teachers provide daily instruction in foundational writing skills.
1.13	Teachers provide students with frequent structured opportunities to engage in extended writing about the text they read.
1.14	Teachers provide intentional and differentiated Tier 1 instruction.
1.15	Teachers provide effective social, emotional, and behavioral supports in the classroom.

Item	Item Description
1.16	Principal(s) and teachers access ongoing professional learning related to **reading science** in an MTSS framework.
1.17	All staff have access to instructional coaching that is aligned with reading science.
1.18	**Grade-level teams** meet to organize class-wide reading instruction.
1.19	Grade-level teams have Implementation Plans for the reading components of an MTSS framework.
1.20	Grade-level teams use data to monitor the effectiveness of Tier 1 grade-level reading instruction.
1.21	Grade-level teams use a process for data-based decision-making to monitor the effectiveness of Tier 1.

Advanced Tiers (Tiers 2 and 3)

Reading Components of an MTSS Framework Items

Item	Item Description
2.1	A **multidisciplinary team** supports the implementation of the Advanced Tiers reading components of an MTSS framework.
2.2	The multidisciplinary team has access to systems-level coaching.
2.3	Members of the multidisciplinary team participate in an intervention selection process.
2.4	The school has an **intervention platform** to guide Tier 2 and Tier 3 intervention resource decisions.
2.5	The school has a process outlining how students access Tier 2 and Tier 3 reading intervention supports.
2.6	The school communicates with parents and caregivers about Tier 2 intervention supports for their child.
2.7	Intervention groups are appropriate for the students receiving reading intervention.

Item	Item Description
2.8	Adequate time is allocated for reading intervention instruction.
2.9	Reading intervention instruction aligns across Tiers and occurs in addition to class-wide (Tier 1) reading instruction.
2.10	Individuals providing reading intervention instruction receive **implementation supports.**
2.11	The school has a comprehensive Advanced Tiers reading assessment system and personnel to support the system.
2.12	Individuals are responsible for monitoring the fidelity of interventions.
2.13	**Content mastery progress-monitoring assessments** are administered to students receiving reading intervention.
2.14	**General outcome progress-monitoring assessments** are administered to students receiving reading intervention.
2.15	The multidisciplinary team uses data to monitor the effectiveness of the Advanced Tiers reading components of an MTSS framework.
2.16	The multidisciplinary team facilitates meetings to monitor the effectiveness of intervention supports.
2.17	The multidisciplinary team determines when to refer students to access Tier 3 intensive intervention supports.
2.18	**Diagnostic assessments** are administered to inform Individualized Intensive Intervention Plans.
2.19	The multidisciplinary team engages parents, caregivers, and students in Individualized Intensive Intervention Planning.
2.20	The multidisciplinary team designs **Individualized Intensive Intervention Plans.**
2.21	Personnel implementing Individualized Intensive Intervention Plans receive implementation supports.
2.22	The multidisciplinary team uses a data-informed process to determine adaptations to Tier 3 intensive intervention supports.

R-TFI Items and Scoring Guide

Table 4. Description of the R-TFI Scoring Guide.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
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.	Examples of documentation that can be used to substantiate scoring decisions.	**1 point:** At least half of the 2-point criteria are in place. **0 points:** The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.1 **A school leadership team** supports the implementation of the Tier 1 reading components of an MTSS framework.	The team includes the school principal, and members are collectively responsible for doing all of the following: 1 Maintaining a current committee audit to prevent staff overloading, team redundancies, or teams with conflicting scope of work. 2 Distributing leadership for implementing the reading-related data, systems, and practices needed for an MTSS framework. 3 Establishing procedures for staff to access professional learning, coaching, and engage in ongoing collaboration. 4 Requesting and allocating resources to support implementation. 5 Over-seeing the use of a comprehensive assessment plan. 6 Analyzing aggregated student data and implementation fidelity data to determine the overall effectiveness of the school-wide reading supports for students. 7 Collaborating with families to ensure students have successful literacy experiences in and out of school. 8 Monitoring a dynamic MTSS Implementation Plan.	Meeting schedule Meeting minutes Action plan with notations of progress Implementation fidelity data Professional Development Plan Documentation of family engagement Team effectiveness survey Team committee audit	1 point: At least 5 of the 2-point criteria are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

Reading Tiered Fidelity Inventory (Elementary-Level Edition)

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
	9 Using effective meeting procedures (e.g., roles, data-driven agenda, action items, communication steps). 10 Meeting at least monthly when the work warrants and less frequently if data do not indicate the need.		
1.2 The school has access to **system-level coaching.**	System-level coaching includes activities to develop the capacity of individuals and teams to: 1 Analyze data to prioritize school-wide needs. 2 Manage school-wide assessment and data coordination. 3 Determine professional learning opportunities and coaching opportunities needed in reading science, methods for integrating social, emotional, and behavioral supports with reading instruction, and implementation best practices. 4 Develop a plan to implement the reading components of an MTSS framework. 5 Communicate with other school teams and the **District Implementation Team** (or comparable district team).	Name of system-level coach, job title, job description Coaching schedule and activity log	1 point: At least 3 criteria from the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.3 The school has an **Implementation Plan** for the reading components of an MTSS framework.	The plan is informed by assessment data. AND: The plan's goals are **SMARTE** (Specific, Measurable, Attainable, Realistic, Time Bound, Equitable). AND: The types of activities included in the plan address: 1 Instructional methods/routines that must be used with all learners to develop foundational word-reading and comprehension processes. 2 Class-wide, Tier 1 reading curriculum resources that need to be prioritized based on data. 3 Collaboration between and across grade-level teachers, special educators, and interventionists to support students' ability to apply intervention strategies/routines across instructional settings. 4 Implementation supports needed (ongoing training and coaching). 5 Opportunities for family-school partnerships with bi-directional communication and shared decision-making.	Current Implementation Plan	1 point: The plan is informed by assessment data. AND: The plan includes activities that address at least 3 elements outlined in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.4 The school has a comprehensive Tier 1 reading assessment system and personnel to support the system.	The school has a comprehensive Tier 1 reading assessment system that outlines the following information: 1 A list of all Tier 1 reading assessments used in the school (i.e., screening, summative, instructional fidelity, systems fidelity, student and family perception). 2 The unique purpose of each assessment. 3 The roles and names of individuals who are responsible for specific assessment activities: data collection, data entry, accuracy checking, and using the results to make instructional decisions. 4 Dates when the data are collected. 5 Dates when the data are used by teams. AND: Individual(s) do the following to support the comprehensive reading assessment system: 1 Teach test administration and scoring procedures to all assessors before the first data collection. 2 Provide administration and scoring refresher trainings. 3 Ensure teachers, grade-level teams, and the school leadership team have access to usable data reports. 4 Assist teams with data interpretation and analysis.	Reading assessment system (document or spreadsheet) Job description outlining data coordination responsibilities Schedule of initial and refresher trainings List of who has been trained to collect data List of who has access to the data system	1 point: The school's comprehensive assessment system outlines at least 3 of 5 criteria from the 2-point response. AND: Individual(s) provide at least 2 of the supports outlined in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.5 The school leadership team uses data to monitor the effectiveness of the Tier 1 reading components of an MTSS framework.	The school leadership team uses data to answer the following questions: 1 Compared to the school-wide **SMARTE** goal(s), what percent of students have reading scores that demonstrate they are on track for future reading success? 2 Is reading success increasing over time? 3 How are students' reading scores the same or different across groups (i.e., race, ethnicity, gender, ability, grade level)? 4 What do students report about their reading skills, progress, and reading supports? 5 What do parents, families, and caregivers report about their children's reading skills, progress, and reading supports? 6 How are student and family perceptions the same or different across groups (i.e., race, ethnicity, gender, ability, student grade level)? 7 Compared to the school-wide SMARTE goal(s), what percent of teachers are implementing the essential components of the Tier 1 reading curriculum resources with fidelity? 8 Compared to the school-wide SMARTE goal(s), what is our level of implementation of the Tier 1 components of an MTSS Framework (e.g., R-TFI data)?	Data reports that answer the eight questions	1 point: The school leadership team uses data to answer at least 4 of the 8 questions outlined in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.6 The school leadership team uses a process for data-based decision-making.	The team engages in data-based decision-making at least three times per year (e.g., fall, winter, spring). AND: The process includes the following steps: 1 Evaluating progress on the goal(s) and activities outlined in the Implementation Plan. 2 Evaluating grade-level teams' collective (aggregated) progress on Implementation Plan goal(s) and activities. 3 Documenting reasons why activities were not completed (e.g., insufficient funding, training). 4 Documenting how barriers are being addressed. 5 Analyzing new reading data (student data, implementation data, perception data) to summarize accomplishments and precisely describe the current opportunities for growth. 6 Developing data-validated hypotheses about the factors contributing to the opportunities for growth. 7 Refining the Implementation Plan (goals, activities) to address the opportunities for growth.	Documentation of accomplishments, description of needs/ opportunities, hypotheses Implementation Plan updates	1 point: Data-based decision-making occurs 1-2 times per year. AND: The process includes at least 4 of the criteria outlined in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.7 The school leadership team has a documented process for communicating with individuals and other teaming structures.	The school leadership team's process for communicating to school staff, other school teams, and a District Implementation Team (or comparable district team) includes gathering and disseminating the following types of information: 1 Accomplishments. 2 Challenges impeding implementation efforts that require assistance in removing. 3 Suggestions for ways to address challenges. 4 Reading MTSS Implementation Plan updates. 5 Resources needed to support implementation efforts (e.g., additional time, personnel, requests for curriculum resources to be formally reviewed for selection). AND: Communication with school teams and the District Implementation Team (or comparable district team) is reported to be effective.	Documented communication process School leadership team meeting minutes outlining communication to individuals, school teams, and the DIT (or comparable district team) Communication effectiveness survey data	1 point: The communication process meets at least 3 criteria for gathering and disseminating information from the 2-point response. OR: Communication effectiveness data indicates communication is perceived as ineffective. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.8 The school provides a status report on student reading performance to stakeholders.	At least two examples can be provided 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: 1 Student outcome data (e.g., percent of students at each performance level--overall and disaggregated by groups, progress toward goals, intervention access and effectiveness). 2 School-level fidelity data.	Copy of most recent stakeholder report or presentation	1 point: The written report includes 1 of the 2 criteria outlined in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.9 Teachers provide daily instruction in foundational word-reading skills to address the needs of all learners.	Grade-level teachers report providing daily instruction in foundational word-reading skills: 1 Developing awareness of speech sounds (phonemes) and how the speech sounds connect to letters (graphemes) represented in print (K-1). 2 Basic phonics/multi-syllabic decoding accuracy, encoding (spelling), and morphology (all grade levels). 3 Developing automaticity with word-reading skills (K-2). 4 Reading text to support accuracy, fluency, and comprehension (all grade levels). AND: Teachers' daily instruction in foundational word-reading skills is evident when reviewing aggregate grade-level screening assessment measures measuring phonemic awareness, phonics/decoding, and oral reading fluency.	Teacher self-report or grade-level team reflection and discussion Teacher lesson plans Aggregate grade-level screening assessments for foundational word reading skills	1 point: At least 2 of the criteria for the 2-point response are in place. AND: Teachers' daily instruction in foundational word-reading skills is evident when reviewing aggregate grade-level screening assessment measures measuring phonemic awareness, phonics/decoding, and oral reading fluency. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.10 Teachers provide daily instruction in comprehension processes in across subjects to address the needs of all learners.	Grade-level teachers report providing daily instruction in comprehension processes: 1 Vocabulary. 2 Content knowledge. 3 **Syntax.** 4 **Text structure** (i.e., narrative, process or sequence, cause and effect, problem/solution, compare and contrast, and description). 5 **Meta-cognitive strategies** (e.g., inference making, questioning, clarifying, and making connections). AND: Teachers' daily instruction in comprehension processes is evident when reviewing aggregate grade-level screening assessment measures that provide information about students' text comprehension (e.g., oral reading fluency, MAZE).	Teacher self-report or grade-level team reflection and discussion Teacher lesson plans Aggregate grade-level screening assessments that are designed to measure text comprehension	1 point: At least 3 of the criteria for the 2-point response are in place. AND: Teachers' daily instruction in comprehension processes is evident when reviewing aggregate grade-level screening assessment measures that provide information about students' text comprehension (e.g., oral reading fluency, MAZE). 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.11 Teachers select and support students in reading **high-quality texts.**	Teachers provide students access to the following types of high-quality texts: 1 **Decodable texts** that allow students to practice recently taught foundational reading skills. 2 Content area texts that systematically build student knowledge in the content areas (literature, science, social studies, math). 3 Culturally diverse texts that reflect students' backgrounds and identities represented in both the school and the world. 4 Vocabulary-rich texts that provide multiple exposures to key academic vocabulary. 5 Texts that are aligned to individual student skills and designed to gradually increase in complexity (sentence structure, word complexity, concepts, vocabulary, etc.). 6 Texts that exemplify a variety of text structures (e.g., problem/solution, compare/contrast, sequence, descriptive, narrative).	Samples of text Teacher lesson plans Log of teacher differentiated support Classroom observations Grade-level instructional plans	1 point: Students access texts that meet at least 3 of the criteria for a 2-point response. AND: Teachers provide differentiated supports that include at least 2 of the criteria for a 2-point response.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
	AND: Teacher differentiated supports include:		0 points: The criteria from the 2-point or 1-point response are not in place.
	1 Reading text aloud for primary grades if students do not have the foundational word-level reading skills needed for fluent reading.		
	2 Previewing/pre-teaching vocabulary, concepts, difficult words, and syntactically complex sentences.		
	3 Guiding students to engage in text-based dialogue to assist with extracting meaning.		
	4 Incorporating a variety of passage-reading procedures to build students' fluency and independence (choral reading, peer mediation, repeated reading, etc.).		

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.12 Teachers provide daily instruction in foundational writing skills.	Grade-level teachers report providing daily instruction in foundational writing skills: 1 Letter formation instruction that includes pencil grip, paper slant, body position, and motor-strokes (e.g., tall and short, zigzags, circles). 2 Handwriting practice that incorporates diagrams using approaches for tracing letters, copying letters, and fading the written examples to encourage writing from memory. 3 Spelling words that contain the letters, sounds, and meaningful word parts that were the focus of phonics/multi-syllabic decoding instruction, including commonly used words and spelling words students have not yet mastered. 4 Conventions (e.g., punctuation, capitalization). 5 Keyboarding/computer technology use starting as early as first grade. AND: Teachers' daily instruction in foundational writing skills is evident when reviewing aggregate grade-level writing assessment data for the skills outlined in the 2-point criteria.	Student samples Teacher lesson plans Classroom observations Aggregate grade-level writing assessments that are designed to measure foundational writing skills	1 point: At least 3 of the criteria for the 2-point response are in place. AND: Teachers' daily instruction in foundational writing skills is evident when reviewing aggregate grade-level writing assessment data for the skills outlined in the 2-point criteria. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.13 Teachers provide students with frequent structured opportunities to engage in extended writing about the text they read.	Extended opportunities for students to write about the text they read include explicit instruction in the following: 1 Text structure, genre expectations, and academic discourse. 2 Strategies for using graphic organizers and writing process steps (note-taking, brainstorming, planning, reviewing, revising). 3 Supports specific to persistence with writing (e.g., self-regulation strategies, organization strategies, goal setting, self-reinforcement). AND: Teachers' providing extended opportunities for students to write about the text they read is evident when reviewing aggregate grade-level writing assessment data.	Sampling of teaching lessons (written or observation of teachers modeling lessons with the components) Aggregate grade-level writing assessment data	1 point: At least 2 of the criteria from the 2-point response are in place. AND: Teachers' providing extended opportunities for students to write about the text they read is evident when reviewing aggregate grade-level writing assessment data. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.14 Teachers provide intentional and differentiated Tier 1 instruction.	Grade-level teachers report instruction is: 1 Intentional (explicit), not accidental: Prior to teaching, identify what students need to do or say; incorporate teacher modeling into lessons teacher modeling, use concise language, provide opportunities for students to demonstrate what they are taught, provide clear and prompt feedback, sufficient independent practice, cumulative review, and ongoing assessment. 2 Differentiated: Provide iInstruction that controls for task difficulty, gradually increases task difficulty based on student performance, provides additional instruction to address a lack of background knowledge, and incorporates strategies to maintain high levels of student success, engagement, and response.	Teacher self-report or Grade-Level Team reflection and discussion Teacher lesson plans	1 point: At least one of the 2-point criteria are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.15 Teachers provide effective social, emotional, and behavioral supports in the classroom.	All teachers use evidence-based methods to provide a safe and effective learning environment by attending to these practices: 1. Developing relationships through **culturally responsive and sustaining teaching practices.** 2. Teaching (and re-teaching) a set of collectively developed social, emotional, and behavioral expectations. 3. Teaching (and re-teaching) classroom procedures (attention signal, gathering and turning in materials, activity transitions, active participation, working with partners or in groups). 4. Monitoring students' social, emotional, and behavioral needs. 5. Acknowledging students for following expectations and classroom procedures. 6. Correcting behaviors that are not in alignment with expectations. 7. Using data to inform improvements needed to classroom social, emotional, and behavioral supports. AND: Teachers' use of the practices to provide safe and effective learning environments is evident when reviewing aggregate school-wide, classroom-setting discipline data or social-emotional and behavioral screening data.	Score for Tier 1 classroom item on the SWPBIS Tiered Fidelity Inventory Aggregate school-wide discipline referral data for classroom settings Aggregate social, emotional, and behavioral screening data Classroom expectations matrix, teaching lessons, and teaching schedule Classroom observations	1 point: At least 4 of the criteria outlined in the 2-point response are in place. AND: Teachers' use of the practices to provide safe and effective learning environments is evident when reviewing aggregate school-wide, classroom-setting discipline data or social-emotional and behavioral screening data. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.16 Principal(s) and teachers access ongoing professional learning related to **reading science** in an MTSS framework.	Principal(s) and staff responsible for teaching reading (e.g., teachers, paraeducators) access ongoing professional learning as data indicate a need in the following: 1 The structure of the English language and its system of speech sounds (phonology). 2 Phonological awareness (includes **phonemic awareness**). 3 Basic and advanced decoding (phonics). 4 Fluency (accuracy, rate, and expression). 5 Oral language, including academic vocabulary and morphology. 6 Background knowledge/topic knowledge necessary for understanding and inferencing skills. 7 Culturally responsive and equitable literacy instructional methods (e.g., connects students' languages and lived experiences to what is taught). 8 Listening and reading comprehension, including syntax and sentence-level comprehension to extract critical information from text, including text used in other core subjects. 9 Foundational writing skills. 10 Extended writing opportunities about text.	Sample teacher professional learning plan Reading science professional learning agendas Sampling of the professional learning modules (e.g., PowerPoints, reading materials that are required for the learning, handouts)	1 point: Professional learning is accessible in at least 6 of the topics outlined in the 2-point response. AND: The professional learning modules meet at least 2 of the criteria outlined in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
	11 Class-wide social-behavioral supports. AND: The professional learning modules are structured to include the following: 1 Explicit instructional sequence. 2 Techniques to support teachers' independence in using the newly learned information with students. 3 Practice of newly learned **evidence-based strategies** and methods. 4 Mechanisms to apply the information to class-wide curriculum resources.		

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.17 All staff have access to instructional coaching that is aligned with reading science.	Instructional coaching support is nonevaluative and available for all staff (e.g., teachers, paraeducators) who are learning to use new curriculum resources, instructional methods/routines, and assessments that are evidence-based and aligned with reading science. The instructional coaching support includes: 1 Prompting/reminding. 2 Observing and collecting student data and implementation data to guide next steps. 3 Fluency building (e.g., practice sessions, co-teaching lessons). 4 Providing feedback (affirmative, corrective, and informative). 5 Assisting with adaptations to the classroom context (e.g., organizing the curriculum resources to reflect the teachers' schedule, number of students, range of student needs). AND: Instructional coaching support is also available when a request is made or data indicate a need.	Name(s) of instructional coaches, job description Instructional and/or peer coaching schedule and activity log	1 point: At least 3 of the supports outlined in the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.18 **Grade-level teams** meet to organize class-wide reading instruction.	Grade-level teams are responsible for doing the following: 1 Analyzing grade-level reading data and implementation fidelity data to make decisions and adjust instruction to meet student needs. 2 Organizing the reading curriculum resources and instructional methods/routines to teach foundational word-reading skills to be used during whole group, small group, and differentiated instruction. 3 Organizing the reading curriculum resources and instructional methods/routines to teach comprehension processes to be used during whole group, small group, and differentiated instruction. 4 Organizing writing curriculum resources and instructional methods/routines to teach foundational writing skills. 5 Designing structured opportunities to engage students in extended writing about the text they read. 6 Designing a teaching schedule that considers time allocation recommendations from curriculum resource developers and minimizes disruptions. 7 Determining ways to enhance students' understanding of written text used in other core subject areas.	Grade-level team meeting minutes and products developed from team meetings Principal grade-level meeting rotation schedule Attendance at the meetings	1 point: At least 5 of the criteria from the 2-point response are in place. AND: The principal attends all team meetings or rotates grade levels. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
	8 Documenting the intervention instructional methods/routines students receiving Tier 2 or Tier 3 reading supports are learning to incorporate ways for students to use them in the classroom setting.		
	9 Developing a grade-level implementation plan where progress on action items is documented within designated timelines.		
	10 Meeting at least monthly when the work warrants and less frequently if data do not indicate the need.

AND: The principal either attends all meetings or rotates attendance at grade-level team meetings and receives meeting minutes and products that were developed following the meeting. | | |

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.19 The grade-level teams have Implementation Plans for the reading components of an MTSS framework.	The plan is informed by the following assessment data: 1 High-stakes summative assessments (e.g., state assessment). 2 **Universal screening** assessments. 3 **Fidelity assessments.** 4 Other available assessments (e.g., district-approved, classroom assessments, observations, family input). AND: The plan's goals are **SMARTE**. AND: The types of activities included in the plan address the use of: 1 Reading curriculum resources and instructional methods/routines to teach foundational word-reading skills to be used during whole group, small group, and differentiated instruction. 2 Reading curriculum resources and instructional methods/routines to teach comprehension skills to be used during whole group, small group, and differentiated instruction. 3 Strategies/routines to enhance students' understanding of written text used to teach other core subjects. 4 Writing curriculum resources and instructional methods/routines to teach foundational writing skills.	Random sampling of at least two grade-level Implementation Plans.	1 point: The plan is developed using at least 2 assessments outlined in the 2-point response. AND: The plan includes activities that address at least 3 elements outlined in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
	5 Structured opportunities to engage students in extended writing about the text they read.		
	6 Accommodations that allow all students to meaningfully participate in class-wide reading instruction.		
	7 Opportunities for students to use strategies/routines they are learning in intervention during class-wide reading instruction.		
	8 Social, emotional, and behavioral supports (class-wide and for individual students) to promote student engagement and motivation during reading instruction and to minimize behaviors that interfere with meaningful participation in reading instruction.		

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.20 Grade-level teams use data to monitor the effectiveness of Tier 1 grade-level reading instruction.	Grade-level teams uses data to answer the following questions: 1 Compared to our grade-level goal, what percent of students have reading scores that demonstrate they are on track for future reading success? 2 Is reading success increasing over time? 3 What percent of students learners across the grade level are adequately responding to intervention instruction? 4 How are students' reading scores and progress the same or different across groups within the grade level (i.e., race, ethnicity, gender, ability)? 5 What do students report about their reading skills, progress, and reading supports? 6 What do our grade-level parents, families, and caregivers report about their children's reading skills, progress, and reading supports? 7 How are our grade-level student, and family, and caregiver perceptions the same or different across groups (i.e., race, ethnicity, gender, ability, student)? 8 Compared to the school-wide SMARTE goal(s), what percent of teachers are implementing the essential components of the Tier 1 reading curriculum resources with fidelity?	Data reports that answer the nine questions	1 point: The grade-level teams use data to answer at least 5 of the 9 questions outlined in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
	9 Compared to our grade-level goal(s), are we implementing the essential components of the Tier 1 reading curriculum resources with fidelity?		
1.21 Grade-level teams use a process for data-based decision-making to monitor the effectiveness of Tier 1.	Grade-level teams engage in data-based decision-making to address the Tier 1 components of an MTSS framework at least three times per year (e.g., fall, winter, spring). AND: The process includes: 1 Evaluating progress on the goals and activities outlined in the Implementation Plan. 2 Documenting reasons why activities were not completed (e.g., insufficient funding, training). 3 Documenting how barriers are being addressed. 4 Analyzing new reading data (student data, implementation data, perception data) to summarize accomplishments and precisely describe the current opportunities for growth. 5 Developing data-validated hypotheses as to the factors contributing to the opportunities for growth. 6 Refining the implementation plan (goals, activities) to address the opportunities for growth.	Documentation of accomplishments, description of needs/ opportunities, hypotheses Implementation Plan updates	1 point: Data-based decision-making occurs 1-2 times per year. AND: The process includes at least 3 of the criteria outlined in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

Advanced Tiers: Tier 2 and Tier 3

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.1 A **Multidisciplinary Team** supports the implementation of the Advanced Tiers reading components of an MTSS framework.	Team includes the school principal and is responsible for doing the following: 1. Working with grade-level teachers to review assessment data to understand the need for reading, social, emotional, and behavioral supports are warranted. 2. Administering intervention curriculum **placement assessments** (or designating other school staff who can accurately administer the placement assessments). 3. Recommending which interventions students should be provided based on the placement assessment results. 4. Applying **decision rules** for when students need to access Tier 3 intervention supports. 5. Using effective meeting procedures (e.g., roles, data-driven agenda, action items, communication steps). 6. Meeting at least monthly when the work warrants and more frequently if data indicate the need.	Intervention platform Meeting minutes	1 point: At least 3 criteria from the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.2 The Multidisciplinary Team has access to system-level coaching.	System-level coaching includes activities to develop the capacity of individuals and teams to: 1 Develop a plan to implement the Advanced Tiers of an MTSS framework. 2 Collect and manage data. 3 Analyze data inclusive of parent, caregiver, and student voices to prioritize needs. 4 Determine professional learning opportunities needed in methods to effectively support students, families, and caregivers when intensifying literacy instruction. 5 Communicate with other school teams, the District Implementation Team (or comparable district team), and parents and caregivers.	Name of system-level coach, job title, job description Coaching schedule and activity log	1 point: At least 3 criteria from the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.3 Members of the Multidisciplinary Team participate in an intervention selection process.	Designated members of the multidisciplinary team collaborate with district and school leaders when needed to use a process to review and select interventions. The process includes the following: 1 Need for the intervention. 2 Overlap with other interventions available to students. 3 Analysis of how the intervention addresses the **Dimensions of Intervention Intensity**[1] (strength of existing intervention evidence, alignment to needs of students relative to the primary skills the intervention is written to address, dosage, comprehensiveness/explicitness, individualization, attention to transfer, and behavioral supports). 4 Resources needed to fully implement the intervention. 5 Capacity within the school to successfully use the intervention.	Intervention selection process Intervention selection documentation	1 point: At least 3 of the criteria from the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

1 Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The taxonomy of intervention intensity. TEACHING Exceptional Children, 50(1), 35—43. https://doi.org/10.1177/0040059917703962

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.4 The school has an **intervention platform** to guide Tier 2 and Tier 3 intervention resource decisions.	Interventions that will be used to provide Tier 2 and Tier 3 supports include the following information for each intervention: 1 Intervention resource or strategy name. 2 Primary skill focus. 3 Brief description of the intervention curriculum resource or strategy. 4 Entrance criteria. 5 Process for communicating with parents, family, caregivers. 6 Progress-monitoring assessment guidelines (content mastery progress-monitoring assessments and general outcome progress-monitoring assessments).	Intervention platform documentation Meeting notes from school staff responsible for assessing and placing students into intervention with teachers and other staff delivering the intervention instruction	1 point: At least 3 of the criteria outlined in the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.5 The school has a process outlining how students access Tier 2 and Tier 3 reading intervention supports.	The process is written and outlines: 1 Assessment measures aligned to skills predictive of reading outcomes that will be administered to all students. 2 Designated timelines to review historical assessment data for newly enrolled students and, if needed, to administer additional assessments to determine if intervention supports are necessary (e.g., number of days after a new student arrives to the school). 3 The range of intervention curriculum materials and instructional strategies that are available to support students needing intervention. 4 Culturally responsive, equitable guidelines outlining how students will be appropriately matched to intervention curriculum resources and specific lesson bands based on intervention placement assessments. 5 Mechanisms for engaging student voice in intervention planning to understand students' preferences, interests, and passions to support their motivation and engagement in lessons.	Document outlining the process for accessing reading intervention	1 point: At least 3 of the criteria from the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.6 The school communicates with parents and caregivers about Tier 2 intervention supports for their child.	The school provides written notification of the intervention supports that are available to students (i.e., intervention focus, frequency, duration, time of instruction) using accessible, jargon-free language. AND: The school engages in bi-directional communication to inform parents and caregivers about Tier 2 intervention supports to: 1 Explain the data used to inform intervention supports. 2 Share information about the learner's unique strengths and needs from multiple perspectives. 3 Discuss options for the parents and caregivers to provide reading support at home (e.g., celebrating successes, supporting additional practice). 4 Outline how progress will be documented and how communication will occur between home and school. AND: Parents and caregivers have the opportunity to meet with the school to discuss Tier 2 intervention supports and receive written documentation of the shared decisions about intervention supports within 48 hours following the meeting.	Parent and caregiver letters Documentation of bi-directional communication addressing the four criteria outlined in the 2-point response Sample documentation of shared decisions about intervention supports	1 point: The school provides written notification of the intervention supports that are accessible to students. AND: Bi-directional communication addresses at least 3 of the criteria listed in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.7 Intervention groups are appropriate for students receiving reading intervention.	The school creates intervention groupings for students with similar needs (to the best extent possible) based on an analysis of the following information: 1 Universal screening subscale/subtest results. 2 Intervention placement assessment results. 3 Intervention placement assessment error analysis information (e.g., students make similar reading errors at a similar frequency). 4 Anticipated number of students who would be placed in each intervention group. 5 Options for adapting the intervention instruction if students need to be placed in a grouping that is not the closest match to their needs (e.g., teacher pre-teaches portions of the lesson, teacher provides additional practice opportunities outside of intervention instruction). AND: Reading intervention groups are no larger than 5-7 students.	Intervention grouping decisions Document noting the intervention groups (interventionist and number of students)	1 point: At least 3 of the criteria outlined in the 2-point response are in place. AND: Reading intervention groups are no larger than 5-7 students. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.8 Adequate time is allocated for reading intervention instruction.	Adequate time for intervention is indicated by: 1 Teachers being able to accomplish at least three-quarters (75%) of the intervention lesson components with fidelity. 2 Intervention instructional time being maximized through brisk pacing to maintain student engagement and the use of bell-to-bell instruction.	Intervention schedules Interventionist information noting how many intervention components can feasibly be completed per lesson	1 point: At least 1 of the 2-point criteria are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.
2.9 Reading intervention instruction aligns across Tiers and occurs in addition to class-wide (Tier 1) reading instruction.	Intervention instruction is aligned with reading science and is: 1 Supportive of the **instructional methods** used during class-wide reading instruction, not contradicting each other by using ineffective reading instructional strategies (e.g., strategies for decoding words prompt the student to first use pictures, context clues, or the initial sound of a word as opposed to letter-sound associations). 2 Scheduled to supplement, not supplant, class-wide reading instruction (e.g., students access 30 minutes of intervention instruction in addition to the time they are accessing class-wide reading instruction).	Intervention schedules and class-wide reading schedules Intervention instructional methods are compared to class-wide reading instructional methods	1 point: Intervention instruction is aligned with reading science and is supportive of the instructional methods used during class-wide reading instruction. 0 points: The criteria from the 2- or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.10 Individuals providing reading intervention instruction receive **implementation supports.**	Personnel delivering intervention instruction receive the following: 1 Access to all the materials necessary to implement the identified intervention. 2 Adequate training in how to use the reading intervention resources or strategies by individual(s) who have expertise and demonstrated implementation success. 3 Access to a written protocol for intervention implementation. 4 Coaching support while developing intervention component fluency in the form of observation, modeling, lesson planning, co-teaching, and feedback to ensure the reading intervention is implemented accurately and independently before coaching supports are faded.	Review of intervention training materials Trainer qualifications Intervention protocols outlining steps for implementation Coaching schedule and/or coaching strategies Coaching log	1 point: At least 2 of the criteria in the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.11 The school has a comprehensive Advanced Tiers reading assessment system and personnel to support the system.	The school has a comprehensive Advanced Tiers assessment system that outlines the following information: 1 A list of all Advanced Tiers reading assessments used in the school (i.e., **progress monitoring,** diagnostic, intervention fidelity, attendance, systems fidelity, student and family perception). 2 The unique purpose of each assessment. 3 The roles and names of individuals who are responsible for specific assessment activities: data collection, data entry, accuracy checking, and using the results to make instructional decisions. 4 Dates when the data are collected. 5 Dates when the data are used by teams. AND: Individual(s) do the following to support the comprehensive Advanced Tiers reading assessment system: 1 Teach test administration and scoring procedures to all assessors before the first data collection. 2 Provide administration and scoring refresher trainings. 3 Ensure teachers, interventionists, and the multidisciplinary team have access to usable data reports. 4 Assist teams with data interpretation and analysis.	Reading assessment system (document or spreadsheet) Job description outlining data coordination responsibilities Schedule of initial and refresher trainings List of who has been trained to collect data List of who has access to the data system	1 point: The school's comprehensive assessment system outlines at least 3 of 5 criteria from the 2-point response. AND: Individual(s) provide at least 2 of the supports outlined in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.12 Individuals are responsible for monitoring the fidelity of interventions.	For each reading intervention group, individuals (e.g., members of the multidisciplinary team, staff providing instructional coaching support) gather data on the following: 1 Student attendance during intervention instruction. 2 Adherence to the intervention lesson components. 3 Dosage (whether the intervention was delivered the number of days/minutes recommended). 4 Implementation quality (e.g., interventionist's knowledge of intervention resource, delivery skills).	Intervention fidelity tool and fidelity log List of staff responsible for monitoring fidelity data	**1 point:** At least 2 of the criteria in the 2-point response are in place. **0 points:** The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.13 Content mastery progress-monitoring assessments are administered to students receiving reading intervention.	Content mastery progress-monitoring assessments in reading are: 1 Administered per the recommendations of the intervention curriculum resource. 2 Developed locally if the curriculum resource does not have an available content mastery progress-monitoring assessment. 3 Used to make decisions about how to support students with the intervention curriculum (e.g., review, provide more practice and opportunities to respond).	Intervention curriculum resource recommendations for administering content mastery progress-monitoring assessments or locally developed assessment Interventionist spreadsheet noting student scores on content mastery assessments and dates	1 point: At least 2 of the criteria in the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.14 **General outcome progress-monitoring assessments** are administered to students receiving reading intervention.	General outcome progress-monitoring assessments in reading are: 1 Administered to all students receiving intervention. 2 Administered following guidance from the assessment's author/publisher for administration and scoring protocols as well as frequency. 3 Matched to the skills that are predictive of reading outcomes and the grade levels for which students' progress needs to be monitored.	Sampling of student monitoring graph Progress-monitoring administration guidance from assessment authors Any school decision rules about which measures to collect, how often, and where the goal should be set	1 point: At least 2 of the criteria in the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.15 The multidisciplinary team uses data to monitor the effectiveness of the Advanced Tiers reading components of an MTSS framework.	The multidisciplinary team uses data to answer the following questions: 1. What percent of learners with a verified need to access intervention supports can do so within the district's recommended timeline (e.g., within one 1 week)? 2. Are there similarities or differences in learners being able to access intervention supports across groups (i.e., race, ethnicity, gender, ability, grade level)? 3. What percent of learners are adequately responding to Tier 2 intervention? 4. What percent of learners are adequately responding to Tier 3 intensive intervention? 5. Is student progress the same or different across groups of learners (i.e., race, ethnicity, gender, ability, grade level)? 6. What do learners receiving intervention supports report about their level of involvement in setting goals, understanding their progress, and how they are being supported in reading? 7. What do parents, families, and caregivers report about their level of input and involvement in setting goals, reviewing progress, and designing a reading intervention plan for their children?	Data reports that answer the 7 questions	1 point: The multidisciplinary team uses data to answer at least 4 of the 7 questions outlined in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.16 The multidisciplinary team facilitates meetings to monitor the effectiveness of intervention supports.	Members of the multidisciplinary team facilitate meetings with interventionists and grade-level teachers to analyze the following data: 1 Student attendance. 2 Intervention fidelity data. 3 Student reading scores (universal screening, general outcome or content mastery progress-monitoring data, norm-referenced, summative assessment) to identify students who are not yet responding to intervention. 4 Classroom teacher information about the effectiveness of generalizing intervention strategies into class-wide (Tier 1) reading instruction (e.g., intervention strategy for decoding words). 5 Pre-identified decision rules documented in students' intervention plans. AND: The data analysis process results in: 1 Documenting intervention instructional adjustments for the group of students. 2 Documenting refinements to class-wide reading instruction. 3 Documenting changes to student goals and data collection. 4 Determining if a student needs to transition to the most intensive, Tier 3 intervention supports.	Meeting minutes Data used during the meetings Percent of students responding to intervention instruction Interventionist and classroom teacher action items for adjusting instruction (intervention and classroom reading instruction)	1 point: At least 3 of the data from the 2-point response are analyzed. AND: The data analysis process results in at least 2 of the criteria from the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.17 The multidisciplinary team determines when to refer students to access Tier 3 intensive intervention supports.	The multidisciplinary team considers the following roles and perspectives when determining which additional individuals to invite to join the team to support the needs of individual students: 1 Classroom/general education teacher. 2 Interventionist (who may or may not be the classroom teacher). 3 Parent/caregiver. 4 **Case manager** or comparable role (if the learner has a 504 plan or individualized education program). 5 Translator/interpreter. 6 Other clinicians who are working with the student. 7 Other school/district staff who serve as mentors to the learner. AND: The multidisciplinary team applies the following decision rules for referring students to Tier 3 intervention supports: 1 Tier 3 intensive intervention supports are reserved for the 5% of students most needing intensive intervention. 2 A defined set of data are analyzed to select students (e.g., Tier 2 intervention effectiveness data, including student progress, dosage, and intervention fidelity).	Documentation to outline how additional team members are selected to support individual student needs Meeting minutes	1 point: The multidisciplinary team considers all of the roles and perspectives from the 2-point response. AND: The multidisciplinary team applies at least 2 of the decision rules for referring students to Tier 3 intervention supports from the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
	3 Data are analyzed for students with educational disabilities to determine whether more intensive reading intervention strategies need to be embedded into special education planning as a part of the individualized education program.		
2.18 Diagnostic assessments are administered to inform individualized intensive intervention plans.	Diagnostics assessments in reading are: 1 Administered by individuals from the multidisciplinary team who have assessment expertise. 2 Administered and scored following the test-developer guidelines. 3 Administered on an individual case-by-case basis to inform instruction for students not adequately responding to intervention instruction.	List of team member roles noting who is responsible for diagnostic data collection Samples of diagnostic data Examples of individual cases when diagnostic data were warranted	1 point: At least 2 of the criteria in the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.19 The multidisciplinary team engages parents, caregivers, and students in individualized intensive intervention planning.	Plans are created and refined with parents, caregivers, and students using the following: 1 Student voice in intervention planning to understand students' preferences, interests, and passions to support their motivation and engagement in lessons. 2 Diagnostic data that will inform the plan. 3 Collaborative dialogue to select interventions and design instructional changes. 4 Progress-monitoring and implementation fidelity data. 5 Guidelines for how and when to make instructional changes.	Meeting minutes with parents, caregivers, and students Individualized intensive intervention plans	1 point: Plans are created and refined with parents/ caregivers and students using 3 of criteria from the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.
2.20 The multidisciplinary team designs individualized intensive intervention plans.	Individualized intensive intervention plans include the following: 1 Student information (e.g., name, grade). 2 Individuals who developed the plan (including parents, caregivers, and others invited to the team to support individual student needs). 3 Focus of the intervention plan (reading skill areas), with rationale provided using data (progress monitoring, fidelity, diagnostic, perception).	Three randomly selected individualized intensive intervention plans created in the last 12 months that show the components described in the 2-point criteria	1 point: Plans include at least 5 of the components listed in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
	4 Primary intervention that will be used (curriculum resource and additional intervention strategy, if applicable).	Process for engaging student voice in intervention planning	
	5 Information about when and how the student will receive the intensive intervention instruction (e.g., number of days, time, instructor, location).	Individualized intensive intervention plan template	
	6 Intervention core components included in the primary intervention curriculum resource.		
	7 Proactive adaptations to the intervention core components to increase its intensity.		
	8 Ways the intervention instruction methods/routines will be incorporated into the student's classroom reading instruction.		
	9 Individualized measures and goals that will be used for monitoring student progress and intervention fidelity, including decision rules for knowing when instructional adjustments are warranted.		
	10 Intervention instructional adjustments that are incrementally made for specific **Dimensions of Intensive Intervention**[1] (e.g., behavior supports, comprehensiveness/explicitness, support for transfer, individualization, alignment, dosage) to class-wide, Tier 1 instruction or behavioral supports.		

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.21 Personnel implementing individualized intensive intervention plans receive implementation supports.	Personnel implementing individualized intensive intervention plans receive the following: 1. Training on using the reading intervention curriculum resources and any additional intervention strategies by individual(s) who have expertise and demonstrated implementation success. 2. Access to a written protocol for intervention implementation that includes any proactive adaptations to the intervention curriculum resource outlined in the individualized plan. 3. Coaching support in the form of observation, modeling, lesson planning, co-teaching, and feedback to ensure the components of the individualized intensive intervention plan are implemented accurately and independently before implementation supports are faded.	Intervention training materials Trainer qualifications Implementation protocols Coaching schedule and/or coaching strategies that are used Coaching log	1 point: At least 2 of the criteria in the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
2.22 The multidisciplinary team uses a data-informed process to determine adaptations to Tier 3 intensive intervention supports.	Student data are analyzed after enough data have been collected to indicate a trend (4-7 data points). AND: The following **Dimensions of Intervention Intensity**[1] are considered to further intensify the instruction when student data indicate a need: 1 Behavioral supports: increase overall engagement, motivation, and success. 2 Comprehensiveness (explicitness): adjusts the elements of explicit instruction (e.g., clearer instructional language, more practice opportunities). 3 Attention to transfer: incorporates opportunities to help the students apply the skills to other contexts and realize the connections between skills they already know with what they learned. 4 Individualization of the progress-monitoring plan: aligns instruction with progress-monitoring measures and allows for individualized decision-making. 5 Alignment: adjusts intervention to better match students' skill needs while minimizing content that is either already mastered or too challenging. 6 **Dosage:** adapts the lesson to increase the number of distributed and cumulative practice opportunities connected with feedback (**lesson dosage**) or the number and minutes of sessions (**structural dosage**).	Three randomly selected individualized intensive intervention plans from the last 12 months that show the components described in the 2-point criteria Meeting minutes noting the data analyzed and adaptations made to Dimensions of Intervention Intensity Sample individualized intensive intervention plans	1 point: Student data are analyzed after enough data have been collected to indicate a trend (4-7 data points). AND: The plans selected for review show evidence of at least 3 criteria listed in the 2-point response. 0 points: The criteria from the 2-point or 1-point response are not in place.

Glossary

Action Planning:
Developing and defining action steps towards defined goals based on analysis of data by a team.

Advanced Tiers:
Combination of Tiers 2 and 3 into one construct.

Case Manager:
Individual responsible for coordinating supports and communication related to special education services or accommodations provided under a 504 Plan.

Content Mastery Progress-Monitoring Assessments:
Assessments designed to measure the mastery of specific content that are sensitive to change, easy to administer, and delivered at regular intervals, with a scale that changes across the different assessments.

Culturally Responsive and Sustaining Teaching Practices:
Comes from the work of Django Paris and H. Samy Alim (2017; based on the work of Gloria Ladson-Billings) and involves identifying students' cultural knowledge, voice, prior experiences, and diverse learning styles and recognizing these as resources, rather than deficits, with the goal of increasing student engagement and providing more meaningful instruction.

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).

Decodable Text:
Text that contains a large number of words that include the letter-sound correspondences and high-frequency words that were the focus of instruction.

Diagnostic Assessment:
Assessment and other data collected, as needed, for additional information related to performance on specific reading skills to assist in developing an Individualized Intensive Intervention Plan for a student.

Dimensions of Intervention Intensity:
Seven dimensions along which intensity can vary (strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral or academic support, and individualization) that are intentionally adjusted in order to improve student outcomes.

District Implementation Team:
An organized and active group that supports the implementation, sustainability, and scale-up of effective innovations by integrating the use of implementation stages, drivers, and improvement cycles.

Dosage:
The recommended number, length, and frequency of sessions in which an intervention is delivered. See also Lesson Dosage; Structural Dosage.

Error Analysis:
Review of the types of errors students make on an assessment that is utilized to inform intervention placement and grouping.

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

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

Fluency:
Read with sufficient accuracy, rate, and proper expression.

General Outcome Progress-Monitoring Measure:
Assessment used to measure growth at regular intervals that is sensitive to change, easy to administer, and the results are all on the same scale, which allows for a comparison of performance over time.

Grade-Level Teams:
Teams composed of all teachers teaching the same grade level and any additional instructional staff responsible for delivering grade-level reading and writing instruction and/or supporting student social-emotional behavioral (SEB) outcomes. The team may include an individual(s) with specific reading or SEB expertise not assigned to the grade level (e.g., reading specialist, behavioral specialist) as well as a representative from the Multi-Disciplinary Team (MDT).

High-Quality Text:
Text written about sophisticated content using complex vocabulary and syntactic structure that is appropriate for students to read given their grade level.

Implementation Plan:
Data-informed plan that includes SMARTE goal(s) and specific activities designed to meet the goals.

Implementation Supports:
Ongoing training and coaching, access to materials needed to implement an intervention, and written protocols outlining the implementation of the intervention.

Individualized Intensive Intervention Plan:
Individualized plan developed based on a variety of student data in collaboration with family members/caregivers, classroom teacher(s), and other members of the team identified to support the individual student's needs. The plan includes: (1) student information, (2) individuals who developed the plan, (3) primary intervention used, (4) intervention intensity rating for each of the Dimensions of Intervention Intensity, (5) information about when and how the student will receive intensive intervention instruction, (6) intervention core components included in the primary intervention, (7) proactive adaptations to the intervention core components to increase intensity, (8) diagnostic assessment data, and (9) intervention instructional adaptations for specific Dimensions of Intervention Intensity.

Instructional Methods (Techniques/Strategies):
Techniques used by teachers to support students' acquisition and mastery of skills across content areas.

Intervention Platform:
A collection of practices or programs that have been intentionally reviewed and selected to be used as the foundation, or building blocks, for customizing intervention.

Interventionist:
Individual identified and trained to deliver a specific intervention.

Lesson Dosage:
Adapts the lesson to increase the number of distributed and cumulative practice opportunities connected with feedback.

Meta-Cognitive Strategies:
Comprehension processes, such as inference making, questioning, clarifying, and making connections, using either read-aloud for primary grades or students reading the text when sufficient foundational word-reading skills are learned.

Multidisciplinary Team:
A group of individuals who consistently participate on the team responsible for overseeing intervention access and effectiveness. Team members typically include the school principal and staff with the highest reading, assessment, and behavioral expertise (e.g., reading specialist, school psychologist, teacher consultant, behavior interventionist). This team is not synonymous with the Individualized Education Program (IEP) Team as defined by IDEA (2014).

Multi-Tiered System of Supports (MTSS) Framework:
A comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all levels of achievement. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes.

Peer Mediation:
Students working together to support each other's learning.

Phonemic Awareness:
Ability to hear and manipulate sounds in words.

Phonics:
Letter-sound correspondence in printed text and writing.

Placement Assessment:
An assessment that is a part of an evidence-based program that provides specific information about where a student should begin an intervention program (e.g., specifies the lesson or level) based on the student's performance.

Progress Monitoring:
Assessments used after students are identified and matched with intervention support. The data from progress monitoring helps determine if the student continues to need supports, if supports need to be modified or changed, or if supports can be faded.

Reading Science:
A vast, interdisciplinary body of scientifically based research about reading and issues related to reading and writing.

School Leadership Team:
A group of individuals who ensure sustainable systems and structures are in place to facilitate effective and efficient reading instruction for all learners. These systems and structures include 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. The school leadership team coordinates these efforts with other school-wide priorities.

SMARTE Goal:
A general statement of an intended outcome that aligns with the critical reading skills that are a high priority for the school, grade level, and/or individual student who is functioning below grade level. The elements of a SMARTE goal are: specific, measurable, attainable, realistic, timely, and equity-focused.

Structural Dosage:
Adjusts the number and minutes of intervention sessions.

System-Level Coaching:
Activities designed to develop the capacity of individuals and teams to implement the reading components of an MTSS framework, including analyzing data, managing assessments, communicating with stakeholders, and determining professional learning opportunities needed to intensify instruction. Staff at the school, district, or Intermediate School District (ISD) level can provide the system-level coaching.

Syntax:
Rules for the use of words and phrases in sentences.

Text Structure:
The specific way an author organizes information in text. Types of text structure are: narrative, process or sequence, cause and effect, problem/solution, compare and contrast, and description.

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.

MiMTSS

Michigan's Multi-Tiered System of Supports

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