

# Reading Tiered Fidelity Inventory Elementary-Level Edition 2024-2025 Michigan Data Summary

## Introduction

The purpose of this summary report is to provide information about Michigan schools' use of and scores on the [Reading Tiered Fidelity Inventory \(R-TFI\) Elementary 2.2](#) during the 2024-2025 school year. Data for these analyses were generated from the [MiMTSS Data System](#).

## About the R-TFI

Version 2.2 of the R-TFI Elementary was released in October of 2023. As stated in the manual, “(t)he purpose of the 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” (St. Martin et al., 2023, p. 3).

## Administrations

Assessment authors recommend that the R-TFI Elementary should be 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” (St. Martin et al., 2023, p. 3). While the Tier 1 and Advanced Tiers sections may be completed separately or together in one administration, the authors recommend administering the assessment yearly. They also provide two scheduling recommendations:

- 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. (St. Martin et al., 2023, p. 7)

During 2024-2025, there were 168 administrations of the R-TFI Elementary, completed by 130 Michigan schools. Both numbers increased since 2023-2024 and are the highest since R-TFI Elementary version 2.0 data entry and reporting has been available in the MiMTSS Data System in 2022, showing an upward trend.

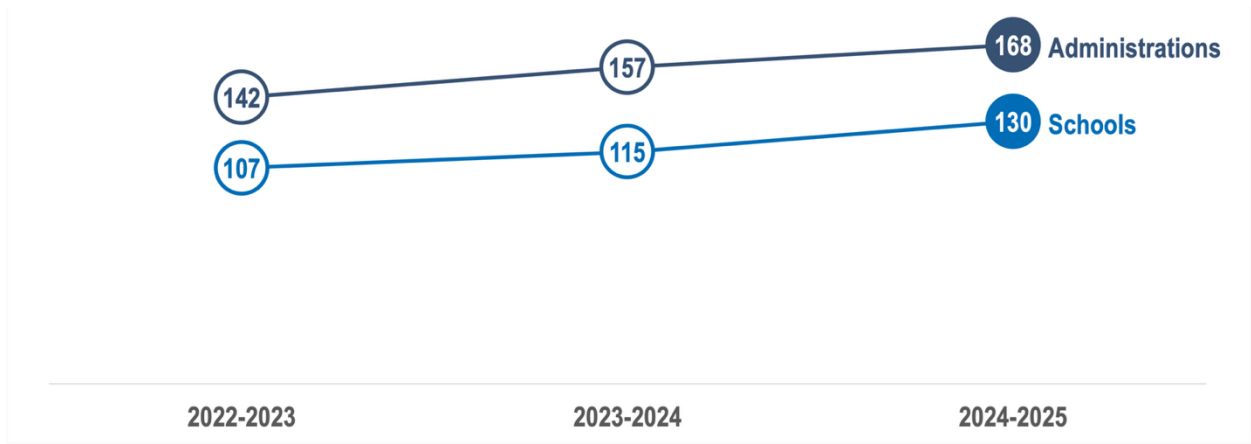


Figure 1. Counts of R-TFI Elementary-Level Edition 2.0+ administrations and schools over the past three years

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Unit	2022-2023	2023-2024	2024-2025
Administrations	142	157	168
Schools	107	115	130

### Administrations by Tier

When Michigan schools used the R-TFI Elementary 2.2 during 2024-2025, they most often

**During 2024-2025, schools administered the Reading Tiered Fidelity Inventory 2.2 168 times. In the majority of administrations (51%), the Tier 1 and Advanced Tiers sections were completed simultaneously.**

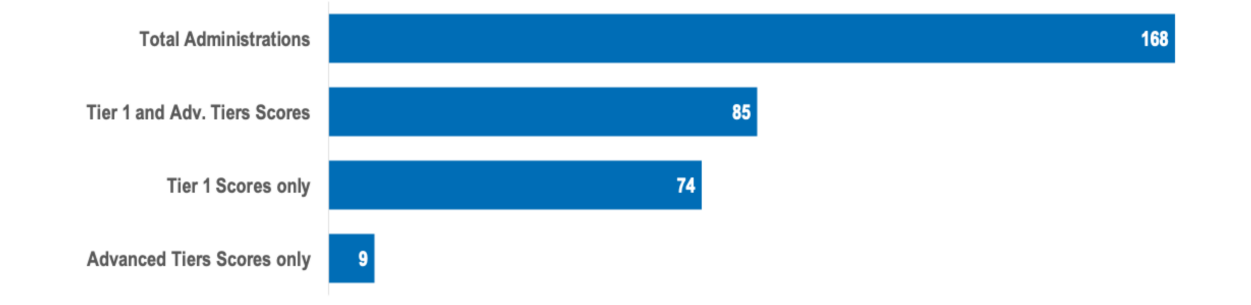


Figure 2. Counts of R-TFI Elementary-Level Edition 2.2 administrations by tier during 2024-25

Table 2. Counts of R-TFI Elementary-Level Edition 2.2 administrations by tier during 2024-25

Administration Type	Count
Total Administrations	168
Tier 1 and Advanced Tiers Scores	85
Tier 1 Scores Only	74
Advanced Tiers Scores Only	9

## Total and Subscale Scores

The statewide average Total score was lower than the average Tier 1 and Advanced Tiers scores because schools may have administered only one section at a time. Items not administered count as zero when the total score is calculated.

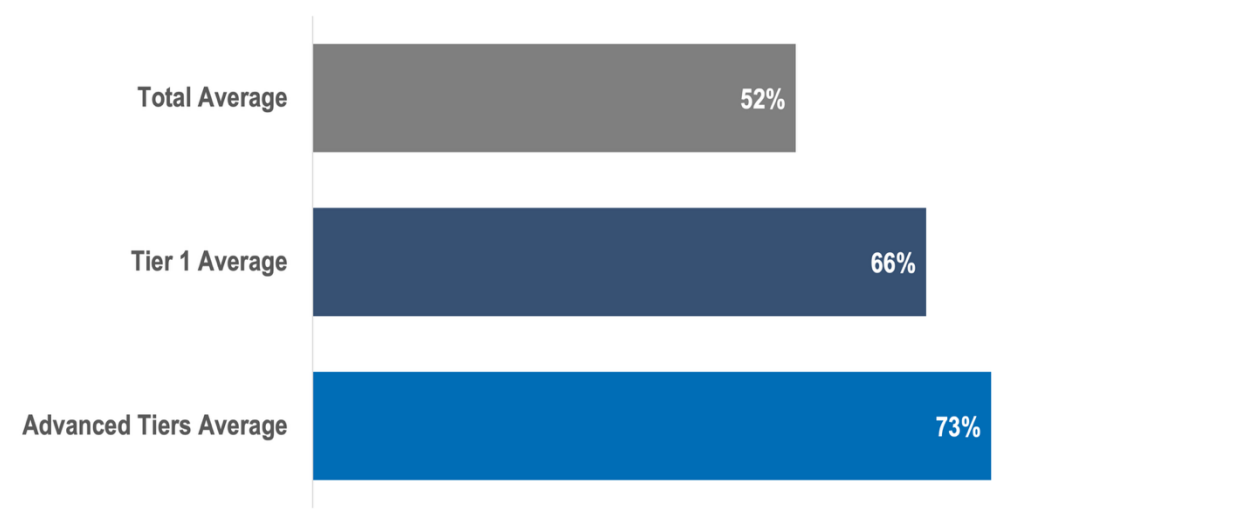


Figure 3. R-TFI Elementary-Level Edition 2.2 total and subscale statewide averages during 2024-25

Table 4. R-TFI Elementary-Level Edition 2.2 total and subscale statewide averages during 2024-25

Score Type	Score
Total Average	52%
Tier 1 Average	66%
Advanced Tiers Average	73%

## Item Scores

All R-TFI Elementary 2.2 items are scored on a 3-point scale: 2 (all criteria are in place), 1 (at least half of the criteria are in place), and 0 (less than half of the criteria are in place). In Tables 5 and 6 below, items with higher statewide average scores are presented with darker blue

backgrounds, while items with lower average statewide scores are presented in lighter shades of blue or white.

Table 4. Legend for the cell background colors in tables 5 and 6

Average Item Score Background Color	White	Light Blue	Royal Blue	Navy Blue
Average Item Score Range	0.00 – 0.49	0.50 – 0.99	1.00 – 1.49	1.50 – 2.00

Table 5. R-TFI Elementary-Level Edition 2.2: Tier 1 Items

Item Number	Item Description	Average Score
1.1	A School Leadership Team supports the implementation of the Tier 1 reading components of an MTSS framework.	1.43
1.2	The school has access to system-level coaching.	1.67
1.3	The school has an Implementation Plan for the reading components of an MTSS framework.	1.30
1.4	The school has a comprehensive Tier 1 reading assessment system and personnel to support the system.	1.55
1.5	The School Leadership Team uses data to monitor the effectiveness of the Tier 1 reading components of an MTSS framework.	0.96
1.6	The School Leadership Team uses a process for data-based decision-making.	1.42
1.7	The School Leadership Team has a documented process for communicating with individuals and other teaming structures.	1.40
1.8	The school provides a status report on student reading performance to stakeholders.	1.43
1.9	Teachers provide daily instruction in the foundational word-reading skills to address the needs of all learners.	1.62
1.10	Teachers provide daily instruction in comprehension processes across subjects to address the needs of all learners.	1.46
1.11	Teachers select and support students in reading high-quality texts.	1.55
1.12	Teachers provide daily instruction in foundational writing skills.	1.11
1.13	Teachers provide students with frequent structured opportunities to engage in extended writing about the text they read.	0.92
1.14	Teachers provide intentional and differentiated Tier 1 instruction.	1.44
1.15	Teachers provide effective social, emotional, and behavioral supports in the classroom.	1.60
1.16	Teachers access ongoing professional learning related to reading science in an MTSS framework.	1.25

Item Number	Item Description	Average Score
1.17	All staff have access to instructional coaching that is aligned with reading science.	1.67
1.18	Grade-level teams meet to organize class-wide reading instruction.	1.10
1.19	Grade-level teams have Implementation Plans for the reading components of an MTSS framework.	0.96
1.20	Grade-level teams use data to monitor the effectiveness of Tier 1 grade-level reading instruction.	0.87
1.21	Grade-level teams use a process for data-based decision-making to monitor the effectiveness of Tier 1.	1.16

Table 6. R-TFI Elementary-Level Edition 2.2: Advanced Tiers Items

Item Number	Item Description	Average Score
2.1	A Multidisciplinary Team supports the implementation of the Advanced Tiers reading components of an MTSS framework.	1.64
2.2	The Multidisciplinary Team has access to systems-level coaching.	1.59
2.3	Members of the Multidisciplinary Team participate in an intervention selection process.	1.61
2.4	The school has an intervention platform to guide Tier 2 and Tier 3 intervention resource decisions.	1.69
2.5	The school has a process outlining how students access Tier 2 and Tier 3 reading intervention supports.	1.31
2.6	The school communicates with parents and caregivers about Tier 2 intervention supports for their child.	1.31
2.7	Intervention groups are appropriate for the students receiving reading intervention.	1.74
2.8	Adequate time is allocated for reading intervention instruction.	1.77
2.9	Reading intervention instruction aligns across Tiers and occurs in addition to class-wide (Tier 1) reading instruction.	1.86
2.10	Individuals providing reading intervention instruction receive implementation supports.	1.77
2.11	The school has a comprehensive Advanced Tiers reading assessment system and personnel to support the system.	1.59
2.12	Individuals are responsible for monitoring the fidelity of interventions.	1.50
2.13	Content mastery progress-monitoring assessments are administered to students receiving reading intervention.	1.64
2.14	General outcome progress-monitoring assessments are administered to students receiving reading intervention.	1.78

Item Number	Item Description	Average Score
2.15	The Multidisciplinary Team uses data to monitor the effectiveness of the Advanced Tiers reading components of an MTSS framework.	0.94
2.16	The Multidisciplinary Team facilitates meetings to monitor the effectiveness of intervention supports.	1.23
2.17	The Multidisciplinary Team determines when to refer students to access Tier 3 intensive intervention supports.	1.26
2.18	Diagnostic assessments are administered to inform Individualized Intensive Intervention Plans.	1.52
2.19	The Multidisciplinary Team engages parents, caregivers, and students in Individualized Intensive Intervention Planning.	0.94
2.20	The Multidisciplinary Team designs Individualized Intensive Intervention Plans.	1.16
2.21	Personnel implementing Individualized Intensive Intervention Plans receive implementation supports.	1.32
2.22	The Multidisciplinary Team uses a data-informed process to determine adaptations to Tier 3 intensive intervention supports.	1.18

## Discussion

### School Implications

These statewide data may help schools understand how their local scores from 2024-2025 compared to other schools using the R-TFI Elementary 2.2. The total number of elementary schools administering the R-TFI 2.2 increased for the fourth consecutive year, and the proportion of schools reaching the fidelity threshold (70% or greater Total score) increased for the third consecutive year. It is encouraging that the number of schools using the R-TFI 2.2 is increasing, which should hopefully also lead to increasing improvement in their implementation based on these results.

### District, ISD, and State-Level Implications

In 2024-2025, while most schools administered the Tier 1 and Advanced Tiers sections of the R-TFI Elementary 2.2 together, more schools administered the Tier 1 section alone compared to the Advanced Tiers section alone. The average scores exceeded 50% for the Tier 1 and Advanced Tiers sections, whether administered separately or together. The individual item average score patterns demonstrate that Michigan schools were stronger in their implementation of the Advanced Tiers items when compared to the Tier 1 items; however, the breakdown of administrations suggests that schools may typically be addressing the Advanced Tiers items only if they have a comprehensive MTSS system that addresses Tier 1 as well.

Districts and ISDs providing support in developing schools' MTSS systems may use these results to find areas for potential "quick wins" (e.g., items with higher mean scores) and for anticipating areas of greater challenges (e.g., items with lower mean scores). At the state level,

while noting that the total number of elementary schools administering the R-TFI 2.2 represented ~8% of the total number of schools statewide, the relatively high mean scores provide optimism that building up MTSS systems in a reading context is feasible and scalable with appropriate supports.

## References

St. Martin, K., Harms, A., Walsh, M., & Nantais, M. (2023). *Reading Tiered Fidelity Inventory Elementary-Level Edition*. (Version 2.2). Michigan Department of Education, Michigan's Multi-Tiered System of Supports Technical Assistance Center.

## URLs Used in Document

[Reading Tiered Fidelity Inventory \(R-TFI\) 2.2](https://mimtsstac.org/reading-tiered-fidelity-inventory-r-tfi)

<https://mimtsstac.org/reading-tiered-fidelity-inventory-r-tfi>

[MiMTSS Data System](https://mimtssdata.org/MiData)

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## About the MiMTSS TA Center

Michigan's MTSS (MiMTSS) Technical Assistance Center works on behalf of the Michigan Department of Education to provide a continuum of technical assistance to ISDs, districts, and schools. The mission is to support educators in building their knowledge and skills to serve all students equitably using a Multi-Tiered System of Supports framework. We are committed to helping educators use data, systems, and practices that honor individual identities and provide opportunities for all to achieve their dreams.

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