

## Reading Tiered Fidelity Inventory Secondary-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 \(R-TFI\) Secondary 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 Secondary 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 Secondary 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 80 administrations of the R-TFI Secondary, completed by 63 Michigan schools. Both numbers increased since 2023-2024 and are the highest since R-TFI Secondary version 2.0 data entry and reporting has been available in the MiMTSS Data System in 2022, showing an upward trend.

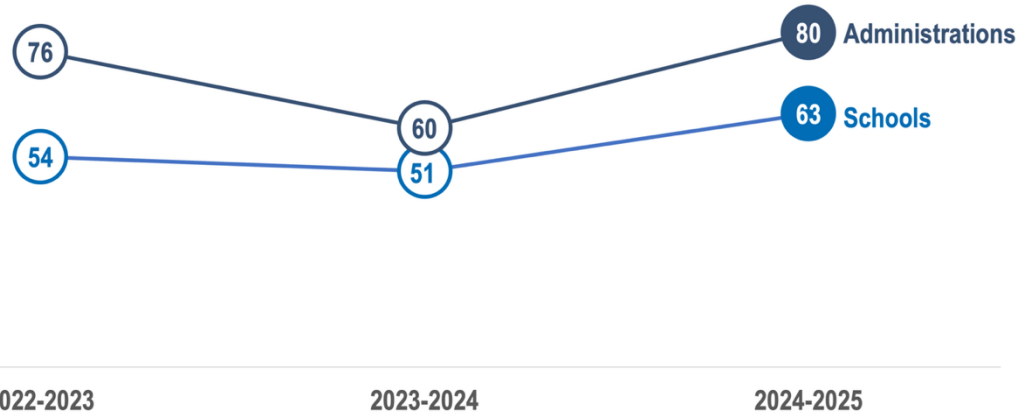


Figure 1. Counts of R-TFI Secondary-Level Edition 2.0+ administrations and schools over the past three years

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| Unit            | 2022-2023 | 2023-2024 | 2024-2025 |
|-----------------|-----------|-----------|-----------|
| Administrations | 76        | 60        | 80        |
| Schools         | 54        | 51        | 63        |

### Administrations by Tier

When Michigan schools used the R-TFI Secondary 2.2 during 2024-2025, they most often administered the Tier 1 section alone. The Tier 1 and Advanced Tiers items were administered together slightly less often, and the Advanced Tiers items were administered alone with the least frequency.

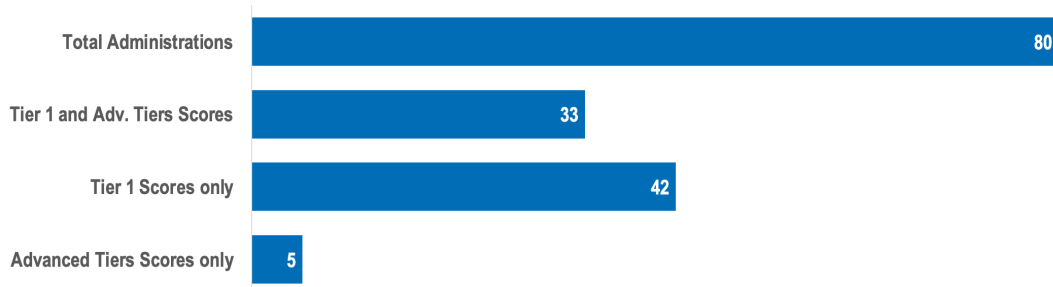


Figure 2. Counts of R-TFI Secondary-Level Edition 2.2 administrations by tier during 2024-25

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

| Administration Type              | Count |
|----------------------------------|-------|
| Total Administrations            | 80    |
| Tier 1 and Advanced Tiers Scores | 33    |

| Administration Type        | Count |
|----------------------------|-------|
| Tier 1 Scores Only         | 42    |
| Advanced Tiers Scores Only | 5     |

## 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.

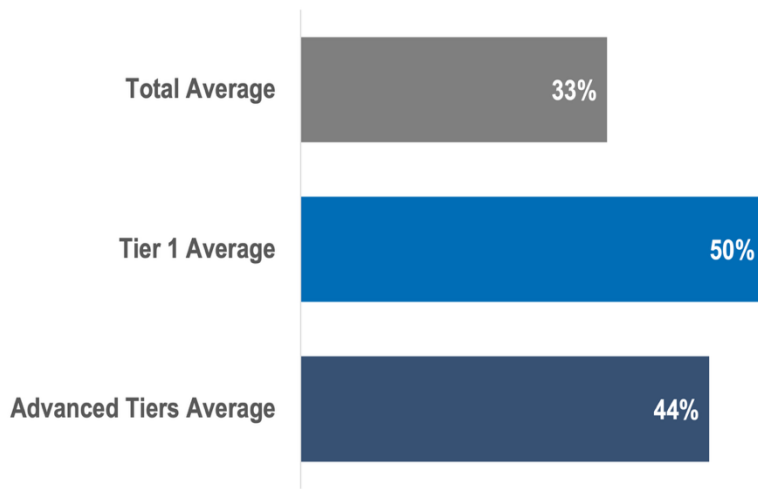


Figure 3. R-TFI Secondary-Level Edition 2.2 total and subscale statewide averages during 2024-25

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

| Score Type             | Score |
|------------------------|-------|
| Total Average          | 33%   |
| Tier 1 Average         | 50%   |
| Advanced Tiers Average | 44%   |

## Item Scores

All R-TFI Secondary 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 Secondary-Level Edition 2.2: Tier 1 Items

| Item Number | Item Description   | Average Score |
|-------------|--|---------------|
| 1.1         | A School Leadership Team effectively supports the implementation of the adolescent literacy components of an MTSS framework.         | 1.03          |
| 1.2         | The school has access to system-level coaching.  | 1.24          |
| 1.3         | The school has an Implementation Plan for the adolescent literacy components of an MTSS framework.                                   | 0.83          |
| 1.4         | The school has a comprehensive Tier 1 assessment system and personnel to support the system.   | 1.12          |
| 1.5         | The School Leadership Team uses data to monitor the effectiveness of the Tier 1 adolescent literacy components of an MTSS framework. | 0.71          |
| 1.6         | The School Leadership Team uses a process for data-based decision-making.  | 1.01          |
| 1.7         | The School Leadership Team has a documented process for communicating with individuals and other teaming structures.                 | 1.15          |
| 1.8         | The school provides a status report on student reading performance to stakeholders.  | 1.34          |
| 1.9         | Teachers determine ways to enhance students' understanding of written text.  | 1.32          |
| 1.10        | Teachers incorporate critical instructional elements into teaching lessons.  | 1.51          |
| 1.11        | Teachers provide students with frequent structured opportunities to engage in extended writing about the text they read.             | 1.14          |
| 1.12        | Teachers provide effective social, emotional, and behavioral supports in the classroom.  | 1.45          |
| 1.13        | Teachers access ongoing professional learning in practices that support adolescent literacy in an MTSS framework.                    | 0.96          |
| 1.14        | All staff have access to instructional coaching.   | 0.96          |
| 1.15        | Department teams meet to integrate reading and writing strategies into the discipline to increase understanding of written text.     | 0.96          |
| 1.16        | Department Teams have Implementation Plans to integrate reading and writing strategies into the discipline.                          | 0.52          |
| 1.17        | Department Teams use data to monitor the effectiveness of strategies to enhance students' understanding of written text.             | 0.43          |

| Item Number | Item Description  | Average Score |
|-------------|---|---------------|
| 1.18        | Department Teams use a process for data-based decision-making to monitor the effectiveness of Tier 1. | 0.56          |

Table 6. R-TFI Secondary-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.              | 1.18          |
| 2.2         | The Multidisciplinary Team has access to systems-level coaching.   | 1.08          |
| 2.3         | Members of the Multidisciplinary Team participate in an intervention selection process.  | 1.32          |
| 2.4         | The school has an Intervention Platform to guide Tier 2 and Tier 3 intervention resource decisions.                              | 1.00          |
| 2.5         | The school has a process outlining how students access Tier 2 and Tier 3 reading intervention supports.                          | 0.74          |
| 2.6         | The school communicates with parents and caregivers about Tier 2 intervention supports for their child.                          | 1.03          |
| 2.7         | Intervention groups are appropriate for the students receiving reading intervention.   | 1.13          |
| 2.8         | Adequate time is allocated for reading intervention instruction.   | 1.45          |
| 2.9         | Reading intervention instruction aligns across Tiers and occurs in addition to class-wide (Tier 1) reading instruction.          | 1.39          |
| 2.10        | Individuals providing reading intervention instruction receive implementation supports.  | 1.18          |
| 2.11        | The school has a comprehensive Advanced Tiers reading assessment system and personnel to support the system.                     | 0.84          |
| 2.12        | Individuals are responsible for monitoring the fidelity of interventions.  | 0.76          |
| 2.13        | Content mastery progress-monitoring assessments are administered to students receiving reading intervention.                     | 1.00          |
| 2.14        | General outcome progress-monitoring assessments are administered to students receiving reading intervention.                     | 0.97          |
| 2.15        | The Multidisciplinary Team uses data to monitor the effectiveness of the Advanced Tiers reading components of an MTSS framework. | 0.39          |
| 2.16        | The Multidisciplinary Team facilitates meetings to monitor the effectiveness of intervention supports.                           | 0.39          |
| 2.17        | The Multidisciplinary Team determines when to refer students to access Tier 3 intensive intervention supports.                   | 0.74          |

| Item Number | Item Description  | Average Score |
|-------------|---|---------------|
| 2.18        | Diagnostic assessments are administered to inform individualized intensive intervention plans.                              | 0.84          |
| 2.19        | The Multidisciplinary Team engages parents, caregivers, and students in individualized intensive intervention planning.     | 0.55          |
| 2.20        | The Multidisciplinary Team designs individualized intensive intervention plans.   | 0.42          |
| 2.21        | Personnel implementing individualized intensive intervention plans receive implementation supports.                         | 0.50          |
| 2.22        | The Multidisciplinary Team uses a data-informed process to determine adaptations to Tier 3 intensive intervention supports. | 0.45          |

## 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 Secondary 2.2. The total number of secondary schools administering the R-TFI 2.2 in 2024-25 increased from the previous year, and the proportion of schools reaching the fidelity threshold (70% or greater Total score) was at its highest level since 2018-19. However, the patterns of mean scores across the Tier 1 and Advanced Tiers sections suggest three broad areas of need:

1. Use of data for decision-making
2. Access to instructional coaching
3. For Advanced Tiers, supports for Multidisciplinary Teams for data-based individualization and creating intensification plans

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

In 2024-2025, most schools administered the Tier 1 section of the R-TFI Secondary 2.2 alone, although many more schools administered the Tier 1 and Advanced Tiers sections together compared to the Advanced Tiers section alone. The average score for the Tier 1 section was exactly 50%, with the average score for the Advanced Tiers section slightly lower at 44%. The individual item average score patterns demonstrate that Michigan schools were stronger in their implementation of the Tier 1 items when compared to the Advanced Tiers items.

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), including the three most prevalent areas of need noted above. At the state level, while noting that the total number of schools administering the R-TFI 2.2 represented ~4% of the total number of middle and secondary/high schools statewide, the mean scores demonstrate that broad support is still needed for building up MTSS systems in a reading context. For one example, the recent passage of the K-12 Literacy and Dyslexia law (MCL 380.1280f), which includes a mandate for the Michigan Department of Education to provide technical assistance for selecting and using

screening assessments for identifying students who demonstrate the characteristics of dyslexia, could provide an avenue for promoting the use of data for decision-making (area of need #1 identified above).

## References

St. Martin, K., Harms, A., Walsh, M., & Nantais, M. (2023). *Reading Tiered Fidelity Inventory Secondary-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://mimtsdata.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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