



Michigan's Multi-Tiered System of Supports Technical Assistance Center
June 2025 – Version 1.0

RTFI Secondary Advanced Tiers: Items & Data Sources

This resource can be used by teams to collect data sources to support scores on the RTFI Secondary Advanced Tiers portion of the RTFI.

School Name: _____

Date Last Updated: _____

RTFI Items	RTFI Data Sources
2.1 A multidisciplinary team supports the implementation of the Advanced Tiers adolescent literacy components of an MTSS framework.	<ul style="list-style-type: none"> • Intervention Platform • Meeting Minutes
2.2 The multidisciplinary team has access to systems-level coaching.	<ul style="list-style-type: none"> • Name/Title of Systems Coach • Coaching Schedule/Activity Log
2.3 Members of the multidisciplinary team participate in an intervention selection process.	<ul style="list-style-type: none"> • Intervention Selection Process • Intervention Selection Documentation
2.4 The school has an intervention platform to guide Tier 2 and Tier 3 intervention resource decisions.	<ul style="list-style-type: none"> • Intervention Platform • Meeting Notes
2.5 The school has a process outlining how students access Tier 2 and Tier 3 reading intervention supports.	<ul style="list-style-type: none"> • Document outlining process for accessing reading intervention
2.6 The school communicates with parents and caregivers about Tier 2 intervention supports for their child.	<ul style="list-style-type: none"> • Parent/Caregiver Letter • Documentation of Communication • Documentation of Shared Decision Making
2.7 Intervention groups are appropriate for the students receiving reading intervention.	<ul style="list-style-type: none"> • Intervention Grouping Decisions • Intervention Interventionist/Group

<p>2.8 Adequate time is allocated for reading intervention instruction.</p>	<ul style="list-style-type: none"> • Intervention Schedules • Interventionist Information noting completed intervention components per lesson
<p>2.9 Reading intervention instruction aligns across Tiers and occurs in addition to class-wide (Tier 1) reading instruction.</p>	<ul style="list-style-type: none"> • Intervention Schedules & Class-Wide Reading Schedules • Intervention Instructional Methods are compared to Class-Wide Reading Instructional Methods
<p>2.10 Individuals providing reading intervention instruction receive implementation supports.</p>	<ul style="list-style-type: none"> • Review of Intervention Training Materials • Trainer Qualifications • Intervention Protocols Outlining Steps for Implementation • Coaching Schedule/Coaching Log
<p>2.11 The school has a comprehensive Advanced Tiers reading assessment system and personnel to support the system.</p>	<ul style="list-style-type: none"> • Reading Assessment System • Job Descriptions for Data Coordination • Schedule of Initial/Refresher Trainings • List of Trained Staff • List of Data System Users
<p>2.12 Individuals are responsible for monitoring the fidelity of interventions.</p>	<ul style="list-style-type: none"> • Intervention Fidelity Tool/Log • List of Staff Responsible for Monitoring Fidelity Data
<p>2.13 Content mastery progress-monitoring assessments are administered to students receiving reading intervention.</p>	<ul style="list-style-type: none"> • Intervention Curriculum Resource Recommendations for Administration • Spreadsheet of Student Scores
<p>2.14 General outcome progress-monitoring assessments are administered to students receiving reading intervention.</p>	<ul style="list-style-type: none"> • Sampling of Student Monitoring Graph • Progress Monitoring Administration Guidance from Assessment Authors

	<ul style="list-style-type: none"> • School Decision Rules about which measures to collect, how often, & where the goal should be set
2.15 The multidisciplinary team uses data to monitor the effectiveness of the Advanced Tier adolescent literacy components of an MTSS framework.	<ul style="list-style-type: none"> • Data Reports
2.16 The multidisciplinary team facilitates meetings to monitor the effectiveness of intervention supports.	<ul style="list-style-type: none"> • Meeting Minutes • Interventionist Action Items for Adjusting Instruction
2.17 The multidisciplinary team determines when to refer students to access Tier 3 intensive intervention supports.	<ul style="list-style-type: none"> • Meeting Minutes • Documentation to Outline Team Members Supporting Individual Student Needs
2.18 Diagnostic assessments are administered to inform Individualized Intensive Intervention Plans.	<ul style="list-style-type: none"> • List of Team Members Responsible for Diagnostic Data Collection • Samples of Diagnostic Data • Individual Case Examples
2.19 The multidisciplinary team engages parents, caregivers, and students in Individualized Intensive Intervention Planning.	<ul style="list-style-type: none"> • Meeting Minutes • Individualized Intensive Intervention Plans
2.20 The multidisciplinary team designs Individualized Intensive Intervention Plans.	<ul style="list-style-type: none"> • Three Randomly Selected Individualized Intensive Intervention Plans from the last 12 months • Process for Engaging Student Voice • Individualized Intensive Intervention Plan Template
2.21 Personnel implementing Individualized Intensive Intervention Plans receive implementation support.	<ul style="list-style-type: none"> • Intervention Training Materials • Trainer Qualifications • Implementation Protocols • Coaching Schedule/Log

<p>2.22 The multidisciplinary team uses a data-informed process to determine adaptations to Tier 3 intensive intervention supports.</p>	<ul style="list-style-type: none">• Three Randomly Selected Individualized Intensive Intervention Plans from the last 12 months• Meeting Minutes• Sample Individualized Intensive Intervention Plan
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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.

Michigan’s MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.