



**Reading Tiered Fidelity Inventory
Secondary-Level Edition**

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

Introduction and Purpose:

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

School-Wide Content Area Reading Model: Multi-tiered structures encompassing: (1) systems to address the continuum of reading needs across the student body, (2) practices designed to improve reading outcomes for all students that involve active participation by all school staff, and (3) data use and analysis.

The R-TFI is designed for use within a **data-based decision-making process** in coordination with student outcome data. The R-TFI currently measures three Tiers (**Tiers 2 & 3** are consolidated) and eight subscales.

Tier	Subscale	Items
Tier 1 School-Wide Reading Model Features	Teams	1.1, 1.2, 1.3, 1.4, 1.5
	Implementation	1.6, 1.7, 1.8, 1.9, 1.10, 1.11
	Resources	1.12, 1.13, 1.14, 1.15, 1.16,
	Evaluation	1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25
Tiers 2 & 3 School-Wide Reading Model Features	Teams	2.1, 2.2, 2.3, 2.4, 2.5
	Intervention Implementation	2.6, 2.7, 2.8, 2.9, 2.10
	Resources	2.11, 2.12
	Evaluation	2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19

Note: Definitions of the domains, subscales, and all bolded words in text throughout the tool are provided in the **Glossary of Terms** at the end of this document.

Participants for R-TFI Administration:

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

Schedule of R-TFI Administration:

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

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

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

Process:

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

Before:

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

During:

- Introduce the purpose of the R-TFI to all participants.
- Provide an overview of the administration process and scoring procedures.
- Read each item aloud and provide any clarification, including definitions of key terms.
- Facilitate the discussion and **consensus** on scoring.
- Record the score and notes for each item (paper copy and in the MiBLSi database).

After:

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

Key Roles and Responsibilities:

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

Scoring:

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

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

Data Entry and Analysis:

Scores for each R-TFI item are entered into the MiBLSi database at <http://webapps.miblsimtss.org/midata>. Results can then be viewed in an R-TFI item report, in the Analysis of School-Wide Data Report, District Dashboard, and ISD Dashboard.

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

**Reading Tiered Fidelity Inventory (R-TFI) Secondary-Level Edition
Scoring Form**

School: _____ District: _____ Date: _____
 School Leadership Team Members: _____
 Facilitator: _____
 Note taker: _____

Directions: The **School Leadership Team** completes the Reading Tiered Fidelity Inventory (R-TFI) together by using the *R-TFI Scoring Guide* to discuss each item and come to **consensus** on the final score for each item. Scores are recorded on this *Scoring Form* below and then entered at <http://webapps.miblsimtss.org/midata>.

Tier 1 School-Wide Content Area Reading Model Features

Tier 1: Teams

Item Number	Item Description	Score		
1.1	A School Leadership Team is established to support implementation of the School-Wide Content Area Reading Model .	2	1	0
1.2	The School Leadership Team uses an effective team meeting process.	2	1	0
1.3	The School Leadership Team's work is coordinated with other school teams.	2	1	0
1.4	Department Teams are established to support the implementation of Tier 1 content area reading instruction.	2	1	0
1.5	Department Teams use an effective team meeting process.	2	1	0

Tier 1: Implementation

1.6	The school uses a formal procedure for selecting Content Area Reading Strategies to provide content area reading instruction.	2	1	0
1.7	An Instructional Routine is available for each content area reading strategy that has been adopted for use school-wide.	2	1	0
1.8	The school has a School-wide Content Area Reading Plan .	2	1	0
1.9	Department Teams develop Instructional Plans to improve students' understanding of the content area.	2	1	0
1.10	Class-wide expectations for student behavior are established and taught.	2	1	0
1.11	Procedures are implemented for common classroom activities.	2	1	0

Tier 1: Resources

1.12	The school has identified an individual(s) to assist in data coordination for the Early Warning System .	2		0
1.13	An Early Warning Indicator (EWI) Assessment Schedule is available for the current school year.	2	1	0
1.14	Professional learning is purposely selected for supporting the implementation of a School-wide Content Area Reading Model.	2	1	0

Item Number	Item Description	Score		
1.15	The School Leadership Team uses system-level coaching .	2	1	0
1.16	All staff have access to instructional coaching for the Content Area Reading Strategies .	2	1	0
Tier 1: Evaluation				
1.17	The school uses a data system that provides access to Early Warning Indicator data.	2	1	0
1.18	Historical data are gathered to inform school personnel of student needs.	2		0
1.19	The School Leadership Team collects Tier 1 system fidelity data .	2	1	0
1.20	The School Leadership Team uses data to monitor the health of the School-Wide Content Area Reading Model .	2	1	0
1.21	The School Leadership Team uses a process for data-based decision-making .	2	1	0
1.22	Department Teams use a process for data-based decision-making.	2	1	0
1.23	The School Leadership Team monitors implementation of the School-wide Content Area Reading Plan .	2	1	0
1.24	Department Teams monitor implementation of Instructional Plans .	2	1	0
1.25	The School Leadership Team provides a status report or presentation on student reading performance to stakeholders.	2	1	0
Tiers 2 & 3 School-Wide Content Area Reading Model Features				
Tiers 2 & 3: Teams				
2.1	The School Leadership Team defines a process to be used by Cross-Department Teams for supporting students with reading skill deficits.	2	1	0
2.2	Cross-Department Teams work to support students who are not making adequate progress.	2		0
2.3	Student Support Teams are established to improve students' reading performance.	2	1	0
2.4	Teachers access the assistance of Student Support Teams.	2	1	0
2.5	Student Support Teams use an effective team meeting process.	2	1	0
Tiers 2 & 3: Intervention Implementation				
2.6	The school uses a formal process for selecting evidence-based reading interventions.	2	1	0
2.7	The school uses a variety of data sources to design Reading Intervention Plans .	2	1	0
2.8	Intervention group size is appropriate for students receiving reading intervention.	2	1	0
2.9	The school alters intervention variables to intensify reading intervention supports.	2	1	0
2.10	The school invites parents/guardians to collaborate on intervention plans for their child.	2	1	0

Tiers 2 & 3: Resources				
Item Number	Item Description	Score		
2.11	The school has identified an individual(s) to support the use of reading assessments for students with reading deficits.	2	1	0
2.12	All staff providing reading interventions receive implementation supports.	2	1	0
Tiers 2 & 3: Evaluation				
2.13	The school monitors data on student access to reading intervention supports.	2	1	0
2.14	The school uses a data system to display student reading progress.	2	1	0
2.15	Staff collect progress monitoring data with fidelity .	2	1	0
2.16	Staff collect diagnostic data with fidelity.	2	1	0
2.17	The school monitors the percent of students who are responding to reading intervention.	2		0
2.18	There is a protocol to monitor the fidelity of reading interventions.	2	1	0
2.19	Reading Intervention Plans are adjusted based on decision rules .	2	1	0

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<i>Brief description of the item.</i>	<i>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.</i>	<i>Description of the criteria that need to be in place to score 1 point on the item. Data sources should be available to substantiate a 1-point score.</i>	<i>Description of the criteria to score 0 points on the item.</i>	<i>Examples of documentation that can be used to substantiate scoring decisions.</i>
Tier 1 School-Wide Content Area Reading Model Features				
Tier 1: Teams				
1.1 A School Leadership Team is established to support implementation of the School-wide Content Area Reading Model .	<p>Team includes the school principal and <u>both</u> of the following:</p> <ul style="list-style-type: none"> School representation (e.g., cross-content areas, special education, reading specialist, Title I support coach). Of functional size (e.g., 5-7 members) to effectively accomplish work. 	<p>Team includes the school principal and <u>only one</u> of the following:</p> <ul style="list-style-type: none"> School representation (e.g., cross-content areas, special education, reading specialist, Title I support coach). Of functional size (e.g., 5-7 members) to effectively accomplish work. 	<p>There is no team. -OR- The team does not include the school principal. -OR- The established team does not meet any of the criteria outlined in the 2-point response.</p>	List of team members, roles, and job titles

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.2 The School Leadership Team uses an effective team meeting process.</p>	<p>All of the following team meeting procedures are in place:</p> <ul style="list-style-type: none"> • Team meets in person monthly. • Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper). • Absent team members receive updates promptly following the meeting (within 48 hours). • Team completes assignments and documents progress outlined on an action plan within designated timelines. 	<p><u>Two or three</u> of the criteria from the 2-point response are in place.</p> <p style="text-align: center;">-OR-</p> <p><u>All criteria</u> from the 2-point response are present but are <u>used inconsistently</u>.</p>	<p>There is no team.</p> <p style="text-align: center;">-OR-</p> <p><u>Only one</u> of the criteria from the 2-point response is in place.</p>	<p>Meeting schedule</p> <p>Meeting agendas, minutes/records, and attendance</p> <p>Written process for how absent team members are updated</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.3 The School Leadership Team's work is coordinated with other school teams.</p>	<p>School Leadership Team coordinates with <u>all</u> other teams within the school (e.g., school improvement team, PLCs, Department Teams) in the following ways:</p> <ul style="list-style-type: none"> • Schedules opportunities to meet with representatives from other teams to discuss alignment of school-wide priorities • Identify successes and challenges that will impact the School-wide Content Area Reading Plan <p style="text-align: center;">-AND-</p> <p>Discussions/meetings results in coordinated work across <u>all</u> teams within the school that aligned with school-wide priorities.</p>	<p>All conditions of the 2-point response are met, but coordination is <u>focused primarily on one specific team</u> within the school.</p>	<p>School Leadership Team operates in isolation of other school teams (e.g., the School Leadership Team is aware of implications and work of other teams, but no effort is made to coordinate and align priorities).</p>	<p>Team meeting minutes</p> <p>Action plans</p> <p>Communication plan</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.4 Department Teams are established to support the implementation of Tier 1 content area reading instruction.</p>	<p>Department Teams are established for <u>all</u> core subject areas. -AND- All content area teachers are <u>consistently</u> present at Department Team meetings. -AND- A feedback loop is <u>consistently</u> used when the principal is not able to attend a meeting.</p>	<p>Department Teams are established for <u>all</u> core subject areas. -AND- All content area teachers are <u>consistently</u> present at Department Team meetings.</p>	<p>Department Teams are established for <u>none or only some</u> core subject areas.</p>	<p>List of teams, members, roles, and job titles</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.5 Department Teams use an effective team meeting process.</p>	<p>All of the following team meeting procedures are in place:</p> <ul style="list-style-type: none"> • Team meets in person monthly. • Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper). • Absent team members receive updates promptly following the meeting (within 48 hours). • Team completes assignments and documents progress outlined on an action plan within designated timelines. 	<p><u>Two or three</u> of the criteria from the 2-point response are in place.</p> <p style="text-align: center;">-OR-</p> <p><u>All criteria</u> from the 2-point response are present but are <u>used inconsistently</u>.</p>	<p>There is no team.</p> <p style="text-align: center;">-OR-</p> <p><u>Only one</u> of the criteria from the 2-point response is in place.</p>	<p>Meeting schedule</p> <p>Meeting agendas, minutes/records, and attendance</p> <p>Written process for how absent team members are updated</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
Tier 1: Implementation				
1.6 The school uses a procedure for selecting Content Area Reading Strategies .	<p>The procedure looks for the presence of <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Strategy alignment with the Big Ideas of Adolescent Literacy and state standards (word study, fluency, vocabulary comprehension, motivation). • Fit and alignment with other curricula and materials for content area reading instruction. • Quality evidence to demonstrate effectiveness with target population. • Inclusion of supports for English Language Learners (if school demographics include ELLs). • Available resources needed to fully implement. • Availability of professional learning and ongoing technical assistance. 	<p>The procedure looks for the presence of <u>at least four</u> of the criteria outlined in the 2-point response.</p>	<p>There is no procedure. -OR- The procedure looks for the presence of <u>three or fewer</u> of the criteria outlined in the 2-point response.</p>	<p>Documentation showing how the selection procedure was used to for the current Content Area Reading Strategies and materials</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.7 An instructional routine is available for each Content Area Reading Strategy that has been adopted for use school-wide.</p>	<p>The instructional routine for <u>all</u> content area reading strategies includes <u>all of the following</u>:</p> <ul style="list-style-type: none"> • Clear and concise language. • New material is presented in small steps with student practice occurring after each step. • Teacher modeling. • Guided practice. • Frequent checking for understanding to obtain a high success rate. • Error correction procedures. • Scaffolding for difficult tasks. • Monitored independent practice. • Opportunities for cumulative and distributed review. 	<p>The instructional routine for all content area reading strategies <u>minimally includes</u>:</p> <ul style="list-style-type: none"> • Clear and concise language. • New material is presented in small steps with student practice occurring after each step. • Teacher modeling. • Guided practice. • Frequent checking for understanding to obtain a high success rate. <p style="text-align: center;">-OR-</p> <p>Instructional routines are used for some but <u>not all</u> Content Area Reading Strategies.</p>	<p>Instructional routines are not available for the content area reading strategies.</p>	<p>Written instructional routine for a selected Content Area Reading Strategy</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.8 The school has a School-Wide Content Area Reading Plan.</p>	<p>The plan supports students' mastery of the Big Ideas of Adolescent Literacy and state standards.</p> <p>-AND-</p> <p>The plan is developed using all of the following data sources:</p> <ul style="list-style-type: none"> • Early Warning Indicator data. • Historical data. • High stakes summative data. • Fidelity data. <p>-AND-</p> <p>The plan includes specific activities to achieve the goals (e.g., scheduling, assessment, professional learning) that are embedded when possible into the school improvement plan.</p> <p>-AND-</p> <p>The plan's goals are S.M.A.R.T.</p>	<p>The plan supports students' mastery of the Big Ideas of Adolescent Literacy and state standards.</p> <p>-AND-</p> <p>The plan is developed using all of the following data sources:</p> <ul style="list-style-type: none"> • Early Warning Indicator data. • Historical data. • High stakes summative data. • Fidelity data. <p>--AND-</p> <p>The plan includes specific activities to achieve the goals (e.g., scheduling, assessment, professional learning) that are embedded when possible into the school improvement plan.</p>	<p>A School-wide Content Area Reading Plan has not been developed.</p> <p>-OR-</p> <p>The plan does not support students' mastery of the Big Ideas of Adolescent Literacy and state standards.</p> <p>-OR-</p> <p>The plan is developed without using all four data sources outlined in the 2- and 1-point responses.</p>	<p>School-wide Content Area Reading (or reading components of school improvement plan)</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.9 Department Teams develop instructional plans to improve students' understanding of the content area.</p>	<p>Department Teams develop an Instructional Plan to include the following:</p> <ul style="list-style-type: none"> • S.M.A.R.T. instructional goals that are aligned with the Content Area Reading Strategies. • Method for collecting strategy fidelity data (e.g., checklist, frequency data, rubric). • Differentiation of Content Area Reading Strategies to address students with a continuum of reading skills (e.g. grade-level, course, students' reading skill). 	<p>Department Teams develop an Instructional Plan to include the following:</p> <ul style="list-style-type: none"> • S.M.A.R.T. instructional goals that are aligned with the content area reading strategies. • Method for collecting strategy fidelity data (e.g., checklist, frequency data, rubric). 	<p>Instructional Plans are not developed or only developed for some departments.</p> <p style="text-align: center;">-OR-</p> <p>The plans do not address the Content Area Reading Strategies.</p>	<p>Sampling of department instructional plans</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.10 Class-wide expectations for student behavior are established and taught.</p>	<p>Class-wide expectations are:</p> <ul style="list-style-type: none"> • Clearly defined, using student appropriate language (e.g., Goals, Respect, Integrity, Team Work). • Stated positively. • Aligned with the school-wide expectations. • Visibly posted in all classroom and non-classroom settings. • Taught at least annually and as needed (e.g., after breaks) as identified by behavioral data. • Embedded within feedback to students. <p style="text-align: center;">-AND-</p> <p><u>All</u> classrooms establish and teach class-wide expectations.</p>	<p>Class-wide expectations are:</p> <ul style="list-style-type: none"> • Clearly defined, using student appropriate language (e.g., Goals, Respect, Integrity, Team Work). • Stated positively. • Aligned with the school-wide expectations. • Visibly posted in all classroom and non-classroom settings. <p style="text-align: center;">-OR-</p> <p><u>Only some</u> classrooms establish and teach class-wide expectations.</p>	<p>Class-wide expectations do not include all four of the criteria outlined in the 1-point response.</p> <p style="text-align: center;">-OR-</p> <p>Class-wide expectations are not defined or taught in any classrooms.</p>	<p>Document that outlines the class-wide expectations</p> <p>Observations</p> <p>Teaching plans and schedule</p> <p>Sampling of students to define the class-wide expectations</p>

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

R-TFI Item	2 Points	1 Point	0 Points	Data Source
Tier 1: Resources				
1.12 The school has identified an individual(s) to assist in data coordination for the Early Warning System .	<p>The school has an individual(s) who does <u>all</u> of the following for the Early Warning System:</p> <ul style="list-style-type: none"> • Train appropriate staff on what the indicators are and how data are summarized. • Collaborate with technology department to ensure EWI data are available to staff. • Schedule data exports/imports (if applicable). • Ensure teachers have access to usable data reports. • Assist with data interpretation and analysis. 		The school does not have an individual responsible for coordinating the Early Warning System.	<p>Names of individuals</p> <p>Responsibilities/ expectations of data coordination</p> <p>Schedule of initial and refresher trainings</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.13 An Early Warning Indicator (EWI) Assessment Schedule is available for the current school year.</p>	<p>The following features are included on the EWI Assessment Schedule:</p> <ul style="list-style-type: none"> • Timelines for when EWI data will be exported/imported (if applicable) at least three times per year. • Timelines for checking EWI data accuracy. • Timelines for preparing data for teams to analyze within one week after the first 20 days of school, after each marking period, and near the end of the school year. 	<p>The following features are included on the EWI Assessment Schedule:</p> <ul style="list-style-type: none"> • Timelines for when EWI data will be exported/imported (if applicable) at least three times per year. • Timelines for checking EWI data accuracy. 	<p>The school does not have an EWI Assessment Schedule.</p>	<p>EWI Assessment Schedule</p>
<p>1.14 Professional learning is purposely selected for supporting the implementation of a School-Wide Content Area Reading Model.</p>	<p>The selected professional learning aligns with:</p> <ul style="list-style-type: none"> • School-wide Content Area Reading Plan. • Department Instructional Plans. <p>-AND-</p> <p>Professional learning is secured for <u>all identified staff that are impacted</u> by the activities outlined in the School-wide Content Area Reading Plan and Department Instructional Plans.</p>	<p>The selected professional learning aligns with:</p> <ul style="list-style-type: none"> • School-wide Content Area Reading Plan. • Department Instructional Plans. <p>-AND-</p> <p><u>Only some staff</u> have access to professional learning (e.g., one teacher has been given permission to attend the professional learning and then is quickly expected to teach colleagues).</p>	<p>The professional learning does not align with the activities included in the School-wide Content Area Reading Plan and/or Department Instructional Plans.</p>	<p>Listing of professional learning topics accessible to staff</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.15 The School Leadership Team uses system-level coaching.</p>	<p>System-level coaching includes support for:</p> <ul style="list-style-type: none"> • Developing capacity of School Leadership Team members to analyze data and prioritize needs. • Developing a School-Wide Content Area Reading Plan. • Assisting school teams with using an effective team meeting process. • Suggesting professional learning opportunities and/or people with expertise to support the school based on school reading data and plans. • Assisting with communication between the principal, school teams, and district team. 	<p>System-level coaching includes support for:</p> <ul style="list-style-type: none"> • Developing capacity of School Leadership Team members to analyze data and prioritize needs. • Developing a School-wide Content Area Reading Plan. • Assisting school teams with using an effective team meeting process. 	<p>System-level coaching support is not available. -OR- System-level coaching includes only one or two of the criteria outlined in the 2-point response.</p>	<p>Name(s) of system-level coaches, job title, job description</p> <p>Coaching schedule</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
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<p>1.16 All staff have access to instructional coaching for the Content Area Reading Strategies.</p>	<p>Instructional coaching support is available for all staff and includes:</p> <ul style="list-style-type: none"> • Prompting/reminding. • Direct observation. • Feedback. <p>When data indicate a need, or a request is made, additional instructional coaching supports include the following:</p> <ul style="list-style-type: none"> • Modeling. • Assistance in contextualizing the Content Area Reading Strategies for specific content areas. • Consultation without direct observation (e.g., prioritizing material to teach, identifying resources available within the program, enhancement to instructional routines and materials, behavior management strategies). 	<p>Instructional coaching support is available for all staff and includes:</p> <ul style="list-style-type: none"> • Prompting/reminding. • Direct observation. • Feedback. 	<p>Instructional coaching support is not available for all staff.</p>	<p>Name(s) of instructional coaches, job description</p> <p>Coaching schedule and activity log</p>
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R-TFI Item	2 Points	1 Point	0 Points	Data Source
Tier 1: Evaluation				
1.17 The school uses a data system that provides access to Early Warning Indicator data.	The school has a mechanism to summarize Early Warning Indicator data (e.g., National High School Center Excel Tool(s), reports embedded in Student Information System (SIS) or data warehouse, data exports and summaries in Excel). -AND- Early Warning Indicator data are easily accessible to teaching staff and school teams (e.g., appropriate user rights are assigned).	The school has a mechanism to summarize Early Warning Indicator data (e.g., National High School Center Excel Tool(s), reports embedded in Student Information System (SIS) or data warehouse, data exports and summaries in Excel).	The school does not have a mechanism to summarize Early Warning Indicator data.	Data system name Sample reports Listing of system user roles/rights

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.18 Historical data are gathered to inform school personnel of student needs.</p>	<p>The school has a process to access student historical data that includes:</p> <ul style="list-style-type: none"> • A mechanism for organizing student historical data (e.g., existing Reading CBM, CBM Maze, state assessments, attendance, behavior) that are easily accessible across buildings within the district. • Access to the data prior to the start of the next school year. <p>-AND-</p> <p>Historical data are used early enough to inform scheduling needs (e.g., intervention, credit recovery) for current and incoming students in transitional grades.</p>		<p>The school is not able to access student historical data.</p> <p>-OR-</p> <p>The school does not use the historical data early enough to inform scheduling needs (e.g., intervention classes, credit recovery).</p>	<p>Middle or end of year Early Warning Indicator data</p>
<p>1.19 The School Leadership Team collects Tier 1 system fidelity data.</p>	<p>The School Leadership Team assesses fidelity of the Tier 1 reading system at least annually (e.g., R-TFI).</p>	<p><u>Less than half</u> of the School Leadership Team is present to assess fidelity of the Tier 1 reading system.</p>	<p>The School Leadership Team does not collect Tier 1 system fidelity data.</p> <p>-OR-</p> <p>It has been longer than 1 year since the School Leadership Team collected Tier 1 system fidelity data.</p>	<p>Scores from the R-TFI</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.20 The School Leadership Team uses data to monitor the health of the School-Wide Content Area Reading Model.</p>	<p>The School Leadership Team gathers and analyzes <u>all</u> of the following data to monitor the health of the school-wide reading system:</p> <ul style="list-style-type: none"> • Percent of students who are low risk, some risk, and at risk for dropping out of school. • Percent of students who are responding to reading intervention. • Percent of students who remain at low risk from one screening period to the next. • Percent of students with reduced levels of risk from one screening period to the next. <p style="text-align: center;">-AND-</p> <p>The above data are analyzed and used to determine when problem solving is needed for <u>all</u> grades and intervention groups.</p>	<p>The School Leadership Team gathers and analyzes <u>all</u> of the following data to monitor the health of the school-wide reading system:</p> <ul style="list-style-type: none"> • Percent of students who are low risk, some risk, and at risk for dropping out of school. • Percent of students who are responding to reading intervention. 	<p>The school does not meet the conditions of the 1-point response.</p>	<p>Data reports</p> <p>Early Warning Indicator Reports</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.21 The School Leadership Team uses a process for data-based decision-making.</p>	<p>The team uses a process to engage in data-based decision making <u>at least</u> three times a year -AND- The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new data (e.g., school-wide EWI reports, patterns across grade levels, school-wide progress over time, fidelity), resulting in a summary of celebrations and precise problem statements. • Generation of hypotheses as to the factors contributing to the problem. • Analysis of data to validate hypotheses or generate new hypotheses. • Refinement of the implementation plan (goals, activities) that will address the problem. 	<p>The team uses a process to engage in data-based decision-making <u>less than</u> three times per year. -AND- The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new data (e.g., school-wide EWI reports, patterns across grade levels, school-wide progress over time, fidelity), resulting in a summary of celebrations and precise problem statements. 	<p>The team uses a process to engage in improvement cycles that do not meet the conditions of the 2 or 1-point response (analyzing data, but not using it to inform plans).</p>	<p>Evidence that data-based decision-making resulted in refinement of the School-Wide Content Area Reading Plan</p> <p>Visual display of problem-solving cycle</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.22 Department Teams use a process for data-based decision-making.</p>	<p>Each Department Team uses a process to engage in data-based decision-making <u>at least</u> once per marking period.</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new data (e.g., EWI, strategy fidelity data) resulting in a summary of celebrations and precise problem statements. • Generation of hypotheses as to the factors contributing to the problem. • Analysis of data to validate hypotheses or generate new hypotheses. • Refinement of the implementation plan (goals, activities) that will address the problem. 	<p>Each Department Team uses a process to engage in data-based decision-making <u>at least</u> once per marking period.</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new data (e.g., EWI, strategy fidelity data) resulting in a summary of celebrations and precise problem statements. 	<p>Department Teams use a process to engage in data-based decision making that does not meet the conditions of the 2 or 1-point response.</p>	<p>Evidence that data-based decision-making resulted in refinement of the Department Instructional Plans</p> <p>Visual display of problem-solving graphic</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.23 The School Leadership Team monitors implementation of the School-Wide Content Area Reading Plan.</p>	<p>Team monitors the plan <u>at least</u> three times per year. -AND- Monitoring includes updating and reviewing documentation of:</p> <ul style="list-style-type: none"> • Completion status of activities. • Reasons why activities were not completed (e.g. insufficient funding, training). • How barriers are being addressed. <p>-AND- Plan is modified when data suggest the need (e.g., plateaued or trending downward).</p>	<p>Team monitors the plan <u>at least</u> three times per year. -AND- Monitoring includes updating and reviewing documentation of:</p> <ul style="list-style-type: none"> • Completion status of activities. • Reasons why activities were not completed (e.g. insufficient funding, training). 	<p>A School-Wide Content Area Reading Plan has not been developed. -OR- Team only monitors the plan once or twice per year.</p>	<p>Documentation of monitoring and modifications to the School-Wide Content Area Reading Plan</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.24 Department Teams monitor implementation of Instructional Plans .	<p>Team monitors Instructional Plans <u>at least</u> three times per year.</p> <p>-AND-</p> <p>Monitoring includes updating and reviewing documentation of:</p> <ul style="list-style-type: none"> • Completion status of activities • Reasons why activities were not completed (e.g. insufficient funding, training). • Identification of barriers and communication to school principal. 	<p>Team monitors Instructional Plans <u>at least</u> three times per year.</p> <p>-AND-</p> <p>Monitoring includes updating and reviewing documentation of:</p> <ul style="list-style-type: none"> • Completion status of activities • Reasons why activities were not completed (e.g. insufficient funding, training). 	<p>Department Instructional Plans have not been developed.</p> <p>-OR-</p> <p>Teams only monitor Instructional Plans once or twice per year.</p>	Documentation of monitoring and modifications to Instructional Plans
1.25 The School Leadership Team provides a status report or presentation on student reading performance to stakeholders.	<p>The team can provide at least two examples from the past 12 months of a written report or presentation that summarizes <u>and interprets</u> Early Warning Indicator data for stakeholders (e.g., Parent Teacher Association, School Board, school staff, Student Advisory Committee).</p>	<p>The written report or presentation that summarizes, but <u>does not interpret</u>, Early Warning Indicator data for stakeholders.</p>	<p>The school does not have a written report or presentation that summarizes and interprets Early Warning Indicator data for stakeholders.</p>	Copy of most recent stakeholder status report

R-TFI Item	2 Points	1 Point	0 Points	Data Source
Tiers 2 & 3 School-Wide Content Area Reading Model Features				
Tiers 2 & 3: Teams				
2.1 The School Leadership Team defines a process to be used by Cross-Department Teams for supporting students with reading skill deficits.	<p>The process outlines:</p> <ul style="list-style-type: none"> • How students will be identified and matched to available interventions based on needs. • How student progress will be monitored. • Decision rules for determining how students are responding to intervention supports and next steps. • How school-wide resources will be identified and allocated to support reading intervention needs. <p style="text-align: center;">-AND-</p> <p>School Leadership Team helps all staff to learn and consistently use the process for supporting students with reading skill deficits.</p>	<p>The process outlines:</p> <ul style="list-style-type: none"> • How students will be identified and matched to available interventions based on needs. • How student progress will be monitored. • Decision rules for determining how students are responding to intervention supports and next steps. • How school-wide resources will be identified and allocated to support reading intervention needs. 	<p>The process for supporting students with reading skill deficits does not meet the conditions of the 2- or 1-point response.</p>	<p>Decision Rules</p> <p>School Leadership Team meeting minutes</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.2 Cross-Department Teams work to support students who are not making adequate progress.	Cross-Department Teams (grade level) collaborate to coordinate reading support for students who are not making adequate progress. Coordination involves ensuring consistent use of Content Area Reading Strategies by all teachers who are working with a student.		All students with reading needs are referred to the Student Support Team .	Cross-Department Team meeting minutes
2.3 Student Support Teams are established to improve students' reading performance.	<p>A team is established for each student who has not responded to previous intervention and includes:</p> <ul style="list-style-type: none"> • Consistent team members with reading and behavioral expertise. • Classroom teachers. • Parent. • Staff providing any aspect of the student's intervention plan. <p>-AND-</p> <p>There is a feedback loop established with the school principal to communicate decisions from Student Support Team meetings.</p>	<p>A team is established for each student who has not responded to previous intervention and includes:</p> <ul style="list-style-type: none"> • Consistent team members with reading and behavioral expertise. • Classroom teachers. • Parent. 	Student Support Team exists but team composition does not fluctuate based on unique needs of each student.	List of team members, roles, and job titles

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.4 Teachers access the assistance of Student Support Teams .	<p>The school has a <u>formal process</u>, initiated by a student's lack of response to previous intervention, for requesting assistance from the Student Support Team.</p> <p>-AND-</p> <p>Teachers use the process for <u>all students</u> who have not responded to previous intervention.</p>	<p>The school has an <u>informal process</u>, initiated by a student's lack of response to previous intervention, for requesting assistance from the Student Support Team</p> <p>-OR-</p> <p>Teachers use the process for <u>only some students</u> who have not responded to previous intensive interventions.</p>	There is <u>no process</u> for requesting assistance from the Student Support Team.	Request for assistance form
2.5 Student Support Teams use an effective team meeting process.	<p>All of the following team meeting procedures are in place:</p> <ul style="list-style-type: none"> • Team meets in person weekly. • Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper). • Absent team members receive updates promptly following the meeting (within 48 hours). • Team completes assignments and documents progress outlined on an action plan within designated timelines. 	<p><u>Two or three</u> of the criteria from the 2-point response are in place.</p> <p>-OR-</p> <p><u>All criteria</u> from the 2-point response are present but are <u>used inconsistently</u>.</p>	<p>There is no team.</p> <p>-OR-</p> <p><u>Only one</u> of the criteria from the 2-point response is in place.</p>	<p>Meeting schedule, meeting agendas, minutes, and attendance</p> <p>Written process for how absent team members are updated</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
Tiers 2 & 3: Intervention Implementation				
2.6 The school uses a formal process for selecting evidence-based reading interventions.	<p>The procedure looks for the presence of <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Intervention alignment with the Big Ideas of Adolescent Literacy and state standards (word study, fluency, vocabulary comprehension, motivation). • Fit and alignment with School-Wide Content Area Reading Strategies. • Quality evidence to demonstrate effectiveness of the intervention with the target population. • Inclusion of explicit instructional routines. • Available resources needed to fully implement. • Availability of professional learning and ongoing technical assistance. 	<p>The procedure looks for the presence of <u>at least four</u> of the criteria outlined in the 2-point response.</p>	<p>There is no procedure. -OR- The procedure looks for the presence of <u>3 or fewer</u> of the criteria outlined in the 2-point response.</p>	<p>Documentation showing how the selection procedure has been used within the past two years</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.7 The school uses a variety of data sources to design Reading Intervention Plans .	<p>The following types of data are reviewed to inform intervention plans:</p> <ul style="list-style-type: none"> • Student progress with previous intervention(s). • Data on previous intervention fidelity. • Reading diagnostic assessment(s). • Behavior assessment data (e.g., attendance, discipline referrals, Student Risk Screening Scale). 	<p>The following types of data are reviewed to inform intervention plans:</p> <ul style="list-style-type: none"> • Student progress with previous intervention(s). • Data on previous intervention fidelity. 	<p>The school does not use a data-based process to match student needs to reading interventions.</p>	<p>Meeting minutes</p> <p>Intervention plans</p>
2.8 Intervention group size is appropriate for students receiving reading intervention.	<p>Student groupings should be as small as local resources allow to maximize students' opportunities to practice and receive feedback.</p> <p>-AND-</p> <p>Tier 3 intervention group size should be smaller than Tier 2 groups.</p>	<p>Local resources are not sufficient and/or utilized for students to have enough opportunities to practice and receive feedback (e.g., teacher is only able to meet with one of the groupings per day causing the other groupings to not receive enough guided practice and feedback).</p>	<p>There is not a difference in group size between students receiving Tiers 2 & 3 supports.</p>	<p>Intervention groups and student data</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.9 The school alters intervention variables to intensify reading intervention supports.</p>	<p>The potential impact of <u>each</u> of the following variables is addressed when intensifying reading intervention supports:</p> <ul style="list-style-type: none"> • Increased instructional time. • Smaller group size. • Increased opportunities to respond with feedback. • Increased explicitness of instruction. • Changing intervention program. • Changing intervention skill focus. 	<p>The potential impact of <u>at least two</u> of the variables outlined in the 2-point response are addressed when intensifying reading intervention supports.</p>	<p>Intensive intervention plans do not reflect an increase in the intensity of supports provided.</p>	<p>Meeting minutes</p> <p>Intervention plans</p>
<p>2.10 The school invites parents/guardians to collaborate on intervention plans for their child.</p>	<p>The school provides all of the following to parents/guardians:</p> <ul style="list-style-type: none"> • Opportunities for active input/approval of the intervention plan at least 2-3 times per year. • Written notification of student intervention plan. • Updates on the students' progress and changes to the intervention at least monthly. <p style="text-align: center;">-AND-</p> <p>The above is provided consistently for all students receiving intervention.</p>	<p>The school only provides written notification to parents/guardians of student intervention plan.</p> <p style="text-align: center;">-OR-</p> <p>The conditions of the 2-point response are provided inconsistently.</p>	<p>The school's collaboration with parents/guardians does not meet the conditions of the 2- or 1-point response.</p>	<p>Parent letters</p> <p>Sample progress reports</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
Tiers 2 & 3: Resources				
2.11 The school has identified an individual(s) to support the use of reading assessments for students with reading deficits.	<p>The school has an individual(s) who does <u>all</u> of the following for reading assessments (e.g., progress monitoring, diagnostic assessment):</p> <ul style="list-style-type: none"> • Train appropriate staff in test administration and scoring procedures • Provide administration and scoring refresher trainings. • Schedule assessments. • Ensure teachers have access to usable data reports. • Ensure accuracy of test administration, scoring, and entry. • Assist with data interpretation and analysis. 	<p>The school has an individual(s) who meets <u>at least four</u> of the criteria outlined in the 2-point response.</p>	<p>The school does not have an individual(s) identified to support the use of reading assessments for students with reading deficits.</p> <p>-OR-</p> <p>The school has an individual(s) who fulfills <u>three or fewer</u> of the criteria outlined in the 2-point response.</p>	<p>Names of individual(s)</p> <p>Responsibilities/expectations of data coordination</p> <p>Schedule of initial and refresher trainings</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.12 All staff providing reading interventions receive implementation supports.	Personnel implementing interventions receive the following: <ul style="list-style-type: none"> • Training in the use of the reading intervention program by an individual(s) who has both expertise and demonstrated implementation success. • Access to a written protocol for implementation. • Coaching support for implementation through observation, modeling, co-teaching and feedback over time to ensure the reading intervention is implemented accurately and independently before implementation supports are faded. 	Personnel implementing interventions receive the following: <ul style="list-style-type: none"> • Training in the use of the reading intervention program by an individual(s) who has both expertise and demonstrated implementation success. • Access to a written protocol for implementation. 	Personnel implementing interventions <u>have not been formally trained</u> by individuals who have both expertise and demonstrated success with the intervention components.	Training outlines or agenda Trainer qualifications Intervention protocols Coaching schedule and/or written feedback Coaching Log

R-TFI Item	2 Points	1 Point	0 Points	Data Source
Tiers 2 & 3: Evaluation				
2.13 The school monitors data on student access to reading intervention supports.	<p>Student Support Teams gather data on the percent of students with reading skill deficits (as determined by a core course failure, reading CBM screening, historical, or diagnostic assessment data) who are accessing reading intervention at the beginning of each marking period.</p> <p style="text-align: center;">-AND-</p> <p>The School Leadership Team uses the aggregated data to determine when problem solving is needed to ensure all students with reading skill deficits are receiving reading intervention supports.</p>	<p>Student Support Teams gathers data on the percent of students with reading skill deficits (as determined by a core course failure, reading CBM screening, historical, or diagnostic assessment data) who are accessing reading intervention at the beginning of each marking period.</p>	<p>The school does not monitor the percent of students receive who access reading intervention.</p>	<p>Student Support Team meeting minutes</p> <p>School Leadership Team meeting minutes</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.14 The school uses a data system to display student reading progress.	Data system includes <u>all</u> of the following features: <ul style="list-style-type: none"> • Visual displays of small group and individual students' progress. • Visual displays of student growth compared to a goal (e.g., aimline, growth norms). • Ability to denote intervention changes. -AND- Data are easily accessible to teaching staff.	Data system includes <u>at least one</u> of the criteria listed in the 2-point response. -OR- Data are easily accessible to teaching staff.	The school does not utilize a data system to display student reading progress. -OR- Data system does not include any of the criteria listed in the 2-point response (e.g., Excel spreadsheet).	Data system

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.15 Staff collect progress monitoring data with fidelity.</p>	<p>The school administers progress monitoring assessments in reading to <u>all students</u> receiving reading intervention. -AND- Measures selected for progress monitoring match the critical skills and grade level of the identified need(s) for intervention. -AND- Staff adhere to standard administration and scoring protocols. -AND- The frequency of progress monitoring is <u>at least</u>:</p> <ul style="list-style-type: none"> • Once per week for students receiving Tier 3 reading interventions. • Every other week for students receiving Tier 2 interventions. 	<p>The school administers progress monitoring assessments in reading to <u>all students</u> receiving reading intervention. -AND- Measures selected for progress monitoring match the critical skills and grade level of the identified need(s) for intervention. -AND- Staff adhere to standard administration and scoring protocols. -AND- The frequency of progress monitoring does not meet minimum conditions outlined in the 2-point response.</p>	<p>The school <u>does not</u> administer progress monitoring assessments to all students receiving intervention. -OR- Staff <u>do not</u> adhere to standard administration and scoring protocols.</p>	<p>Progress monitoring schedule</p> <p>Progress monitoring graphs</p> <p>Shadow scoring protocol</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
2.16 Staff collect diagnostic data with fidelity .	Diagnostic data (e.g., R.I.O.T. -record reviews, interviews, observations, tests) are gathered when more in-depth information is needed to inform reading intervention plans. -AND- Staff adhere to standard test administration and data collection protocols (e.g. R.I.O.T.).	A <u>standard battery</u> of diagnostic assessments are used regardless of specific needs for more information. -AND- Staff adhere to standard test administration and data collection protocols (e.g. R.I.O.T.).	The school does not gather a variety of diagnostic data (e.g., R.I.O.T.) to inform reading intervention plans.	Samples of diagnostic data collection plans and reports
2.17 The school monitors the percent of students who are responding to reading intervention.	Student Support Team monitors the percent of students who are responding to reading intervention supports using <u>all</u> of the following: <ul style="list-style-type: none"> • Pre-identified decision rules to evaluate response to reading intervention supports (e.g., meeting progress monitoring goals). • Progress monitoring data or in-program assessment data. 		Student Support Team does not monitor the percent of students responding to reading intervention supports. -OR- Student Support Team analyzes progress monitoring data without the use of pre-identified decision rules .	Team meeting minutes Decision rules

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.18 There is a protocol to monitor the fidelity of reading interventions.</p>	<p>For each reading intervention group, the school gathers data on <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Student attendance. • Actual intervention duration. • Actual intervention frequency. • Implementation quality (e.g., direct observation). 	<p>For each reading intervention group, the school gathers data on <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Student attendance. • Actual intervention duration. • Actual intervention frequency. 	<p>The school does not collect fidelity data for any reading intervention.</p> <p style="text-align: center;">-OR-</p> <p>For each reading intervention group, the school gathers <u>only one or two</u> of the data sources outlined in the 2-point response.</p>	<p>Intervention Log that documents items outlined in the 2-point criteria</p>
<p>2.19 Reading Intervention Plans are adjusted based on decision rules.</p>	<p>Student Support Teams use established decision rules to maintain, adapt, modify, and improve support for students receiving Tier 3 reading intervention.</p> <p style="text-align: center;">-AND-</p> <p>Decisions (e.g., maintain intervention plan, change student incentives, provide more instructional coaching, change student program placement) are made as soon as data indicate an adjustment is needed.</p>	<p>Student Support Teams use established decision rules to maintain, adapt, modify, and improve support for students receiving Tier 3 reading intervention.</p>	<p>Student Support Teams <u>do not</u> use established decision rules to adapt, modify, and improve support for students receiving Tier 3 reading intervention.</p>	<p>Progress monitoring of intensive intervention plans</p> <p>Decision rules</p>

Glossary of Terms

Big Ideas of Adolescent Literacy. Word study, fluency, vocabulary comprehension, motivation as outlined in the IES Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*.

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

Content Area Reading Strategies. Critical evidence-based instructional practices that are used by teachers across different content areas (science, social studies, etc.) to provide higher-quality instruction by incorporating the practices into their curricula to ensure students can access and comprehend secondary expository text with good effect.

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

Cross-Department Teams. Collaborative groups of teachers who share a common group of students. These teams meet for the purpose of integrating Content Area Reading Strategies into their curriculum such that the learning of skills outlined in the state standards are achieved in addition to the furthering of students' abilities to read and comprehend the subject matter text.

Cumulative and Distributed Review. Studying or practicing a skill or skill set in sessions that are short in duration and spaced over time.

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

Decision Rules. Pre-determined set of guidelines that produce answers that can be applied at a single point of time.

Department Teams. Collaborative groups of teachers who share a common focus of instruction in a particular content area (science, social studies). These teams meet for the purpose of integrating content-area reading strategies into their content area such that the learning of skills outlined in the state standards are achieved in addition to the furthering of students' abilities to read and comprehend the subject matter text across grade levels.

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

Early Warning Indicators (EWI). Indicators that are highly predictive of a student's likelihood of dropping out of school or not graduating in 4 years: attendance, behavior (suspension), course proficiency (GPA, course failures).

Early Warning Indicator Assessment Schedule. A school or district-wide schedule that indicates the dates when Early Warning Indicator data should be available after the first 20 days of school and after each marking period. The schedule includes timelines for when EWI data need to be checked for accuracy and timelines for when any additional calculations need to be done in order for school teams to have the EWI data available for decision-making.

Early Warning Indicator Reports. Reports generated from an Early Warning System that display individual student and aggregate (classroom, grade-level, school-wide) summaries of attendance, suspension/expulsion, incoming risk, GPA, and course failure data.

Early Warning System. A system for summarizing and reporting Early Warning Indicator Data (e.g., Excel file, National High School Center Early Warning System Excel Tool-High School and Middle Grades versions, reports integrated into specific student information systems or data warehouses).

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

Fidelity. Information that describes how well a practice, program or strategy is implemented (e.g., fidelity, implementation stage).

High-Stakes Summative Data. Used to evaluate student learning, acquisition of skill, and academic achievement typically at the end of a unit, semester, or school year. Data are used to make important decisions about the student's schooling (e.g., scholarship, promotion)

Historical Data. Data gathered in the past and is used on the basis for forecasting future data or trends.

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

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

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

Instructional Routine. Systematic procedures that are consistently used to introduce and practice information. Instructional routines can be embedded into curricular materials or added by the instructor.

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

Precise Problem Statements. Include specific information to outline what the problem is, where it occurred, when it occurred, who was involved, and why might it have happened.

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

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

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

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

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

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

School Leadership Team. The function of the school reading leadership team is to ensure sustainable systems and structures are in place to facilitate effective and efficient reading instruction for all levels of learners. This includes: achievement and fidelity assessments, allocated time for instruction, materials and resources, targeted professional development, coaching, feedback and support systems, and data based problem solving processes at all levels. Additionally, the leadership team coordinates these efforts with other priorities.

School-Wide Content Area Reading Model. Multi-tiered structures encompassing: (1) data use and analysis, (2) systems to address the continuum of reading needs across the student body, and (3) practices designed to improve reading outcomes for all students that involve active participation by all school staff.

School-Wide Content Area Reading Plan. A document created annually that details the data, systems, and instructional strategies necessary to facilitate effective and efficient reading instruction for all levels of learners.

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

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

Strategy Fidelity Data. Assessment information regarding the degree to which the components of a specific instructional strategy are implemented.

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

System Fidelity Data. Assessment information regarding the degree to which the components of a system are implemented.

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

Tier 1. System that ensures all students have access to and benefit from Content Area Reading Strategies which include: (1) high quality, evidence-based instruction that is differentiated to address the continuum of reading needs across all students, and (2) universal screening on a periodic basis to measure the impact of the Content Area Reading Strategies.

Tiers 2 & 3. System that ensures students with reading deficits who are not making adequate progress in core subject areas have access to and benefit from intensive interventions that targets students' skill deficits for the remediation of existing problems and the prevention of more severe problems.