USING THE R-TFI TO REFINE MTSS IMPLEMENTATION

FACILITATOR

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OBJECTIVES

Understand the purpose and intended use of the Reading Tiered Fidelity Inventory (R-TFI).

Evaluate whether the R-TFI might be helpful tool for identifying needs at your school(s).

OHIO'S PLAN TO RAISE LITERACY ACHIEVEMENT

education.ohio.gov/literacy

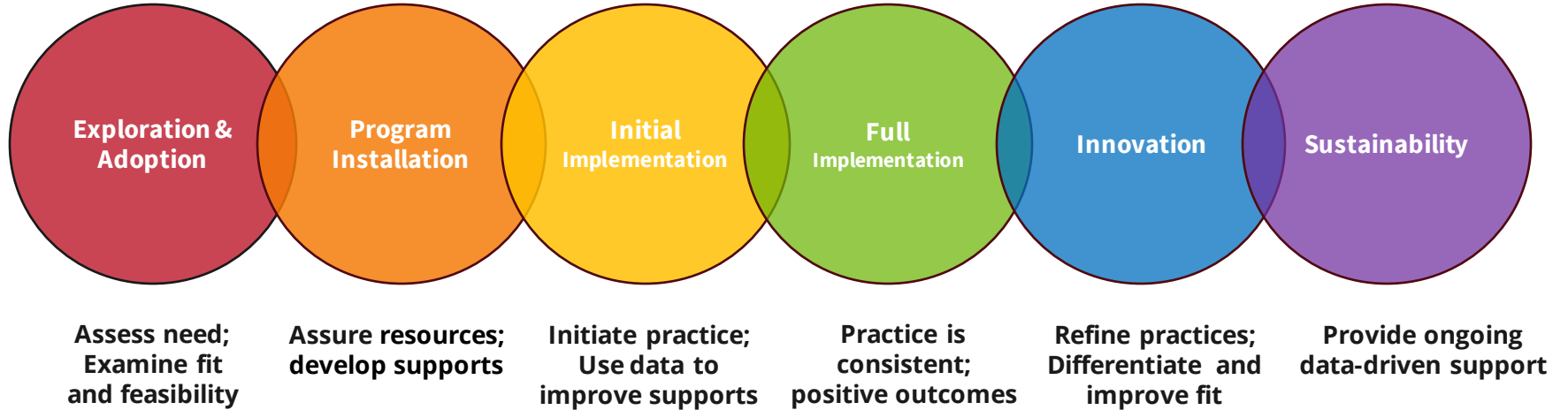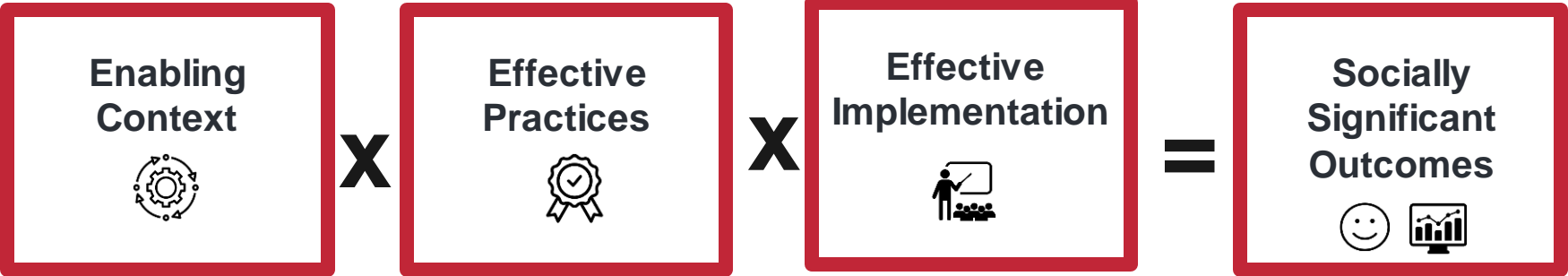Ohio's vision is for **all** learners to acquire the knowledge and skills to become proficient readers.

OHIO'S PLAN TO RAISE
LITERACY ACHIEVEMENT

January 2020

Ohio | Department of Education

PHASES OF IMPLEMENTATION

THE IMPLEMENTATION FORMULA FOR SUCCESS

Enabling Context		Effective Practices		Effective Implementation		Socially Significant Outcomes
TEAMS	X	**USABLE INNOVATIONS**	X	**STAGES**	=	
CYCLES				**DRIVERS**		

(Adapted from Fixsen et al., 2015)

SCHOOL-WIDE LITERACY PLAN ALIGNMENT

Effective Practices

- The school will use high-quality instructional materials and evidence-based practices to improve literacy outcomes.

Enabling Context (System)

- The school will develop a system to offer a range of supports tailored to the needs of diverse learners.

Effective Implementation (Data)

- The school will collect and analyze student data to provide appropriate scaffolds, interventions, and enrichment opportunities.
- The school will collect and analyze adult data to provide high-quality professional learning and coaching.
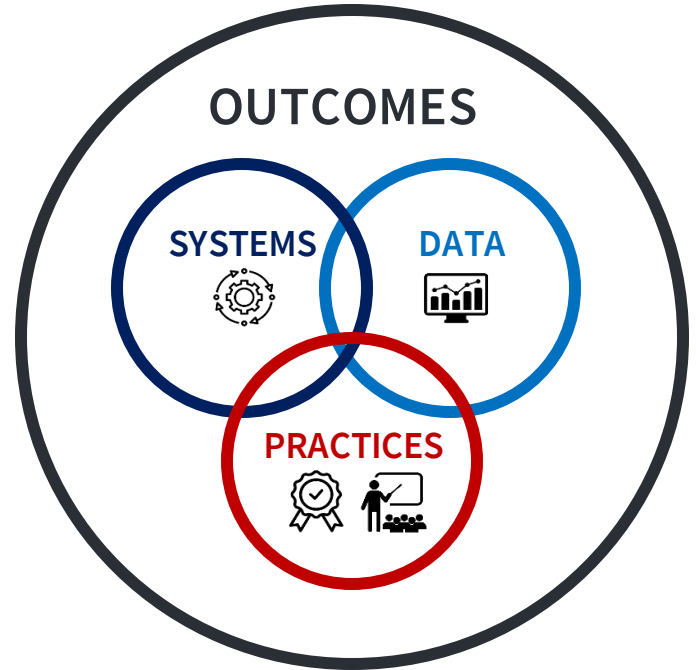
REFINING A SCHOOL-WIDE SYSTEM

How healthy is our school-wide MTSS framework?

How might we refine our systems, practices, and data to improve student outcomes?

OUTCOMES

SYSTEMS

DATA

PRACTICES

CONDUCTING A NEEDS ASSESSMENT

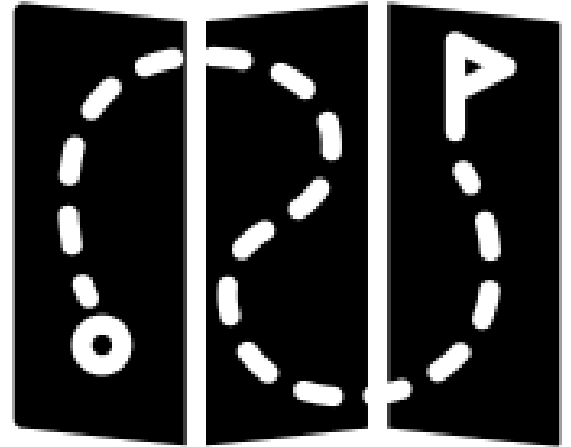| SYSTEMS ⚙	PRACTICES 🏅	DATA 🧑‍🏫
• Teams • Processes • Procedures	• Evidence-based programs • Evidence-based practices • Evidence-based strategies • High-quality implementation	• Assessment systems • Data analysis • Plans informed by student and adult data • Implementation support • Data sharing with stakeholders

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WHAT IS THE R-TFI?

The purpose of the Reading Tiered Fidelity Inventory (R-TFI) is to provide schools with a school-level fidelity tool to assess the reading components of a Multi-Tiered System of Supports (MTSS) framework.

UTILITY OF THE R-TFI

- The R-TFI also functions as a road map for school teams as they work to install and successfully use the reading components of an MTSS model.

- Its focus on data, systems, and some practices / programs align with MTSS core features and complement the behavioral components of an MTSS model.

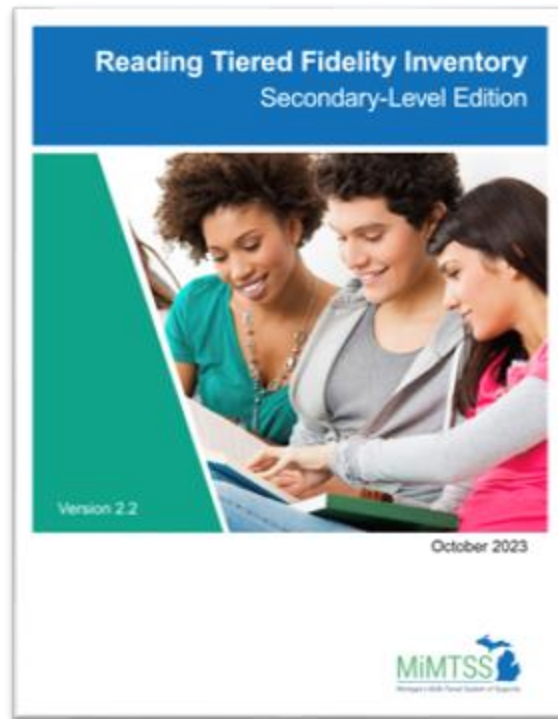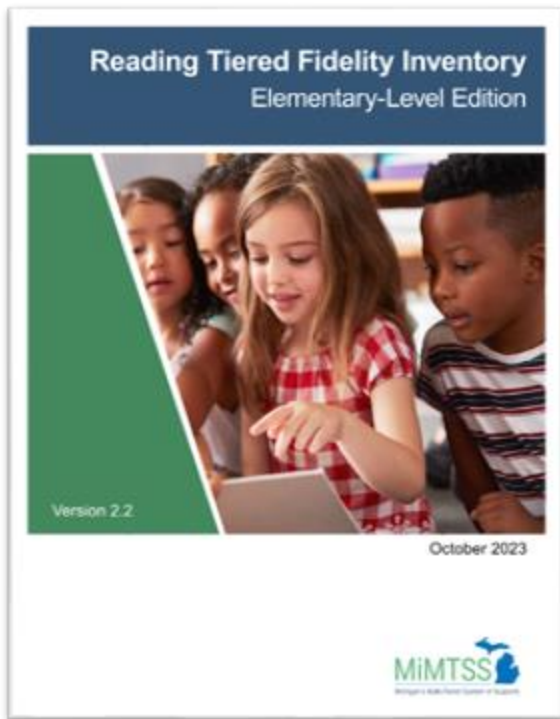# COMPONENTS OF MTSS

Team-based Leadership

Tiered Delivery System

Selection and Implementation of Effective Practices

Comprehensive Screening and Assessment

Continuous Data-based Decisions

ELEMENTARY AND SECONDARY EDITIONS

Reading Tiered Fidelity Inventory
Elementary-Level Edition

Version 2.2

October 2023

MiMTSS

Reading Tiered Fidelity Inventory
Secondary-Level Edition

Version 2.2

October 2023

MiMTSS

Bookmark to use the most up-to-date edition(s).

Retrieve from https://mimtsstac.org/reading-tiered-fidelity-inventory-r-tf

EDITION SELECTION GUIDELINES

Edition Selection Guidelines

Table 1. Edition Selection Guidelines.

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

R-TFI ADMINISTRATION SCHEDULE

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

Completion of the Entire R-TFI	
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.	
Universal Tier	**Advanced Tiers**
Schools might consider administering Tier 1 to align with the timing of their Tier 1 professional learning.	Schools might consider administering Advanced Tiers items to align with the timing of their Advanced Tiers professional learning.

UNIVERSAL TIER 1

It is recommended that **all BLT members** actively participate in completing the Tier 1 items in the R-TFI 2.0.

School Leadership Team (BLT)	**Grade Level Teams (TBTs)**
System Level Coaching	**Instructional Coaching**
Tier 1 Assessment	**Tier 1 Instruction**
Data-based Decisions	**Communication**

ADVANCED TIERS

It is recommended that the **core members of the MDT** actively participate in completing the Advanced Tier items in the R-TFI 2.0.

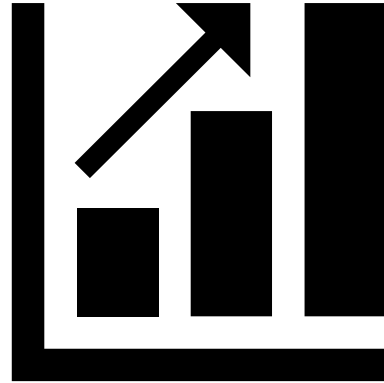|	
Multidisciplinary Teams (MDTs)	**Intervention Platform**
Intervention Quality	**Process for T2/T3 Decisions**
T2/T3 Assessment	**Intensive Intervention Plans**
Data-based Decisions	**Communication**

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ANNUAL ADMINISTRATION

- After the first assessment, it is recommended that the R-TFI be completed at least once per school year, typically in the spring.

- Coordinating the timing of R-TFI data collection with the continuous improvement planning process will increase the likelihood that results can inform the school and district planning.
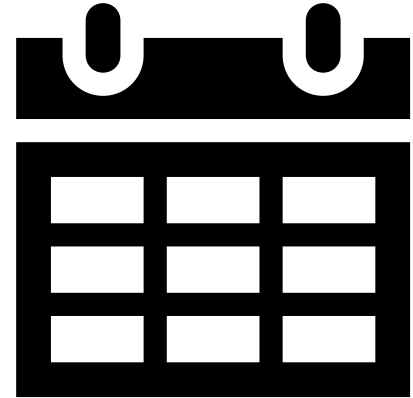
MORE FREQUENT ADMINISTRATION

- The R-TFI can also be administered more frequently for progress-monitoring purposes.

- During progress monitoring, less formal administration processes can be used. Using informal processes will typically result in a shorter administration time.

PROGRESS MONITORING EXAMPLE

Targeted Focus	Progress-Monitoring	Wrapping Up
The team (e.g., **school leadership team** or **multidisciplinary team**) only focuses on items that were the focus of action planning after the last R-TFI administration.	The principal and R-TFI Facilitator use the Simultaneous and Public Voting Process only for identified items **OR** data sources may be reviewed using the 2-point criteria in the scoring guide.	For items that were not progress-monitored, assign the score earned in the previous administration. Upload data to the data system.

TIME ALLOCATION

- Ensure sufficient time to gather and share data sources with team members prior to each R-TFI administration to support their item scores.

- R-TFI administration typically takes about 1-2 hours for each section. Expect the first administration to take longer than subsequent administrations.

- Teams may extend the session to begin action planning, or a follow-up meeting may be scheduled for another time.
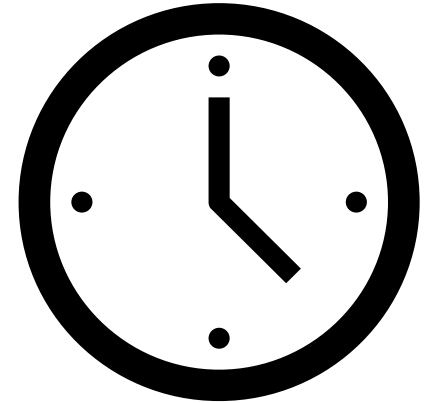
ROLES

Key Roles and Responsibilities

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

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

Check with your SST and ESC partners!

SCORING

Overview	Process	Resolving Discrepancies
• The team (e.g., BLT; MDT) completes the R-TFI using a simultaneous and public voting process is used. • A scoring guide is used to come to consensus on each item's score a 2-1-0 scale.	• Respondents are prompted to simultaneously display their scores: "2= fully in place, 1= partially in place, 0= not in place" using cards or fingers. • Voters may abstain from voting on an item if they feel they lack background knowledge.	• Members discuss the available evidence to justify a score. • Respondents vote again to try to reach consensus. • If consensus is not reached, the score most respondents voted for is recorded.

DATA ANALYSIS

- Teams should interpret their R-TFI data starting with the total score, then look for more specific areas of strength and need based on Tier (i.e., **Tier 1**, **Advanced Tiers**).

- Finally, teams use individual item scores within a Tier to identify specific actions that will lead to improved implementation of the reading components of an MTSS Framework.

DATA ENTRY

The R-TFI Reporting System **can be accessed here**: https://mimtssdata.org/rtfireporting/

- Interested districts can have their superintendent sign the Acceptable Use and Data Sharing Agreement and follow directions in the form to establish their district account.

- Authorized schools can enter scores and notes for each R-TFI item.

- Various reports are available (e.g., R-TFI item report, School Dashboard, District Dashboard, and score exports).

STOP & JOT

Peaks (Opportunities)	Pits (Barriers)

Initial Itinerary (Next Steps)

WHAT'S NEXT?

The author, Dr. Kim St. Martin, has made the following recommendations for schools:

1 Stay the course and use the R-TFI as your road map for prioritizing and improving outcomes.

2 Coordinate the work of school teams that are addressing reading and behavior MTSS efforts with clearly defined communication.

3 Share data on a regular basis with all school staff and the District Leadership Team to celebrate successes and to focus improvement efforts.

4 Systematically develop the knowledge, skills, and abilities of all staff since MTSS is a collaborative effort that cannot be person dependent.

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THANKS FOR ATTENDING

Wishing you
the best as you
stay the course!